

REFLECTIONS ON NURSING

First Quarter 2002

LEADERSHIPTM

Honor Society of Nursing, Sigma Theta Tau International



Presidential call to action:

Building diverse relationships

May L. Wykle, RN, PhD, FAAN

The Honor Society of Nursing's 24th president

NEW 2002

Professional Development Conferences



www.nursingsociety.org

Fasten Your Seatbelt and Get Ready to Launch into a New Professional Orbit!



Houston, TX
Mar. 14-16, 2002

Atlanta, GA
May 2-4, 2002

Philadelphia, PA
Sep. 26-28, 2002

Phoenix, AZ
Oct. 16-18, 2002

4 - LOCATIONS
4 - DATES
Plus FREE Preconference

Cosponsored by



Sigma Theta Tau International
Honor Society of Nursing

For more information:

www.nursingsociety.org

888.634.7575 (U.S./Canada toll free)

+800.634.7575.1 (International toll free)

Choose from two tracks:

Career Development

Donna Cardillo, RN, BS,
Nursing Spectrum's
"Dear Donna"

Leadership Development

Gail L. Ingersoll, RN, EdD,
FAAN, FNAP, director of
clinical nursing research
Strong Memorial Hospital

Colleen D. Hole, RN, MHA,
consultant

Earn 4-6 contact hours
daily while you

- Explore career alternatives in nursing
- Broaden your skills
- Learn how to be a successful manager
- Find out what it takes to be a leader in clinical practice

Registration:

One day	\$175
Two days	\$275

Discounts:

Students (ID required)	20%
Society members	10%

Sigma Theta Tau International is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.

Symbols of
Excellence
Speak for
Themselves



Silver Vermeil

Sterling Silver

Not shown actual size

Order Today!

Display your pride in becoming a member of the Honor Society of Nursing, Sigma Theta Tau International by investing in a membership key pin, charm or ring. Each piece of fine jewelry identifies your dedication to nursing scholarship, leadership and excellence. Just as the honor of your membership in Sigma Theta Tau is a life-long commitment, the official jewelry of the Honor Society of Nursing may be treasured for a lifetime. Invest in a timeless piece of fine jewelry today.

Online:
www.nursingsociety.org/catalog

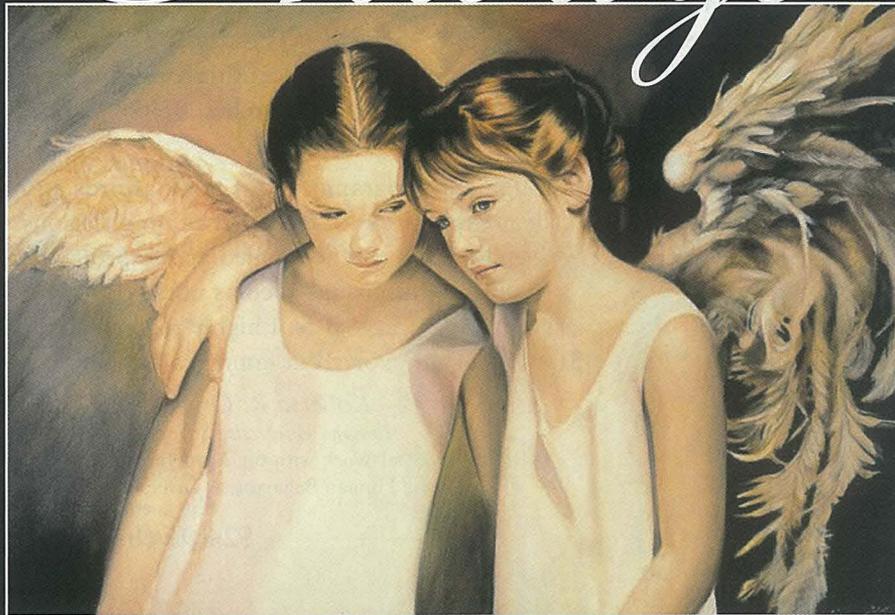
U.S. and Canada toll free:
888.634.7575

International toll free:
+800.634.7575.1



N. A. Noël prints

Always



In honor of Sigma Theta Tau International's 75th Anniversary, popular artist Nancy Noël has generously offered society members the opportunity to purchase signed prints of her original oil painting, "Always." Proceeds from the sale of the prints will be donated to the society's nursing research endowment.

Open Edition Miniature

(8" x 5½") with artist's signature - \$20 (Order No.: 7700M)

Open Edition Print

(28" x 18") with artist's signature - \$45 (Order No.: 7700L)

Call 888.634.7575

U.S. and Canada toll free

+ 800.634.7575.1

International toll free

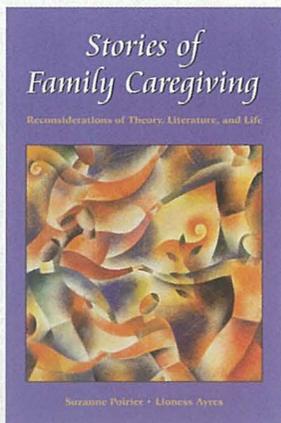
317.634.8171

call today to order your print!

Stories of Family Caregiving

Reconsiderations of Theory, Literature, and Life

This book is an interdisciplinary exploration of the experiences of men and women who provide long-term, life-sustaining care to family members. It takes a narrative approach to the subject through stories from fiction and autobiography and from interviews with the family caregivers. The stories explore their experiences in all their contradictions, hopes and fears. Authored by Suzanne Poirier, PhD, and Lioness Ayers, RN, PhD. Available March 2002. 200 pages.



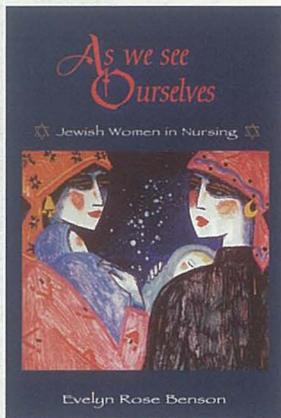
“Through autobiographies, this book affords an excellent exploration of the practical implications of caregiving that can be applied across professional boundaries, for groups such as nurses, social workers, or gerontologists. I highly recommend this book to all involved in family caregiving.”

— *Roberta R. Greene, MSW, PhD*
Indiana University School of Social Work
Author of Social Work with the Aged and Their Families
and Human Behavior: A Diversity Framework

\$24.95 (Item 1093)

As We See Ourselves

Jewish Women in Nursing



A book every nurse will want to own because it is an account of an aspect of nursing not usually known but important to the history of nursing. It explores Judaic roots in nursing history, presents the contributions of Jewish women to the development of the nursing profession, and describes the experiences of Jewish nurses on the contemporary scene, including the recent networking initiative undertaken by the Hadassah Nursing Councils. The narrative is woven from sources in the history of nursing, the history of women and the history of the Jewish people. Inspired by the author's commitment to tell the untold story of Jewish women in nursing, this book reflects the Honor Society of Nursing's commitment to professional diversity. Written by Evelyn R. Benson, RN, MPH. (2001) 196 pages.

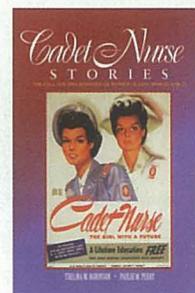
\$24.95 (Item 1092)

Cadet Nurse Stories

The Call for and Response of Women During World War II

More than 50 years after World War II, cadet nurses tell their stories about how they helped win the war on the home front by serving in hospitals during the worst nurse shortage in history. Recalling what it was like to serve their country, these women share touching historical and personal stories about their experiences. Authored by Paulie M. Perry, AD, RN, PHN and Thelma M. Robinson, RN, MSN, PNP. (2001) 210 pages.

\$19.95 (Item 1091)



**LATEST
OFFERINGS
FROM
CENTER
NURSING
PUBLISHING**

Free shipping and handling

Members receive
10 percent discount

Order toll free:
888.634.7575 (US/Canada)
+ 800.634.7575.1 (International)

Order online:
www.nursingsociety.org/catalog

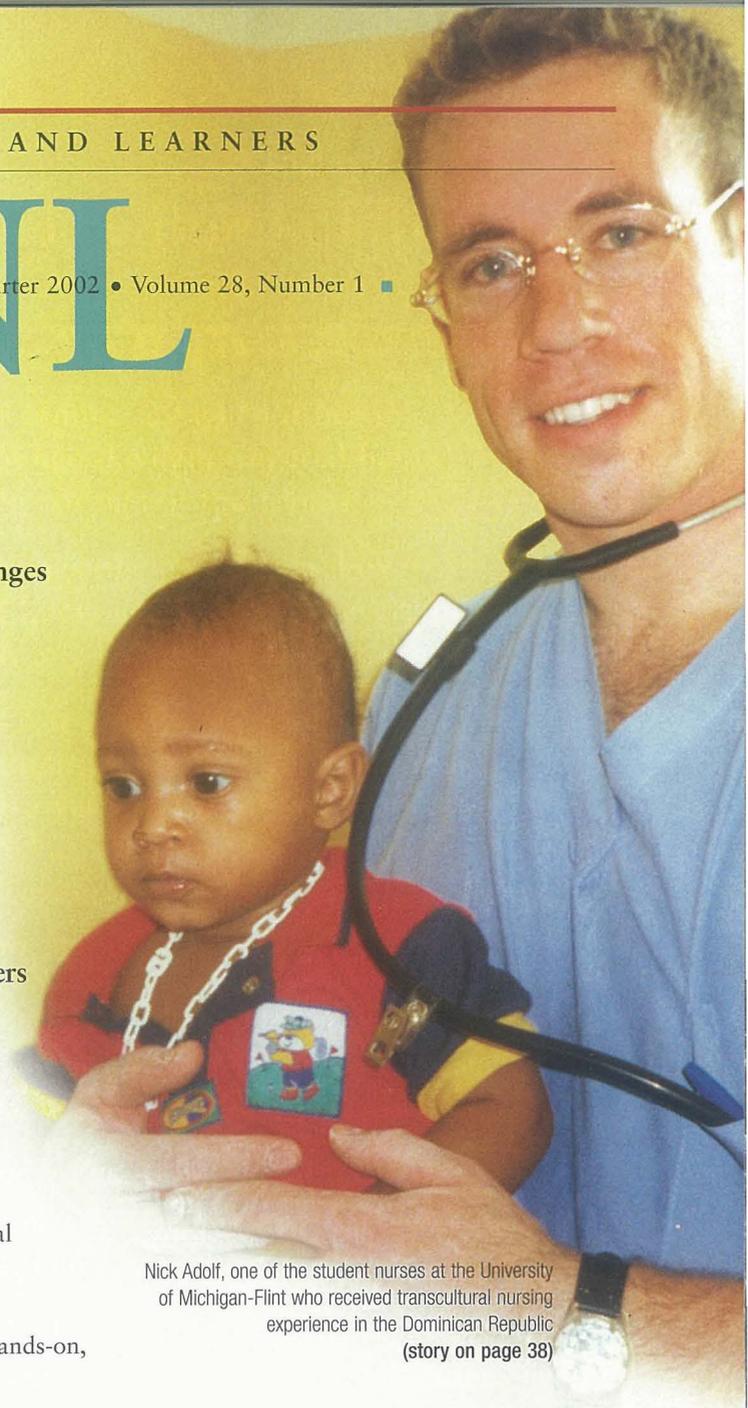


Sigma Theta Tau International
Honor Society of Nursing

RNL

features

- 8 **My evolving self: From dean to faculty member**
Essay. Making sense out of change.
- 10 **Touching lives, creating opportunities, seeking challenges**
Cover story. Profile of Dr. May L. Wykle, the Honor Society of Nursing's new president.
- 18 **Nothing but the truth**
Legal nurse consultants find rewarding careers as information brokers and expert witnesses.
- 22 **Nurses as clinicians, teachers and researchers**
We need to encourage nurses to remain clinicians while providing them opportunities for teaching and research, says Professor Tony Butterworth of England.
- 26 **Bavarian nursing secrets revealed**
- 29 **The Irsee vision: Healing patients by healing practitioners**
Former Bavarian monastery provides setting for development of new paradigm in international nursing scholarship.
- 31 **From Helsinki to Terre Haute**
Fulbright Scholarship program promotes professional development and mutual understanding between nations.
- 32 **Teaching and learning in Indonesia**
U.S. educator helps Indonesian university develop "international standards" nursing program.
- 38 **Mission of nursing**
Nursing department at University of Michigan-Flint provides hands-on, transcultural experience in Dominican Republic.



Nick Adolf, one of the student nurses at the University of Michigan-Flint who received transcultural nursing experience in the Dominican Republic (story on page 38)

columns

- 6 **Notes from the chief executive officer**
Life's experiences haven't hurt me none.
- 7 **Poetry**
- 37 **Society book review**
- 41 **To the editor**
- 70 **Reflecting back**

departments

- 42 **People**
- 47 **Announcements**
- 50 **References**

inside the society

- 51 **Letter from the president**
- 52 **36th Biennial Convention**
- 54 **Founders Awards**
- 57 **Other convention awards and recognitions**
- 62 **Research**
- 63 **Strategic planning**
- 64 **Philanthropy**

Life's experiences haven't hurt me none

IN THE 1980s, I was a pediatric nurse practitioner in an urban health maintenance organization. A major responsibility I had was designing and implementing parenting classes for parents of newborns, toddlers and preschool children. Constructing the six-week courses that dealt with health issues, health promotion, and growth and development of these age groups seemed a natural extension of what I had learned in my master's program.

As the classes progressed, I developed an uneasiness, however, about the value of these teachings for the parents. When I tested this out with the parent groups, I received invaluable feedback. They wanted more sharing from experienced parents. They wanted parents to present their perspective on the week's content. And most of all, they wanted me to share not only my clinical knowledge but also my parenting knowledge. Thanks to these parents, who suffered through some awful classes, I'm sure, I shifted tactics and became not only a teacher, but a learner. In the end, I learned as much from them as they did from me, and together we created solutions for effective parenting.

Paul Simon sang, "My lack of education hasn't hurt me none," but this early educative process taught me that life experiences haven't hurt me none.

First, nurses are teachers wherever they practice. From academic institutions to the halls of hospitals and homes, nurses educate. They impart theory, principles, research and techniques to another generation of nurses; to health-care colleagues; policy-makers; and to patients, families and communities. Nurses have the knowledge and authority to instruct. This is one of the profession's brilliant facets.

For example, who most frequently teaches diabetic patients to self-manage their disease? Who prepares individuals in the competencies needed to be an effective health-care professional? Who informs policy-makers about the difference that

quality of care brings to patients and its impact on cost? And who spends time with patients and families experiencing a terminal illness, exploring and explaining treatment and care options? Nurses do all this education, lending the power of their knowledge to ultimately influence the health of people.

Something else I've taken away from this experience is that to be an exceptional nurse, one must be a learner as he or she teaches. For nurses, this means listening and blending perspectives, experiences and knowledge to deliver individualized solutions.

A nurse must know and appreciate the patient before offering specialized knowledge and personal perspective. When the nurse ascertains and understands the patient, and then synthesizes this with clinical judgment and life experience, education becomes a shared, cooperative endeavor rather than an authoritarian one.

For example, a nurse seeking to help a patient with dietary restrictions will, through careful listening and learning, factor in or maybe even negotiate favorite foods, culturally appropriate foods and foods that are more affordable for the patient, thereby achieving greater compliance through increased patient satisfaction.

Learning enables us as nurses to teach in a more meaningful way. The added bonus of learning while teaching is that what is learned goes into the individual collection of experiences, significantly enhancing our wisdom in future teachings. In the end, we all learn, we all gain and we all realize that life's experiences haven't hurt us none. **RNL**



Nancy Dickenson-Hazard, RN, MSN, FAAN



MICHAEL VAUGHN

Executive Editor Nancy Dickenson-Hazard
Publishing Director Jeff Burnham
Editor James E. Mattson
Contributing Editors Sheila Tlou, Botswana; Joanne Olson, Canada; Katri Vehvilainen, Finland; Gabriela Bocec, Romania; Kyung Rim Shin, South Korea; Fu-Jin Shih, Taiwan; Cynthia Capers, Brenda Lyon, Dorothy Powell and Marla Salmon, United States
Assistant Editor Jane Palmer
Proofreader Linda Canter
Design & Production James E. Mattson
Cover Photography Michael Vaughn
Advertising Rachael McLaughlin
Advertising Design Jason Reuss

Reflections on Nursing Leadership magazine, formerly known as *Reflections*, communicates nurses' contributions and relevance to the health of people worldwide. The magazine is published quarterly by Center Nursing Publishing, a division of the Honor Society of Nursing, Sigma Theta Tau International, and distributed to the society's active members, health care organizations and subscribers. It is listed in MEDLINE and CINAHL Information Systems in the scientific resources of libraries.

Publisher Honor Society of Nursing,
Sigma Theta Tau International

Board of Directors
President May L. Wykle
President-Elect Daniel J. Pesut
Vice President Carol A. Picard
Secretary Heather F. Clarke
Treasurer Linda Q. Everett
Directors At Large Peter I. Buerhaus
Georges Evers
Fannie Gaston-Johansson
Carol Jorgensen Huston
Maureen R. Keefe
Clarann Weinert SC
Chief Executive Officer Nancy Dickenson-Hazard

Mission of Sigma Theta Tau International

The Honor Society of Nursing, Sigma Theta Tau International, provides leadership and scholarship in practice, education and research to enhance the health of all people. We support the learning and professional development of our members, who strive to improve nursing care worldwide.

For subscriptions, editorial comments and inquiries, contact:

Reflections on Nursing Leadership
Sigma Theta Tau International
550 West North Street
Indianapolis, IN 46202, United States of America
Telephone: 317.634.8171
Fax: 317.634.8188
U.S. and Canada toll free: 888.634.7575
Global toll free: + 800.634.7575.1
Web: www.nursingsociety.org



Circulation 115,000 • ISSN #1527-6538
Canadian Publications Agreement #1453270

Views expressed herein are not necessarily those of the Honor Society of Nursing, Sigma Theta Tau International.
©2002 All rights reserved.

The Bond of Touch

Viewpoint of a patient with Alzheimer's disease

I cannot say when it began
When daylight lingered helplessly
In corners of the rooms.

Songs playing over and over yet
I knew not the words, everything
In my head and outside

Of it at the same time, my best
Intentions being only intentions,
Is over and forgotten,
What you whispered to me yesterday,
Touching my face with such delicacy;

I had never known such love.

Viewpoint of a family caregiver

She cannot tell me our
Life's story anymore for
It has changed,

And no longer includes us
Together, as if someone
Or something

Mysteriously altered each
Signpost, forever separating
Our love

I extend my hand through
Infinite darkness to touch
Her face.

by Rita C. Bergevin, RN, MA, BC

My evolving self: From dean to faculty member (with apologies to Robert Kegan)

by Betty J. Hill

I HAVE BEGUN rereading Robert Kegan's book *The Evolving Self* (1982), which I first read several years ago during a summer conference at Harvard. Dr. Kegan was one of the presenters who impressed me the most. I am reading Kegan's ideas again to help me appreciate the importance of finding meaning in my life at a point when I am regrouping and redirecting my academic career.



Kegan says that each individual's evolution of "meaning-making" occurs within the context of one's individual personality. He goes on to say that the most human of "regions," the place where an event is privately composed or made sense of, is the zone of mediation where meaning is made. Giving oneself a new form is an ever-progressive motion. Kegan notes that William Perry (1970) said that what an organism does is organize, and a human organism organizes meaning. It is not that a person makes meaning as much as that the activity of being a person is the activity of meaning-making. Further, systems of meaning reflect a person's life stages.

I am at the stage of returning to the role of professor after being dean of a college of nursing and allied health sciences for more than 18 years. I am moving from being an administrator to a teacher. The trade-off is more time (less structured time on the job) for less money. Now I am challenged to do what we ask all our students to do—structure or make meaning out of my own time.

I very much liked being a dean and enjoyed all the meetings and planning related to the dean's role. I had some realization then, and I certainly do now, how we administrative types delegate the work of implementing our plans to the department heads or directors. In many cases, that next level of administrators tries to get the faculty to help with this delegated work. The faculty, however, are very independent people, and more often than not the heads and directors do the bulk of the work in implementing any plans delegated to them by the dean.

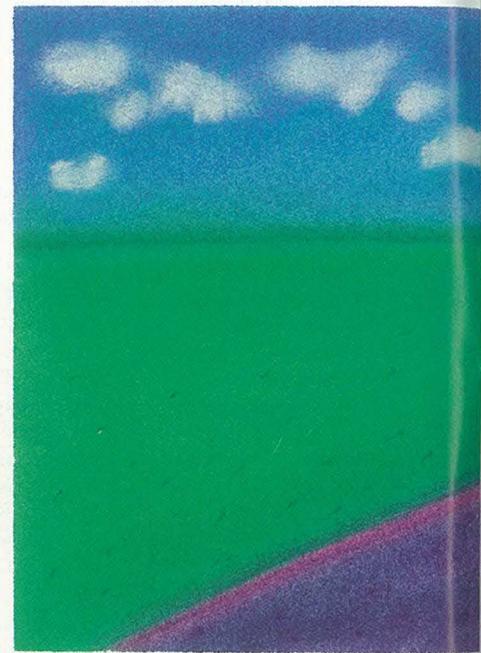
Faculty members have their own important responsibilities of making meaning out of their teaching and

scholarship roles, and many do this very well, especially during the early stages of their academic careers. It is the senior faculty (i.e., full professors with tenure like me) who may experience less external pressure to structure their time to be productive or to make meaning out of their academic activities. The essence of what I am trying to do right now is to rejoin the stage of teaching and scholarship that I began many years ago and to elongate that stage so I might enter it again after a long hiatus as dean.

In addition to Kegan, nursing theories or patterns of knowing can also help me with the "meaning-making" of this transition time in my academic career. Of the four ways of knowing in nursing identified by Carper (1978), the personal way of knowing offers some assistance. Carper said the personal way of knowing is the authenticity of the interpersonal process between self and others. Examples of evidence for this type of knowing are autobiographical stories of people as they experience the zone of mediation where meaning is made for them, that space where an event is privately composed and made sense of, as described by Kegan.

This is part of my autobiographic story regarding my transition from dean to faculty member. I am attempting to be as authentic as I can in writing this paper so other administrators who have made the change from dean to faculty member might resonate with my experiences.

Currently, I am on a six-month sabbatical, after which I will return to the faculty. One of the first things I found difficult during this transition period was giving up my identity as dean. My role changed because my former college merged with another. I did not initiate the change. Kegan offers some insight here regarding the fact that "all

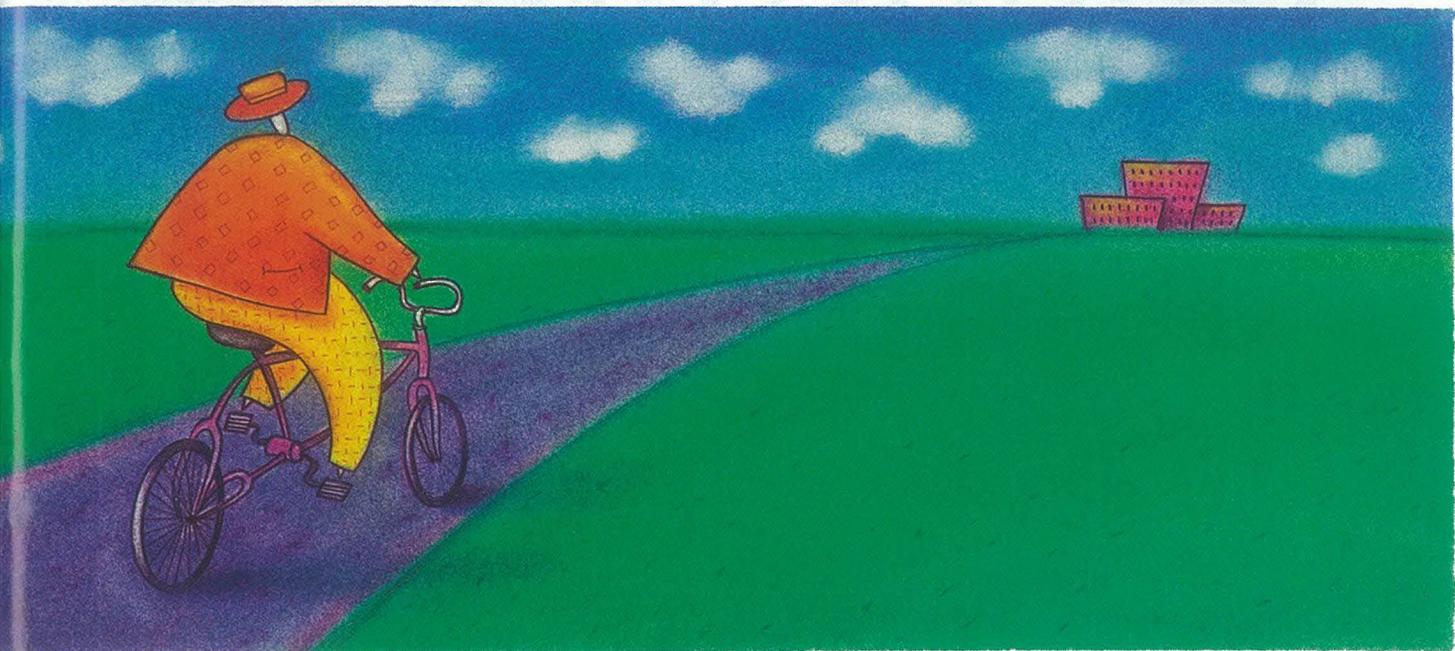


transitions involve leaving a consolidated self behind before any new self can take its place" (Kegan, 1982, p. 232). Since I left the chief administrative role, my thoughts often have taken me back to review how good it was when I was "the dean" and how different it will be when I rejoin the faculty. Kegan goes on to say that every transition involves the killing off of the old self to some degree. Thus, I must for a time be "not-me" before I can move forward.

I am in that process today. I am "not-me" and I am feeling that isolation from others and myself very keenly. I have not returned to my new faculty office since I left for sabbatical last summer, and I am purposely avoiding any personal contact with anyone from the university. This is the transition Kegan says must occur—that I must for a time be "not-me" before that old me becomes the object of a new self.

tors who make the move from deanship to peer relationships with faculty members and closer relationships with students. Not all former deans have avoided interpersonal relationships with their faculty and students during their administrative years. But for those who have, the transition to a more personal relationship from an institutional one will be a challenge, both for the former dean and for the faculty who become the former dean's new peers.

Currently, I am working on the need to develop a context for my growth. This context includes reading and studying recent materials related to the subject matter I will be teaching after my sabbatical and traveling to national conferences as a faculty member where I relate as a peer with the other faculty in attendance. In addition, I am reading, thinking and writing about theories of adult



That old me was primarily an "institutional" self in which I invested greatly in independent accomplishment, self-esteem, self-discipline and control. As dean, I did sponsor some college-wide social events to help bring faculty together. However, I did not feel the workplace was intended to serve the function of intimacy development. I anticipate the role of faculty member will be more of an opportunity (and challenge) to develop my interpersonal self, because I will work more closely with faculty peers and students. Kegan sees this move from the strictly institutional self to the interpersonal self as a positive developmental evolution for both the person and the organization being served.

The growth of the interpersonal self and the loss of the institutional self may be necessary for other administra-

development and attempting to apply my learning to my own situation.

At this writing, I am still "not-me." I expect this feeling will not suddenly change into feelings of a new self, but that I will gradually evolve into the next stage. One day, perhaps weeks after this evolution has occurred, I will realize I have become a faculty member, and most importantly of all, a faculty member who is successful and productive and very happy with the change. ■■

References, page 50.

Betty J. Hill, RN, PhD, professor of nursing at Northern Michigan University in Marquette, Mich., completed a six-month sabbatical in January 2002. For 18 years, Dr. Hill was dean of the College of Nursing and Allied Sciences at NMU.

Touching lives, creating opportunities, seeking challenges

by Diana Morris and Sandra Hanson

THE WARM SHY SMILE and soft voice belie her strength and determination. She is a caring, empathic woman who has not always been met with kindness. **May Louise Hinton Wykle** grew up when bias was legal. She remembers the stories her great-grandmother and godmother told her about living as slaves on a Maryland plantation. Growing up in Ohio, she experienced typical Northern discrimination and subtle exclusionary practices. She remembers her father saying, “Remember who you are, and that you’ll have to work twice as hard to get ahead,” and her mother assuring her it was all right if she didn’t want to compete.



MICHAEL VAUGHN

IT WASN'T THAT LONG AGO that this small-town girl from Emerson, Ohio, was denied entrance to several nursing schools because she was black. It was suggested that applying to the kitchen or housekeeping for work might be more appropriate. In spite of these rejections, she became the first African-American to attend the Ruth Brant School of Nursing in Martins Ferry, Ohio, after working a year as a nurse's aide to merit admission. Her professional accomplishments are staggering. Her curriculum vitae is 71 pages long and weighs almost as much as a Sunday newspaper. In May Wykle's case, there is much truth to the adage that to get a project done, ask a busy person. She seems to be everywhere, touching lives worldwide, creating opportunities and seeking challenges.

Dr. Priscilla Ebersole, editor of *Geriatric Nursing*, says that Dr. Wykle is simply an unquenchable person. She will not be satisfied, always seeking to contribute more to the profession of nursing and create opportunities for all nurses. She has championed students from disadvantaged back-

grounds by promoting access to educational opportunities and providing mentorship throughout their careers. Those of us who have been fortunate enough to be mentored by her remember important lessons she has taught.

First, we learn by her example that all human beings are entitled to be treated with respect and dignity as they travel on their journeys. Further, Dr. Wykle guides us to gain insight into the meaning of behavior as it gives us understanding of the human experience. As students, mentees and colleagues, we are challenged by her to use those insights in providing exquisite nursing care. She reminds us that there is no finish line in the race for excellence, both professionally and personally.

Camille Warner, a PhD student in sociology, talks about Professor Wykle as a mentor who, for nearly eight years, has promoted and supported her growth and development as a scholar, researcher and educator. Another alumni member and colleague, Dr. Jane Suresky, recently wrote, "She is truly committed to students and to learning. She



believes that learning should be fun and that as educators, we must constantly search to find ways that help students learn more and teachers teach less.”

May L. Wykle, RN, PhD, FAAN, is dean and Florence Cellar professor of nursing at Case Western Reserve University's Frances Payne Bolton School of Nursing in Cleveland, Ohio. A member of the CWRU faculty since 1969, she is recognized as an expert in mental health of older adults. She began her career at the university as a psychiatric nurse integrator, teaching the emotional aspects of nursing care. Since 1988, she has served as director of the University Center on Aging and Health. Dr. Wykle's research interests include geriatric mental health, family caregiving, minority elders and caregivers, caring for patients with dementia, and the effects of stresses and strains on the physical health of elders. Through her research, she has worked to increase knowledge that can be used to guide the care provided to older adults and their families.

Dr. Wykle has pursued her research and initiated educational programs internationally in Europe, Africa and Asia. As a visiting professor at the University of Zimbabwe and as faculty member and consultant, she has influenced the development of university-based undergraduate and graduate nursing education. Interacting with health, social service and medical personnel in other countries, she has sensitized other professionals to the role of nurses in health care. For example, Dr. Wykle influenced a Romanian physician to change her thinking about collaborating with nurses in a small-town clinic she directed. The physician came to appreciate the notion that nurses can assume more autonomy and develop their leadership skills.

Members of the nursing profession, as well as colleagues from other disciplines, have recognized Dr. Wykle for her career achievements and scholarship. She is a fellow in the American Academy of Nursing, the profession's highest honor, and a fellow of the Gerontological Society of America. In 1992, the Ohio Research Council on Aging and the Ohio Network of Education Consultants in the Field of Aging named her the Outstanding Researcher in the State of Ohio. In 1999, she received the Humanitarian Award for Outstanding Contributions to the Nursing Profession. She has served as visiting professor at the University of

LEFT: May Wykle greets nurse Judith Braun and a nursing home resident. The former director of a Robert Wood Johnson Teaching Nursing Home Project, Dr. Wykle is recognized as an expert in mental health of older adults. **ABOVE:** Katie Albright, godmother to May Wykle, was a slave on a Maryland plantation. **RIGHT:** May in 1976 with nursing student friends.



Michigan and The University of Texas at Houston. Most recently, she served a nine-month appointment as the first Pope Eminent Scholar at the Rosalynn Carter Institute for Human Development at Georgia Southwestern State University, and she continues to serve on the institute's board of directors. Dr. Jack Nottingham, former director of the institute, noted that she is the only person he knows of for whom Rosalynn Carter, upon hearing of a reception in Dr. Wykle's honor, changed her schedule to attend. In June, she became the first undergraduate nurse alumnus to receive Case Western Reserve University's Distinguished Alumni Award for career achievement.

Dr. Wykle, recipient of the Geriatric Mental Health Academic Award, given by the National Institute of Mental Health, was the director of a five-year Robert Wood Johnson Teaching Nursing Home Project. Recently, she completed a four-year study funded by the National Institute of Health's National Center for Nursing Research on black versus white caregivers' formal/informal service use, and a three-year study funded by the National Institute on Aging on MD style, self-care and compliance of the chronically ill aged. Wykle has been project director of several training grants, including geriatric mental health, home health care initiative, geriatric mental health nursing initiative and a nursing assistant training program.

Over the years, Dr. Wykle has given back to the community by serving on the boards of numerous community organizations, including nursing home and professional organizations, and as a consultant to many nursing homes





Dr. Wykle at her 1987 induction as a fellow in the American Academy of Nursing with friend and CWRU colleague Dr. Diana Morris.

and psychiatric hospitals. In addition to serving on the Geriatric/Gerontology Advisory Committee for the Veterans Administration, she also has served on research review committees established by the National Institute of Nursing Research, the National Institute of Mental Health (NIMH) and the National Institute on Aging. In 1986, she was asked to participate in a study of the nation's nursing homes that was commissioned by Congress and conducted by the Institute of Medicine. In 1993, she was named to the White House Conference on Aging.

Other honors and awards received by Dr. Wykle include: CWRU's 1989 John Diekhoff Award for Excellence in Graduate Teaching, the Distinguished Alumnus Award from Martins Ferry Hospital, the Merit Award from the Cleveland Council of Black Nurses, the 2000 Gerontological Nursing Research Award from the Gerontological Society of America and The John A. Hartford Foundation Institute for Geriatric Nursing, the Belle Sherwin Award for Distinguished Nursing Professional of the Year from the Cleveland Visiting Nurse Association, the Leadership Award for Excellence in Geriatric Care from the Midwest Alliance in Nursing, Distinguished Nurse-Scholar Lecturer at the National Council for Nursing Research, and the Nursing Educator Award from *New Cleveland Woman* magazine. In March 2001, she received the Gerontological Nursing Research Award from the Midwest Nursing Research Society and The John A. Hartford Foundation Institute for Geriatric Nursing and, from the Ohio Nurses Association, The Ethelrine Shaw-Nickerson Award for outstanding contributions to health care services to minority populations in Ohio.

Dr. Wykle has written numerous articles, chapters and books. Five recently edited books are *Decision Making in Long-Term Care*; *Practicing Rehabilitation with Geriatric Clients*; *Stress and Health Among the Elderly*; *Family Caregiving Across the Lifespan*; and *Serving Minority Elders in*

the 21st Century, for which she earned the Book of the Year Award from the *American Journal of Nursing* in 2000.

She is particularly proud of her work in clinical practice as head nurse, supervisor, clinical specialist and director of nursing education. She worked in the Ohio state psychiatric system as a staff nurse, manager and director of education. Dr. Wykle still has the process recordings she did at workshops by Dr. Hildegard Peplau that taught interpersonal skills and therapy to nurses employed by the state system. She will not give them up because the papers contain handwritten comments by Peplau. She particularly cherishes the experience of teaching students to counsel and relate to patients with mental illness.

Wykle also worked part time at the old City Hospital of Cleveland in medical, surgical and pediatric nursing. She was a staff nurse at Forrest City Hospital, which provided care to African-Americans and positions for African-American health workers at a time of *de facto* segregation in health care. As head of the education department at Cleveland Psychiatric Institute, May, who by then had obtained a BSN, received NIMH funding for nursing assistant model training. She was becoming a role model and mentor to the many affiliating nursing students from schools throughout the state of Ohio who came to the institute for their clinical experience and education in psychiatric nursing.

She continued her clinical practice after joining the faculty of the Frances Payne Bolton School of Nursing, and to this day provides consultation to clinical sites, both acute and long-term care. For a period of time, she held a joint appointment as chair of psychiatric mental health nursing and director of nursing at Hanna Pavilion, a psychiatric hospital at University Hospitals of Cleveland.

DR. WYKLE obtained all her degrees after she married and while raising two daughters. Following her graduation from Martins Ferry Hospital School of Nursing, she came to Cleveland. She earned her BSN, MSN in psy-

Dr. Wykle's research and education initiatives have required extensive travel in Europe, Africa and Asia:

TOP LEFT: With Doris Modly in Zimbabwe.

TOP RIGHT: In Kenya.

BOTTOM LEFT: With assistant Diane Ferris on gerontology teaching tour of China.

BOTTOM RIGHT: With nurses in Taiwan.



chiatric nursing and PhD in education at Case Western Reserve University. She was clearly a liberated woman long before women's liberation became a catch phrase. She often notes that having a supportive husband was a key to her success. While earning her doctorate, she studied side-by-side with her two daughters.

Residing in Solon, Ohio, with her husband, Bill, she enjoys, in her spare time, the luxuries of family life—entertaining, cooking, growing flowers and collecting miniatures. May and Bill share a commitment to the importance of family and friends. They have two grown daughters, Andra and Caron, and are very doting grand-

parents to Larry, 17, and 6-year-old Alexis, whom she refers to as “the gift.” Their home has always been open to others. One of them, Joseph, an adolescent who needed the love and support of a family, became their son. Holidays are a special time at her house, and all are welcome to be part of the family and to enjoy the company and culinary feast.

May is available to her friends with open arms, a loving heart, a story, a poem, a song and a light touch of humor. She is seldom without a smile and a positive statement. Those who know her think she is a truly wonderful, generous, thoughtful and energetic person with pearls of wisdom to share. She is a mentor and role model who





Dr. May Wykle with Rosalynn Carter, former first lady of the United States, and Nancy Dickenson-Hazard, chief executive officer of the Honor Society of Nursing, in November at the society's 36th Biennial Convention.

facilitates growth and encourages self-awareness. After Professor Wykle became dean of the nursing school at CWRU, the alumni assistant director received a note stating, "Please extend my most sincere best wishes to Dean Wykle for happiness and success in her tenure. When I was a student at Frances Payne Bolton, May Wykle was a name spoken with the utmost respect and, even awe! Our school is in great hands" (Judy Noll Pearson, 1973).

A member of Alpha Mu chapter at Case Western Reserve University and former chapter president, Dr. Wykle received the Elizabeth Russell Belford Award for Excellence in Education from Sigma Theta Tau International in 1995. As she assumes the presidency of the Honor Society of Nursing, her expertise and vision for

nursing and health care will embrace the global arena. As dean of Frances Payne Bolton School of Nursing, she often states, "Our young people need to realize that nursing is an excellent profession and that it will allow for a wide range of professional opportunities." She believes that the achievement of quality health care for all persons worldwide will be obtained through investment in our relationships within nursing, among colleagues of various disciplines and, most importantly, through interactions with the diverse populations we serve.

The society's focus on scientific and clinical scholarship, together with professional leadership, will be the foundation for creating meaningful and productive relationships and interactions that celebrate our diversity and the commonplaces of our human experience. President Wykle is the right person at the right time to lead the society as we address issues for the profession and health care in the new millennium. For ultimately, her greatest asset may be her appreciation of and sensitivity to the human experience, for she is the most "human" of beings we have known. **RNI**

Diana Lynn Morris, RN, PhD, FAAN, is associate professor, The Pennsylvania State University School of Nursing, University Park, Penn., and adjunct associate professor, Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, Ohio. Sandra E. Hanson is department assistant, University Center on Aging and Health, Case Western Reserve University, Cleveland, Ohio.

LEFT: May and Bill Wykle with their family. RIGHT: Dr. Wykle with her mentor, Dr. Marie Haug.



A call to action from President Wykle

Adapted from the Presidential Call to Action address at the Honor Society of Nursing's 36th Biennial Convention

THE VISION of the Honor Society of Nursing, Sigma Theta Tau International is to create a global community of nurse leaders and scholars.

Individually and collectively, these diverse individuals shape the health of citizens through their practices, research and education of self and others. They influence global health by caring for patients and families and by collaborating with colleagues in other disciplines in decision making and policy development. The nurturing and mentoring relationships that nurses form exact change across the profession and health-care spectrum. The partnerships they build with individuals and communities, using their knowledge and the science, result in positive health outcomes. The focus of the society is to attend to the learning and professional development needs of nurse leaders and scholars, thereby enabling them to enact the organization's vision.

The society has long recognized the powerful impact nursing's intellectual capital exerts on health care. It also values the diversity of experiences, perspectives and knowledge its members bring to their communities and this organization. It endeavors to undertake initiatives that maximally support and use this diversity to influence the health of people and the profession. In addition, the organization is cognizant of the opportunity to increase the breadth of this influence by building relationships. Developing and working with partners (individuals or organizations) enhances the ability of those involved to achieve success.

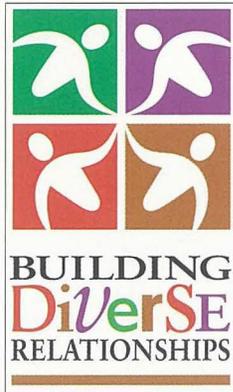
Translating the core values of leadership and scholarship into building diverse relationships is an essential activity across all strategic goals of Sigma Theta Tau International and the one I call us all to act upon in the 2001-2003 biennium.

Develop members across the span of their careers

- Create initiatives that address specific member population needs
- Maximally use expertise and talents of members
- Support diversity in member recruitment and growth
- Facilitate faculty development in partnership with others

Build strong chapters and foster collaboration

- Support chapter engagement in interdisciplinary community projects that erase disparities



- Assist chapters in technology implementation of governance, administration and communication
- Offer opportunities for chapter leadership development and mentoring

Advance global linkages at the organizational and member levels

- Establish a global agenda for the organization
- Define the hallmarks of diversity for the society
- Advance the use of the online member community

Prepare and position nurses to lead in diverse, complex health-related environments

- Create cross-country and multidisciplinary mentoring opportunities and exchanges
- Engage in partnerships and multidisciplinary collaborations
- Provide opportunities for development of leadership and scholarship skills in culturally diverse nurse populations

Advance the scientific base of nursing practice through the scholarship of research

- Expand the multidisciplinary dissemination of nursing research
- Promote researcher development opportunities
- Expand research funding base and opportunities in the society
- Advance the Virginia Henderson International Nursing Library as the global hub for nursing research

Stimulate scholarly practice in professional lives of members

- Increase dissemination of information that facilitates evidence-based practice
- Facilitate discovery of culturally relevant application of scholarship for practice and education
- Inform the public about nurse scholar contributions to the improved health of people
- Create mentoring opportunities for faculty and students

Identify, secure and use a variety of resources to ensure the organization's future

- Design a governance structure that maximizes member involvement globally
- Examine issues of succession planning to ensure the next generation of organizational leaders
- Facilitate development of financial management skills of chapter leaders and members
- Increase funding base of the society

NOTHING *but the* TRUTH

Serving as information brokers and expert witnesses, legal nurse consultants are finding rewarding careers.

by Jane Palmer

When Laura Mahlmeister, RN, PhD, tackled her first case as a legal nurse consultant in 1981, she had little to guide her efforts. A few articles about nurses serving as legal consultants had been published, but no courses were offered. The role was seldom required of nurses.

Since the early 1980s, both employment opportunities and courses of study for legal nurse consultants (LNCs) have grown rapidly. Vickie L. Milazzo, RN, MSN, JD, founder of Houston-based Medical-Legal Consulting Institute Inc., has taught more than 20,000 nurses interested in becoming LNCs. Many schools of nursing also offer programs and workshops.



Dr. Laura Mahlmeister

Although Mahlmeister and Milazzo both head companies related to legal nurse consulting, their backgrounds are different.

Mahlmeister, president of Mahlmeister & Associates Health Care Consultants in Belmont, Calif., began her nursing career 31 years ago as a labor and delivery nurse, and she continues to practice at San Francisco General Hospital's birth center. She also serves as a faculty member for San Francisco State University School of Nursing's Legal Nurse Consultant Program.

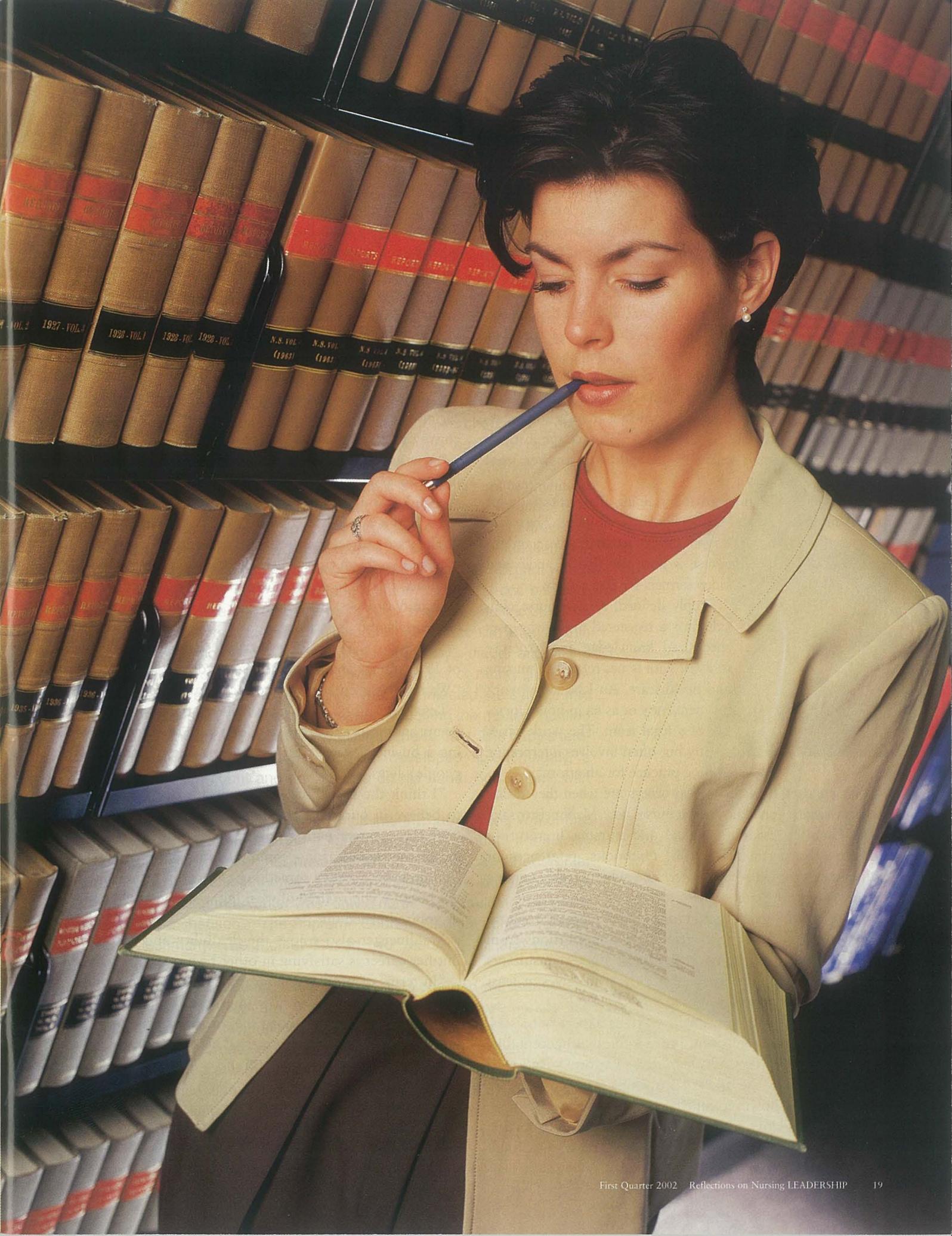
Mahlmeister accepted her first case as an LNC while she was working toward her master's degree. With the attorney as her mentor, she served as a plaintiff's witness, and the case was successfully litigated. The defense attorney in that case then asked for her assistance, and her career began to develop.

While working toward her doctorate, Mahlmeister co-authored a textbook, which further established her expertise. As a result, she received calls from more attorneys and also from insurance companies.

By the early 1990s, she was receiving so many requests for assistance with obstetrics cases that she was forced to decide whether to remain in a tenure-track professor position or pursue a business career in legal nurse consulting. She chose to start a consulting firm.

Mahlmeister provides legal nurse consultant services in maternal and infant care cases and also serves as an information broker, helping attorneys or other LNCs locate resources. She subcontracts work to other nurses and also to physicians. At any one time, up to a dozen health care consultants are assisting her with cases.

Vickie L. Milazzo took a different path toward her career in legal nurse consulting. She worked for six years as an intensive care nurse and educator at hospitals in Houston, Texas. When a friend shared her experience of serving as an expert witness, Milazzo became intrigued with the idea of applying her own nursing knowledge to



law. In 1982, she made her first contact with an attorney, who asked her to do research for a case. She considered his request rather limiting, so she also provided an analysis of the medical records and offered her opinion. The attorney found her additional work especially valuable.

"Together, we created a role that, up to that point, had really not evolved—the interface between nursing and law," Milazzo said. "Lawyers had used nurses more as expert witnesses, but not as legal nurse consultants working behind the scenes helping them develop the case."

In 1983, she entered law school with the intention of becoming a trial attorney. While pursuing that degree, she realized that teaching was her passion, and her goal was to own a business. Even though she no longer planned to practice law, she completed her degree and has found it helpful when conducting her seminars.

"Law school quickly teaches you that there's not necessarily a right answer," Milazzo said. "It gave me a much broader perspective and also an ability to answer legal questions more correctly."

Milazzo's corporation provides training and certification for nurses interested in becoming legal nurse consultants. She teaches

eight six-day seminars a year, and the course is also available in audio and video formats for home study.

Simply defined, a legal nurse consultant is a registered nurse who uses specialized knowledge and expertise to assist with issues related to nursing and health care. An LNC may work independently or as an in-house member of a legal team. The work varies greatly but often involves interpreting nursing practice for an attorney.

"It's amazing how shocked attorneys are when they realize that physicians don't know what nurses do," Mahlmeister said.

LNCs also research medical and nursing literature—locating the pertinent articles, textbooks, references or guidelines that will help determine whether the nursing care was appropriate.

Some LNCs specialize in one area, such as tobacco industry litigation or cases related to complications from taking the diet drug Fen-Phen. Legal nurse consultants also serve as expert witnesses. Mahlmeister gives at least one deposition a month in that capacity.

"Some nurses really want to serve as expert witnesses, but they find the deposition process totally unacceptable, because it can be very adversarial. The attorney isn't really attacking you—he or she is attacking your position."

Mahlmeister, however, enjoys serving as an expert witness.

"The reason I love it is because I enjoy my nursing practice. I know what the standards of care are. I am certain about

what is expected of a nurse, and I'm very proud of what nurses contribute to the patient's well-being and recovery."

Nurses often have skills and personal qualities that contribute to success as a legal consultant, according to Milazzo and Mahlmeister.

"Nobody knows better than an RN what should be inside a medical record," Milazzo said. "There is a big distinction between reading the lines in a medical chart and reading between the lines. You can figure out what's not there that should be there. You are able to interpret those meanings that aren't so obvious to a nonhealth-care professional."

Nurses' decision-making and organizational abilities, as well as their skills in communication and education, also contribute to their value as LNCs, Milazzo added.

Mahlmeister agrees that communication skills are essential. Attorneys need assertive nurses who are absolutely certain that their information is accurate and who can convey that information effectively.

"You are asked to explain medical terminology, physiologic processes, how a particular procedure is performed," she said. "You must be able to communicate simply, concisely and accurately."

The two nurses predict that demand for LNCs will increase in the future. There will always be a need for qualified nurses to serve as expert witnesses, Mahlmeister said, and attorneys are demanding more and more nursing credentials and experience.

"I think in the next 20 years we'll see even more impact of RNs interfacing with the legal world," Milazzo said. "We haven't even begun to scratch the surface."

Legal consulting work gave Milazzo the opportunity to be autonomous and creative, along with the thrill of owning a business. And, she was still making a difference in people's lives.

"I think the best thing we can do for our profession is to believe in ourselves and in each other," Milazzo said. "Whatever career path a nurse chooses, to me, it should be for the right reason—coming from a place of passion. You do it because it's something you really believe in and not because you're tired of working weekends or holidays, or you're burned out."

Mahlmeister also enjoys the flexibility and autonomy. But her career is satisfying in other respects, too.

"In terms of professional gratification, it is so wonderful to be able to explain how important nursing is in the lives of patients, not only to the attorneys, but to juries, mediation panels and consumers. I become more proud of my profession every year." ■

Resources, page 50.



Vickie Milazzo

Jane Palmer is assistant editor of Reflections on Nursing Leadership.

Forensic nurse consults on Munchausen Syndrome by Proxy cases

BEATRICE YORKER, RN, MS, JD, FAAN, director of the School of Nursing at San Francisco State University, is a legal nurse consultant who specializes in criminal law. While working as a clinical nurse specialist, she saw many child abuse cases and decided a law degree would be beneficial in helping those children.



During law school, she became interested in Munchausen Syndrome by Proxy, a form of abuse in which caregivers make up or produce symptoms of illness in a child or other dependent person to gain sympathy or attention for themselves. Yorker researched the Fourth Amendment in relation to the legality of placing a camera in a pediatric hospital room. When her law review concluded there is no legal right to privacy in a pediatric hospital room, Children's Healthcare of Atlanta at Scottish Rite set up covert video surveillance.

Since the early 1990s, the hospital has videotaped more than 60 cases of Munchausen.

In one of the worst cases, a baby was admitted to the hospital with a temperature of 105 degrees. A blood culture showed *E. coli* bacteria. Because this is a rare finding, the health care team was suspicious. The baby was transferred to the covert video room at Scottish Rite. Within two hours, the mother was seen changing the baby's diaper and taking it into the bathroom. She came out with a syringe of murky fluid, disconnected the stopcock at the baby's wrist and injected the syringe into the IV, Yorker said. The security personnel watching the monitor notified the nurse, who immediately tried to aspirate the IV fluid. The baby's temperature rose to 107 degrees, and he developed splenomegaly, a reduced platelet count and an abscess on his hand. Fortunately, with treatment the baby recovered.

The mother admitted to injecting urine into the baby, telling Yorker that she and her husband had had a fight. The woman thought if the baby developed a high fever, her husband would come back to her. Yorker testified at the criminal trial, and the mother was convicted. She appealed, stating that Yorker was "only a nurse" and could not diagnose her with Munchausen's. The Supreme Court of Georgia upheld Yorker's expert testimony. The mother served two years in jail, and parental rights were terminated.

Yorker also has studied health care workers charged with serial murder of patients in their care. She has suggested that those nurses and other employees may suffer from Professional Munchausen Syndrome by Proxy—they create emergency situations for their patients "for the thrill and for the excitement and to be a hero," Yorker said. This is a very rare occurrence, she added. "It is usually nurses who blow the whistle, sometimes risking their employment and their jobs. Nurses are great patient advocates."

— by Jane Palmer

Additional resource, page 50.

Nurses as clinicians, teachers

by Tony Butterworth

To produce the leaders of tomorrow, we need to see the best of our profession move seamlessly across teaching, research and clinical activity.

IN ENGLAND, as in many other countries, the pathways between clinical excellence, skilled teaching and leading-edge research are often unclear or overgrown by regulation or long-held traditions. We tend to develop our “best” so that they remain in just one of the three camps of activity. One “escape” has been to move into management, and many of our professional colleagues have done this very successfully, but it is so important to offer an attractive, rewarding career line that encourages nurses to stay in clinical practice, teaching and research.

Nurses as clinicians

Without sufficient nurses working in the clinical setting, adequate health care cannot be delivered. Most nurses do stay in the clinical setting, but others make deliberate choices to become teachers or researchers. When and how they make these career choices is not well understood. The somewhat unkind observation that “those who can’t nurse go into teaching and those who can’t teach go into management” may be untrue. Nonetheless, it carries a picture that characterizes how some people feel, if only in a covert way. The ability to feel comfortable in all these settings is less common than we may like.

Creating a well-rewarded and satisfying clinical career is of paramount importance, but to make it sufficiently robust requires clinical nurses to feel comfortable with research and their ability to offer their skills to oth-

Adapted from clinical session keynote address presented by Professor Butterworth (left), chief executive of East Midlands National Health Service Workforce Development Confederation in England, at the 36th Biennial Convention of the Honor Society of Nursing.



KING SHOTS



and researchers

“It is time to re-establish the importance of good teaching, both as a career choice and as part of a clinical academic career.”



"It has almost become fashionable to refer to someone in nursing and midwifery as being 'only a teacher,' as if this were somehow insufficient and second rate."

ers through teaching and modeling of expert behavior. In England, the profession, as well as government, has started to fashion a career ladder in which the ultimate expression of clinical competence—not to say excellence—is seen in our creation of nurse consultant posts.

It is anticipated that there will be 1,000 nurse consultants by 2004. Nurse consultants have a role that comprises expert practice, professional leadership and consultancy, education, training and development, and practice/service development research and evaluation. These posts can be developed in any speciality where it can be shown that they will provide better outcomes for patients by improving services and quality. They must include a firm commitment to clinical practice that involves working directly with patients and their families at least 50 percent of their time. Importantly, salaries of up to £45,000 (\$63,000) per year are being paid. This innovation has proved attractive, and the model is being extended to other allied health professions.

To help support these posts, we are also developing some exciting models of clinical supervision for those engaged in clinical practice, and we can demonstrate the benefits that this supportive and developmental process offers (Butterworth, Faugier & Burnard, 2001). We anticipate that our nurse consultants will produce the leaders of tomorrow while breaking the boundaries of more traditional nursing careers.

Nurses as teachers

The movement of nurse education into universities was only completed in the United Kingdom in 1997 and, as in many other countries, it has provided immense challenges to students, teachers, employers and the universities themselves. In general, the move to higher education has been positive, but there are still some remaining difficulties from the collision of the

different cultures of the old nursing colleges and the universities they joined. The colleges of nursing were largely "mono-technic" and single subject; the universities are large, complex, multi-subject institutions with different expectations and traditions. Much negotiation and sensitivity have been required to make the change work as well as it has.

Nonetheless, what is quite clear is that nursing and midwifery are now firmly established as academic subjects in U.K. higher education. Many thousands of women who otherwise would not have been there were it not for the subjects of nursing will now experience access to and progress in higher education.

All teaching in United Kingdom universities is externally appraised by a quality assurance agency. A series of assessments in six domains has proved nursing to be on a par, if not better than, other university-based academic subjects. There is little doubt that we can hold our own in such comparative assessments. Soon, however, and somewhat sadly, our universities will begin to experience a shortage of good teaching staff because of an aging workforce. It is important, therefore, to recognize and develop skilled teaching and make it an attractive career choice for nurses.

In universities, recognition for being a good teacher has not always been apparent when compared to the acclaim for research. It is most often the research stars who have gained the most accolades for their work. It has almost become fashionable to refer to someone in nursing and midwifery as being "only a teacher," as if this were somehow insufficient and second rate. The skills of good teaching are fundamental to the delivery of education and require as much intellectual effort as those of the researcher.

I would make a plea—that we look again at what constitutes good teaching and recognize and reward it

appropriately, just as we have done with expert clinical nursing. It is helpful to look at what might constitute scholarly excellence in teaching and place some value on it that helps it measure up to research work. Lovejoy and his colleagues at Harvard have helpfully tried to expand the categories of learning and teaching described by Boyer (Lovejoy & Clark, 1995). They describe the scholarship of teaching, the scholarship of integration, the scholarship of application and the scholarship of discovery.

The scholarship of teaching might include teaching in a clinical or classroom setting, development of new courses and curriculum, or creation of new software or videocassettes. This might be characterized by innovative developments in problem-centered learning.

The scholarship of integration involves publications such as reviews, editorials and chapters that synthesize, analyze and bring insight to new knowledge. This might be characterized by information arising from systematic reviews of existing research and the development of evidence-based practice.

The scholarship of application refers to the application of new knowledge to clinical problems, such as occurs in the practice of clinical nursing or midwifery. This might be characterized by the application of the latest information on wound healing or pain control.

The scholarship of discovery is the elucidation of new knowledge. This might be characterized by discoveries in psychiatry, such as psychosocial intervention and the utility of expressed emotion as a model for working with people with serious and enduring mental illness.

It should be possible to develop and pursue these four characteristics of good teaching and make them an integral part of a clinical academic career in which good teaching is valued as much as clinical excellence and cutting-edge research. It is time to re-

establish the importance of good teaching, both as a career choice and as part of a clinical academic career.

To be sufficiently attractive as a career, teachers need to feel they are teaching within their own specialist subject area. This may be a uniquely English problem, but I doubt it. Some U.K. reports have suggested that teachers are frequently frustrated by their inability to offer a sufficiently focused educational experience.

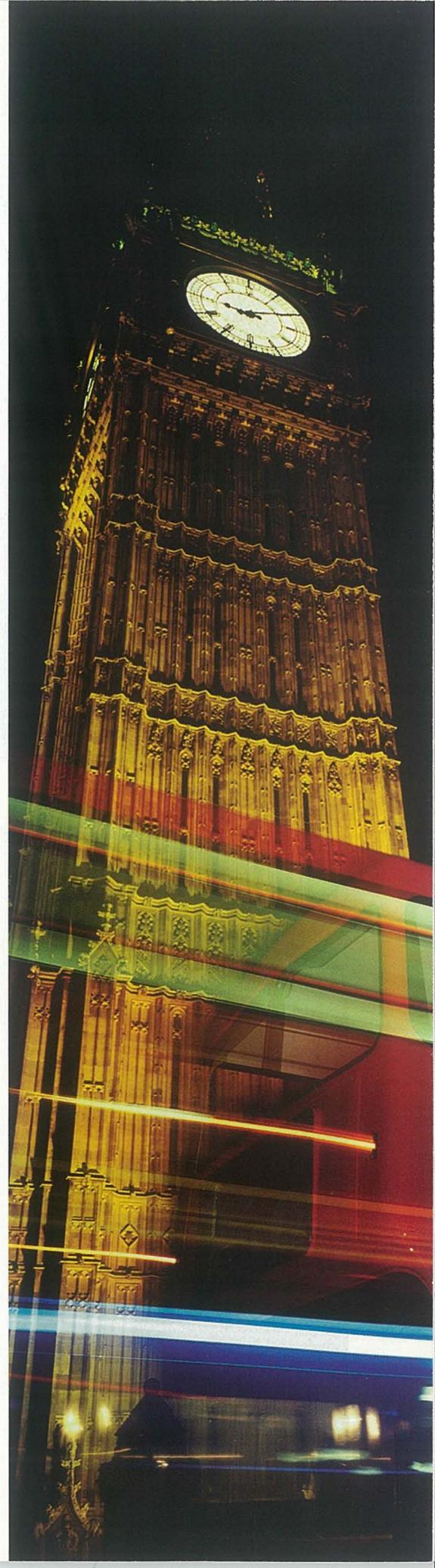
In a number of universities, subject specialists in mental health, primary care and acute general nursing have gathered to form specialist teaching groups, harnessing a university culture that demands that those who are employed for their specialist subject skills can reasonably expect to teach that subject. While responding to the call to teach the more general nursing curriculum, specialist nurse teachers, such as those in mental health, learning disabilities or primary care, must be able to maintain and develop the subjects in which they specialize. We would not, after all, expect geographers to teach chemists or Latin scholars to teach engineers.

Nurses as researchers

In England, the quality of all research activity in universities is submitted to peer assessment. Measures are based upon the amount of research grant income won by staff, publications in prestigious international journals, successfully completed post-graduate research work through PhDs and MScs, and evidence of the organization and delivery of research work and training.

Such exercises have considerable value, and indeed one of the principle reasons for the transfer of nurse and midwife training to higher education was to take advantage of the research culture that exists there. This, in turn, anticipated "research-influenced edu-

(Continued on page 50)





Kloster Irsee:
Viewed through an
American lens

RÜDIGER BAUER

Bavarian nursing secrets revealed

by Jean Watson



SOMETHING SPECIAL is happening in German nursing circles. Some know of this emerging activity in Bavaria; many do not. Housed in a 12th-century monastery known as Kloster Irsee, it occupies a magnificent setting in the German countryside with a distant view of the Alps.

The monastic life of Benedictine learning that Kloster Irsee accommodated from the 12th to the 20th century has ceased, but in its place a new center of education known as the Institute of Learning (*Bildungswerk*) has emerged. Under the authority of Swadia, one of seven Bavarian administrative units established 160 years ago to provide local self-government,

the former monastery, once a place of meditation and contemplative education, has been transformed into a regional conference center. Today, its quiet seclusion facilitates the use of new models of emancipatory learning that preserve its cultural heritage while transforming nurses and nursing.

The educational and professional development programs housed here are under the quiet, visionary leadership of Rüdiger Bauer. Supporting and promoting caring and healing for practitioners and patients alike, these programs help assure that nursing will move forward in advancing values-based practices that are both ancient and contemporary.

Nurses and other health-care professionals who participate in the educational programs at Irsee are profoundly changed through their

learning experiences. In turn, this new generation of liberated professionals is shaping the future by creating new models of patient care delivery. Thus, Irsee is birthing new holistic caring practice models by transforming the practitioners, returning them to the relational and healing roots of their work.

As a result of the *Bildungswerk* programs at Kloster Irsee, individuals, guided by values that honor nursing's deeply human dimensions, have begun a journey toward creating systems for inner healing, in contrast to outer curing models. At a deeper level, Kloster Irsee is helping practitioners to reconnect with the sacred depth of caring and healing processes and practices, serving as a bridge between the facility's past, present and future.

I talked with Mr. Rüdiger Bauer, the educational nursing leader in the Kloster, about the programs at Irsee. He began his work there in 1994. Over the past seven years, the growth, clarity and purposes of the programs have become more focused, he believes. Moreover, there is a renewed commitment and spirit of anticipation.

Bauer is dedicated to bringing the original Benedictine philosophy and spirit of the Kloster to life through a new structure for learning about nursing. Nursing has a message for the world, he believes, not just in hospitals and institutions, but in society worldwide, because nurses work with humans wherever they reside on earth.

"All people," says Bauer, "are connected. We need to organize inspired energy centers throughout the globe to bring people together, to give birth to a new order of thinking with respect to health and illness. This is one phenomenon, one shared human experience. When more and more people come together to share ideas, more change is possible for nursing science and nursing practice." By creating specialized seminars that feature the presentation of an inspired keynote paper to a large group, followed by the interaction made possible by small workshops, learning is intensified and deepened.

The workshops and programs, Bauer emphasizes, along with the setting's environment, are designed to "help heal the practitioners, so they can offer more caring to others." The overall mission for nursing education at Kloster Irsee, in other words, is to create "caring-healing practitioners." The guiding goal is "to change the consciousness of the practitioner, because one's consciousness (of one's own self-caring-healing) guides one's practice."

Ironically, what makes Kloster Irsee and Rüdiger Bauer's mission,

philosophy and programs so compelling is directly tied to another phase of the ex-monastery's history. In addition to the richness of its original Benedictine spirit and functions, there is a dark side. In the late 1930s and early 1940s, the Kloster served as a Nazi-occupied "hospital" where an estimated two thousand patients were killed, reportedly of gas and starvation.

In 1975, the German government evaluated psychiatric care and treat-

ment in Germany and recommended additional education for nurses and doctors in this area. In Bavaria, they made Kloster Irsee a center of mandatory education for practitioners in the region's 154 psychiatric hospitals.

Professional education is no longer mandatory, largely because of the nature and scope of the programs that have evolved at Irsee and the fact that psychiatric nursing in Bavaria has developed its own culture of



RÜDIGER BAUER



PHOTOS BY RÜDIGER BAUER

years ago, led to the founding of a new institution derived from the scientific council of the conferences. A new creative, protected environment was formed where health-care professionals and those caregivers interested in the subject are able to think out loud and speak openly about every possible aspect related to caring science.

Everything that is said, Bauer points out, remains within the circle of participants, so people feel safe in divulging their innermost thoughts. This results in a highly creative atmosphere in which every idea and thought can be discussed and expounded in a constructive dialogue. This form of scientific exchange has a stimulating effect on the participants, helping them further in their development of practical nursing and exploration of new questions in nursing science.

Bauer was quick to remind me that the real leader of Kloster Irsee and its vision is Dr. Rainer Jehl, director for the past 17 years. Dr. Jehl's background is philosophy and theology, having studied in Germany, Austria and France. Through Dr. Jehl's efforts, new educational programs were established, resulting in seven academic course offerings at Kloster Irsee.

Today, these programs are moving beyond nondegree, professional development models toward innovative educational progression options that lead to international master's and doctoral study possibilities. As a result, the vision of Kloster Irsee is extending beyond Bavaria and becoming visible to the world nursing community.

Citing a motivation to "right the wrongs" associated with the monastery's Nazi-connected past, Rüdiger Bauer conveys a sense of deep moral obligation "to transform the negative history into a positive future that is serving humanity." This

moral obligation of which he speaks, motivated by the energy of love and caring, is the secret to the successful formula of these educational programs. The positive, transformative healing processes that are being experienced in the Kloster today by thousands of nurses and health professionals are a living testimony to programs at Kloster Irsee and Rüdiger Bauer's vision of nursing.

Personal, professional, organizational and system changes have all occurred from participants' involvements at Kloster Irsee, through its numerous programs of influence. Its secret to success seems to be related to the delicate combination of inspired leadership, informed vision, cooperative caring philosophy and knowledgeable expertise. In addition, the nature of the programs invites and elicits mature learning experiences that emphasize "healing the healer," allowing the practitioners to generate change from within.

The *Bildungswerk* serves the health-care professional community as well as the Bavarian public, ushering in new models of caring and healing for a new era. The accomplishments to date touch the human dimensions of this work and attest to the secrets of Bavarian nursing developments. Kloster Irsee stands as a vision and healing metaphor for nursing education and practice reforms, now and into the future.

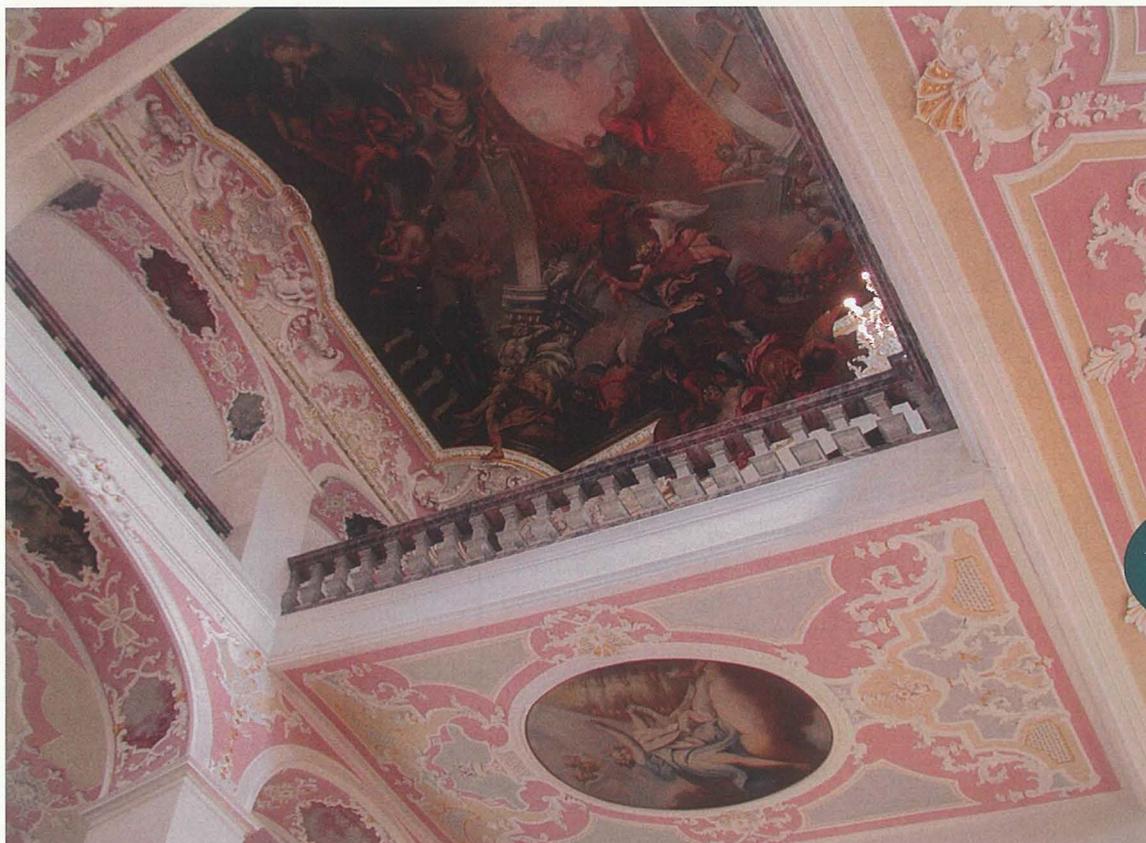
Even though these activities have been somewhat of a secret, confined to Bavarian nursing, they cannot remain a secret anymore. The secret is now out. This work goes beyond Bavaria and reaches to parts unknown with its vision of hope and caring and healing for the whole. **RNB**

learning. Thus, even though nurses are no longer required to attend educational programs at Irsee, more and more still come, and the numbers are increasing every year.

In the year 2000, the number of participants in the 250 events offered in the program reached 4,600. What is more, the Irsee concept of nursing is becoming more and more accepted in the neighboring German-speaking countries of Austria and Switzerland.

In addition to this remarkable progress, it has become apparent that scientific interest in nursing has grown, a development that, four

Jean Watson, RN, PhD, HNC, FAAN, is distinguished professor of nursing, Murchison-Scoville Chair in Caring Science, at the University of Colorado Health Sciences Center in Denver, Colo.



Kloster Irsee:
Viewed through a
German lens

RÜDIGER BAUER

The Irsee vision: Healing patients by healing practitioners

by Rüdiger Bauer

THE INSTITUTE of Education (*Bildungswerk*) at Kloster Irsee is Germany's foremost provider of further education in the field of nursing.



Rüdiger Bauer

Operating under the Association of Bavarian Regions (*Verband der bayerischen Bezirke*), the *Bildungswerk* is unmatched in its dimensions, content and quality. Many internationally recognized authorities on nursing have given lectures here.

During the past few years, Dr. Jean Watson has delivered keynote addresses and conducted several workshops at *Bildungswerk* confer-

ences. The *Bildungswerk* arranged her first official professional appearance in Germany in 1998.

Additional guests over the past few years include: Dr. Francis C. Biley (University of Wales, United Kingdom), Dr. Marjory Gordon (Boston College, Chestnut Hill, Mass., United States), Dr. Marie-Luise Friedemann (Florida International University, Miami, United States), Dr. Marcia Andersen (Well-Being Institute, Ann Arbor, Mich., United States), Prof. Stephen Wright (Sacred Space Foundation, United Kingdom), Dr. Georges Evers (*Katholieke Universiteit Leuven*, Belgium), Dr. Ruth Schröck (Edinburgh and Germany), Tom Sanford (Royal College of Nursing, United Kingdom),

Alan Myles (RCN, United Kingdom) and Barbara Stillwell (RCN, United Kingdom). These are examples of the diversity of speakers and countries represented in the many different programs.

In 1997, the Royal College of Nursing organized a conference in conjunction with the *Bildungswerk*. The "*Gruppe 99—Kritisches Forum Pflegewissenschaft*" has meanwhile established itself in Germany as a forum for the critical discussion of nursing. The impulse for the founding of this group came from the *Bildungswerk*. Its annual meetings, organized by the *Bildungswerk*, take place in the conference rooms at Kloster Irsee. In 2000, Dr. Jane Robinson, editor of *Journal of*

Experiencing Irsee

RIGHT FROM my very first visit to Irsee, several years ago, I knew that there was something very special about the place. Not only was it a truly splendid venue in which to work, the place seemed, and still seems, to have a magical effect on people.

I had been called in at the last minute to replace another speaker. I faced a German audience of 40 or more nurses. My first paper seemed to go fairly well, I remember, and about 10 people signed up for my one-day workshop the next day. The task we were given was to solve the question, "What is nursing?"

The workshop started slowly. I didn't really know what we were going to do, or how we were going to do it. I did know what I didn't want to do, which was to produce a standard flipchart list of attributes and skills. That would have been, for me, a tedious response to a dreadfully difficult question, and surely it could not have captured the essence of nursing.

We tried to represent nursing symbolically, a cross, a yin and yang, the Hindu *aum* (or *om*), the peace sign. It all seemed to come fairly close to what we were trying to represent, but it still missed the point somewhat. Then somebody suggested we role model or "sculpt" our answer to the question.

For the next few hours, we experimented with different ideas. Outdoors and in great secret, for we could not reveal to the rest of the conference participants what we were going to do, we practiced different things, what was to become our nursing "dance." We collected candles, selected music and rehearsed. We were tense. How would our answer to the question be greeted?

Feedback time came. All the delegates joined in one room to see the standard flipchart lists the other groups had produced, and good they were, too. Then it was our turn. In a darkened room, with music gently playing and candles lit in the middle of the delegate circle, our group slowly got up one by one to form a circle around the candles, facing outward. Then we turned inward, held hands and moved closer to the

candles, our arms around each other's shoulders. That was it. Silence followed as we returned to our seats.

Words do not do justice to the experience—you had to be there to feel it, to feel the energy. Our group met afterwards to talk about it. We were cheerful but drained. None of us really knew what had happened, but it was good, and it was profound, and I think we managed, in some way, to answer the question "What is nursing?"

Although I am usually in the privileged position of being invited to Irsee as a guest speaker and/or workshop leader, I often leave with a profound feeling

of fulfillment, satisfaction and of having learnt. The fulfillment and satisfaction do not come from the knowledge that I have achieved my instructional goals; rather, it emerges from participation in the whole of the "Irsee Experience." This includes the satisfaction of basic needs, for the food, service and environment at Irsee leave nothing at all to be desired. The food is exemplary and who could be dissatisfied with the environment—a luxurious conference and arts center, steeped in history, located in the middle of a wooded, Bavarian countryside.

— Francis C. Biley, RN, PhD, is senior lecturer at University of Wales College of Medicine, Heath Park, Cardiff, Wales, United Kingdom.

Advanced Nursing, was one of the participants. One of the designated tutors of this new forum is Franz Wagner, a member of the board of the International Council of Nursing (ICN).

The latest developments at Kloster Irsee include arrangements to offer an international graduate nursing program. With the help of Dr. Francis Biley, joint explorations and final plans are being negotiated between the *Bildungswerk* and University of Wales College of Medicine.

The first tentative announcement of possible cooperation between the *Bildungswerk* and the University of Wales met with tremendous public nursing response and overwhelming support for the project. Plans are being finalized for program offerings to be available as early as the 2002-2003 academic year. Also, in cooperation with Dr. Jean Watson and the University of Colorado in the United States, we are working to expand joint efforts in the field of caring and healing.

On a regional level, an important nursing institute has recently been opened that specializes in nursing of the aged, teaching not only theory, but also establishing a connection with everyday practice that incorporates the results of recent scientific research. In this institute, too, the Irsee concept of nursing, which puts caring and healing above all other considerations, is pervasive.

It is our firm belief that only those who are healthy and sound themselves and who are equipped with the necessary professional and scientific knowledge will be in a position to cope with the problems of sickness and health that we will face in the future. ■■■

Rüdiger Bauer, RN, MS, is head of nursing education at Bildungswerk des Verbandes der bayerischen Bezirke in Irsee, Germany. E-mail: bauer@bildungswerk-irsee.de

RÜDIGER BAUER

From Helsinki to Terre Haute



In the United States, it's known as a Fulbright Scholarship. In Finland, it's a Mid-Career Professional Development Grant. No matter what you call it, the program fosters mutual understanding.

by Bonnie L. Saucier and Hannele Tiittanen

IN APRIL OF 2000, Indiana State University School of Nursing, Terre Haute, Ind., was asked to host a Finnish nurse educator, Hannele Tiittanen. Ms. Tiittanen was applying for Finland's Mid-Career Professional Development Grant and needed an invitation from a U.S. host.

The applicant was currently working in Helsinki at the Diaconia Institute of Higher Education, or DIAK, which educates professionals in health care, social work and parish social work. Prior to her employment at DIAK, Ms. Tiittanen worked as a health care teacher at the College of the Inner Mission Society of the Church of Finland and as a registered nurse in several hospitals. She had completed a master's of science in nursing degree from the University of Kuopio and in education from University of Joensuu and was currently enrolled in the licentiate/doctoral program at Kuopio University, where her research deals with family nursing.

The Fulbright Grant, named after Senator William Fulbright of Arkansas who conceived the program back in 1946, is intended to promote professional development, so the main purpose of Ms. Tiittanen's visit would be to get acquainted with nursing education in the United States. To visit another country and to have discussions with colleagues there would provide a variety of new ideas to apply to her work in the Diaconia Polytechnic and would further mutual understanding between the two countries. The specific objectives of her visit were to find out what kind of student-initiated learning methods are used in U.S. nursing education, to learn how to teach and evaluate critical thinking skills in nursing education, and to observe community-based nursing projects.

During her four-month stay in the United States, Ms. Tiittanen was hosted by Indiana State University School of Nursing. During that period, she also had opportunities to visit North Park University in Chicago, Marquette University in Milwaukee and Florida Atlantic University in Boca

Raton. At North Park and Marquette, she had a chance to get acquainted with their parish nurse education programs, to visit several congregations and to meet parish nurses. At Florida Atlantic, she reviewed the school's caring-based nursing philosophy and program.

At Indiana State University, Ms. Tiittanen lectured about Finland's health care system, its family policy and the Finnish culture. She also attended nursing courses and workshops, visited clinical settings and participated in curriculum development. In addition to her attendance at numerous activities on ISU's campus in Terre Haute, the scholar made trips to Washington, D.C.; St. Louis, Mo.; and Nashville, Ind., to experience local, state and national historical areas and events.

Formal evaluation for the Fulbright Scholar program included an assessment of the benefits of this type of educational activity, along with an evaluation of the scholar's visit to the institution and accomplishments under the grant. Ms. Tiittanen's evaluation includes the following summary:

Ms. Tiittanen: The multiple activities during the visit made it possible to get a versatile overview of nursing education in the States. The structure of nursing education differs in the States from what it is in Finland, but still the basic questions about nursing, being a nurse and nursing education remain the same. Modern technology is changing education in many ways, and I found that distance-education possibilities are utilized in the States more than in Finland, although a lot of technical resources are also available in Finland to implement distance education. During my visit, I got a lot of new ideas about distance education and also about student-initiated learning methods. We also started cooperation between nursing students at Indiana State Univer-

(Continued on page 69)

Teaching and learning

by Donna Brandmeyer

IT WAS APRIL 1998 when I met Dr. Robert Tobing and Dr. Gerban Hutabarat, rector and academic dean, respectively, of Universitas Methodist Indonesia (UMI), during their visit to the University of Indianapolis, where I was teaching at the time. They were looking for assistance with development of a new school of nursing. According to Dr. Tobing, the UMI administration determined several years ago that high unemployment in Indonesia together

with nursing shortages in the United States, the United Kingdom and Canada, would make a degree in nursing with “international standards” marketable.

UMI, a private Methodist liberal arts university in Medan, Northern Sumatra, has 3,000 students on three sites and presently includes schools of languages, medicine, agriculture and economics.

While Drs. Tobing and Hutabarat were on their way back to Indonesia, the government of Suharto was overthrown, and there were several days of rioting in the streets of Jakarta, the

capital, a thousand miles south of Medan on the island of Java. With eyes on the Indonesian political situation, my husband and I decided by the fall of 1998 that a summer 1999 trip to Medan would be possible.

During our seven-week stay, he taught short courses in English and journalism while I learned about the community, health care education and services and began to outline courses based on the nursing education curriculum regulated by the Indonesian Ministry of Education and Culture.

The country’s economic situation slowed progress of the development of the nursing program, and so I returned for two weeks in 2001 to listen and support their revitalized plans for the program, which the school hopes to initiate in the fall semester of 2002.

The setting

The 17,110 islands of the Indonesian archipelago stretch 5,200 kilometers



TOP: Rice terraces on Indonesian island of Bali, located southeast of Sumatra and Java. LEFT: Universitas Methodist Indonesia (UMI). RIGHT: Students demonstrating Batak ceremonial dance.

in Indonesia

from the Asian mainland to the Pacific Ocean. Six thousand of the islands are named and 992 are populated. Its 215 million people make it the fourth most populated country in the world (Dalton, 1995; Turner, 1997). Sumatra, divided in two by the equator, is the world's sixth largest island. It is endowed with a rich array of spices, rice, coffee, sugar and tobacco and generates the country's largest share of export income from oil, natural gas, rubber, palm oil, timber and plywood (Turner, 1997; Willett, 1997).

While picturesque and historical places such as Java and Bali attract large numbers of visitors, Sumatra is one of the majority of islands untouched by mass tourism (Turner, 1997). The locals refer to Medan, the capital of the province of North Sumatra, as a "village of two million" in that, although it is the third largest city in Indonesia, it is somewhat short on the glamour and high-rise, big-city feel of Jakarta.

The people

Although it has to compete with 300 indigenous speech forms that contribute to a lack of unification, Indonesian is the official language and "the only cultural element unifying the entire geographically splintered nation" (Dalton, 1995, p. 41). Ninety percent of Indonesians are Muslim, and there are relatively few Christians. However, one of the concentrations of Christians is in Northern Sumatra. There were Indians, Australians, New Zealanders, Chinese and Filipinos among the people I met and learned from in the Medan community, but Bataks make

up the greatest single subculture in Medan and at the university. Most of the Indonesians in Northern Sumatra are members of one of the five indigenous Batak tribes.

In interacting with faculty members at the university and other newfound friends in the community, I tried to be cautious of preconceived stereotypes of Asian communication and alert to the great diversity within the Indonesian culture. They were open, friendly, had many questions about American education and health care and had follow-up questions regarding the rather skewed version of American culture they see on television and hear in music.



Health care

I toured a variety of health care facilities to understand the most prevalent health concerns and problems, typical nursing responsibilities, and levels of medical and nursing care available to Northern Sumatrans.

In Medan, the three largest hospitals are private. Two of these, Methodist and St. Elizabeth's, are church owned and have a 50 percent occupancy. The third, Glen Eagles, is a 130-bed facility owned by a Singapore corporation. Quite modern, it admits patients on a cash-only basis and, at the time of my visit, had a census of 50.

All three hospitals provide outpatient services, including prenatal clinics. For more advanced diagnostic and surgical procedures, patients who can afford it travel to Singapore.

Northern Sumatra's 220-bed public general hospital is located about two hours south of Medan. Built in 1911,

the hospital has an average occupancy of 120. The public psychiatric hospital in Medan has 425 beds, and it had a census of 317 the day I was there. The types of care and services they provide are typical of the same facilities in the United States, and RNs

have special psychiatric nursing education beyond their basic preparation.

I toured a 54-bed, Catholic-sponsored nursing home with 52 residents. It was staffed with one RN, eight nurses aides and several nuns. There was also an orphanage on the premises for babies whose mothers had died in childbirth. In addition to these services, the nuns also administer an eye clinic and an acupuncture clinic, and they said both would welcome nursing students.

Families were in attendance (with mats to sleep on and food brought to them from relatives) at the bedside of all the patients I saw in the general hospitals. This reduces the amount of basic patient care performed by staff, so the RNs I observed usually were not as busy as I know American nurses to be. Moreover, conversations with administrators and directors of nursing services at the facilities gave the impression that physicians in Northern Sumatra perform many of the patient care skills assumed by American RNs and LPNs.

One very open administrator, who spent two hours with me discussing hospital care in both countries, asked if RNs in the United States start IVs. This question gave me the opportuni-



Dr. Brandmeyer, center, with public health nurse, physician administrator, staff and student nurses at government hospital in Pematangsiantar in Northern Sumatra.

ty to describe the differences I saw in medical and nursing responsibilities and staffing patterns between the two countries. It was the perfect opening for describing the types of experiences I hoped would be available for "our" nursing students in this "international-style" nursing program.

This administrator and the director of nursing seemed genuinely interested in having more actively involved nursing students in their hospital. And when I asked for a sample of the forms used on their patient-care records, he said they had new ones

that the nurses liked but the physicians did not especially care for. The nursing assessment portions of the forms included nursing diagnoses and a nursing care plan that resembled a clinical path tool.

Prenatal and postpartum care by licensed nurse midwives is also available in private maternity clinics. In rural areas, maternity services are provided by both lay and licensed nurse midwives.

The majority of health care in Indonesia is provided through the national public *puskesmas* (outpatient clinic) system. These clinics are located in rural as well as urban settings. The *puskesmas* I visited in Medan, which the staff described as typical, serves a population of about 20,000, or 4,250 families, and is staffed with one physician, four RNs, a midwife and a pharmacy technician. The clinic cares for an average of 40 clients a day on a first-come, first-served basis. It offers most pri-



LEFT: Nurses and pharmacy technician (in green uniform) at *puskesmas* (outpatient clinic) in Medan.

RIGHT: Prospective nursing students taking entrance exam at nursing school in Deli Tua.

mary care/family health services and in rural areas also provides dental care. An assigned "field nurse" visits ill clients and those needing follow-up health care education.

In addition to public patients, the *puskesmas* serves insured government workers. During both of my stays in Medan, several university faculty members told me they had gone to their local *puskesmas* for basic health care and referrals. Dentists and physicians educated in Indonesia who have passed their licensure exams are required to work three years in a *puskesmas* somewhere in the country. Private clinics are also available in cities.

In most health care facilities, I saw nursing students, both from academies (three-year programs) and the baccalaureate program at the Universitas Sumatera Utara (University of North Sumatra). I visited an academy in Deli Tua where Dr. Hutabarat, the academic dean at UMI Medical School, teaches microbiology. The

students I met, both in groups and individually, were full of questions about my background and the process involved in coming to work as RNs in the United States.

Asian-based education and curriculum design

The curriculum for the bachelor of science (BSc) in nursing established by the Ministry of Education and Culture and National Program of Health Education was published in 1994. It includes a list of courses and required semester credits (128).

Typical required courses include therapeutic communication, documentation and professional nursing practice. In addition, eight elective courses are identified from which a university is required to select eight credits. These include management of human resources, educational psychology, social psychology, genetics, economic management, ergonomics, legal issues and information management.

The content of the general educa-

Asians are part of the approximately 95.5 percent of the world's population who teach and learn via the deductive method.

tion, support and nursing courses is typical of that offered in American BSN programs with some differences. For example, some content that would usually be integrated is arranged in separate courses. With a total of 136 credits in the BSc program, my task was to design each nursing course including, where applicable, lab and clinical activities.

Kohls (1995, p. 56) states, "There is a question of the appropriateness of one culture's approach in serving





Nurse station at Glen Eagles Hospital in Medan.

a different culture's needs" even though, as Adeney (1995, p. 16) points out, "The culture of academia sometimes appears transnational." However, subjects such as maternity nursing must be taught in the context of the future practitioners' current community references, and most of these graduates will be working in Indonesia. The challenge is deciding which content is "basic" and which is cultural. Of those two categories, how much is truly transnational?

Asians are part of the approximately 95.5 percent of the world's population who teach and learn via the deductive method. They learn from the general to the specific in an almost exclusively didactic atmosphere of teacher as authority (Kohls, 1995). The purpose of education in these 180 countries is to teach facts, and learning the subject as precisely as possible is considered more important than learning how to learn (Goodman, 1995).

Inductive learning methods are generally used only in England, Canada, Australia, Holland, Denmark,

Sweden, Norway and the United States. We inductive types think the skill-building process of learning how to learn is much more worthwhile, because that approach provides people with skills that will last a lifetime and enable them to learn on their own (Kohls, 1995).

Expecting a learning situation to be an opportunity for exploration demonstrates my own fondness for inductive learning and teaching. However, from my observations of Indonesian university classroom settings and informal discussions with teachers from the United States, Australia and the United Kingdom who are teaching in Indonesia, students have not been expected to apply the facts they have learned in the variety of situations that students in these teachers' cultures have. Since it is expected that the goal of many of the future nursing students at this university will be to take the United States' RN licensure exam, it will be important to gradually introduce inductive learning activities.

Responding to the projected purpose for the nursing program written

by Dr. Hutabarat and referring to the government-required structure of courses, I attempted to design course overviews that would work in a holistic, community-focused care belief system.

I accept that the educational and health care "truths" so ingrained in me may not necessarily be the best for North Sumatra. As Adeney (1995, p. 18) says, "What is truth [for any village] has as much to do with motives and cultural conventions as it has to do with fact." Though we think we have the answers with our Western ways, there is already a strong base of community-focused health care in Indonesia on which to build an "international standards" nursing education program.

The course overviews will be translated and submitted to the Indonesian Ministry of Education and Culture, together with the university's application to establish the nursing program. When the nursing faculty members are hired, I will work with them via e-mail and, maybe, by way of interactive video conferencing. The goal will be a program with an Indonesian, probably Batak, philosophy and value system.

I am grateful to the many Indonesians—both at UMI and in the community—who shared their customs, food, music, thoughts and questions with me. During both trips, I also met a number of foreign visitors as well as short- and long-term residents who had chosen Indonesia for business, missionary and/or cultural curiosity reasons. From all of them, I gained a new perspective on Indonesia, America and my own attitudes.

I wish to thank the University of Indianapolis for the Zervas International Travel Grant that made my 1999 trip possible. **RNI**

References, page 50.

Donna Brandmeyer, RN, EdD, is professor and chair of the Division of Nursing & Health Sciences, Lewis-Clark State College, Lewiston, Idaho.

Stories of Family Caregiving

Reconsiderations of Theory, Literature, and Life

Authors: Suzanne Poirier and Lioness Ayres

RESEARCHERS have long documented the strong ties between older adults and their families. Recent studies continue to support the fact that families remain the major source of care and sustenance for older adults and other relatives in need of help. However, family caregiving is a demanding—often overwhelming—task. Because emotional and other resources may be stretched to their limits, caregivers and care recipients may be endangered, and family-helping strategies may prove insufficient to the task.

Theorists are increasingly concerned with how to sustain professional and family caregivers and what interventions help preserve personal well-being. The book *Stories of Family Caregiving: Reconsiderations of Theory, Literature, and Life* provides such an understanding. Readers will find excellent discussions of ideas to relieve caregiver burden and suggestions to sustain family and professional nursing. Readers will also learn how caregivers meet the challenges of health and economic conditions and about the inevitable shifts and changes in family relationships that take place over the months and often years of providing care.

Using a rich narrative approach and the skills of literary analysis, the stories give personal meaning and insight to the events and interpersonal dynamics of caregiving. The narrative approach, traditionally used in drama and fiction, also adds a research dimension to the text that generates a holistic picture of familial and cultural traditions and mutual empathy.

The book is divided into two sections. The first section deals with theories of nursing as they relate to caregiving; the second discusses feminist theorists who have addressed the affective component of care.

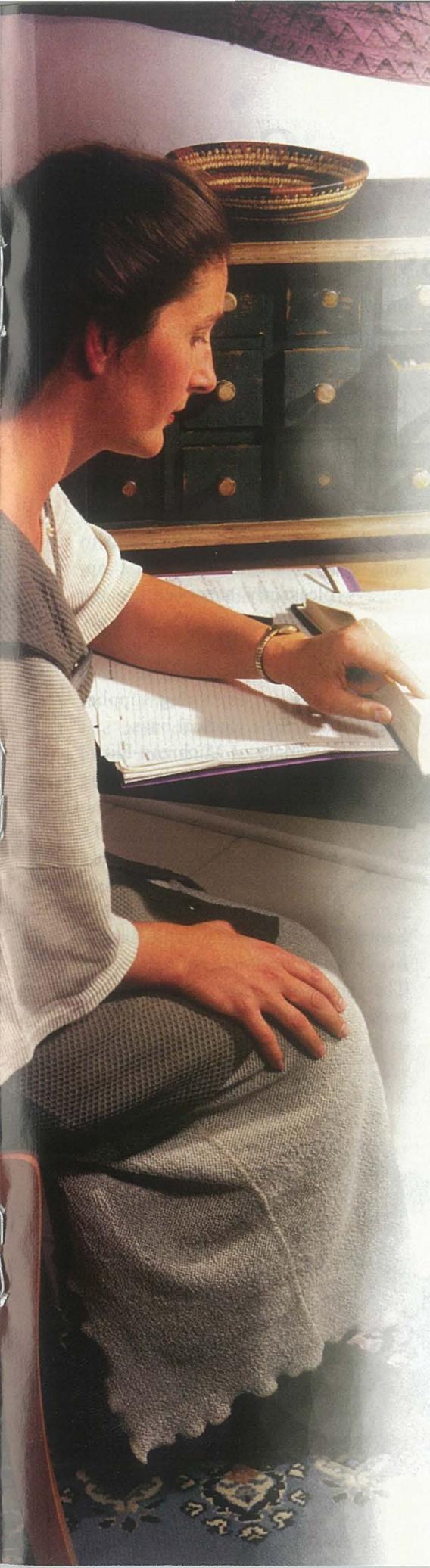
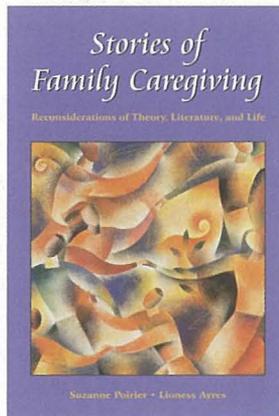
Based on a humanistic perspective, the book first offers a broadly conceptualized theory of care that can be useful across professional groups such as nurses, social workers or gerontologists. This conception

includes three major ideas about the process of care: 1) Caregiving is both a physical and an affective process; 2) caregiving is relational, a process that cannot be separated from people's past or present experiences with each other or even anticipated future experiences; and 3) caregivers are witnesses to

the people they care for. That is, caregivers are said to be eyewitnesses to the pain and vulnerability of people for whom they provide care.

Through autobiographies, *Stories of Family Caregiving* affords an excellent exploration of the practical implications of caregiving that can be applied across professional boundaries. For example, in Chapter 1, Wiedenbach's premise that nurses provide help that centers on a philosophy that honors the patient is found in all helping professions. This point is equally true of the discussion in Chapter 2 of the ideal nurse-patient relationship as an authentic encounter aimed at the development of human potential and well-being.

(Continued on page 47)



Mission of nursing

A hands-on, transcultural experience for BSN students

by Maureen P. Tippen

THE CONCEPT of a course titled "International Nursing in the Dominican Republic" was an outgrowth of a voluntary humanitarian experience I had as an advanced practice nurse with Midwest Medical Mission. I traveled with a 35-member team and provided health care services to impoverished people in a small village in the Dominican Republic.

Traveling to a developing country, experiencing the culture and providing nursing care to this population enabled me to experience nursing in a new realm. Because of the need for nursing students to have international experiences and because of the opportunity for such experiences through medical missions, a two-credit elective nursing course for undergraduate BSN students was developed. Since the course's inception, I have made yearly trips to the Dominican Republic with students for five years. Each trip is just as rewarding as the ones preceding it!

The United States is quickly becoming a multi-racial, multilingual and multicultural society. In response to our changing world, it is imperative to respond to the need of nursing students to have global and cultural experiences. The University of Michigan-Flint, in support of its mission in teaching, service, education and research, sup-

ports me in my endeavors to find monetary resources for nursing students unable to afford this course.

Interested students view a slide presentation of my previous trips. The travel, living conditions and work are discussed to help students decide if mission nursing is an option they want to pursue. Those who respond positively are required to complete a narrative of their personal and professional reasons for participating in a medical mission, to obtain references from two faculty members and to be interviewed by one of my colleagues and me. Choosing the students is always a difficult task, as there are many qualified candidates.

Students begin preparing for the trip by participating in student-run seminars that explore the country's culture, political and economic system, history, health-care delivery, roles of nurses, and current health-care prob-

lems. Developing language skills in Spanish is strongly encouraged, and students are responsible for self-study.

As volunteers responsible for bringing medications and medical supplies, students are encouraged to find donations for our trip. I am always pleasantly surprised by the amount of support received from the community and local health care providers. Students take personal responsibility for obtaining supplies and packing their medical bags.

The University of Michigan-Flint's faculty and nursing students join other Midwest Medical Mission volunteers at the Chicago airport. The 25-person team includes doctors, nurses, translators and technicians. After 20 hours of travel, we arrive in Santo Domingo, Dominican Republic, where we meet our liaisons. Their assistance makes clearing customs with the bags of medicines and medical supplies much easier.

After a few hours of sleep, we depart via an old school bus to a small village. We travel to an obsolete hospital where we will set up for the week's work. Nursing students and I work with other mission volunteers to set up the pediatric and ambulatory clinics, the makeshift operating room, and the preoperative and post-operative suite.



When we return via school bus to the hospital the following day, we arrive to see hundreds of people of all ages waiting for us. The experience of the crowds of people, friendly faces and apparent health-care needs is overwhelming, even to a seasoned nurse. I attempt to prepare my students for this first cultural shock.

The days begin and end with long lines of people waiting outside the small clinic door. People waiting to be evaluated for surgery begin lining up the night before to increase their chances for treatment. We work 10 to 12 hours each day and provide nursing care to people who cannot afford or access health care. Each volunteer is an integral part of the health-care team. Teamwork is essential. Students quickly adapt to the needs of the people.

We work in substandard conditions. There is running water in only one area of the building, with frequent loss of lighting due to power shortages. The heat and humidity are unbearable at times!

Students are able to fine-tune their assessment skills, providing nursing care to children and adults in an ambulatory setting as well as in the preoperative, postoperative and surgical areas. They rotate through each area, utilizing various clinical and communication skills. I work with students in the pediatric clinic. Students not working in the clinic are mentored by other nurses in the surgical areas.

Teaching the people is a large part of our work. Students practice their own language skills and use inter-

LEFT: Author Maureen Tippen returns to the Dominican Republic each year to provide health care services and an international nursing experience for her students.

RIGHT: Robin Williams, a participant in the program, found that Dominicans have great strength and resiliency despite daily adversities.



preters to provide instructions for health care, medication, hygiene, sanitation and oral care.

Providing nursing care in a developing country offers students excellent opportunities to practice nursing skills and to experience a culture different from their own. Students apply critical thinking skills, triaging crowds of people to find the weakest and sickest to be treated. They learn to improvise, yet maintain standards of care. They are able to work closely with other mission volunteers who have years of experience and expertise.

Many of the health problems are similar. Ailments include parasites, asthma, lice, ear infections and malnutrition. Surgical needs are plentiful and vary in severity. Direct "hands on" contact with the people introduces the students to a culture in a way they cannot experience from a textbook.

Arrival home creates a different type of culture shock. It is difficult to describe the poverty, malnutrition and health-care conditions. Students use journal writing, supportive phone calls and group meetings to adapt.

In our changing world, it is imperative that we respond to the need for students to have global and transcultural experiences. Through this elective course, students gain cultural competence and skills to enable them to work within a global society. As the following testimonials point out, this opportunity allows the student nurse to "give back" to our world.

"It would be a sad thing in this experience if I didn't take notice of the strengths of this culture. The people have a resiliency and positive affect that shines through even in adversity. The music, food, sensuality and vibrant smiles are all things that express that flowers can grow through concrete, and joy, even if for a moment, is worth giving to anybody, anytime, anywhere."

— Robin Williams, student nurse

"I did set off on the trip with a set of expectations and personal objectives but quickly discovered that the experience calls for a complete departure from those things I have learned in college; the country forces you into action—mind, body and soul. Once there, you no longer have objectives you planned; your expectations are dashed. The best thing to do is to rely on basic instinct and let your learned nursing care filter through."

— Aron Davis, student nurse

Each year I return to the Dominican Republic, I am also accompanied by former students now working as RNs. I had not anticipated this! These former students act as role models

and are integral members of the mission team. Why do they finance their trip, use their vacation time and return to work under substandard conditions? "It gets in your heart," says Amy Hundshammer, a former student who is currently working as an RN at Hurley Medical Center in Flint. Mission nursing allows both the student nurse and nursing faculty the opportunity for a teaching/learning experience like no other. It allows both student nurse and nursing faculty to "give back" to our ever-changing global world. **RNL**

Maureen P. Tippen, RN, C, MS, is clinical assistant professor in the University of Michigan-Flint Nursing Department.



Maureen Tippen (center) with mission team members Beth Drevon and Amy Hundshammer.



To the editor:

Letters to the editor should be submitted to: Editor, Reflections on Nursing Leadership, Sigma Theta Tau International, 550 West North Street, Indianapolis, IN 46202; or via e-mail to: jim@stti.iupui.edu. We reserve the right to edit submissions.

I received my most recent copy of *Reflections on Nursing Leadership* with General Adams-Ender on the cover. The article and story were inspiring as I always find Gen. Adams-Ender. You are to be congratulated for recognizing and honoring her in your prestigious magazine.

Several years ago, I was inspired to write "The General Adams-Ender March" when she was then commanding general of Ft. Belvoir, Va. It is a march written from one nurse, me, a former U.S. Army Nurse Corps officer and Vietnam veteran, to another nurse, an African-American brigadier general, who moved beyond the usual role for a former chief nurse of the Corps. This march was performed for the general's retirement ceremony and has been recorded and performed in St. Petersburg, Russia, by the Suvorov Military Band. In July, I conducted, for my first time, "The General Adams-Ender March," along with three other of my marches, in St. Petersburg and was asked to return in March 2002 and the summer of 2003. The conductor and director of the Suvorov Military Band is Major Razul Adelshinov of the Russian Army.

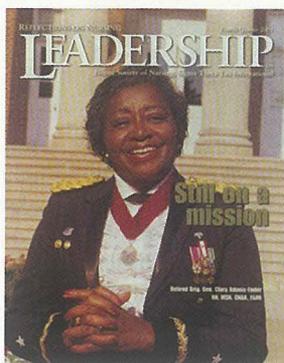
I also visited Dr. Irina Bakhtina, MD, dean of the St. Petersburg Postgraduate School of Nursing and toured two hospitals while there. She is a member of Sigma Theta Tau International. She and some of her medical and nursing staff attended the concert in St. Petersburg when I had my conducting debut.

I am certain there are hundreds of stories inspired by General Adams-Ender. Again, congratulations on your feature story and your insight in honoring this energetic, highly visible example of a very professional nurse and leader!

— Marge Wheeler, RN, Mt. Shasta, Calif.

Thank you for the wonderful tribute to military nurses and other nurses who serve in times of crisis in *Reflections on Nursing Leadership*, Fourth Quarter, 2001. I was proud to be a part of the tribute, because I know firsthand of the tremendous sacrifice these nurses make on a daily basis to serve in defense of their country. They continue to serve because they are devoted to their profession, dedicated to the care of troops who fight the wars of our nation and sincerely believe that they can make a difference. I know because I was one of them for 34 years.

As I read the article "Nurses at Pearl Harbor: The real story," I could not help but reflect upon how important it is to continuously get the story out of the courage and pride in performance of the nurses who served under combat conditions. When stories of nurses are portrayed in movies or other entertainment media, they are often told in a way as to put women and nurses down,



so that men appear to stand taller or become their "saviors." While this storytelling may do something for male egos, it does little to promote a positive image of nurses and nursing—which is important and must occur if we are to recruit and retain nurses in the profession.

Thank you again for the thoughtful and informative articles. Since I became a member of Sigma Theta Tau International over 30 years [ago], I continue to appreciate and support your outstanding efforts and contributions to the nursing profession.

— Clara L. Adams-Ender, RN, MSN, PhD (hon.), CNAA, FAAN; Brigadier General, U.S. Army, Retired; Lake Ridge, Va.

It is my opinion that if you combined into a bulletin the first two articles in the Fourth Quarter 2001 issue of *Reflections on Nursing Leadership* ("Rise to the stars" and "Nurses at Pearl Harbor") and found a sponsor to get this bulletin to all high-school counselors, the recruitment of nursing students would be assured.

— Virginia Boardman, PhD, Woodstown, N.J.
Associate Professor Emeritus, Case Western Reserve University

Congratulations on a wonderful Fourth Quarter 2001 edition of *Reflections on Nursing Leadership*. I thought the stories about Pearl Harbor and Clara Adams-Ender both were interesting and caused me to read more of this issue than I typically do.

As I was noticing the demographic charts in the article "We are listening," I realized that I am among the smaller groups of your readers in the age group and career experience graphs. So I thought that I would write to tell you of a topic that I would love to see addressed, and perhaps it would benefit you by appealing to other readers in my age group.

I am 29 years old, have been nursing for four years, and am currently staying home with my infant and toddler. I can't help but worry about the deterioration of my nursing skills during my absence from the profession and feel intimidated about re-entering the workforce, and I would love to hear the experiences of other nurses who have gone before me in similar circumstances. I think a story addressing the combination of motherhood and nursing would be fantastic and would encourage many readers my age to stay in the profession and stay active in STTI. The ability to combine motherhood and nursing is one of our profession's greatest assets as we face the nursing shortage and need to recruit more nursing students, and it might be of great benefit for many of us to be reminded of this.

I hope this topic interests you. I enjoy your publication and look forward to future issues.

— Bridget A. Logan, RN, Bethel, Maine

Editor's note: Ms. Logan's suggestion is a good one. Recipients of *Reflections on Nursing Leadership* can look forward to reading about the dual roles of nursing and parenthood in the future.

Moving?

Sigma Theta Tau International would like to know if you change your mailing address, telephone number, fax number or e-mail address at home or work. You may update your information by replying online at www.nursingsociety.org, calling 1.888.634.7575 (U.S. and Canada toll free), +800.634.7575.1 (Global) or e-mailing memserv@stti.iupui.edu.

people

EDUCATION

Carol Reed Ash, eminent scholar and American Cancer Society professor of oncology nursing at the University of Florida College of Nursing in Gainesville, has received the American Association for Cancer Education's Margaret Hay Edwards Achievement Medal. Dr. Ash has been appointed associate director for cancer control and population sciences for the University of Florida Shands Cancer Center.

Linda H. Bearinger, professor and director of the Center for Adolescent Nursing at the University of Minnesota in Edina, was the keynote speaker for a meeting of nurses from New Zealand who work with adolescents. Dr. Bearinger spoke on educational strategies for improving nurses' capacities for working with teenagers.

Donna Zimmaro Bliss, professor at the University of Minnesota School of Nursing in Edina, has received the Morse-Alumni Teaching Award. She also has been inducted into the American Academy of Nursing.

Cara Exley, a student in the School of Nurse Anesthesia at the University of Kansas Medical Center in Kansas City, has received the Wesley School of Nursing Alumni Association Scholarship from the Kansas Nurses Foundation.

Carrol R. Gold, associate professor of nursing at Barry University School of Nursing in Miami Shores, Fla., has been appointed director of nursing education at the university.

Janice Goodman, a doctoral student at Boston College School of Nursing in Chestnut Hill, Mass., has been awarded a Schweitzer Fellowship. Ms. Goodman is collecting the stories of unaccompanied Sudanese minor refugees who have settled in the Boston area, identifying

strategies they have used to endure and overcome challenges.

Joan Ellen Haase has been appointed to the Emily Holmquist Professorship at Indiana University School of Nursing at Indiana University-Purdue University Indianapolis.

Barbara R. Heller has announced her resignation as dean of the University of Maryland School of Nursing in Baltimore, effective June 28, 2002. Dr. Heller will be the school's first Rauschenbach Distinguished Professor and also will be executive director of a newly established Center for the Advancement of Health Professions Education at the University of Maryland Baltimore.

Maryellen McBride, a doctoral student at Loyola University Chicago, has received the Pat Devine Scholarship from the Kansas Nurses Foundation. She is a tenured assistant professor of nursing at Washburn University in Topeka, Kan.

Ruth McCorkle has been named the first Florence Schorske Wald Professor at the Yale University School of Nursing in New Haven, Conn. Dr. McCorkle is professor of nursing, director of the Center for Excellence in Chronic Illness Care, and chair of the Doctor of Nursing Science Program at Yale University School of Nursing.

Rachael Rowley McQuillan, a master's degree student at Boston College School of Nursing in Chestnut Hill, Mass., has received the 2001 Barbara Roderick Scholarship.

The Yale School of Nursing in New Haven, Conn., has established a scholarship fund in honor of **Dorothy Sexton**, professor emerita. Dr. Sexton created the school's Medical-Surgical Nursing Program and was a leader in the development of the doctoral program.

Claudia Smith, assistant professor at the University of Maryland School of Nursing in Baltimore, has received a \$435,510 grant from the U.S. Department of Housing and Urban Development to conduct a one-year Healthy Homes Demonstration and Education Project in Baltimore's Park Heights neighborhood. The collaborative effort with the Association of Community Organization for Reform Now will implement strategies to reduce environmental health risks in 80 homes with asthmatic children.

Diane Spatz, assistant professor at the University of Pennsylvania in Philadelphia, has been selected Faculty Advisor of the Year by the Student Nurses Association of Pennsylvania.

Ann Marie Spellbring, associate professor at the University of Maryland in Baltimore, has received a \$90,000 grant from the John A. Hartford Foundation for Enhancing Gerontology/Geriatric Nursing Education to develop Web-based, undergraduate-level courses emphasizing long-term care.

Joyce E. Thompson, associate dean for graduate and professional studies at the University of Pennsylvania School of Nursing in Philadelphia, will retire effective June 30, 2002. Dr. Thompson will be the Geraldine M. Lacey Professor of Community Health Nursing at Western Michigan University in Kalamazoo.

The University of Virginia School of Nursing Alumni Association has announced the Innovative Teaching Award recipients, who have received funding for their projects: **Audrey Snyder** and **Arlene Keeling** will give acute care nurse practitioner students the opportunity to perform chest tube insertions and needle chest compressions in a classroom setting; **Beth White** will develop an undergraduate program of study to increase interest in an intensive care career; **Shelley Huffstutler** and **John Kirchgessner** will help primary care nurse practitioner students develop and implement community-based health care intervention projects; and **Carol Lynn Maxwell-Thompson** will train select students and faculty as CPR instructors.



Aiken



Bearinger



Berkowitz



Cleary



Jezewski



Johnson



Kaplan



Landrum



Lang



Lindquist

Carolyn Waltz, associate dean for academic affairs at the University of Maryland School of Nursing in Baltimore, has received a five-year, \$664,640 grant from the U.S. Department of State Office of Medical Services to deliver a series of integrated primary care medical conferences to health care professionals employed at U.S. embassies.

LEADERSHIP

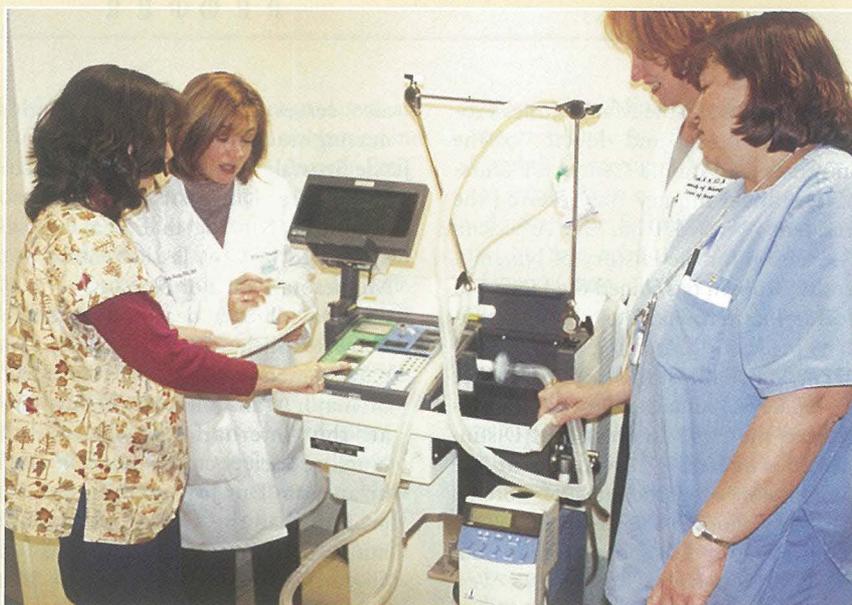
Linda Aiken is the 2002 recipient of the American Nurses Association Barbara Thoman Curtis Award, which honors significant contributions to nursing practice and health policy through political and legislative activity. Dr. Aiken is Claire M. Fagin Leadership Professor in Nursing, professor of sociology, and director of the Center for Health Outcomes and Policy Research at the University of Pennsylvania in Philadelphia.

Deborah A. Alpers, director of perioperative services at Tenet Park Plaza Hospital in Houston, Texas, is the recipient of the 2002 AORN Outstanding Achievement in Perioperative Nursing Management Award from the Association of periOperative Registered Nurses.

Diane J. Angelini, associate professor at Brown University and director of nurse midwifery at Women and Infants' Hospital in Providence, R.I., has been selected as a fellow in the American Academy of Nursing. She is also a fellow in the American College of Nurse Midwives and editor of the *Journal of Perinatal and Neonatal Nursing*.

Bobbie Berkowitz, professor and chair of the Department of Psychosocial and Community Health at the University of Washington School of Nursing in Seattle, has been elected to the Institute of Medicine. Dr. Berkowitz is director for the Robert Wood Johnson Foundation Turning Point National Program Office and is adjunct professor at the University of Washington School of Public Health and Community Medicine.

Diane Billings, professor and associate dean at the Indiana University School of Nursing at Indiana University-Purdue University Indianapolis, is the recipient of the Ross Products Pioneering Spirit Award from the American Association of Critical-Care Nurses. She also is editor of *NCLEX Review 7th Edition*, Lippincott Williams & Wilkins, 2001.



Mary Beth Happ, RN, PhD, (back, left) and Judy Tate, RN, MSN, (back, right) interview critical care clinicians about mechanical ventilation. Happ is principal investigator and Tate is research project director for a University of Pittsburgh School of Nursing study on better approaches to weaning patients from long-term mechanical ventilation.

Nurses study ventilator weaning

NEW RESEARCH being conducted by Mary Beth Happ, RN, PhD, Valerie Swigart, RN, PhD, and Leslie Hoffman, RN, PhD, FAAN, at the University of Pittsburgh School of Nursing in Pennsylvania, could provide better approaches for nurses, physicians and respiratory therapists who are weaning patients from long-term mechanical ventilation (LTMV).

LTMV can be a lifesaver for patients with restrictive lung diseases, lung infections or neuromuscular injuries that impair breathing. However, LTMV is invasive, expensive and frequently associated with a higher risk of serious complications such as nosocomial infections, weight loss and delirium.

While a superior weaning technique or ventilator mode for LTMV has not been identified, the manner or process in which a particular mode of weaning is applied may have a greater impact on weaning success than the mode itself. Happ, Swigart and colleagues received \$800,000 from the National Institute for Nursing Research to study "Ventilator Weaning: Processes of Care and Communication." The research will focus on interpersonal interactions, therapeutic strategies and environmental factors that contribute to weaning success, or are associated with inconsistent or plateau weaning from LTMV.

The team will observe and interview about 30 patients, family visitors and clinician caregivers in medical intensive care and step-down medical intensive care units. Happ, principal investigator for the study, hopes to find a therapeutic approach that can be used by various members of the health care team.

"Nurses, physicians, respiratory therapists and others work together to achieve successful weaning from LTMV," Happ said. "Since ventilator weaning is a multidisciplinary process, knowledge from this study may help those disciplines work together more effectively to achieve successful outcomes in patients weaning from long-term mechanical ventilation."

Barbara M. Brodie, the Madge Jones Professor of Nursing and director of the University of Virginia Center for Nursing Historical Inquiry, has received the President's Award from the American Association for the History of Nursing.

Dorothy Brooten has joined the faculty of Florida International University in Miami as professor of nursing.

Syringa Marshall Burnett, president of the senate in Jamaica, West Indies, has received the 2001 International Distinguished Leadership Award from the Commission on Graduates of Foreign Nursing Schools. She is chair of the Department of Advance Nursing Education at the University of the West Indies, Mona.

Cynthia Flynn Capers has been reappointed as dean of The University of Akron College of Nursing in Ohio.

Brenda Cleary, executive director of the North Carolina Center for Nursing in Raleigh, is a member of the Leadership America Class of 2001. Leadership America is a national, not-for-profit organization that recognizes and connects diverse groups of America's top women leaders.

Colleen Conway-Welch, professor and dean of the Vanderbilt School of Nursing in Nashville, Tenn., has been appointed to the board of directors for Ardent Health Services.

Carol Costante, supervisor of health services at Baltimore County School Health Services in Maryland, has received the National School Nurse Administrator of the Year award from the National Association of School Nurses.

Mary Jane Creely, vice president and quality improvement officer for the Newport County Community Mental Health Center in Newport, R.I., introduced the agency to the FOCUS-PDCA performance improvement methodology and was instrumental in the center's high rating on the Joint Commission on Accreditation of Healthcare Organizations survey. A doctoral student at the University of Rhode Island, Ms. Creely

also serves as a mentor to graduate nursing students.

Jessie Szostak Daniels, education specialist at the University of Minnesota School of Nursing in Edina, has been appointed by Gov. Jessie Ventura to the Minnesota Board of Nursing.

Ruth Davidhizar, dean of nursing at Bethel College in Mishawaka, Ind., participated in a panel of four authors of major transcultural nursing books at the International Transcultural Nursing Society conference. Dr. Davidhizar and Dr. Joyce Giger, graduate professor at the University of Alabama, are co-developers of the Giger-Davidhizar Transcultural Nursing Assessment model.

Rosanna DeMarco, assistant professor at Boston College School of Nursing in Chestnut Hill, Mass., has been appointed to the Adult Patient and Family Advisory Council at Dana Farber Cancer Institute, a volunteer service group. Dr. DeMarco also has been recognized for volunteering at the Boston Living Center, where she supported Ladies Night, an evening meal and education program for women living with HIV/AIDS.

Emma Doherty, director of patient services for Salina Regional Health Center, has received the Honorary Recognition Award from the Kansas State Nurses Association.

Jacqueline Dunbar-Jacob has been appointed dean of the University of Pittsburgh School of Nursing in Pennsylvania.

Joellen W. Hawkins, associate professor at Boston College School of Nursing in Chestnut Hill, Mass., helped write a proposal that resulted in a \$590,000 federal technology grant for Home Health VNA in Lawrence, Mass.

Elva M. Hyre of the South Carolina Department of Mental Health in Columbia has been selected to participate in the 2002 Class of Leadership South Carolina.

Terri Johnson, assistant professor of pediatrics at Kansas Wesleyan University

and staff nurse at Asbury-Salina Regional Medical Center, has assumed the presidency of the Kansas State Nurses Association.

Anie Kalayjian, visiting professor of psychology at Fordham University and vice chair of the United Nations NGO/DPI Executive Committee, has returned from a lecture tour in Korea. At Ewha Womans University in Seoul, she lectured on disaster and mass trauma, focusing on the terrorism in New York City.

Marcelle Kaplan, breast oncology clinical nurse specialist at New York-Presbyterian Hospital, New York Weill Cornell Medical Center, has been elected to the Oncology Nursing Society Nominating Committee. She is also project director of *Video Teaching Series for Breast Cancer Surgery Patients*, funded by the Greater New York City Affiliate of the Susan G. Komen Breast Cancer Foundation.

Lucie S. Young Kelly, past president of the Honor Society of Nursing, Sigma Theta Tau International, has been designated a Living Legend by the American Academy of Nursing. Dr. Kelly is a former assistant dean of the University of Pittsburgh School of Nursing and is professor emeritus at Columbia University.

Kathleen Knafel, professor at Yale School of Nursing in New Haven, Conn., has been named a fellow of the American Academy of Nursing.

Lori Kwisnek has been promoted to correctional health care administrator at the State Correctional Institution at Greensburg, Pa., where she oversees medical and dental care to the incarcerated.

Barbara J. Landrum, chief clinical/operations officer at Barrett Hospital & HealthCare in Dillon, Mont., has been elected to a two-year term as president of the Montana Organization of Nurse Leaders.

Norma Lang has been named the 2002 recipient of the American Nurses Association Jessie M. Scott Award, which is given for demonstration of the interdependent relationships among nursing education, practice and research. Dr. Lang is the Lillian S. Brunner Professor



McDaniels Moody Pippin Reineck Salmon Schermann Schroeder Travis Uphold

of Medical Surgical Nursing at the University of Pennsylvania in Philadelphia.
Ruth Lindquist, associate professor and division head at the University of Minnesota School of Nursing in Edina, has been inducted into the American Academy of Nursing.

Lynn McDaniels has been elected president of the Michigan Public Health Association, an affiliate of the American Public Health Association. She is chief of clinics and special programs at the Oakland County Health Division and is a lieutenant colonel with the United States Air Force Reserve.

Afaf I. Meleis has been named dean of the University of Pennsylvania School of Nursing in Philadelphia. She is president of the International Council on Women's Health.

Nancy B. Moody has been named president of Lincoln Memorial University in Harrogate, Tenn. The university's first female president, Dr. Moody also works as a program evaluator and peer review panel member for the National League for Nursing Accrediting Commission and as a peer panel reviewer for *Nursing and Healthcare Perspectives*.

Cynthia Miller Murphy, executive director of the Oncology Nursing Certification Corporation, has been elected to the American Board of Nursing Specialties Accreditation Council.

Joanne O'Sullivan, doctoral student at Boston College School of Nursing in Chestnut Hill, Mass., has been named the Justice Resource Institute's Health Professional of the Year.

Donna Sue Peros, school nurse coordinator for Boone County Schools in West Virginia, has received the National School Nurse of the Year Award from the National Association of School Nurses.

Lu Pippin has been appointed senior vice president/chief nursing officer for Providence Hospital in Mobile, Ala. She had been chief nursing officer for Mayo Clinic and St. Luke's Hospital in Jacksonville, Fla.

The Pennsylvania State Nurses Association has named the following as award recipients: **Michelle C. Ashby**, nurse practitioner at The Heart Group in Lancaster—Administration-Management Award; **Susan Parnell Scholtz**, associate professor of nursing at Moravian College in Bethlehem—Nursing Education Award;

Shirley Powe Smith, assistant professor at Duquesne University School of Nursing in Pittsburgh—Human Rights Award; **Freida H. Outlaw**, research fellow at the W.E.B. DeBois Research Institute—Nursing Practice Award; **Zane Robinson Wolf**, dean and professor of nursing at La Salle University School of Nursing in Philadelphia—Nursing Research Award; and **Mary Ann Dailey**, representative for the 146th Legislative District in Pennsylvania—Distinguished Nurse Award.

Laura A. Rapp, supervisor of education services at Concord Hospital in New Hampshire, is co-chair of the first New Hampshire Walk for Nurses, which will raise money for research, scholarships and other nursing initiatives.

Carol Reineck, assistant professor at the University of Texas Health Science Center School of Nursing at San Antonio, has received the Legion of Merit award from the Secretary of the Army for contributions over a 31-year military nursing career. She has completed a three-year appointment as the executive nursing consultant to the Army Surgeon General.

Victoria L. Rich has been appointed chief nursing officer for the Hospital of the University of Pennsylvania in Philadelphia. Dr. Rich formerly was vice president for patient care services at the University Community Hospital in Tampa, Fla.

Cheryl Robertson, assistant professor at the University of Minnesota School of Nursing in Edina, is a recipient of the Twin Cities International Award. Dr. Robertson has worked to establish community-based health care for refugees and other victims of armed conflict.

Marla Salmon, dean of the Nell Hodgson Woodruff School of Nursing at Emory University in Atlanta, Ga., has been elected to The Robert Wood Johnson Foundation Board of Trustees.

Rachel F. Schiffman, associate professor at Michigan State University College of Nursing in East Lansing, is a 2001-2002 fellow of the Society for Research in Child Development and a fellow of the American Association for the Advancement of Science. Her fellowship placement is in the Human Development section of the Center on AIDS and Other Medical Consequences of Drug Abuse of the National Institute on Drug Abuse.

Carolyn Schroeder has received the Outstanding Achievement Award from the

University of Minnesota School of Nursing in Edina. As chair of the school's Capital Campaign, Ms. Schroeder led the initiative to raise \$11 million.

Linda Spooner Schwartz, research scientist at Yale School of Nursing in New Haven, Conn., has been inducted into the American Academy of Nursing.

Maria R. Shirey, director of cardiovascular services at Deaconess Hospital in Evansville, Ind., has been selected to receive the 2002 Excellence in Leadership Award from the American Association of Critical-Care Nurses.

Rachel E. Spector, associate professor at Boston College School of Nursing in Chestnut Hill, Mass., has been nominated to the National Advisory Council and Consensus Building group by the American Institutes for Research. This project will develop the Cultural Competency Curricular Modules for family physicians working in community clinics.

Thomas E. Stenvig, associate professor at South Dakota State University College of Nursing in Brookings, coordinates a grant to recruit two-year nurses from rural and reservation communities into the online baccalaureate degree program. Dr. Stenvig serves on the steering committees for the National Network for Immunization Information and Betty Bumpers' and Rosalynn Carter's Every Child by Two project; the governing council of the American Nurses Credentialing Center Institute for Research, Education and Consultation; and as president of the National Network of Immunization Nurses and Associates.

Mary Fran Tracy, critical care clinical nurse specialist at Fairview University Medical Center in Minneapolis, has been honored as Outstanding Preceptor Mentor at the first nursing grand rounds held during Nurses Week at the University of Minnesota School of Nursing in Edina.

Shirley S. Travis, Dean W. Colvard Distinguished Professor at the University of North Carolina at Charlotte and a faculty associate of the University Center for Professional and Applied Ethics, has been named a Pope Eminent Scholar of the Rosalynn Carter Institute for Human Development. Dr. Travis is president of the National Gerontological Nursing Association.

Florence Wald, past dean of the Yale School of Nursing in New Haven,

Conn., was named a Living Legend by the American Academy of Nursing. Ms. Wald founded Hospice Incorporated in Branford, Conn., which has become a model for hospice care.

Shigeaki Watanuki, a doctoral student at the University of Minnesota School of Nursing in Edina, has received the 2001 President's Student Leadership and Service Award from the university. Mr. Watanuki is president of the Organization of PhD Students in Nursing.

Emily Weber, charge nurse at Texas Children's Hospital in Houston, has been named the hospital's Nurse of the Year. The award recognizes excellence in a staff nurse/bedside caregiver role based on professional development efforts, being a team player and delivering family-centered care.

Ann Bartley Williams has been appointed to the newly created Helen Porter Jayne and Martha Prosser Jayne Professorship at the Yale School of Nursing in New Haven, Conn.

PUBLICATIONS

Karen Buhler-Wilkerson, professor at the University of Pennsylvania in Philadelphia, has received the 2001 Lavinia Dock Award from the American Association for the History of Nursing for her book, *No Place Like Home: A History of Nursing and Home Care in the US*, Hopkins Press, 2001.

Margaret A. Burkhardt and **Mary Gail Nagai-Jacobson** are co-authors of *Spirituality, Living our Connectedness*, Delmar, 2002. Dr. Burkhardt is director of Healing Matters in Beckley, W.Va., co-education director at the Rivers & Bridges Consortium of the West Virginia Rural Health Education Partnerships, and family nurse practitioner at Gulf Family Practice in Sophia, W.Va. Ms. Nagai-Jacobson is director of Healing Matters in San Marcos, Texas.

Martha Craft-Rosenberg and **Janice Denehy** are co-editors of *Nursing Interventions for Infants, Children and Families*, Sage, 2000. Dr. Denehy is associate professor and Dr. Craft-Rosenberg is professor and area chair at The University of Iowa College of Nursing in Iowa City.

Mary E. Duffy, professor and director of the Center for Nursing Research at Boston College School of Nursing in Chestnut Hill, Mass., has been named a member of

the *Journal of the National Black Nurses Association* editorial board.

Carole Lium Edelman, director of outpatient programs at Waveny Care Center, and **Carol Lynn Mandle**, associate professor at Boston College School of Nursing in Chestnut Hill, Mass., are co-authors of *Health Promotion Throughout the Lifespan, 5th Edition*, Mosby, 2002.

Joyce J. Fitzpatrick, **Carol Romano** and **Ruth Chasek** are co-editors of *The Nurses' Guide to Consumer Health Websites*, Springer Publishing Co., 2001.

Ann Garwick, project director for the video *Getting to the Heart of It: Bridging Culture and Health Care*, has won first place in the National Council on Family Relations Media Awards Competition. Dr. Garwick is associate professor at the University of Minnesota in Edina.

Michelle Lee Hawkins, pediatric nurse practitioner, has written three medical mystery books for children: *The Mysterious Itch*, *The Case of the Cough*, and *What a Headache!*, Huckleberry Press, 2001.

Sue P. Heiney, manager of psychosocial oncology at Palmetto Health Cancer Center in Columbia, S.C., is lead author of *Cancer in the Family, Helping Children Cope with a Parent's Illness*, American Cancer Society, 2001. Co-authors include **Joan Herman**, **Katherine Bruss** and **Joy Fincannon**.

Gladys L. Husted and **James H. Husted** are authors of *Ethical Decision Making in Nursing and Healthcare, Third Edition, The Symphonological Approach*, Springer Publishing Co., 2001.

Martha Libster has written *Integrative Herb Guide for Nurses*, Delmar, 2002, and *Demonstrating Care: The Art of Integrative Nursing*, Delmar, 2001. Ms. Libster is coordinator of integrative resources at the University of Colorado Hospital Cancer Center and director of Integrative Associates, LLC.

MEDSURG NURSING, *The Journal of Adult Health*, has announced three writing awards. **Jo Ann Brooks-Brunn**, assistant professor at Indiana University Medical Center, has received the Clinical Scholarship Award for "Primary Pulmonary Hypertension: A Review for Advanced Practice Nurses." **Heather M. Ross**, staff nurse at the University of Pennsylvania, has received the Student Award for "Islamic Tradition at the End of Life." Lead author **Cheryl A. Del-**

lasega, associate professor at the Pennsylvania State University College of Medicine, and co-authors **Francis A. Salerno**, **Lisa A. Lacko** and **Thomas Wasser**, have received the Advanced and Best Practice Award for "The Impact of a Geriatric Assessment Team on Patient Problems and Outcomes."

Linda Renner, director at Red Rocks Community College Health Career Programs in Lakewood, Colo., has written *Memories of My Sister: Dealing With Sudden Death*, Writer's Club Press, 2001.

Rita Schreiber, associate professor at the University of Victoria School of Nursing in British Columbia, Canada, and **Phyllis Stern**, professor at the Indiana University School of Nursing at Indiana University-Purdue University Indianapolis, have won the 2001 AJN Book of the Year Award as editors of *Using Grounded Theory in Nursing*, Springer Publishing Co., 2001.

Elizabeth Speakman, associate professor at the Community College of Philadelphia in Pennsylvania, has written *Body Fluids & Electrolytes: A Programmed Presentation, 8th Edition*, Mosby Publishing, 2002.

Sandra P. Thomas, professor of nursing and director of PhD Program in Nursing at the University of Tennessee in Knoxville, and **Howard R. Pollio** have written *Listening to Patients: A Phenomenological Approach to Nursing Research and Practice*, Springer Publishing Co., 2002.

Carolyn Feher Waltz and **Louise Sherman Jenkins** are editors of *Measurement of Nursing Outcomes, Second Edition, Volume 1: Measuring Nursing Performance in Practice, Education and Research*, Springer Publishing Co., 2001.

RESEARCH

Ann W. Burgess, professor at Boston College School of Nursing in Chestnut Hill, Mass., has been awarded \$100,000 by the National Institute of Justice for her study "Identifying Forensic Markers in Elder Sexual Abuse." Co-investigators are **Jean Weyman**, director of continuing education, and **Mary E. Duffy**, professor and director of nursing research at Boston College School of Nursing.

Sarah P. Farrell, assistant professor at the University of Virginia School of Nursing in Charlottesville, is one of 16 U.S. psychiatric nurses to participate in the

National Institute of Mental Health/National Institute of Nursing Research Mentorship Program. The goal of the program is to increase the supply of psychiatric nurses conducting behavioral-change research with people who have serious mental illness.

Mary Ann Jezewski, associate professor at the University at Buffalo, the State University of New York, has received a National Institute of Nursing Research Academic Research Enhancement Award of \$100,000 for her study "People with Chronic Illness and Advance Directives."

Thomas E. Obst, clinical professor at the University at Buffalo, the State University of New York, has received the 2001 AANA Foundation Researcher of the Year award from the American Association of Nurse Anesthetists.

Carol A. Patsdaughter, professor at Barry University School of Nursing in Miami Shores, Fla., has been appointed director of the Center for Nursing Research.

Michele Schermann, extension educator at the University of Minnesota School of Nursing in Edina, is co-investigator on a \$450,000 grant for a National Institute

for Occupational Safety and Health/Centers for Disease Control and Prevention project, which will evaluate farm safety practices within Hmong families and communities.

Alison Trinkoff, professor at the University of Maryland School of Nursing in Baltimore, has received a \$687,651 grant from the Agency for Healthcare Research and Quality to conduct the study "Do Organizational Factors Influence Both Patient and Worker Safety?" Co-investigators are **Meg Johantgen**, **Patricia Abbott** and **Carles Muntaner**.

Constance R. Uphold, nurse researcher at the North Florida/South Georgia Veterans Health System in Gainesville, Fla., has received \$240,000 from the VA Health Services Research and Development (HSR&D) program for the study "Age-Related Variations in Outcomes of HIV-Infected Patients." Dr. Uphold also received \$537,000 through HSR&D for a four-year study, "Predictors of Outcomes in HIV-Infected Men," and \$2,500 from the Nurses Organization of VA Foundation for a pilot study, "Age, Substance Use and Nutrition in HIV Infection."

Bryan A. Weber, assistant professor at the University of Florida College of Nursing in Gainesville, has received the Clinical Medicine Research Award from the Gerontological Society of America. In his current research project, Friends-for-Life, Dr. Weber is studying whether a one-on-one support system is an effective means for men to deal with the emotional consequences of prostate cancer and its treatment.

JoAnne M. Youngblut has joined the faculty of Florida International University School of Nursing in Miami, Fla., as professor of nursing and coordinator of research. Her grant to study the effects of pediatric head trauma on the child, parents and family moved with her to Florida International University. The National Institute of Nursing Research provides funding for the grant.

Mail "People" items to Jane Palmer, Reflections on Nursing Leadership, 550 W. North St., Indianapolis, IN 46202, USA. Send e-mail to jpalm@stti.iupui.edu. Please include nursing credentials, job title, name and location of employer, and contact information.

ANNOUNCEMENTS

2002 INTERNATIONAL CONFERENCES

April 4-6: Banff, Alberta, Canada

Eighth Annual Qualitative Health Research Conference. Sponsor: International Institute for Qualitative Methodology. Contact: International Institute for Qualitative Methodology. Phone: 780.492.9041; Fax: 780.492.9040. E-mail: qualitative.institute@ualberta.ca. Web: www.ualberta.ca/~iiqm

May 2-20: Lukla-Everest Base Camp, Nepal

June 11-27: Spiti, India

Himalayan Health Exchange 2002 International Health Expeditions. Sponsor: George Washington University. Contact: Ravi I. Singh. Phone: 404.929.9399. E-mail: info@himalayanhealth.com. Web: www.himalayanhealth.com

May 6-9: Auckland City, New Zealand

Health Policy, Practice and Research in the 21st Century—Making a Difference. Sponsor: Auckland University of Technology. Contact: Research Office, Faculty of Health Studies, Auckland University of Technology, Private Bag 92006, Auckland 1020, New Zealand. Phone: 64 9 9179999, Ext. 7775. Fax: 64 9 91799877. E-mail: JRyland@aut.ac.nz

June 26-29: Seoul, South Korea

Thirteenth International Congress on Women's Health Issues. Sponsor: The College of Nursing Science, Ewha Womans University. Contact: Heewon Yang, College of Nursing Science, Ewha Womans University, 11-1, Daehyundong, Seodaemun-gu, Seoul, 120-750 Korea. Phone: +82 2 3277 4341; Fax: +82 2 3277 4986. E-mail: icowhi@mm.ewha.ac.kr

Aug. 6-10: Edmonton, Alberta, Canada

The Second Thinking Qualitatively Workshop Series: An Introduction to Qualitative Inquiry. Sponsor: International Institute for Qualitative Methodology. Contact: International Institute for Qualitative Methodology. Phone: 780.492.9041; Fax 780.492.9040. E-mail: qualitative.institute@ualberta.ca. Web: www.ualberta.ca/~iiqm

Sept. 3-5: Durham, United Kingdom

NET2002 13th Annual International Participative Conference for Education in Health Care. Sponsor: Nurse Education Tomorrow. Contact: Jill Rogers Associates, 6 The Malting, Millfield, Cottenham, Cambridge, CB4 8RE, UK. Phone: +44 (0)1954 252020. Fax: +44 (0)1954 252027; E-mail: jra@easy.net. Web: www-hcs.derby.ac.uk/net

Oct. 11-13: Atlanta, Georgia

Third International Pediatric Cardiovascular Symposium: Prenatal/Neonatal Congenital Heart Disease. Sponsor: Sibley Heart Center at Children's Healthcare of Atlanta. Contact: Jane Darrish. Phone: 404.929.8645. E-mail: jane.darrish@choa.org. Web: www.choa.org/cardiology

2002 REGIONAL CONFERENCES

April 3-7: Philadelphia, Pennsylvania

50th Anniversary Convention Celebration and Alumni Reunion. Sponsor: National Student Nurses' Association Inc. Contact: National Student Nurses' Association Inc. Phone: 212.581.2211; Fax: 212.581.2368. E-mail: nsna@nsna.org; Web: www.nsna.org

April 10-13: Chicago, Illinois

First Biennial Conference of the North American Nursing Diagnosis Association, Nursing Interventions Classification, and Nursing Outcomes Classification Alliance. Sponsors: NANDA, NIC, and NOC. Contact: NNN Conference Office, 1211 Locust St., Philadelphia, PA 19107. Phone: 800.647.9002; Fax: 215.545.8107. E-mail: ken.cleveland@rmpinc.com. Web: www.nanda.org

ANNOUNCEMENTS

April 12: Akron, Ohio

"Who's Managing the Nursing Shortage?," 23rd Annual Leadership-Research Symposium. Sponsors: Delta Omega, The University of Akron College of Nursing, Akron-Canton Regional Nursing Research Network. Contact: Debi Burnsworth (dkburnsworth@aol.com) or Heather Warner. Phone: 330.972.8299 Web: www.uakron.edu/do

April 21-22: Coralville, Iowa

"Evidence-Based Practice in the Real World," Ninth National Conference. Sponsors: The University of Iowa, Gamma. Contact: Nursing Education Center, The University of Iowa Hospitals and Clinics, Department of Nursing, 200 Hawkins Dr., Iowa City, IA 52242-1009. Phone: 319.356.4304.

April 25: Meriden, Connecticut

The 11th Annual All Connecticut Chapters Collaborative Research Day. Sponsors: Mu Beta, Mu Chi, Mu Delta, Mu, Kappa Alpha, Iota Upsilon-At-Large, Delta Mu. Contact: Barbara Aronsonk. Phone: 203.392.6496 E-mail: Aronson@scsu.ctstateu.edu; or Lisa Rebesch. Phone: 203.392.6485 E-mail: rebesch@scsu.ctstateu.edu

May 16-19: Livonia, Michigan

Kaleidoscope of Caring for the Third Millennium. Sponsors: The National Association of Catholic Nurses, U.S.A.; Madonna University Nursing Department. Contact: Sr. Victoria Marie Indyk. E-mail: svictoria@madonna.edu.

June 3-7: Fairfax, Virginia

The Washington Health Policy Institute. Optional Washington internship. Sponsor: George Mason University Center for Health Policy, Research and Ethics. Contact: Teri Fede. Phone: 703.993.1959; E-mail: tfede@gmu.edu Web: http://hpi.gmu.edu

June 13-15: Richmond, Virginia

"Moving to the Future, Learning from Our Heritage," 13th Annual Meeting of the AACPI. Sponsor: American Alliance of Cancer Pain Initiatives. Phone: 608.265.4013 E-mail: aacpi@aacpi.org; Web: www.aacpi.org

June 17-21: Seattle, Washington

"Ethics of Research with Humans: Past, Present, and Future." Sponsor: University of Washington. Contact: Marilyn J. Barnard. Phone: 206.616.1864; Fax: 206.685.7515 E-mail: mbarnard@u.washington.edu

June 22-26: Iowa City, Iowa

Institute on Nursing Informatics and Classification. Sponsor: University of Iowa College of Nursing. Contact: Jen Clougherty. Phone: 319.335.7119 E-mail: jennifer-clougherty@uiowa.edu; Web: www.nursing.uiowa.edu/orgsyscom/cont_ed.htm

Aug. 5-9: Seattle, Washington

Summer Seminar in Health Care Ethics. Sponsor: University of Washington. Contact: Marilyn J. Barnard. Phone: 206.616.1864; Fax: 206.685.7515 E-mail: mbarnard@u.washington.edu

Sept. 12-14: Atlanta, Georgia

Pediatric Cardiology Review, Southeast Pediatric Cardiology Society/Southeast Pediatric Cardiovascular Society Annual Conference. Sponsor: Sibley Heart Center at Children's Healthcare of Atlanta. Contact: Marsha Elixson. Phone: 404.315.2839; Fax: 404.315.2885 E-mail: marsha.elixson@choa.org

Sept. 28-29: Cocoa Beach, Florida

"Go for the Gold" in Orthopaedic Education. Sponsor: Central Florida Chapter of the National Association of Orthopaedic Nurses. Contact: Rebecca Perrine. Phone: 352.357.4696 E-mail: rebecca@new-ventures.com

Nov. 7-8: Akron, Ohio

"Pediatric Health Care: The Future is Now," Ninth Annual Pediatric Nursing Conference. Sponsor: Children's Hospital Medical Center of Akron. Contact: Info Line. Phone: 330.543.8564 E-mail: tborodkin@chmca.org

CALL FOR ABSTRACTS

Deadline: April 1, 2002

PAPER, POSTER: "Nursing Research for Practice: Past, Present, and Future," Seventh National Nursing Research Conference, Nov. 16-18, 2002, White Sulphur Springs, W. Va. Sponsors: Nu Alpha, Alpha Rho, Xi Tau, CAMC Health Education and Research Institute. Contact: Kim Carlton, CAMC Institute, 3110 McCorkle Ave. SE, Charleston, WV 25304. Phone: 304.388.9960 Web: www.camcinstitute.org

Deadline: April 8, 2002

PAPER, POSTER: "Assessing Program Outcomes," Seventh National Nurse Educator Conference, Nov. 6-7, 2002, Indianapolis, Ind. Sponsor: Indiana University School of Nursing. Contact: Indiana University School of Nursing, Office of Lifelong Learning, 1111 Middle Drive, NU 345, Indianapolis, IN 46202-5107. Phone: 317.274.7779; Fax: 317.274.0012 E-mail: censg@iupui.edu Web: nursing.iupui.edu/LifelongLearning

Deadline: April 15, 2002

PAPER, POSTER: "Healthcare Professionals: Dialoguing Globally and Culturally," Jan. 2-4, 2003, Chennai, India. Sponsors: Eta Pi, University of Wisconsin-Oshkosh College of Nursing, Sri Ramachandra Medical College & Research Institute. Contact: Suzanne Marnocha. Phone: 920.424.7219; Fax: 920.424.0123 Web: www.uwosh.edu/con/students_sigma.html

Deadline: June 1, 2002

PAPER: 29th Annual Research Conference, Oct. 4, 2002, St. Louis, Mo. Sponsors: Delta Lambda, Saint Louis University School of Nursing. Contact: Dr. Maryellen McSweeney or Helen Wells. Phone: 314.577.8914 Web: www.slu.edu/colleges/NR/Research.shtml

Deadline: October 15, 2002

PAPER, POSTER—14th International Congress on Women's Health Issues, June 15-18, 2003, Victoria, British Columbia, Canada. Sponsor: International Council on Women's Health Issues. Contact: Dr. Rita Schreiber. Phone: +1 250 721 6462 Fax: +1 250 721 6231; E-mail: rschreib@uvic.ca Web: www.uvcs.uvic.ca/conf/ICOWHI

Deadline: Nov. 15, 2002

PAPER, FOCUSED DISCUSSION GROUP, PANEL: "Building Bridges for Collaboration Between U.S. & Russian Nurses," Fourth US-Russian Nursing Conference, Aug. 1-16, 2003, Russian Waterways, Moscow to St. Petersburg. Sponsors: Moscow Medical Academy-Sechenov, Department of Nursing; Russian Nurses' Association; Beta Psi; Providence Portland Medical Center. West Coast USA Contact: Dr. Marie Driever. Phone: 503.215.6223; Fax: 503.215.6863 E-mail: mdriever@providence.org East Coast USA Contact: Rachel Difazio. Phone: 978.534.0339 E-mail: rachel.difazio@tch.harvard.edu Web: www.us-russiannurses.com

RESEARCH GRANTS/FELLOWSHIPS

Sigma Theta Tau International/ American Nurses' Foundation

One grant of up to \$7,500 is given annually for clinical research. Submission deadline is May 1, 2002; funding date is Oct. 1, 2002. For application information, see Web page: www.nursingsociety.org. Contact: Tara Bateman, Sigma Theta Tau International, 550 W. North St., Indianapolis, IN 46202. Fax: 317.634.8188; E-mail: research@stti.iupui.edu

**Sigma Theta Tau International/
American Association of Critical Care Nurses**
One grant of up to \$10,000 is given annually for research related to critical care nursing practice. Submission deadline is Oct. 1, 2002; funding date is Jan 1, 2003. Contact: American Association of Critical Care Nurses. Phone: 949.362.2000

**Sigma Theta Tau International/
American Association of Diabetes Educators**
One grant of up to \$6,000 is given annually to one recipient for research focusing on diabetes education and care. Submission deadline is Oct. 1, 2002; funding date is Jan. 1, 2003. Contact: AADE Foundation Grants. Phone: 312.424.2426

Announcements are posted free of charge to benefit global networking. Send information at least six months in advance. Contact Reflections on Nursing Leadership by fax: 317.634.8188; E-mail: jpalmer@stti.iupui.edu.



Would you like to become an online case study author?

Sigma Theta Tau seeks expert nurses to become authors for an online learning program.

RESPOND BY: APRIL 30TH

Authors:

- Develop, using a template, one or more case studies in any of 20 topics
- Have work published as a peer-reviewed continuing education offering
- Share your nursing knowledge and research with an international community in a leading-edge technology format

Authors are needed in all practice areas:

The following are suggested topics:

- End of Life Care
- Ethics
- Fraud & Compliance in Health Care
- Electrocardiogram Interpretation
- Forensic Nursing
- Pain Management - Non Pharmacological Interventions
- Pain Management - Pharmacological
- The Advance Practice Nurse's Role in Case Management
- Infectious Diseases
- Parish Nursing
- Organ Transplantation
- Pediatrics
- Obstetrical Care
- Genetics
- Delegation In Clinical Practice
- Menopause
- Post Menopausal Health
- Osteoporosis in Women
- Depression in Women
- Breastfeeding
- Other

Case studies will be peer reviewed

This continuing education opportunity is made possible through the Joan K. Stout, RN, Continuing Education Case Study Program and the Eli Lilly and Company Foundation Women's Health Case Study Program.

For more information or to receive an application please contact Kathy Wodicka, at 888.634.7575 or e-mail: kathyw@stti.iupui.edu or visit the society's Web site: www.nursingsociety.org



Sigma Theta Tau International

Honor Society of Nursing

Society book review (from page 37)

While the first half of *Stories of Family Caregiving* examines the work of caregiving, the second section of the book focuses on the circumstances in which caring occurs. Memoirs in these chapters, including "Borrowed Time" by Paul Monette, about a gay man who cares for his partner with AIDS, and "A Death of One's Own" by Gerda Lerner, about a wife who cares for her husband with brain cancer, expand the context of caregiving.

This context, based on a woman-centered analysis conducted at places such as The Stone Center, is greatly enhanced by a feminist point of view that encompasses the complex interaction of gender roles, social class and time, as well as ethical and political issues.

Perhaps the highlight of the book is the discussion of the works of feminists Carol Gilligan, Jean Baker Miller and Nel Noddings, in which women are depicted as possessing a "constellation of caring qualities," such as mutual empathy and respect. I highly recommend this book to all involved in family caregiving. **RNI**

Roberta R. Greene, MSW, PhD, professor and former dean of Indiana University School of Social Work, Indianapolis, Ind., is the author of Social Work with the Aged and their Families and Human Behavior: A Diversity Framework.



Shape your future in an exciting, creative, nursing education environment.

The University of Cincinnati, College of Nursing has open faculty positions in adult, child/neonatal, and community health. Productive scholars and expert clinicians are desired.

Faculty members in the college strive to be on the cutting edge in education, research, international activities, and health services. Extramurally funded research includes injury and violence, substance abuse, quality of life, cardiovascular health, care-giving, and skin science. The college has a faculty practice corporation. As a unit in the University's Academic Health Sciences Center, which includes the Colleges of Medicine, Pharmacy and Allied Health Sciences, the College of Nursing has many resources for faculty.

The University of Cincinnati, a state institution, supports one of the largest nursing schools in Ohio and offers all types of educational programs for nurses.

Please send your vitae to:

Andrea R. Lindell, DNSc, RN, Dean
College of Nursing, University of Cincinnati
PO Box 210038, Cincinnati, OH 45221-0038

Fax: 513/558-9030

UC UNIVERSITY OF
Cincinnati

College of Nursing

Nurses as clinicians ... (from page 25)

cation," encouraging a welcome focus on evidence-based practice. Nursing, midwifery and health visiting start from a low base of research activity and, although considerable progress has been made in accessing research funding, inequalities remain. The traditional sources for research funding extensively available to doctors and health scientists have been unable or unwilling to support very much research driven by nurses.

It is pleasing, therefore, to note that a recent report by a government advisory group established to consider funding of research conducted specifically by nurses and nonmedical allied health professions has recommended that 1) government establish a fund to enhance high-quality health-related research; 2) the fund should support innovative approaches to the creation of the roles that straddle academia and practice; 3) Workforce Development Confederations, new organizations set up by the National Health Service in the United Kingdom, should be encouraged to provide fully funded (study leave as well as tuition) research training for teachers in universities; and 4) the funding board should seek to fund postdoctoral research posts, sabbatical leaves and senior research posts, including professorships, where the development of research capability at a national level is inhibited by a lack of research leaders in particular areas.

I am a little long in the tooth to believe that these recommendations will solve all our problems, but the prospects are there for considerable improvement. I know that colleagues in Canada have already or are about to benefit from a similar system.

Research ability is important for both obvious as well as somewhat less evident reasons. First is the benefit bestowed upon patients and their families through evidence-based care and experimental new services. Second is the critical need to increase the research capacity of

our profession. Less obvious, it directly influences the amount of funding that universities receive from government.

In England, we have learned that not all staff have the capacity or the interest to be active researchers, although we strive to ensure that all our newly appointed staff will aspire to be so. For research-led institutions, it is critical that these universities are fed and nurtured by a strong research culture and that it forms part of a clinical academic career. If we do badly in our research work, it will have adverse consequences for the university and eventually for the subjects of nursing and midwifery.

I believe we have spent almost too much time and money on seeking out answers to the nature of our profession and the meaning of what nursing might be. This kind of work appears at times to provide little more than security for a "research-insecure" profession. More confident researchers know they can hold their own with the best. It is time to re-energize our research work so that we can understand more about the effects we nurses have on patient care and recovery, new interventions and health-promoting lifestyles.

The next steps

I have attempted to describe some of the elements of a well-founded clinical academic career. The next step is to bring those elements together so that deliberate choices can be made that allow nurses to experience clinical excellence, confident teaching and good research so they can take advantage of it all in whichever setting they find themselves.

Setting out to understand the motivation and aspirations of our workforce; offering career structures that will encourage people to stay as expert clinicians while providing them opportunities for research; and applauding good teaching and

research are the foundation stones of a strong clinical academic career. I believe its time is now, that our profession cannot live without it. ■■

References below.

Tony Butterworth, CBE, PhD, RMN, RGN, FRCN, FmedSci, FRCPSych, is chief executive of East Midlands National Health Service Workforce Development Confederation in England.

REFERENCES

MY EVOLVING SELF: FROM DEAN TO FACULTY MEMBER

- Carper, B.A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.
- Kegan, R. (1982). *The evolving self*. Cambridge, Massachusetts, and London, England: Harvard University Press.
- Perry, W.G., Jr. (1970). *Forms of intellectual and ethical development in the college years*. New York: Holt, Rinehardt and Winston.

NOTHING BUT THE TRUTH

- Hall, D.E., Eubanks, L., Meyyazhagan, L.S., Kenney, R.D., & Johnson, S.C. (2000). Evaluation of covert video surveillance in the diagnosis of Munchausen Syndrome by Proxy: Lessons from 41 cases. *Pediatrics*, 105(6), 1305-1312.
- www.aalnc.org (Web address for the American Association of Legal Nurse Consultants, a nonprofit organization)
- www.LegalNurse.com (Web address for the Medical-Legal Consulting Institute Inc., a privately held company founded by Vickie L. Milazzo. Visitors to Web site may sign up for free Legal Nurse Consulting Ezine.)

NURSES AS CLINICIANS, TEACHERS AND RESEARCHERS

- Butterworth, T., Faugier, J., & Burnard, P. (2001). *Clinical supervision and mentorship in nursing*. Cheltenham, UK: Nelson Thornes.
- Cutcliffe, J.R., Butterworth, T., & Proctor, B. (Eds.) (2001). *Fundamental themes in clinical supervision*. London: Routledge.
- Lovejoy, F.H., & Clark, M.B. (1995). A promotion ladder for teachers at Harvard Medical School: Experience and challenges. *Academic Medicine*, 70 (12), 1079-1086.

TEACHING AND LEARNING IN INDONESIA

- Adeney, B.T. (1995). *Strange Virtues: Ethics in a Multicultural World*. Downers Grove, IL: InterVarsity Press.
- Dalton, B. (1995). *Indonesia Handbook* (6th ed.). Chico, CA: Moon Publications, Inc.
- Khols, L.R. (1995). Carrying American-designed training overseas. In Kohls, L.R. & Brassow, H.L. *Training Knowhow for Cross-Cultural Diversity Trainers*. Duncanville, TX: Adult Learning Systems, Inc. pp. 51-56.
- Goodman, N.R. (1994). Education at the university level. In Brislin, R. W. & Yoshida, T. (Eds.), *Improving Intercultural Interactions, Modules for Cross-Cultural Training Programs*. Thousand Oaks, CA: Sage Publications, p. 129-147.
- Turner, P. (1997). Introduction. In Turner, P., Delahunty, B., Greenway, P., Lyon, J., Taylor, C. & Willett, D. *Indonesia*. London: Lonely Planet Publications.

INSIDE THE SOCIETY

Honor Society of Nursing, Sigma Theta Tau International

Dear Colleagues:

It is a great honor to serve as the 2001-2003 president, and I am delighted to report that this biennium has been launched with much enthusiasm. The focus of our work as an organization is "Building Diverse Relationships" and, in keeping with that theme, the House of Delegates elected a board of directors diverse in experience, gender, culture, ethnicity and expertise.

Wishing to reflect the multifaceted nature of our membership, the board has made biennial appointments to the committees and task forces of the organization representative of every region, all areas of nursing expertise, multiple cultures and experiences in the profession and with the society. The richness these diverse individuals bring to the work of the organization will strengthen our outcomes in achieving the strategies of the biennial call to action.

These first few months have been devoted to intensive orientation and organization on the part of the board of directors, preparing and assigning responsibilities for achieving our desired outcomes. In February, the board met with the leadership team (chairs, coordinators, editors and staff) to finalize the biennial program of work. During this retreat, priorities for action were set, based on the call to action, recommendations from the previous board and com-

mittees, and emerging issues. Continued discussion with you, the members and chapter leaders, will be essential to the board's formation of policy and recommendations.

We will need your feedback on such issues as the governance structure, globalization, diversity, and social and health policy, in addition to membership recruitment and retention, career and professional development needs, and service/benefits preferences. As we build diverse relationships for the society, I will keep you informed, continually seek your input and represent the best interests of the society. I appreciate the confidence and responsibility you have entrusted to me as your president and look forward to our collaborations in realizing the society's biennial goals.



May L. Wykle, RN, PhD, FAAN



Delegates elect new leadership

AT THE 36TH Biennial Convention, Dr. May L. Wykle was installed as president of the Honor Society of Nursing, Sigma Theta Tau International. Dr. Fannie Gaston-Johansson, Dr. Maureen Keefe and Dr. Clarann Weinert SC are completing four-year terms on the board of directors.

The House of Delegates voted to elect the following new leaders for the 2001-2003 biennium:

President-Elect: Daniel J. Pesut, RN, PhD, CS, FAAN, professor and chair of the Department of Environments for Health at Indiana University School of Nursing at Indiana University-Purdue University Indianapolis.



Vice President: Carol A. Picard, RN, PhD, associate director of the Graduate Program in Nursing at MGH Institute of Health Professions in Boston, Mass.



Secretary: Heather F. Clarke, RN, PhD, principal, Health & Nursing Policy, Research & Evaluation Consulting in Vancouver, British Columbia, Canada.



Treasurer: Linda Q. Everett, RN, PhD, CNAA, associate director and chief nursing officer at the University of Iowa Hospitals and Clinics in Iowa City.



Directors:

Peter I. Buerhaus, RN, PhD, FAAN, senior associate dean for research at Vanderbilt University School of Nursing in Nashville, Tenn.

Georges Evers, RN, MSN, PhD, professor in nursing science, clinical nurse specialist and professor in clinical nursing research at Catholic University Leuven in Belgium.
Carol Jorgensen Huston, RN, MSN, MPA, DPA, professor at California State University Chico School of Nursing.

Nominating Committee:

Freda DeKeyser, RN, PhD, coordinator of the Clinical Master's Program and nursing research at Hadassah-Hebrew University School of Nursing in Jerusalem, Israel.
Nancy Ann Harms, RN, MSN, PhD, professor and chair of the Midland Lutheran College Nursing Division in Fremont, Neb.

Ruth Tucker Marcott, RNC, PhD, associate professor and interim associate dean for student affairs at the University of Texas Medical Branch School of Nursing in Galveston, Texas.
Afaf I. Meleis, RN, PhD, DrPS (hon), FAAN, dean of nursing at the University of Pennsylvania School of Nursing in Philadelphia.

Mary G. Nash, RN, PhD, CNAA, CHE, FAAN, chief operating officer and chief nursing officer at the University of Alabama at Birmingham Hospital.

Barbara L. Nichols, RN, MS, DHL, FAAN, chief executive officer of the Commission on Graduates of Foreign Nursing Schools in Philadelphia, Pa.

Patricia E. Thompson, RN, EdD, associate dean for baccalaureate education at the University of Arkansas for Medical Sciences in Little Rock.

Research Committee:

Terry A. Badger, RN, PhD, CS, professor at the University of Arizona College of Nursing in Tucson.

Janet I. Beaton, RN, PhD, professor and dean emerita in the Faculty of Nursing, University of Manitoba, Canada.

Geoffrey McEnany, RN, PhD, CS, associate professor at Massachusetts General Hospital Institute of Health Professions in Boston.

Kathleen A. O'Connell, RN, PhD, FAAN, Isabel Maitland Stewart Professor of Nursing Education at Teachers College, Columbia University, New York, N.Y.

Sandra J. Fulton Picot, RN, PhD, FAAN, Sonya Ziporkin Gershowitz Endowed Chair in Gerontology and associate professor at the University of Maryland School of Nursing in Baltimore.

Suzanne S. Prevost, RN, PhD, professor and National HealthCare Chair of Excellence in Nursing at Middle Tennessee State University in Murfreesboro, Tenn.

Alyce A. Schultz, RN, PhD, nurse researcher at Maine Medical Center in Portland, Maine.

Regional Chapters Coordinating Committee

Chair: Susan L. Folden, ARNP, PhD, clinical nurse specialist at VA Medical Center in West Palm Beach, Fla.

Region 1 Coordinator: Katherine Ricossa, RN, MS, business management/development specialist at the Regional Health Occupation Resource Center, Mission College, in Santa Clara, Calif.

Region 2 Coordinator: Roxanne A. Moutafis, RN, MS, clinical associate professor at the University of Arizona College of Nursing in Tucson.

Region 3 Coordinator: Karen Grigsby, RN, PhD, associate professor at the University of Nebraska Medical Center College of Nursing in Omaha.

Region 4 Coordinator: Connie L. Trowbridge, RN, BSN, MAN, lecturer at the University of Iowa College of Nursing in Iowa City.

Region 5 Coordinator: Jan Russell, RN, PhD, associate professor at the University of Missouri-Kansas City School of Nursing.

Region 6 Coordinator: Suzan Kardong-Edgren, RNC, MS, FACCE, instructor at the University of Texas at Arlington School of Nursing.

Region 7 Coordinator: K. Sue Haddock, RN, PhD, CNAA, health services researcher at WJB Dorn Veterans Administration Hospital in Columbia, S.C.

Region 8 Coordinator: Julia W. Aucoin, RN, DNS, BC, associate professor at Tennessee Technological University School of Nursing in Cookeville.

Region 9 Coordinator: Beverly S. Reigle, RN, PhD, assistant professor at the University of Cincinnati College of Nursing in Ohio.

Region 10 Coordinator: Antonia Scacco-Neumann, RN, MSN, lecturer in pediatric nursing at Kent State University College of Nursing in Ohio.

Region 11 Coordinator: Amy McClune, RN, PhD, C, coordinator of the Center for Nursing Excellence at Hamot Medical Center in Erie, Pa.

Region 12 Coordinator: Anna C. Alt-White, RN, PhD, deputy director of the Mid-Atlantic Office of Research Compliance & Assurance, Department of Veterans Affairs, Washington, D.C.

Region 13 Coordinator: Angela S. Wilson, RN, PhD, C, assistant professor and department chair at the Christopher Newport University Department of Nursing in Newport News, Va.

Region 14 Coordinator: Victoria Rizzo Nikou, RN, PhD, CS, assistant professor at Pace University-Lienhard School of Nursing in Pleasantville, N.Y.

Region 15 Coordinator: Maureen Curtis Cooper, RN, BSN, CEN, staff nurse in the Pediatric Emergency Department at Boston Medical Center in Massachusetts.

Bylaws update

Delegates to the 36th Biennial Convention Nov. 10-14 in Indianapolis, Ind., voted on several proposed changes to the Sigma Theta Tau International Bylaws. A summary is found on our Web site, www.nursingsociety.org. Click on "Chapters," followed by "Index of Chapter Resources." Then select "Bylaws Changes from 2001 House of Delegates."

2001-2003 Sigma Theta Tau International board of directors: (seated, l-r) Nancy Dickenson-Hazard, chief executive officer; May L. Wykle, president; Daniel J. Pesut, president-elect; Heather F. Clarke, secretary; Carol Jorgensen Huston; (standing, l-r) Linda Q. Everett, treasurer; Peter I. Buerhaus; Fannie Gaston-Johansson; Clarann Weinert SC; Georges Evers; Carol A. Picard, vice president. Not pictured: Maureen R. Keefe.



MICHAEL VAUGHN

THE FOUNDERS AWARDS, the highest honors bestowed by the Honor Society of Nursing, Sigma Theta Tau International, are presented each biennium to six outstanding nurses and one chapter in recognition of the society's founders—six nursing students and their director of nursing at Indiana University. The awards recognize excellence in nursing practice, professional standards, leadership, creativity, research, education and chapter programming.

**MARIE HIPPENSTEEL LINGEMAN AWARD
FOR EXCELLENCE IN NURSING PRACTICE**

Patricia R. Messmer, RN, BC, PhD, FAAN, is an associate for nursing research at Mount Sinai Medical Center and Miami Heart Institute. She is one of the few nurses in the United States to be named a Computerworld Smithsonian Laureate for her innovative research on how cellular companion phones carried by hospital personnel can expedite communication among caregivers, enhancing care and improving communication with family members. Research by Dr. Messmer and her colleagues has been published and presented at local, regional, state, national and international conferences, including congresses in Australia, Canada, Copenhagen, Jamaica, London, Madrid, Taiwan and Utrecht.

“Through diverse local, regional and international activities, Dr. Messmer has creatively and energetically promoted scientific-based nursing practice, has demonstrated leadership in improving the standard of health care and evidence-based practice in her region, and has mentored numerous colleagues, faculty and students across the country,” said Elaine Tilka Miller, RN, BC, DNS, a professor at the University of Cincinnati College of Nursing and Health.



KING SHOTS

**DOROTHY GARRIGUS ADAMS AWARD
FOR EXCELLENCE IN FOSTERING PROFESSIONAL STANDARDS**

Joanne Disch, RN, PhD, FAAN, is professor and director of the Katharine J. Densford International Center for Nursing Leadership at the University of Minnesota School of Nursing. She is the first to be appointed to the Katherine R. and C. Walton Lillehei Chair in Nursing Leadership. Dr. Disch has served in clinical positions as staff nurse, head nurse, clinical director, faculty member and chief nursing officer. A nationally and internationally recognized nursing leader, she has served as president of the American Association of Critical-Care Nurses, chairperson of the American Nurses Association's Committee on Nursing Practice Standards and Guidelines, and chairperson of the Nursing Executive Council of the University HealthSystem Consortium. She has published widely on issues related to critical care, nursing practice standards, managed care and leadership.

“Dr. Disch has not only projected the need for professional standards but has helped nurses at all levels learn how to implement and evaluate them,” said Jane H. Barnsteiner, RN, PhD, FAAN, director of nursing research and practice at The Children's Hospital of Philadelphia. “She has always and continues to stand as a role model to scores of professional nurses and students, implementing standards in her own practice.”



KING SHOTS



KING SHOTS

**ELIZABETH McWILLIAMS MILLER AWARD
FOR EXCELLENCE IN RESEARCH**

Barbara A. Given, RN, PhD, FAAN, is a senior research scientist for the Institute for Health Care Studies and a university distinguished professor at Michigan State University. She is also a research fellow at the Michigan Public Health Institute. The recipient of the 1995 Oncology Nursing Society's Distinguished Researcher Award, she also received a 1998 National Cancer Institute grant for her work on family home care for cancer. Dr. Given has served at the director, professor, research scientist and fellow positions. Currently, she is conducting a randomized clinical study to test an intervention delivered by advanced practice nurses to assist caregivers and patients living with cancer.

"Dr. Given has focused her research in family caregiving around the central role nurses have in providing holistic care to patients and families who are facing chronic illness and death," said Patricia Thompson, RN, EdD, associate dean for baccalaureate education at the University of Arkansas for Medical Sciences in Little Rock.

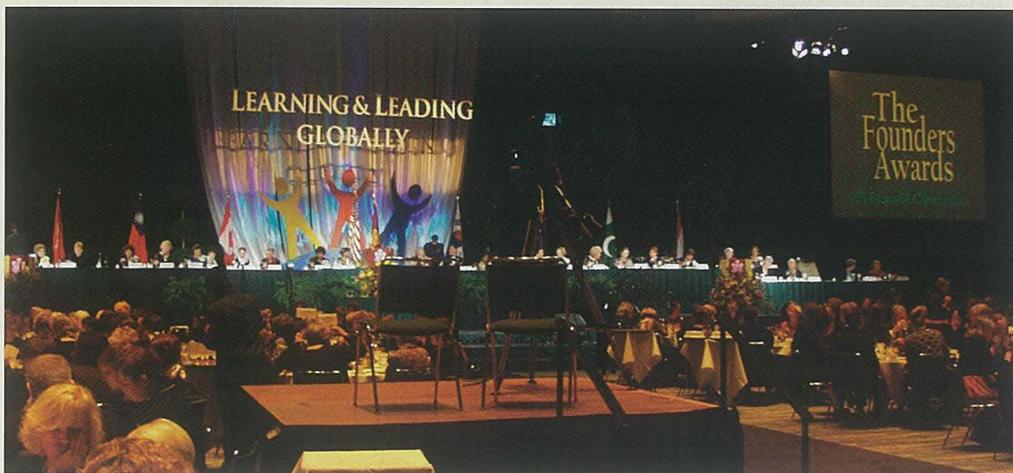


KING SHOTS

**EDITH MOORE COPELAND AWARD
FOR EXCELLENCE IN CREATIVITY**

Melodie Chenevert, RN, MN, MA, has been a staff nurse, play therapist, child mental health clinician, psychiatric nursing instructor and nursing program coordinator. These experiences provided her with the knowledge to start her own company, Pro-Nurse Inc., which provides products and services that increase professional pride and productivity. Ms. Chenevert, of Gaithersburg, Md., is the author of five books: *STAT: Special Techniques in Assertiveness Training*; *What Next Nurse? The Career Planner for Panic-Stricken Nurses*; *A Nurse's Journal*; *Pro-Nurse Handbook: Designed for the Nurses Who Want to Thrive Professionally*; and *Mosby's Tour Guide to Nursing School: A Road Survival Kit*. She is also a renowned public speaker/performance artist who has spread her message across the United States, Australia, Canada, England and Japan.

"She is very astute to the state of nursing and creatively matches her proactive, brilliant problem-solving approach with current and future needs," said Christine Brugler, RN, MSN, editor of *Envision Your Future*. "With today's nursing shortage, Melodie's visionary thoughts and creativity are gaining recognition by many health-care leaders, colleges and schools of nursing, and hospitals."



KING SHOTS

The Founders Awards were presented at the society's 36th Biennial Convention in Indianapolis.



KING SHOTS

**MARY TOLLE WRIGHT AWARD
FOR EXCELLENCE IN LEADERSHIP**

Carolyn A. Williams, RN, PhD, FAAN, shown here with John Wright, son of founder Mary Tolle Wright, is dean and professor at the University of Kentucky College of Nursing in Lexington. In March 2000, she began a two-year term as president of the American Association of Colleges of Nursing. Her practice and research interests include public health nursing, community-focused health programs, and the use of epidemiological strategies in health services management and evaluation. Dr. Williams has held many leadership roles, including president of the American Academy of Nursing and chairperson for the Commission on Nursing Research, American Nurses Association. She served as a member of the Sigma Theta Tau International Board of Directors from 1991-1994.

“One of Dr. Williams’ special attributes is her ability to focus simultaneously on developing others while she pushes nursing and health care forward in our local area and at national and international levels,” said James W. Holsinger Jr., MD, PhD, chancellor of the University of Kentucky Chandler Medical Center. “She is one of those rare individuals who connects vision with pragmatic details and the big picture with day-to-day issues.”



KING SHOTS

**ELIZABETH RUSSELL BELFORD AWARD
FOR EXCELLENCE IN EDUCATION**

Pamela R. Jeffries, RN, DNS, is an assistant professor at the Indiana University School of Nursing at Indiana University-Purdue University Indianapolis. She has taught in the ASN, BSN and MSN programs and has received teacher of the year honors for the last three years. Dr. Jeffries is currently teaching undergraduate students in the skills lab and in introduction to nursing courses. She has been involved in development of multimedia educational materials, particularly pertaining to basic nursing skills. In 1999 and 2001, Dr. Jeffries received Regional Education Media Awards for CD-ROMs she developed on the administration of oral medication and parenteral medication.

“Dr. Jeffries is sensitive to the needs of students not only at Indiana University, but anywhere she is presenting or teaching,” said Diane Billings, RN, EdD, FAAN, associate dean at Indiana University School of Nursing. “Since she is teaching a beginning-level nursing course, she is one of the first faculty members to orient and teach the future nurses enrolled. She is sensitive to their needs when teaching nursing content and in socializing them to the discipline, higher education and all the other important aspects when first coming to the discipline major.”



KING SHOTS



**ETHEL PALMER CLARKE AWARD
FOR EXCELLENCE IN CHAPTER PROGRAMMING**

Delta Chapter at the University of Kansas in Kansas City was selected to honor the work of more than 2,000 members in contributing to regional and international activities of the society and in developing excellent chapter programming. Delta celebrated its 70th anniversary in 2001 and also received its fifth Sigma Theta Tau International Chapter Key Award, demonstrating a sustained record of excellence and member contributions. Chapter members have continually worked to recruit community leaders and to encourage nonrenewing or inactive members to rejoin. Members have received numerous awards in leadership, education and research, including many Sigma Theta Tau International Regional Awards. Accepting the award on behalf of Delta Chapter was Dr. Cynthia S. Teel (left).

OTHER CONVENTION AWARDS & RECOGNITIONS

**SIGMA THETA TAU INTERNATIONAL
LIFETIME ACHIEVEMENT AWARD**

Former first lady of the United States **Rosalynn Carter** is the recipient of the Lifetime Achievement Award, which honors individuals whose good works have enhanced the human condition globally. Mrs. Carter has worked for more than 30 years to improve the quality of life for people around the world. Through her work at The Carter Center in Atlanta, Ga., she serves as an advocate for mental health, early childhood immunization, human rights, conflict resolution and the empowerment of urban communities. During the Carter administration, she became active honorary chair of the President's Commission on Mental Health, which resulted in passage of the Mental Health Systems Act of 1980.

Mrs. Carter is president of the board of directors for the Rosalynn Carter Institute of Georgia Southwestern State University, which helps family and professional caregivers. In 1996, she became honorary chair of Last Acts: Care and Caring at the End of Life, a national coalition of individuals and organizations advocating more compassionate care for those who are dying. She also works for Habitat for Humanity, a network of volunteers who build homes for the needy.

The mother of four, Mrs. Carter has maintained a lifelong dedication to issues affecting women and children. In 1991, she helped launch Every Child By Two, a nationwide campaign to publicize the need for early childhood immunizations. She has received numerous awards, including the Presidential Medal of Freedom, America's highest civilian honor.





NELL J. WATTS LIFETIME ACHIEVEMENT IN NURSING AWARD

Sheila Weatherill, RN, is president and chief executive officer of the Capital Health Region of Alberta, Canada. Her commitment to excellent service affects the health of individuals across the lifespan and across diverse sectors of the health-care delivery system. Ms. Weatherill has established and facilitated partnerships that promote research and evidence-based practice, creative and innovative approaches to client care, continuing education of professional staff, and the transition of graduates in health disciplines from students to employees.

The innovations created under her leadership have captured the interest of Canadian health-care planners and leaders, along with the media. The Capital Region's leading-edge model of health system integration, administered through Ms. Weatherill, has been visited and explored by international delegations. Her efforts during the Canada-wide economic cutbacks in the 1990s helped to sustain stability and vision in Alberta at a time of great upheaval in health services. Ms. Weatherill's successes attest to her strategic thinking and planning, political acumen, and competence as a seasoned, skilled, knowledgeable and humanitarian leader and nurse executive. Her current professional stature in the health community crowns 36 years of dedicated service. Accepting the award on behalf of Ms. Weatherill was fellow Canadian Dr. Lillian Douglass.

**DOROTHY FORD BUSCHMANN
PRESIDENTIAL AWARD**

Pegge Bell, RN, PhD, Gamma Xi Chapter
and Beta Chi Chapter

LUCIE S. KELLY MENTOR AWARD

Clara Gates, RN, MN
Beth C. Vaughan-Wrobel, RN, EdD, FAAN

**THE AUDREY HEPBURN/SIGMA THETA TAU
INTERNATIONAL AWARD**

Joann Eland, RN, PhD, FAAN

THE EPISTEME AWARD (see photo on page 64)

Linda H. Aiken, RN, PhD, FRCN, FAAN

CLINICAL SCHOLARSHIP AWARD

Marita G. Titler, RN, PhD, FAAN

**MELANIE C. DREHER
OUTSTANDING DEAN AWARD
FOR EXCELLENCE IN CHAPTER SUPPORT**

Angela Barron McBride, RN, PhD, FAAN

RESEARCH DISSERTATION AWARD

Amy Nagorski Johnson, RN, DNSc

RESEARCH UTILIZATION AWARD

Lore K. Wright, RN, PhD, CS, FAAN

RESEARCH DISSEMINATION TO THE PUBLIC AWARD

Nancy M. Watson, RN, PhD

RESEARCH DISSEMINATION TO NURSING AWARD

Family Presence Research Team:
Theresa A. Meyers, RN, BSN, CEN, CCRN
Dezra J. Eichhorn, RN, MS, CNS
Cathie E. Guzzetta, RN, PhD, HNC, FAAN
Angela P. Clark, RN, PhD, CS, FAAN
Jorie D. Klein, RN
Ellen Taliaferro, MD, FACEP
Amy O. Calvin, RN, PhD

MEDIA AWARD—PUBLIC PRINT

André Picard

MEDIA AWARD—NURSING PRINT

Harriet R. Feldman, RN, PhD, FAAN
Sandra B. Lewenson, RN, EdD, FAAN

MEDIA AWARD—PUBLIC ELECTRONIC

Oncology Nursing Society

MEDIA AWARD—NURSING ELECTRONIC

Jeanne Sorrell, RN, PhD
Jerry Drake

MEDIA AWARD—ART

Linda E. Sabin, RNC, PhD

**BEST OF JOURNAL OF NURSING
SCHOLARSHIP AWARDS ...**

CLINICAL SCHOLARSHIP

Robin Whittemore, RN, PhD

HEALTH POLICY AND SYSTEMS

Jennifer Blythe, PhD, MLS
Andrea Baumann, RN, PhD
Phyllis Giovannetti, RN, PhD

PROFESSION AND SOCIETY

Angelica Orb, RN, PhD, MACE
Laurel Eisenhauer, RN, PhD, FAAN
Dianne Wynaden, RN, RMHN, MSc (HSc)

BEST OF THE ONLINE JOURNAL

Merrilyn O. Johnson, RN, PhD, CNM, CNS

INFORMATION TECHNOLOGY AWARDS ...

KNOWLEDGE ADVANCEMENT

Carol Bickford, RN, PhD, BC
Susan Newbold, RN, MS, BC, FAAN
Kathleen Smith, RN, MScEd, BC

CLINICAL NURSING APPLICATIONS

Shands Hospital, Department of Nursing,
Gainesville, Fla.

COMPUTER-BASED PUBLIC EDUCATION

Claudia K.Y. Lai, MN, RN, CS, and Project Team,
Hong Kong Polytechnic University, China

COMPUTER-BASED PROFESSIONAL EDUCATION

Mary Anne Sweeney, RN, PhD
Catherine Murphy, RN, EdD
Zena Mercer, MS

CHAPTER KEY AWARDS ...

FIRST-TIME RECIPIENTS

Alpha Eta, University of California, San Francisco, Calif.
Beta Xi, University of Delaware, Newark, Del.
Epsilon Nu, Louisiana State University, New Orleans, La.
Eta Omega, University of Massachusetts, Lowell, Mass.
Mu Psi-at-Large, Queens College, Charlotte, N.C.
Mu Sigma, University of Alberta, Edmonton, Alberta
Nu, University of Alabama, Birmingham, Ala.
Pi Gamma, Georgia Baptist College of Nursing
of Mercer University, Atlanta, Ga.
Pi Pi, Blessing-Rieman College of Nursing, Quincy, Ill.

SECOND-TIME RECIPIENTS

Alpha, Indiana University, Indianapolis, Ind.
Beta Beta-Houston, Texas Woman's University,
Houston, Texas
Beta Gamma, University of San Francisco,
San Francisco, Calif.
Delta Omicron, Purdue University, West Lafayette, Ind.
Delta Psi, University of Kentucky, Lexington, Ky.
Delta Upsilon-at-Large, University of Rhode Island,
Kingston, R.I./Rhode Island College, Providence, R.I.
Epsilon Tau, Saint Anselm College, Manchester, N.H.
Eta Beta, Widener University, Chester, Pa.
Gamma Lambda, University of Southern Mississippi,
Hattiesburg, Miss.
Iota Gamma, Spalding University, Louisville, Ky.
Iota Psi, Ursuline College, Pepper Pike, Ohio
Kappa Omicron, California State University, Chico, Calif.
Kappa Pi-at-Large, University of Wisconsin, Green
Bay, Wis./Bellin College of Nursing, Green Bay, Wis.
Kappa Zeta-at-Large, University of Southern Maine,
Portland, Maine/Saint Joseph College of Maine,
North Windham, Maine/University of New England,
Portland, Maine
Omicron Alpha, State University of New York Upstate
Medical University, Syracuse, N.Y.
Omicron Epsilon, Clarkson College, Omaha, Neb.
Xi Alpha, Middle Tennessee State University,
Murfreesboro, Tenn.
Xi Rho, Clayton College and State University, Morrow, Ga.

THIRD-TIME RECIPIENTS

Beta Iota, University of Cincinnati, Cincinnati, Ohio
Epsilon Eta, Southern Illinois University, Edwardsville, Ill.
Eta Kappa-at-Large, Washburn University, Topeka,
Kan./Baker University, Topeka, Kan.
Gamma Phi, Rush University, Chicago, Ill.
Theta Kappa, University of Massachusetts, Dartmouth, Mass.
Xi Chi, Millersville University, Millersville, Pa.
Zeta Delta-at-Large, University of Tulsa, Tulsa,
Okla./Northeastern State University, Tahlequah, Okla.
Zeta Phi, Wright State University, Dayton, Ohio

FOURTH-TIME RECIPIENTS

Alpha Xi, University of South Carolina, Columbia, S.C.
Beta Mu, University of Arizona, Tucson, Ariz.
Delta Rho, Thomas Jefferson University, Philadelphia, Pa.
Mu Chi, Fairfield University, Fairfield, Conn.
Zeta Pi, University of Texas Health Science Center,
Houston, Texas

FIFTH-TIME RECIPIENTS

Alpha Chi, Boston College, Boston, Mass.
Beta Zeta, University of Massachusetts, Amherst, Mass.
Delta, University of Kansas, Kansas City, Kan.
Delta Lambda, St. Louis University, St. Louis, Mo.
Epsilon Beta, Fitchburg State College, Fitchburg, Mass.
Iota Mu, Texas Tech University, Lubbock, Texas

SIXTH-TIME RECIPIENTS

Beta Nu, East Carolina University, Greenville, N.C.
Delta Omega, University of Akron, Akron, Ohio

CHAPTER 25TH ANNIVERSARIES

Beta Upsilon, Arizona State University College of Nursing, Tempe, Ariz.
Beta Phi, University of Alabama, Huntsville College of Nursing, Huntsville, Ala.
Beta Chi, Northwestern State University Division of Nursing, Shreveport, La.
Beta Psi, Oregon Health Sciences University School of Nursing, Portland, Ore.
Beta Omega, Northern Illinois University School of Nursing, DeKalb, Ill.
Gamma Alpha, Loma Linda University School of Nursing, Loma Linda, Calif.
Gamma Beta, Howard University Division of Nursing, Washington, D.C.
Gamma Gamma, San Diego State University School of Nursing, San Diego, Calif.
Gamma Delta, Plattsburgh State University of New York Department of Nursing, Plattsburgh, N.Y.
Gamma Epsilon, Northeastern University Bouvé College of Health Sciences School of Nursing, Boston, Mass.
Gamma Zeta, University of North Carolina, Greensboro School of Nursing, Greensboro, N.C.

MILDRED ADAMS CHAPTER HERITAGE AWARD

Gamma Phi, Rush University, Chicago, Ill.

CHAPTER RESEARCH ADVANCEMENT AWARDS

Alpha Lambda, University of Illinois, Chicago, Ill.
Alpha Xi, University of South Carolina College of Nursing, Columbia, S.C.
Mu Upsilon, College of Staten Island of The City University of New York, Staten Island, N.Y.

CHAPTER SPIRIT OF PHILANTHROPY AWARDS

Alpha, Indiana University, Indianapolis, Ind.
Beta Beta, Texas Woman's University, Dallas, Texas

Beta Mu, University of Arizona, Tucson, Ariz.
Beta Xi, University of Delaware, Newark, Del.
Delta Theta, University of Texas at Arlington
Eta Psi, Western Carolina University, Cullowhee, N.C.
Gamma Xi, University of Arkansas for Medical Sciences, Little Rock, Ark.
Kappa Omicron, California State University, Chico, Calif.
Nu Xi-at-Large, Samuel Merritt College, Oakland, Calif.; Holy Names College, Oakland, Calif.; CSU-Hayward, Hayward, Calif.

CHAPTER NEWSLETTER AWARDS ...

EDITORIAL EXCELLENCE AWARD

Newsletter Name: *Mu Chi Chapter*
 Author: **Gayle H. Sullivan**, RN, JD
Mu Chi, Fairfield University, Fairfield, Conn.

FEATURE ARTICLE AWARD

Newsletter Name: *Mu Chi Chapter*, Spring 2001
 Editor: **Aimee Mueller**, RN, BSN, BS
 Author: **Karen Ann Simmons**, RN, BSN, BA
Mu Chi, Fairfield University, Fairfield, Conn.

LAYOUT AND DESIGN AWARD

Newsletter Name: *Beta Mu Chapter News*
 Editor: **Kathy Lambert**
Beta Mu, University of Arizona, Tucson, Ariz.

NEWS ARTICLE AWARD

Article Name: Nursing Research—"Evidence Based Practice"
 Author: **Patricia C. Dykes**, RN, MA, and **Kathleen Wheeler**, APRN, PhD, CS
Mu Chi, Fairfield University, Fairfield, Conn.

OVERALL EXCELLENCE AWARD

Newsletter Name: *Beta Upsilon, The Essence of Beta Upsilon*, Vol. 36, Winter 2001
 Editor: **Heather Healy**
Beta Upsilon, Arizona State University, Tempe, Ariz.

SPECIAL EDITION AWARD

Newsletter Name: *Mu Chi Chapter*, Spring 2001
 Editor: **Aimee Mueller**, RN, BSN, BS
Mu Chi, Fairfield University, Fairfield, Conn.

CHAPTER WEB SITE AWARD

Omicron Alpha, State University of New York, Upstate Medical University, Syracuse, N.Y.

DISTINGUISHED LECTURERS

Susan Albrecht
 Rojann Alpers
 Martha Baker
 Mari Beth Barr
 Judy Beal
 Eunice Bell
 Suzanne Beyea
 Barbara Boss
 Fay Bower
 Delores Bower
 Nancy Brent
 Robin Britt
 Quincealea Brunt
 Patricia Campbell
 Theresa Carroll
 Jane Cash
 Roberta Cavendish
 Mark Clarke
 Linda Covington
 Mary Curran
 Janice Davidson
 Janet Deatrick
 Sister Rosemary Donley
 Gail Donner
 Roberta Durham
 Naomi Ervin
 Annette Flanagin
 Betsy Frank
 Betsy Fruth
 Rita Gallagher
 Alexia Green
 Sheila Grossman
 Kaye Herth
 Robert Hess, Jr.
 Karyn Holm
 Leslie Hussey
 Carol Huston
 Julie Johnson
 Sandra Jones
 Laima Karosas
 Karen Kelly
 Kenn Kirksey
 Nancy Kline
 Rebecca Krepper
 Felissa Lashley
 Annie Lewis-O'Connor
 Marie Lobo
 Lois Lowry
 Laura Mahlmeister
 Ann Marriner Tome
 Karen Martin
 Amy McClune
 Carol McVeigh
 Bernadette Melnyk

Karen Morin
 Mary Murray
 Jacquelin Neatherlin
 Jane Neese
 Ramona Nelson
 Leslie Nicoll
 Mary Nies
 Susan Opas
 Lynn Parsons
 June Patton
 Jean Penny
 Sandra Picot
 Penny Powers
 Suzanne Prevost
 Larry Purnell
 Deborah Raines
 Nancy Redeker
 Katherine Ricossa
 Pamela Rudisill
 Linda Samson
 Bonnie Saucier
 Pamela Schuster
 Louise Selanders
 Denice Sheehan
 Gwen Sherwood
 Suzanne Smeltzer
 Mary Sole
 Lucille Travis
 Theresa Valiga
 Karen Ward
 Clarann Weinert SC
 Joan Werner
 Christine Williams
 Astrid Wilson
 Anne Young

**DISTINGUISHED WRITERS,
 2000-2001**

Marion G. Anema
 Diane J. Angelini
 Jane H. Barnsteiner
 Estelle Beaumont
 Gregory A. Bechtel
 Lisa Marie Bernardo
 Suzanne C. Beyea
 Maryanne E. Bezyack
 Ruth Bindler
 Deidre M. Blank
 Gillian Brunier
 Mary W. Byrne
 M. Elizabeth Carnegie
 Lynda Juall Carpenito
 Carolyn Chambers Clark
 John M. Clochesy
 Janet F. Cogliano

Ruth E. Davidhizar
 Janet Haggerty Davis
 Laurel A. Eisenhauer
 Martha Keehner Engelke
 Jacqueline Fawcett
 Annette Flanagin
 Nancymarie Fortunato-Phillips
 Kathleen B. Gaberson
 Nancy J. Girard
 Barbara Bronson Gray
 Margaret R. Grier
 Margo A. Halm
 Kathleen T. Heinrich
 Beverly Henry
 Robert G. Hess, Jr.
 Leslie Corrine Triscank Hussey
 Susan R. Jacob
 Karen Kelly
 Carole Kenner
 Cathy R. Kessenich
 Ruth M. Kleinpell
 Sharon Lewis
 Joan Such Lockhart
 Fran London
 Margaret Lunney

Elaine Sorensen Marshall
 Mary Taylor Martof
 Magdalena A. Mateo
 Shirley A. Murphy
 Peter J. Murray
 Ellen Olshansky
 Nancy A. Ryan-Wenger
 Sandra Courtney Sellers
 Mary Cipriano Silva
 Suzanne P. Smith
 Jeanne M. Sorrell
 Nancy Staggers
 Hussein Tahan
 Clarann Weinert SC
 Mary Ellen Wurzbach
 Polly Gerber Zimmermann

HONORARY MEMBERS

Lance Armstrong
 Alex Attewell
 Erik Joh, Esq.
 Eugene Levine, PhD
 Eppie Lederer
 James P. Smith, MA

**2002 Chapter
 Leader Academy**



Open to all chapter leaders

Energize your personal leadership abilities and network with determined colleagues in a fast-paced, intensive three-day workshop

June 13-15, 2002

Indianapolis Downtown Marriott

Find out how to:

- Streamline chapter operations
- Inspire future growth and success
- Utilize chapter projects

**Registration to begin in March
 online and by mail**

**Call 1-888-634-7575
www.nursingsociety.org**

See you down under?

Sigma Theta Tau International and the Royal College of Nursing, Australia are proud to be cosponsoring the 13th International Nursing Research Congress. The congress will take place in Brisbane, Australia, July 24-26, 2002. Brisbane, the "City of Sun Days" and State Capital of Queensland, is a clean, fresh and vibrant city built around people and lifestyle. Brisbane offers state-of-the-art infrastructure and facilities, including one of the largest convention centers in the Southern Hemisphere; a diverse range of accommodations; a vibrant, al fresco dining and café society; and an outstanding range of entertainment and shopping.

May L. Wykle, RN, PhD, FAAN, dean and Florence Cellar Professor of Gerontological Nursing at Case Western Reserve University and president of Sigma Theta Tau International, will present the opening keynote address on international research collaboration. Professor John McCallum, dean of the College of Social and Health Science, University of Western Sydney, will deliver a keynote address on aging and health. The closing address will be

given by Lesley Barclay, RN, PhD, director and professor at the Centre for Family Health and Midwifery, University of Technology, and will focus on "Changing the Culture: Role of Research in Nursing and Midwifery."

Over 200 oral presentations and more than 50 poster presentations are scheduled for the congress. Presentations will address a variety of topics, including aging and health, chronic illness, critical care, evidence-based practice, health promotion and disease prevention, nursing administration and education, and psychiatric and mental health.

Registration, hotel and tour information is available at the society's Web site (www.nursingsociety.org). Go to "Research" and then click on "13th International Nursing Research Congress." Or contact Tara Bateman (research@stti.iupui.edu; U.S./Canada at 888.634.7575; globally at +800.634.7575.1). The early bird registration deadline is April 1, and the final deadline is May 1. Register early, as hotel space is limited due to sporting events taking place in Brisbane during the congress.



RESEARCH

Electronic medication monitoring of patients with schizophrenia

Yoriko Kozuki, RN, PhD, PMHNP, CNS, assistant professor in the University of Washington Department of Psychosocial and Community Health, is the recipient of a \$4,982 Sigma Theta Tau International Small Grant. Her research is titled "Electronic Monitoring of Adherence and Perceived Psychiatric Symptoms in Schizophrenia."

The primary purpose of this pilot study is to examine the feasibility of electronic monitoring of medication adherence in individuals with schizophrenia. While non-adherence is a major mental health problem, much is unknown, due to lack of accurate measurement strategies. Electronic monitoring, which measures events of medication-taking behaviors continuously, has been used in medication clinical trials. However, no study on its use has exclusively focused on a schizophrenic population taking different types of antipsychotic medications.

Thirty subjects with schizophrenia spectrum disorder diagnoses will be recruited at inpatient psychiatric units. The subjects' patterns of adherence to antipsychotic med-

ications and fluctuations of perceived psychiatric symptoms will be followed for six months after hospital discharge. On an individual case basis, analysis will seek to determine times of medication, dosage and overall percentage of therapeutic coverages by different types of antipsychotic medications. In addition, perceived psychiatric symptoms will be measured repeatedly to examine any emerging patterns. For this purpose, the Positive and Negative Syndrome Scale (PANSS) and the Scale to Assess Unawareness of Mental Disorders (SUMD) will be utilized. The results will be used in developing a larger adherence study for the population and later to develop effective nursing interventions. Dr. Kozuki can be reached at ykozuki@u.washington.edu.



Studying primary care of adolescents with depressive symptoms

Zendi Moldenhauer, RN-CS, MS, PNP, a pediatric nurse practitioner, senior teaching associate and doctoral student at the University of Rochester School of Nursing, is the recipient of a \$5,000 Sigma Theta Tau International Small Grant. Her research is titled "Depressed Adolescents in Primary Care: An Intervention."

Increased attention is being given to the importance of early recognition and effective intervention for adolescents with elevated depressive symptoms. However, no randomized experiments for depressed ado-



lescents exist in primary care settings, which is where the majority of adolescents receive their routine and acute care. This study will test the efficacy of an eight-week, individual, cognitive-behavioral intervention, delivered to adolescents with elevated depressive symptoms and their parents by nurse practitioners in the primary care setting, with the objective of preventing major depression. Adolescents (11-18 years) will be recruited in five pediatricians' offices in Rochester, N.Y., and screened for depressive symptoms using the Children's Depression Inventory (CDI).

The content of the experimental intervention is a modified replication of the Coping with Depression for Adolescents course (CWD-A), developed and researched by Dr. Peter M. Lewinsohn and team at the Oregon Research Institute. Ms. Moldenhauer can be reached at Zendi_Moldenhauer@urmc.rochester.edu.

STRATEGIC PLANNING

We are listening!

by Marge Pike

DURING THE society's recent biennial convention, several focus groups were held to seek comments from our membership on specific topics or initiatives. Two groups addressed what diversity means and responded to the question, "How will we know it when we see it?"

Two other sessions responded to the Vision 2020 statement developed by the Nursing Practice and Education Consortium (made up of 10 nursing organizations). Participants discussed different scopes of nursing practice and the competencies required. They addressed the issues involved in having the right nurse with the right education, experience and credentials, in the right environment, providing the appropriate care to patients/clients. Dr. Geraldine "Polly" Bednash, executive director of the American Association of Colleges of Nursing, was the presenter.

The last focus group concentrated on the work of the board of director's Governance and Committee Structure Task Force. The group has worked directly with the board as well as the Professional Development Conferences in discussion of a governance structure designed to enhance the work of a policy-making board for the society.

The groups at convention built on the previous work of the biennium. All comments are forwarded to the appropriate group for incorporation in its work programs for



the coming biennium. Your ideas, comments and recommendations have been most valuable.

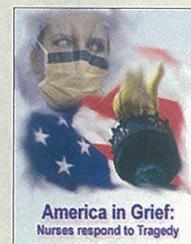
In the wake of the recent tragedies in the United States, nurses have been on the front lines responding to illness, injury, death and grief. The Honor Society of Nursing appointed an advisory group to identify ways to support these nurses. The result of their work and that of head-quarter's staff was the establishment of an online guide for nurses. The new Web site is titled "America in Grief: Nurses Responding to Tragedy." This guide covers such areas as bioterrorism, coping strategies, children/teens, loss and bereavement, seminars/conferences and the like.

We ask that you visit the site, www.nursingsociety.org/new/grief.html. If you have any links you would like to recommend, just let us know. If you would like to link to our site, please do so, and share this information with your colleagues, professional and community organizations, and the public you serve.

Finally, an update on the Nursing Leadership Academy for Palliative and End-of-Life Care. Our society, along with 23 other nursing organizations, is working closely with Johns Hopkins Medical Institute to oversee the electronic hub for improving care of the dying: www.palliativecarenursing.net/.

We hope you feel your voice is being heard and that the society is providing you with opportunities to improve and support the care of your colleagues, patients and the public.

Marge Pike, RN, EdD, CPNP, is director of strategic development at Sigma Theta Tau International.



Pinnacle Award entries now being accepted

The prestigious 2002 Honor Society of Nursing Pinnacle Awards recognize exceptional individual and chapter accomplishments in each of the society's 15 regions.

"Formerly known as the regional awards, the Pinnacle Awards are open to all nurses and society chapters," says Barbara Robinette, RN, MSN, director of constituent services at the society. "The program gives nurses the opportunity to be acknowledged for their excellence in mentoring, research, media and technology. Exceptional chapters are also recognized with Pinnacle Awards."

To be eligible, entries must be postmarked by April 15, 2002, and meet all the criteria for the award category. Individuals, groups and chapters are all encouraged to apply.

Winners will be notified by May 20, 2002.

Pinnacle Awards
RECOGNIZING THE BEST IN NURSING

All Pinnacle Award recipients will be invited to a special presentation at the Chapter Leader Academy, June 13-15, 2002, in Indianapolis, Ind., at the Marriott Downtown.

Pinnacle Award winners' projects will be automatically entered in the Honor Society of Nursing's international awards program, which will recognize nursing excellence during the society's November 2003 biennial convention in Toronto, Canada.

For more information about the Pinnacle Awards, including specific award categories and criteria, visit www.nursingsociety.org and click on "programs." An entry form and map detailing the 15 regions may also be found online.

PHILANTHROPY

SLU chapter receives exemplary support

The Southeastern Louisiana University (SLU) Honor Society (newly chartered as Rho Zeta Chapter) recently received a gift of \$5,000 from Donald and Florence Wingerter of Kenner, La. The contribution is in tribute to Dr. Ellienne Tate, former SLU

dean of nursing, who was instrumental in establishing the school's honor society. It will be used to underwrite nursing research and leadership development activities. The society thanks the Wingerter for their exceptional philanthropic support.



CONFERENCE ROOM ENDOWMENT OPPORTUNITY: With the reconstruction of the second floor of the International Center for Nursing Scholarship, a large, elegant conference room is available for endowment in recognition of a philanthropic contribution of \$100,000 or more, which may be provided over a multiyear period by an individual, chapter, foundation or corporation. Other prominent areas at headquarters currently endowed are the Joan K. Stout, RN, Board Room, the Ruth Lilly Lobby, the Texas Room, the Southern Room and the Indiana University Founders' Room.



EPISTEME LAUREATE: Dr. Linda Aiken, left, is the 2001 recipient of the prestigious Episteme Award. Funded by The Baxter International Foundation, the award, accompanied by a \$15,000 stipend, recognizes a major breakthrough in nursing research. In the tradition of the Nobel Prize, the title "Sigma Theta Tau International Episteme Laureate" is conferred upon the recipient. Dr. Aiken is director of the Center for Health Outcomes and Policy Research and professor of sociology at the University of Pennsylvania in Philadelphia. Making the presentation are Patricia A. Morgan (center), executive director of The Baxter International Foundation, and Gayle Johnston, Baxter's general manager, Marketing & Operations for the U.S. Region of IV Systems and Medical Products.

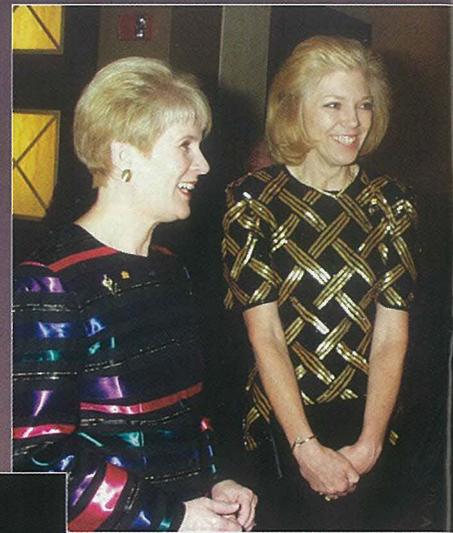
Sigma Theta Tau International is pleased to recognize these devoted 1000 Club members contributing \$100 or more to the Research Endowment in 2001. Thanks to their generosity, the Research Endowment grew by \$85,000, enabling the society to increase its nursing research funding. The Research Endowment 2002 goal is \$100,000. You are invited to join this philanthropic group by contributing today online or with your membership renewal.

Barbara Allen	Marsha DeBakey	Charmaine Kleiber	Mary Rapp
Katherine K. Anderson	Emily Dillahunty	Sharon Kushner	Jean E. Raymond
Mary E. Anderson	Deborah Donahue	Shirley Laffrey	Karen S. Reno
Ruth M. Anderson	Patricia Donahue	Joan M. LeSage	Stephanie Repp
Stephen Anderson	Loree Draeger	Helen Link	Esther Robinson
Nell Armstrong	Gwendolyn V. Drew	Barbara Lockwood	Linda D. Robinson
Terry Badger	Marie Driever	Mary Lovering	Roberta Romeo
Dorothy Baker	Mary A. Dunn	Evelyn Lutz	Marilyn Rubin
Ann Barry	Brenda Eastman	Marcia Lynch	Christiane Sabourin
Sara Bass	Laurel Eisenhauer	Gwendoline MacDonald	Ellen Sanders
Marjorie Batey	Alexis Fater	Mary M. Madison	Mary Sauve
Baxter International Foundation	Jacqueline Fawcett	Louise Magoon	Janet Sawyer
Jeanne Benoliel	Elaine Fellows	Lois Mansfield	Ann Schoemaker
Deborah Bent	Linda Finke	Floreine G. Marshall	Claude Schwab
Lee Ann Bernard	Maureen A. Fitzpatrick	Elizabeth J. Martin	Rosalyn B. Semelsberger
Donna Bliss	Sandra Foster	Glenda Mathias	Pamela Shafer
Rebecca Blouch	Mildred Frye	Karen McBryde	Judith Shamian
Ingrid Bogen	Dawn Anne Hopkins	Rosemary McCarthy	Joan F. Shaver
Julia Bonnette	Dorothy Gaskin	Linda McCreary	Deborah F. Shea
Jane Booth	Jennifer Gieser	Cheryl McCulloch	Jacquelyn Shearer
Mary Britten	Glaxo Wellcome, Inc.	Juanita L. McDermott	Susan W. Short
Dagmar Brodt	Lillian Goodman	Christina Beyer McSherry	Mary Singleton
Billye Brown	Marjory Gordon	Mead Johnson Nutritionals	Jane Gerlaugh Smith
Linda Brown	Davina Gosnell	Sonja J. Meiers	Kitty P. Smith
Alfreda Burblis	Mieke Grypdonck	Virginia Mermel	Leah Smith
Maureen Burger	Sarah Gueldner	Judith Miller	Southeastern Surgical Nurses' Association
Mary Ann Burnam	Sharon Haas	Pamela Mitchell	Amy Stanley
Syringa Marshall Burnett	Carole Hair	Emmeline Mocerro-Ma	Joanne Stevenson
Sally A. Burrows-Hudson	Sheila Haley	Lucille Moore	Elizabeth A. Stilwell
Carolyn Cagle	Esther Haloburdo	Barbara Mullaly	Rosemary C. Strickland
Patricia Canavan	Joanne S. Harrell	Shelly Murphy	Madeleine Sugimoto
Barbara Carlson	Louise Hazeltine	Ann Murray	Joan Sullivan
Elizabeth Carpenter	Beth Heathington	Donna G. Nativio	Debora Swisher
Catherine Casey-Flavin	Jean Hemphill	Mary Neiheisel	Sandra Sychowski
Jane Ellen Cilo	Emilie D. Henning	Brenda Nevidjon	Marjorie C. Tarplee
Patricia Cochran	Ruth Hollander	Nancy Nicalo	Dori Taylor-Sullivan
Marlene Cohen	Joyce K. Holohan-Bell	Peter Oates	Esther M. Tesh
Victoria L. Cole-Schonlau	Lucy Holt	Susan Ohnmacht	Roberta Thiry
Margaret Colyar	Florence Hosenfeld	Patricia A. O'Hare	Betty Tomte
Lynne Connelly	Barbara S. Innes	Abimbola Ojurongbe	Shannon Tracy
Allison Corn	Barbara L. Irvin	Nancy D. Opie	Linda Upright
Kathleen Cropp	Katherine Jestila	Corrine Oppermann	Cora P. Van Derveer
Theresa Crosswhite	Suzan Kardong-Edgren	Linda Parisi	Sandra Vanderwege
Sarah Cullipher	Elizabeth Katona	Cynthia A. Parkman	Jennifer Villanueva
Deborah Danzig	Diane Kay	Sarah Pasternack	Mary Vincent
Janet D'Arcangelo	Lucie Kelly	Cheryl Pearsall	Susan Noble Walker
Gail Davis	Amy Kenefick	Carol Pelow	Lai Wan
Nancy Dayhoff	Imogene M. King	Janice Z. Peterson	Lillian Watson
		Sonja Peterson	Rosa Weinert
		Susan Pfister	Harriet H. Werley
		Charlene Phelps	Donna Westmoreland
		Florence A. Pickens	Barbara White
		Nancy J. Pogue	Terri White
		Marjorie Powers	Robert Wilkinson
		Sylvia Price	Nancy Williams
		Kathyann Pugliese	Audrey Winifrey
		Evelyn D. Quigley	April Zarifian
		Susan Randolph	Helen Dorsch Zemeckas
		Lynn Rasmussen	

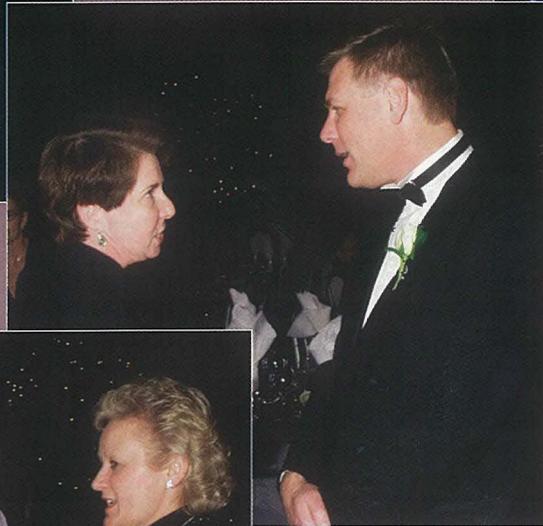
2001 Heritage Society Dinner for Virginia Henderson Fellows



Betsy Frank greets Janet Bingle; Cheryl Learn (center)



Beverly Reigle, Sharon Decker and Susan



Anna Alt-White and Dan Pesut



Alma Rambo, Eldean Pierce and Cyndi McCullough



ABOVE: Nell Watts, Susie Kim and Betty Markel.



LEFT: Joyce Verran, Barbara Robinette, Suzanne Van Ort and Dona Pardo.



Eleanor Sullivan and Janice Davidson



Folden



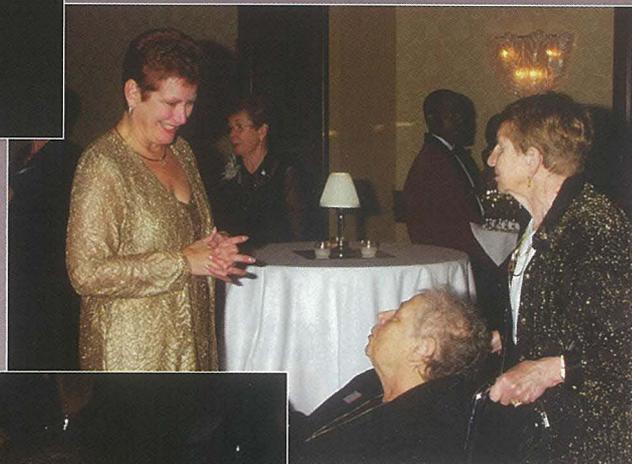
The Simon Rowe ensemble accompanied Anna Alt-White, featured soloist, and provided background music throughout the elegant evening.



Julie Sebastian, Martha Conrad and June Patton



Marian Turkel, Pat Messmer and Joan Stout



ABOVE: Linda Brimmer, Esther Voorsanger and Grace Peterson



Vernice Ferguson and Nancy Valentine

PHOTOS BY KING SHOTS

A SHOT IN THE ARM FOR STAFF TRAINING.

COMPUTER-BASED TRAINING FROM NETLEARNING TAKES YOUR STAFF FURTHER.

Using courseware designed specifically for the healthcare industry, we develop, manage and deliver effective employee training via the Internet or your intranet. Our industry-leading programs offer you:

- Increased retention – up to 50%.
- Savings of as much as 70% over conventional training.
- Interface with existing HR systems securely and effectively.
- Automated administrative software, accessible 24/7, that handles registration, scheduling, reports, tracking of people and materials and much more.

Contact us today.
And let us diagnose your training needs.

 **Net Learning**
The Ultimate Learning System
www.net-learning.com/intro
1-888-594-6205

Nightingale Tour to England

London • Bristol • Stratford-upon-Avon
October 10 - 19, 2002

Also Visiting Bath • Stonehenge • The Cotswolds and more

Blend Vocation with Vacation™ Tours!

Join your nurse colleagues for an exciting tour of England and earn continuing education (CE) credit! Spouses and friends welcome.

For more information, contact Nursing Spectrum Division of Continuing Education at (800) 866-0919 or ce@nursingspectrum.com.

Tour and Learn in Comfort!

Co-sponsored with



Sigma Theta Tau International
Honor Society of Nursing



Visit Nursing History

- Florence Nightingale Museum
- Nightingale Training School for Nursing
- St. Thomas Hospital, which Florence helped design
- St. Margaret's Church, where Florence Nightingale is buried

England's Major Sights

- Visit Winchester, once the capital of the Saxon Kingdom
- Explore Stonehenge, monument of prehistoric Europe
- Tour Bath, famous for its Georgian splendor, the 15th century abbey, and Roman baths
- Wander the delightful gardens of Sudeley Castle

Travel in Style!

- Fly on Virgin Atlantic Airways, known for its award-winning service

- Stay at the luxurious Royal Lancaster Hotel, situated in the heart of London, overlooking beautiful Hyde Park, the splendid Bristol Marriott Hotel in central Bristol, and the Falcon Hotel, a traditional British country inn, in Stratford-upon-Avon
- Tour England in a deluxe motor-coach

Details

- Hotel accommodations for eight nights
- Breakfast daily, one cocktail reception, three lunches, and two dinners
- Only \$3,295 per person, sharing twin room; add \$675 for single occupancy



Nursing Spectrum Division of Continuing Education is accredited as a provider of continuing education through the American Nurses Credentialing Center's Commission on Accreditation (ANCC), State of Florida Board of Nursing (provider no. FBN 2904), California Board of Registered Nursing (provider no. CEP 13213), and American Association of Critical-Care Nurses (0009259).

Fulbright scholar (from page 31)

sity and at Diaconia Polytechnic by writing an assignment together using e-mail. Discussions with faculty members at Indiana State University and especially with Dr. Bonnie Saucier were rewarding and helped me understand challenges they face in developing nursing education in the States.

Living in and getting acquainted with another culture was also an important experience for me. I'm interested in questions of intercultural communication, and multiculturalism is also emphasized in the Diaconia Polytechnic. Our students are required to take a course in multicultural professionalism in which they have an opportunity to learn about diversity of cultures and religions through lectures and practical training placements abroad.

Everyday experiences living in another culture have been valuable for me to understand more cultural differences and similarities. I believe it is becoming more and more important for nurses to enhance their cultural awareness in order to meet their patients' needs and provide good care.

In lectures about the Finnish health-care system, I had an opportunity to present a system that has been built on public responsibility for a long time. In Finland, the state determines general health policy guidelines and directs the health care system at the national level, while the main responsibility for arranging health services lies with the municipalities. Students had a chance to get an idea of a different kind of health care system from what they are used to in their own country, and I had a chance to understand more about the health care system in the States.

Dr. Saucier: From an institutional perspective, hosting a Fulbright scholar enhanced educational opportunities for students and faculty as well as the community. Continuing collaborative efforts with Ms. Tiittanen include international electronic

communication for classes in the United States, and in Finland at the Diaconia Institute of Higher Education. Mutual understanding between U.S. citizens and citizens of Finland has been significantly increased. Enhanced cultural sensitivity and growing awareness of cultural diversity should be a part of all educational institutions. What better way to

achieve these goals than by personal and professional contacts made through the Fulbright Scholarship experience? **RNL**

Bonnie L. Saucier, RN, PhD, is professor and dean of Indiana State University School of Nursing, Terre Haute, Ind. Hannele Tiittanen, RN, MSc (Nurs.), MSc (Ed.), is employed by Diaconia Institute of Higher Education (DIAK), Pieksamaki, Finland.

Discover Nursing at Rutgers University

Faculty Positions

With a tradition of excellence and leadership in research and nursing education, we invite applications for full-time faculty for Fall 2002.

Senior Nurse Researcher Tenure Track Faculty Clinical Track Faculty

Earned doctoral degree in Nursing or a related field and a Master's Degree in Nursing. A doctorate is required for tenure-track positions and to be eligible for appointment to all professorial ranks.

Highly competitive salary and comprehensive benefits package.

Send letter of application and Curriculum Vitae to:

Dr. Noreen Cerino, Associate Dean
Rutgers, College of Nursing,
180 University Avenue,
Newark 07102
973-353-5293 X607
or email: cerino@nightingale.rutgers.edu

Ph.D. Program in Nursing

Prepares graduates to conduct research that furthers understanding of health and illness for individuals and society and for leadership positions in the profession.

For information contact:
Victor Marques
Coordinator of Recruitment
973-353-5293 x630
or email: victor@nightingale.rutgers.edu

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

<http://nursing.rutgers.edu>

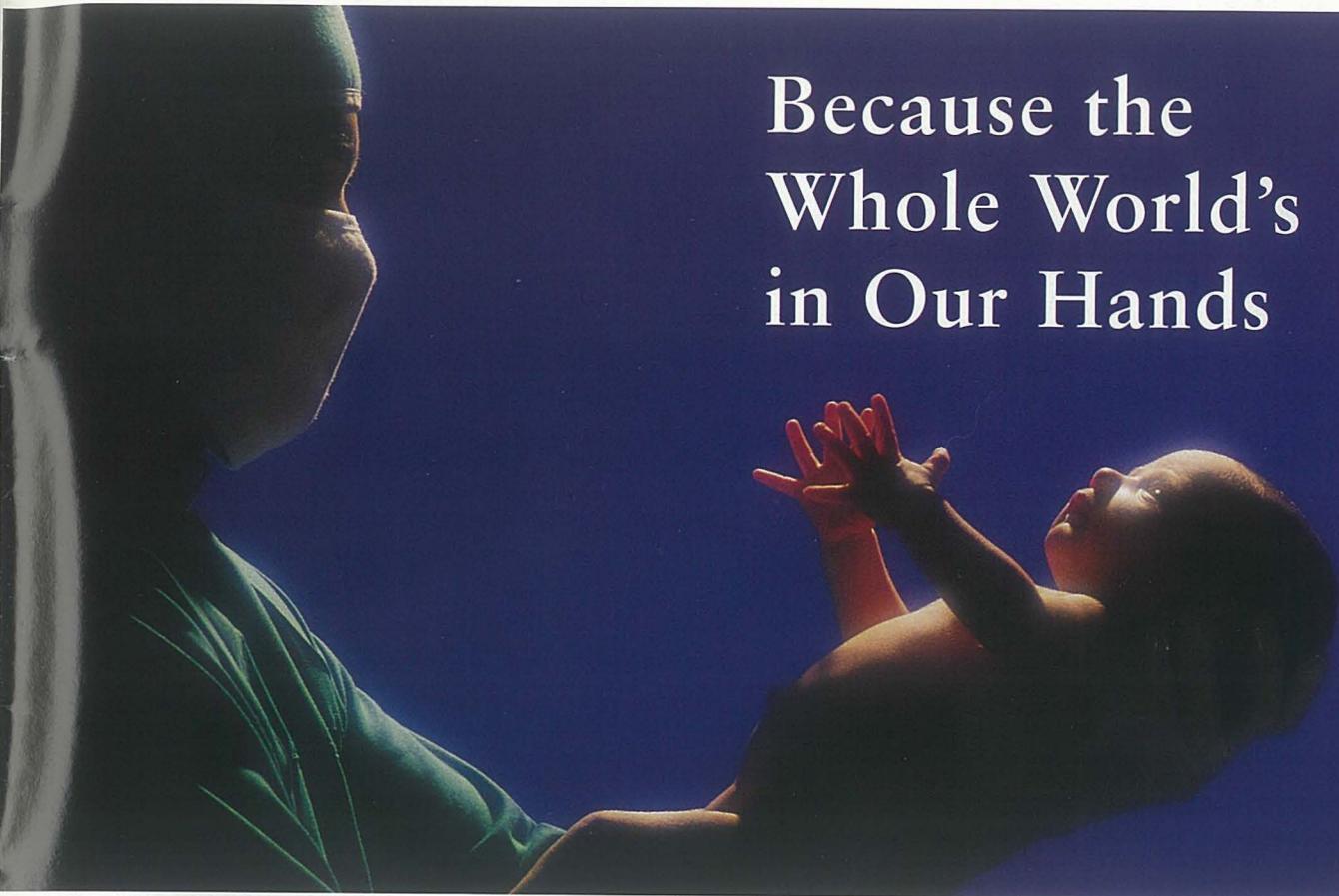
REFLECTING BACK



*Nurse standing behind ambulance,
circa early 1900s*

Support Nursing Research

Because the Whole World's in Our Hands



There's a world of suffering patients out there. Nurse researchers can help, but limited funding keeps many nurses from conducting valuable studies. That's why we've set an ambitious goal: Increase Sigma Theta Tau's research endowment fund by \$100,000 annually.

With your contribution, we can increase annual grants by 10 percent each year. That will help more nurses improve world health — nurses like Donna Wong and Connie Morain Baker, whose research led to a breakthrough way for nurses and physicians to understand how badly young children and other non-verbal patients are hurting.

Please, contribute today. To learn about monthly or annual giving options:

- Visit www.nursingsociety.org/philanthropy
- Add a contribution when you renew your membership
- Mail your contribution to:

Honor Society of Nursing
Sigma Theta Tau International
550 West North Street
Indianapolis, IN 46202



Sigma Theta Tau International

Honor Society of Nursing



Dare to Care

Join us as we showcase what it means to be a nurse.

Johnson & Johnson launched its national campaign in February to attract more people into nursing. The multi-year campaign, which includes national advertising and is estimated to exceed \$20 million over the next two years, was developed with national nursing organizations, including the Honor Society of Nursing, Sigma Theta Tau International.



Sigma Theta Tau International
Honor Society of Nursing

To learn more, visit
www.discovernursing.com

Reflections on Nursing LEADERSHIP

Sigma Theta Tau International
550 West North Street
Indianapolis, IN 46202

Address Service Requested

Nonprofit Org.
U.S. Postage

PAID

St. Cloud, MN
Permit No. 2619