

EMORY | nursing

WINTER 2010

Creating Nursing Scholars

10 Years of the PhD Program

JESSICA HOLMES,
PHD STUDENT

Inside: SAFER CHILDBIRTH IN ETHIOPIA | A DAY IN THE DEU
50 YEARS OF THE NURSING ASSOCIATES | PATSY GETZ: A GIFT TO US ALL

New ways of thinking

Jessica Holmes, who is featured on the cover of this issue, is making history. Next year, she will become the first graduate to complete a program that takes our nursing students directly from a BSN to a PhD. As we mark the 10th year of our doctoral program, Jessica embodies a new and direct path for students to become leaders in nursing research, education, and practice.

Our future rests with young students like Jessica to help fill the national shortage of nurses and nursing faculty. There is no doubt that our graduates are entering nursing to make a difference in care delivery and health care systems. It is critical that we provide the clinical and scientific incubators within and outside of health care settings to continue to nurture leadership among our students.

One example is our new Dedicated Education Unit (DEU), launched this past fall in partnership with Emory Healthcare. Based on a model developed at the University of Portland School of Nursing, the DEU pairs a nursing student with an experienced staff nurse for one-on-one instruction. While the DEU enhances the education of our students, it also introduces them to Emory's health care system and allows its nurses to grow professionally. With time, the DEU is expected to boost recruitment of new nurses and retention of talented professionals. The DEU is the first of many academic practice partnerships that we will build in the coming years.

Our scholarship and education extend well beyond the walls of the Nell Hodgson Woodruff School of Nursing. Later this year, some of our graduate students will work alongside nursing researcher Lynn Sibley to improve global health. Dr. Sibley recently set a school record as the recipient of our largest single grant ever—\$8.16 million—from the Bill & Melinda Gates Foundation to support safe motherhood in Ethiopia. The grant is a testament to her success in improving maternal and newborn survival rates in Asia and Africa and opens the door to rich opportunities for students, faculty, and collaborators, here and in Ethiopia.

Our faculty numbers are growing, and new clinical-academic partnerships are being forged. Ursula Kelly holds a joint appointment in the Center for Injury Control in the School of Medicine and



It is critical that we provide the clinical and scientific incubators within and outside of health care settings to continue to nurture leadership among our students.

—Dean Linda McCauley

the Rollins School of Public Health and works with the Atlanta VA Medical Center. Dian Evans holds a joint appointment in the medical school's Department of Emergency Medicine. Within our own school, Carolyn Reilly is a nurse scientist specializing in cardiothoracic and vascular disease, while Martha Rogers directs the Lillian Carter Center for International Nursing.

Together, our faculty, students, and alumni are building a bridge from the past, with its more traditional approaches to nursing education and research, to a future where we face new challenges with new ways of thinking and educating the next generation of nurses. We look forward to the journey.

Linda A. McCauley
Dean

Barry Williams/Special

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Emory Nursing magazine is published by the Nell Hodgson Woodruff School of Nursing, a component of the Woodruff Health Sciences Center of Emory University. The website for the School of Nursing is www.nursing.emory.edu. To view previous issues of the magazine, visit <http://emorynursing.whsc.emory.edu>. Copyright ©2010.

On the Cover: Jessica Holmes plans to shape the future of nursing science as a researcher specializing in breast cancer. Holmes will be 26 when she completes her PhD in 2011.



“Both mothers and babies are most vulnerable during birth and the early postnatal period—up to about 48 hours. This period of vulnerability provides a window of opportunity to intervene to make a significant contribution to maternal and newborn **survival and well-being.**”

—LYNN SIBLEY, DIRECTOR, CENTER FOR RESEARCH ON MATERNAL AND NEWBORN SURVIVAL

ing labor, delivery, and the postnatal period are critical to survival,” says Sibley.

Key to the success of the Ethiopia project is teaching a set of simple, yet critical procedures that birth attendants or family caregivers can perform. Procedures include care at delivery for both mother and child, a postpartum health assessment of mother and child, and counseling on nutrition, personal hygiene, and illness recognition and care seeking. Instructors will distribute and use these packages to promote collaborative improvement of health care quality district-wide.

Research milestone

\$8.12 million Gates grant supports safe childbirth in Ethiopia

In rural Ethiopia, as in many developing countries, giving birth is often a matter of life and death. More than 90% of births take place at home, and 25,000 women die each year from complications. The lifetime risk of dying during childbirth is 1 in 27, and the infant mortality rate is 77 deaths per 1,000 live births.

Lynn Sibley, a nurse-midwife, anthropologist, and clinical associate professor of nursing, is determined to turn the situation around through a project funded with \$8.16 million from the Bill & Melinda Gates Foundation. The grant is the single largest ever awarded to the School of Nursing.

For the next 2 1/2 years, faculty and graduate students from Emory will work with the Ethiopian Ministry of Health to create a community strategy to improve maternal and newborn health in rural Ethiopia. Their approach will serve as a model throughout the country.

“The sustainable approaches this grant helps us create will mean the difference between life and death, quite literally, for increasing numbers of Ethiopian families,” says School of Nursing Dean Linda McCauley.

The Gates grant—the largest single grant to the School of Nursing—will enable Lynn Sibley (right foreground in left photo) and her collaborators in the United States and Ethiopia to create a community-based model to improve survival rates for mothers and infants.

Joining Sibley on the project are Maureen Kelley, a nurse-midwife and clinical associate professor in the School of Nursing; Rob Stephenson, assistant professor of global health in the Rollins School of Public Health; and Craig Hadley, assistant professor of anthropology in Emory College. A co-principal investigator based in Ethiopia will participate in the project and be eligible for a faculty appointment at Emory.

Team members will partner with Regional Health Bureaus in Ethiopia, the John Snow Research and Training Institute, the University Research Co. LLC, and two regional Ethiopian universities. Collaborators will help improve the capability and performance of frontline health care workers, including health extension workers, community health volunteers, and traditional birth attendants, in providing targeted maternal and newborn services around the time of birth. They also will work to increase the demand for these services and promote healthy self-care behaviors.

“Both mothers and babies are most vulnerable during birth and the early postnatal period—up to about 48

hours,” says Sibley, whose work has touched the lives of families and health workers in several developing countries. “This period of vulnerability provides a window of opportunity to intervene to make a significant contribution to maternal and newborn survival and well-being. We know what to do, but we need to learn how to better reach and engage women and their newborns at this critical time.”

The leading causes of maternal death globally are hemorrhage, eclampsia, obstructed labor, and sepsis. For newborns, the leading factors are lack of oxygen during labor and delivery and sepsis, often compounded by low birth weight due to preterm birth or failure to grow well during pregnancy.

“In settings where home birth is still the norm and health services are being strengthened, safe, clean care dur-

According to the World Health Organization, Ethiopia has 80 million people, 85% of whom live in rural areas, and the world’s ninth-highest birth rate. With a 90% rate of home births, a community approach to care is essential. Sibley’s project will promote broad adoption of this strategy, strengthen federal and local capacity to do so, and provide tools and methods for expanding the program across the country.

The Ethiopia project is based in the Center for Research on Maternal and Newborn Survival, which Sibley directs. The center is part of the Lillian Carter Center for International Nursing (LCCIN), through which faculty and students participate in service learning and research to improve health for vulnerable populations. The Gates grant will broaden the reach of the research center, the LCCIN, the School of Nursing, and the Emory Global Health Institute, a university partner.

“Dr. Sibley is a vital leader in her field,” says Kathryn Kite, LCCIN administrative director. “The excitement surrounding her work in Ethiopia will attract new faculty and create new projects that build on one another.”

Global health is a key component of Campaign Emory, the university’s \$1.6 billion fund-raising initiative. With the Gates grant, the school’s campaign total is \$18.5 million. The campaign goal for the School of Nursing is \$20 million.—*Maria Lameiras* **EN**

Maria Lameiras is an editor for campaign communications at Emory. Photos provided by Lynn Sibley.

Average number of maternal deaths

per 100,000 births as of 2005

United States:	11
Bangladesh:	570
Ethiopia:	720

Source: WHO, 2007.

New research tops \$14 million

Since fall 2009, the School of Nursing has garnered more than \$6 million from the National Institute for Nursing Research (NINR) and the CDC for studies related to caregiver stress, heart failure and diabetes, and environmental health. With the addition of the \$8.16 million grant from the Bill & Melinda Gates Foundation (see page 2), funding for new research stands at more than \$14 million and includes the following projects.

Reducing caregiver stress

A three-part study led by Georgia Cancer Coalition scholar Susan Bauer-Wu (pictured opposite page) seeks to improve caregivers' abilities to cope with stress and its associated health effects, especially increased risk of heart disease.

Funded by a \$3.5 million grant from NINR, the five-year project is one of only a few nationwide to explore self-care interventions for family members caring for loved ones with chronic disease.

Nurse and physician researchers will test two interventions—psycho-education and physical exercise, individually and in combination—in two groups of caregivers. Through education, family caregivers will develop the knowledge, skills, and attitude to care effectively for their loved ones. Through physical exercise, they will learn aerobic and resistance techniques they can use at home to relieve stress.

Sandra Dunbar, Charles Howard Candler Professor of Cardiovascular Nursing (pictured above), will test the interventions among caregivers of heart failure patients, while Ken Hepburn, associate dean for research and director of graduate studies, will work with caregivers of dementia patients. The dementia project will focus primarily on African-Americans, a group that is particularly vulnerable to heart disease.

For the third part of the study, researchers will combine data from both projects to look at differences and similarities in how the interventions work.



Sandra Dunbar (above) leads a project for patients with heart disease and diabetes. Other research projects examine environmental risks for pregnant farmworkers and health effects of caregiver stress.

Self-care for heart failure patients with diabetes

Heart failure patients must learn to care for themselves in a number of ways: Reducing sodium in their diet, following a strict medication regimen, monitoring their weight, and exercising more. These tasks can prove even more daunting for heart failure patients with diabetes.

Supported by a three-year, \$1.3 million grant from NINR, Dunbar will test an intervention that combines



"We hope that making self-care easier and more understandable will help patients do a better job of managing their illnesses and avoid being readmitted to the hospital."

—Sandra Dunbar, Charles Howard Candler Professor of Cardiovascular Nursing

traditional counseling before discharge with a follow-up visit by a nurse at patients' homes.

"We hope that making self-care easier and more understandable will help patients do a better job of managing their illnesses and avoid being readmitted to the hospital," says Dunbar.

She will work with health economist Steven Culler in the Rollins School of Public Health to assess the intervention's effect on re-hospitalization admission rates, which are significantly higher for this patient population, and on their overall feelings of well-being.

Additionally, Dunbar received a \$425,000 NINR grant to assess patients' perspectives on living with heart failure and diabetes. She will use the data to design and test a nursing intervention to improve outcomes.

Risk perception among pregnant farmworkers

How well do pregnant farm workers understand the risks associated with exposure to heat, chemicals, and pesticides and ergonomic challenges such as standing for hours at a time?

Dean Linda McCauley received a four-year, \$1.2 million CDC grant to gauge how women who work for nurseries and ferneries in Florida view these risks.

McCauley's team will develop educational materials appropriate in culture and language that emphasize health promotion and protective behaviors during pregnancy. Maureen Kelley, clinical associate professor, will devise strategies to improve farmworkers' access to prenatal care.

Their study is part of an NIH/CDC initiative of Research to Action, which brings scientists together with community partners in environmental and occupational health. McCauley's study involves researchers from the universities of Florida and Cincinnati and members of the Farmworker Association of Florida and the Farmworker Health and Safety Institute of New Jersey to improve occupational health for women and to ensure access to prenatal care. **EN**



Top Honor

Bauer-Wu named Academy of Nursing Fellow

Susan Bauer-Wu has had her share of life-changing moments. As a nursing student in New York, she learned that her mother had breast cancer. As she helped her mother cope with the emotional and physical stress of the disease, her studies took on an intense personal focus. Now a Georgia Cancer Coalition Distinguished Cancer Scholar in the School of Nursing, she is regarded as a national leader in palliative medicine and integrative health.

For her accomplishments, Bauer-Wu was inducted last fall as a fellow of the American Academy of Nursing (AAN), one of the highest honors in the profession.

"Dr. Bauer-Wu's scholarly achievements have resulted in significant improvements in the care and function of patients with cancer," says Dean Linda McCauley, who is also an AAN fellow. "Her leadership and mentorship of other scientists in the School of Nursing and throughout the United States are recognized through this achievement, and her work is an inspiration to all of our nursing students."

Bauer-Wu's studies focus on the effects of

meditation and other stress-relieving activities on cancer patients. She currently leads a large randomized clinical trial that looks at whether meditation affects subjective symptoms as well as laboratory findings such as stress hormones or how long a patient's white blood cells take to recover after a bone marrow transplant. Funded by NIH, the study involves 241 patients at Emory and the Dana-Farber Cancer Institute, where Bauer-Wu previously served as director of the Phyllis F. Cantor Center for Research in Nursing and Patient Care Services. In a related study, she is using neuroimaging to see what parts of the brain respond to such interventions. Just recently, she received a \$3.5 million NIH grant for studies to reduce heart disease risk and improve the health and well-being of family caregivers for patients experiencing dementia or heart failure (see story on opposite page).

For Bauer-Wu, becoming an AAN fellow reflects her desire to improve quality of life for cancer patients like her mother. "I have been fortunate to carry out important work that I love," she says. **EN**

Faculty appointments

Pediatrician Martha Rogers now directs the Lillian Carter Center for International Nursing, having served as interim director. Since joining the nursing school in 2002, Rogers has led center projects with the CDC in Kenya and Zimbabwe to develop systems to track and develop each nation's health workforce. She also directs the Center for Child Well-Being with the Task Force for Global Health, an Emory partner.

During her 20 years with the CDC, Rogers became an internationally known expert in HIV/AIDS among women and children. Her work led to the development of CDC policy to prevent HIV in children, including prophylactic treatment of HIV-infected women to prevent transmission to their infants. Rogers also

co-chaired a CDC initiative resulting in a 75% decline in HIV infection among children in the United States.

Dian Evans, a clinical assistant professor of family and community nursing, leads the school's emergency nurse practitioner program. For the past 20 years, Evans has taught at Emory, Georgia State University, and the Medical College of Georgia and practiced at Athens Regional Medical Center, Colbert Family Medical Center, and Gwinnett Medical Center. Her research focuses on treatment approaches for hyperactive behavior, emergency department use for nonurgent care by indigent patients, and comparisons between yoga and physical therapy as treatment for patients with chronic low back pain.

Ursula Kelly, a visiting scholar in family and community nursing, is an expert on women's health, health disparities, and violence against women, especially Latinas. In the past year, she has published or prepared articles for *Issues of Mental Health Nursing*, the *Southern Online Journal of Nursing*, *Advances in Nursing Science*, *Research in Nursing and Health*, and *Health Care for Women International*.

Kelly also serves as an adjunct faculty member with the Emory Center for Injury Control in the School of Medicine and the Rollins School of Public Health and as a nurse scientist with the Atlanta VA Medical Center. She previously taught at the MGH Institute of Health Professions in Boston.

As a clinician and nurse scientist, **Carolyn Reilly** helps patients with cardiothoracic or vascular disease manage their conditions more effectively. Now an assistant professor of adult and elder health, Reilly serves as a co-investigator on an NIH study to assess quality of life in heart patients with diabetes, led by nursing professor Sandra Dunbar. Reilly is laying the groundwork for new studies on symptoms and quality of life in patients with pulmonary artery hypertension and on fluid restriction in patients with heart failure. Prior to her current appointment, Reilly was a research supervisor and a postdoctoral fellow and instructor in the School of Nursing. **EN**



Martha Rogers



Dian Evans



Ursula Kelly



Carolyn Reilly



A new interdisciplinary class teaches nursing and other students the importance of clear communication to enhance patient safety.

Interdisciplinary class addresses national issue of medical errors

Students from the health science professions learned key lessons in how to reduce medical errors and save lives during the first and largest interdisciplinary class of its kind at Emory.

Last fall, 450 students representing nursing, medicine, physician assistant, physical therapy, and medical imaging took part in the Interprofessional Communication Class organized by faculty from Emory's Woodruff Health Sciences Center and Grady Health System. The class was a model of teamwork, involving 45 interdisciplinary groups of 10 students. More than 80 faculty members from Emory and Grady worked in pairs to lead the groups of students in discussion and role play following a lecture stressing that clear communication among health care team members can reduce medical errors.

"We're not the only university to offer this type of class, but we are unique in the number of disciplines and the number of students involved," says emergency medicine physician Douglas Ander, who directs the Emory Center for Experiential Learning in the School of Medicine.

The class is an extension of the Interprofessional Team Training Day launched by the schools of nursing and medicine in 2008. In that class, more than 200 senior nursing and third-year medical students worked together to run an emergency code on patient mannequins in both schools. The class, held again in early 2009 with Georgia Tech as a partner, has proven successful.

"Students told us they wanted to have more opportunities to learn together earlier in their education," says Marsha

Lewis, associate dean for education in the School of Nursing. As a result, Emory and Georgia Tech faculty began to develop the Interprofessional Communication Class for first-year nursing and medical students. As word about the class spread, allied health faculty and students joined the mix, as did master's students in nursing. The result was Emory's first large-scale effort to provide a common training experience for students from different health professions programs.

The need for the class is compelling, given the number of medical errors that result from poor communication. "The root cause of all sentinel events, as reported by the Joint Commission from 1995 to 2007, is poor communication," says Bethany Robertson, clinical assistant professor of nursing and one of the class planners. "Clear communication lies at the heart of effective and efficient teamwork and is a critical skill that crosses all health professions disciplines."

Student feedback about the class has been positive, especially from nursing students immersed in clinical learning at the bedside. "They found the class beneficial in developing relationships and understanding the need for effective communication patterns," she adds.

This fall, the same group of interdisciplinary students will meet again for a class on role identity, followed by a class on team identity in spring 2011. "We chose these concepts because they are the building blocks of teamwork," says Robertson. "Our goal is to provide the basics so that Emory graduates can continue their lifelong journey of learning and perfecting teamwork as they enter the practice arena."—*Pam Auchmutey* **EN**

Fast track to nursing

The School of Nursing offers a new degree option for students on the fast track to advanced practice nursing in the community.

This summer, students may enroll in the Accelerated BSN/MSN program. Students will complete their BSN degree in four consecutive semesters—15 months—and continue immediately with their MSN coursework. The MSN portion of the program requires the usual three to five semesters of study.

The new program targets students who have degrees in other fields and who share a commitment to social responsibility. Students will gain experience in community/public health nursing throughout their BSN program. During their last semester, they will work in an underserved community.

As undergraduates, students also will take graduate classes in health policy, research methods, leadership, and ethics. As graduate students, they can choose more electives such as public health or Spanish.

"Students coming into this program already have knowledge and experience working in the community, which is very important in their lives," says Marsha Lewis, associate dean for education. "They come with that social ethic of wanting to make a difference. Now they have an opportunity to do that with a group of students who have similar life experiences."

To learn more about the school's Accelerated BSN/MSN program, visit nursing.emory.edu.

10
years of
the PhD
program



2009

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Creating nursing scholars

A decade-old program takes on the U.S. shortage of doctorally prepared nurses

BY SYLVIA WROBEL

For those who worry about the nursing shortage, consider the greater scarcity of nurses educated at the doctoral level—those who will be the teachers of those who fill the shortage. This national shortage of PhD-prepared nurses is occurring just as nursing and health care in general need highly trained, research-oriented professionals the most.

The School of Nursing is helping fill that void. Today, the school has 20 PhD graduates, and 16 students are working toward their doctoral degrees. Another three to six students will begin their studies this fall. Now a decade old, the doctoral program remains purposely small. The faculty-student ratio is low, while the mentoring of future researchers is high.

By learning from nursing faculty and faculty from other disciplines across the university, students can devise and conduct highly individualized programs of study and research.

“Our goal in the doctoral program,” says Ken Hepburn, associate dean for research and director of graduate studies, “is to prepare the next generation of scientists who can bring the nursing perspective to bear in confronting issues of human health, health care, and health policy, and who can create knowledge to improve nursing and health care.”

Most of Emory’s nursing PhD graduates hold faculty roles in nursing schools. Their impact on the nursing workforce can hardly be overstated. The U.S.

Bureau of Labor Statistics projects that more than 1 million new and replacement nurses will be needed by 2016, making nursing the nation’s top profession in terms of projected job growth. Nursing has never been a more popular career choice, among women as well as men. But the American Association of Colleges of Nursing reports that nursing school enrollment is not growing fast enough to meet demand. Almost two-thirds of nursing schools must turn away qualified students because they lack qualified faculty to teach them.

The influence of PhD graduates in nursing extends beyond the immediate arena of the classroom. Nursing scholars are engaged—often in collaboration with their colleagues in clinical settings—in generating the evidence that leads to improved practices. These evidence-based practices then form the basis for teaching nursing undergraduates and graduate students and providing cutting-edge care to patients.

While virtually all of Emory’s PhD nursing graduates are involved in university research, some work outside of the academic setting. Carolyn Constantin ⁰³PHD—the school’s first PhD recipient—is a health scientist specializing in birth defects and developmental disabilities with the CDC. Laura Strange ⁸¹MSN ⁰⁴PHD serves as the clinical studies director for the Atlanta office of RTI International, a nonprofit research organization. Lucia Gonzales ⁰⁴PHD, a clinical research administrator with Virtua Health in New Jersey, partnered with Rowan University to provide onsite undergraduate education for Virtua staff nurses.

Historically, students entering PhD programs in the United States are about a decade older than students entering other doctoral fields. While these older students bring to their studies—and younger classmates—valuable clinical and life experiences, they graduate with fewer years for research and teaching ahead. While the more traditional master’s degree to PhD route is still available, the nursing school encourages earlier entry by bachelor’s-prepared students. This option allows less clinically experienced students to take extra clinical courses while fulfilling the traditional requirements of the PhD program.

To learn more about the School of Nursing’s PhD program, visit nursing.emory.edu/academics/degree/phd/index.html. To make a gift to the program, contact the Office of Development and Alumni Relations at 404-727-6917 or son-alumni@listserv.cc.emory.edu.

All PhD students face challenges, says Hepburn. Younger students who have not had the opportunity to work and repay students loans may find it difficult to enter a multi-year doctoral program. Mid-career students are more likely to have some savings but also juggle mortgages, college savings for their children, and retirement funds—and they have to remember how to be students again. For those who choose Emory’s PhD program in nursing, the excitement and promise of a new degree, new skills

“Creating researchers who are both interdisciplinary and imbued with the nursing perspective is helping put nursing science more firmly at the research table.”

—KEN HEPBURN

ASSOCIATE DEAN FOR RESEARCH AND DIRECTOR OF GRADUATE STUDIES



and knowledge, and broader career options far outweigh the sacrifices. “Having a flourishing doctoral program, a faculty robustly engaged in research, and cohorts of graduate students excited about developing their capacity for inquiry creates a context which makes our undergraduate program stronger,” says Hepburn. “And creating researchers who are both interdisciplinary and imbued with the nursing perspective is helping put nursing science more firmly at the research table. The presence of an accomplished nursing science cadre leads to a greater appreciation of all that nursing is and can be.” ▶



Joyce Edmonds

JOYCE EDMONDS, 10PHD

Global science: saving mothers and infants

Joyce Edmonds never thought much about whether she would major in nursing in college. It was almost a family tradition. But 10 years after graduating, ready to apply to doctoral programs, she was torn between nursing and public health. Her short but intense career had straddled both.

After receiving her BSN from Florida State University in 1998, Edmonds completed a U.S. Public Health Service internship in which she screened female inmates for TB and HIV before and after they were released. The experience

10
years of
the PhD
program

changed her world view and helped shape her career path. Some women had been imprisoned for 20 years. They might be healthy now but sex was on their mind, and there was little doubt they were returning to a riskier world than the one they had left. Edmonds became

an advocate for prevention and maternal and child health, leading her to the MPH program at Oregon Health & Science University.

Her dual life had begun. She studied public health and community policy by day and worked as a medical-surgical nurse by night to pay tuition. After graduating in 2000, Edmonds worked four years with Oregon State University's maternal and child visiting program as a public health nurse and program manager for high-risk infants.

"I did the whole nine yards—case management, developmental and parenting issues, coaching moms about their own health and the health of their infants," she says. "I worked directly with parents and babies, but I also became more and more involved in the question of how one makes the argument that nurse home visits are effective and deserve funding. It always came down to data and evidence."

She realized she needed a research-oriented PhD. But should she specialize in nursing or public health? She applied to schools in both fields, but Emory's School of Nursing resonated with her most. First, it was grounded in the experience of the individual. Second, she liked how the faculty approached health and illness from a feminine standpoint. Third, she loved the idea of empowering women—including nurses—to realize their potential.

So in 2004, Edmonds entered the school's PhD program, convinced that it would provide training in the rigorous methodology she needed to make effective evidence-based decisions and use that evidence to argue for women's and children's health.

The program has done that and more. It prepared her as a scientist, while giving her room to complete her certification in public health and in advanced practice public health nursing. The "enormous gift" she did not expect was to become involved with international women's health. Prior to Emory, she had focused on maternal and child health in underserved populations in the United States. Through her doctoral adviser, midwife and anthropologist Lynn Sibley, Edmonds began to see women's health from a global perspective.

As a result, Edmonds spent several months in

Bangladesh, working alongside cultural anthropologists and studying the social networks that women use to decide whether to give birth at home or in a health care facility—a decision that affects their health and that of their babies. In the areas of Bangladesh where she worked, women had access to good care, but many chose not to use it because of social and family factors. Edmonds became the school's first predoctoral fellow to receive NIH funding for international health research. She was awarded the funding based on her argument that what she learned at the international level about how women made health decisions could be translated to the domestic arena.

Edmonds will defend her dissertation this spring on safe motherhood in Bangladesh. She commutes between Emory and Boston, where the Emory MD/PhD student she married is completing his medical residency. When both finish their studies next spring, they will face the dual-career questions of balancing family and work. But she is certain she can combine those demands just as she plans to always combine nursing and public health.

"I value my educational experience at Emory," says Edmonds. "I hope to continue to grow and learn, build my career, and start giving back. I want to become more involved in community and apply what I have learned." **EN**

Atlanta freelancer Sylvia Wrobel is a frequent contributor to Emory's health sciences publications.



Joyce Edmonds (left) traveled to Bangladesh to study the social networks that women use to decide whether to give birth at home or in a health care facility.



Jessica Holmes

JESSICA HOLMES, 11PHD

Getting down to research: From BSN to PhD

When Jessica Holmes receives her doctorate in 2011, she will be the first to complete a new program that takes students directly from a BSN to a PhD, without stops along the way to practice or earn an MSN. The fast-track program is one way in which the School of Nursing is trying to help alleviate the shortage of doctorally trained nursing leaders. At 26, Dr. Holmes easily could spend half a century teaching, conducting research, and helping shape the field of nursing.

The road to her PhD may be straight, but it was not where Holmes thought she was headed several years ago. When she was in high school, her aunt died of breast cancer. Her aunt had assumed that a change in her breast was related to breastfeeding her newborn. Holmes kept asking herself how her aunt, so young, smart, and full of life and plans, could have fallen through the cracks of health care. When Holmes entered Howard University, she decided to study nursing, drawn to the profession's focus on the individual patient and the social, emotional, and cultural factors influencing that patient's health behaviors and outcomes.

Her plan to work at the bedside changed after she was chosen for a summer research program at Yale. With scientist mentors, she reviewed the research literature on doctor-patient communications among minority women—women like her aunt. A light went on: health care needed research to pose and answer questions about what worked **►**

Getting down to research (continued)

and why. Someday, when she was old enough and clinically experienced enough, she would like to be part of that. Then Emory nursing professor Ora Strickland came to Howard to talk with senior nursing students about Emory's BSN to PhD program. It was an easy sell. Holmes graduated in August 2006 and began her doctoral studies at Emory the following month.

Of the 100-plus students in her nursing class at Howard, she was the only one who went straight for a doctorate. But it made sense to her. She knew what she wanted to achieve professionally, and she knew that life happens. The other two students who began the BSN to PhD program with her are taking time out from their studies for maternity leave.

The five-year PhD program is providing Holmes with the skills and knowledge to pursue a variety of paths as a nursing leader. In addition to completing extra courses to replace the MSN, extra clinical coursework has made her eligible to take the nurse practitioner boards in adult and women's health. She also participates in TATTO (Teaching Assistant Training and Teaching Opportunity), a program that introduces all Emory graduate students to college-

level teaching. Holmes's teaching mentors are Joyce King, for whom she has taught advanced pathophysiology, and family and community health expert Sarah Freeman, in whose basic primary care classes Holmes lectures on breast cancer. Holmes has taken courses in public health, health policy, and other areas that give her the big picture. By the time she becomes Dr. Holmes, she will even have a certificate in women's studies.

She will be well grounded in research as well. Currently, Holmes is recruiting 120 breast cancer patients from Emory's Winship Cancer Institute, Grady Memorial Hospital, and Emory University Hospital Midtown to complete her dissertation study on examining racial, ethnic, and other factors that influence a woman's decision to continue or stop chemotherapy.

"We need more researchers with PhDs for nursing to evolve as a profession," says Holmes. "There are so many questions waiting to be answered. Everyone wonders about something. It's important to translate that wonder into action, research it, and find the answer. I love what I do, and I hope that drives me for the next 40 years." **EN**



"There are so many questions waiting to be answered. Everyone wonders about something. It's important to translate that wonder into action, research it, and find the answer."

—Jessica Holmes, BSN to PhD student



10
years of
the PhD
program

"I wasn't particularly drawn to the university classroom. But teaching nurses at the bedside and seeing the direct impact on patient care is all that I could have asked for."

—Katherine Finn Davis, nurse researcher,
Children's Hospital of Philadelphia

KATHERINE FINN DAVIS 97MSN 05PHD

Bringing research skills to the bedside

Katherine Finn Davis 97MSN 05PHD found her dream job at Children's Hospital of Philadelphia. She could not have imagined it when she began practicing as a pediatric staff nurse 15 years ago. Her job embodies

the value that health care institutions place on nursing research and on nurses who incorporate evidence into their practice. It requires Davis to use every ounce of what she learned as a doctoral student in the School of Nursing.

Part researcher and part research teacher, Davis works with the hospital's Center for Pediatric Nursing Research and Evidence-Based Practice and also teaches at the University of Pennsylvania School of Nursing. As a researcher, she continues to study sleep and illness in preschool children, work she began while a graduate student at Emory. A current project looks at whether children with cancer who sleep poorly have a poorer immune response to influenza vaccinations.

As a teacher, Davis helps Children's staff nurses become more research savvy, empowering them with ►

Bringing research skills to the bedside
(continued)

skills to look critically at their own nursing practice and seek and apply new scientific knowledge to change nursing practice. She describes herself as a translator, helping nurses distill vast amounts of scientific information to improve health outcomes.

While Children's administration encourages nurses to improve their practice using evidence and to conduct research, many nurses lack the training to follow through. Davis guides and mentors them through searching and critiquing the literature, designing and developing a protocol, negotiating the complex approval process, conducting the study, analyzing the data, disseminating findings, and turning results into practical applications at the bedside.

"Today, as a nurse researcher at Children's, not a day goes by that someone does not say to me, 'Oh, I had not thought about it that way.' "

—Katherine Finn Davis

"I wasn't particularly drawn to the university classroom," says Davis.

"But teaching nurses at the bedside and seeing the direct impact on patient care is all that I could have asked for."

The path to Davis's current position followed her natural bent for asking questions. She discovered nursing almost by accident, volunteering at a hospital while a student at the University of North Carolina. When she saw nurses' impact on patients, she switched her major from business to nursing. Her first years of working as a pediatric staff nurse were both fulfilling and frustrating. Yearning for more autonomy, she completed a master's degree and pediatric nurse practitioner certification at Emory.

Both delivered on the autonomy promise when Davis practiced alongside an Atlanta ear, nose, and throat pediatric surgeon, who valued her nursing perspective. When the surgeon left the practice, there were hugs, promises to stay in touch, and a heart-to-heart conversation about future options.

"You are always asking why we prescribe this medicine versus another, why we teach patients this way instead of that way," Davis recalls her colleague encouraging her. "Why not return to school and use that knowledge to improve clinical practice?"



Katherine Finn Davis

Then 29 and recently married, Davis returned to Emory for a PhD. Though she missed her practice, she found the perfect environment for thinking critically from a variety of perspectives.

"I learned the languages of doctors, social workers, psychologists, and public health experts and how these and other disciplines could be brought together to bear on nursing issues and vice versa," says Davis. "Today, as a nurse researcher at Children's, not a day goes by that someone does not say to me, 'Oh, I had not thought about it that way.' And not a day goes by that I don't thank the School of Nursing for what its doctoral program taught me." **EN**



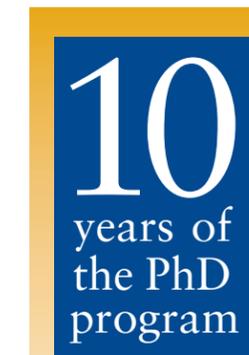
Catherine Vena

CATHERINE VENA 04PHD

The long and winding road

Catherine Vena's professional life reflects the road nursing has taken in recent decades. In the late 1960s, her family's physician insisted that the only good nurses came out of hospital training programs, not fancy college-degree programs. Her parents were convinced, and Vena headed to a hospital in nearby Oak Park, Illinois, for training. After receiving her diploma degree, she practiced by day and studied by night for her BSN. With work, marriage, children, and a move to north Georgia to advance her husband's career, Vena took 11 years to complete her degree.

To get to her empty nest plan—expanding her knowledge with a master's degree—required another 14 years. Vena was often dissatisfied with the lack of evidence on which she based her practice in oncology and palliative care. Much of it sounded like "folklore"—anecdotal evidence that had gone untested. In the master's program at Clemson, she realized that research had the power to provide that scientific basis, improve patient outcomes, and move the nursing profession forward in new ways. She wanted to be part of it. By her early 40s, with grown children and a supportive husband, it was now or never. In 1999, Vena became one of three students in the School of Nursing's new doctoral program.



It was challenging: the 200-mile round-trip commute, the intense, science-based curriculum, and the transition from practicing nurse to full-time student. Even with a graduate school stipend, the family income dipped precipitously. Even more difficult was the sudden absence of caring for patients.

As any scientist knows, research raises two questions for every question it answers. Vena's education did the same. Her courses heightened her interest in exploring a clinical phenomenon she had seen for years: the refractory sleep problems experienced by so many cancer patients. She chose as her mentor nursing professor Kathy Parker 77MN, a nationally known expert in sleep disorders.

Vena soon realized that she lacked the necessary science background to understand what was now known about sleep, much less ask new questions. When she last studied science, the concepts of neural pathways were in their infancy, far away from any undergraduate classroom. Immersed in graduate courses in neuroscience, neurobehavior, psychology, and other sciences, she worked to catch up.

For her dissertation, Vena focused on sleep/wake disturbances in patients with advanced lung and colorectal cancer. Lung patients have more dismal sleep disturbances than other cancer patients, problems clearly tied to respiratory problems caused by impaired lungs. But apart from the cancer diagnosis, the symptoms appeared similar to sleep-disordered breathing in healthy people. Could sleep-disordered breathing contribute to sleep disturbance? If so, what factors would predispose lung cancer patients to have sleep-disordered breathing? And if sleep-disordered breathing were properly treated, could patient outcomes be improved?

In 2004, Vena began a postdoctoral fellowship at the Emory Sleep Center, working with neurologists/sleep specialists David Rye and Don Bliwise and experts in pulmonology and at Emory's Winship Cancer Institute. The questions she asked—and the nursing perspective she brought to those questions—pertained to disciplines other than her own.

As her fellowship wound down, Vena wanted to continue her clinical research and share the power of research with future nurses. Now an assistant professor in the School of Nursing, Vena recently received a \$300,000 grant renewal from the National Cancer Institute to further her study of sleep disturbances in cancer patients. As a teacher, Vena empowers students with skills to form appropriate questions about their practice and to look at the research literature for answers.

For students less interested in clinical practice and more intent on generating new knowledge as clinical scholars, Vena does not recommend the "somewhat tortuous decades-long route" she took, much as she enjoyed and learned from it. Instead, she advises them to begin graduate training as early as possible.

"Having clinical expertise before you have research expertise is not absolutely necessary," she says. "What is necessary is to have both. As nursing faculty, we want to provide a curriculum to develop clinical expertise in parallel with scholarship. That is a win-win situation." **EN**



A Day in the DEU

A new education model exposes students to real-world health care

Nursing senior Ivey Milton had a change of heart this year about her future. When Milton entered nursing school, she wanted to specialize in women's health. But her aspirations shifted partially, if not completely, after she worked in Emory's new Dedicated Education Unit (DEU).

Launched by the School of Nursing and Emory Healthcare last fall, the DEU pairs a nursing student with a staff nurse for one-on-one clinical instruction in the medical-surgical unit at Emory University Hospital (EUH) or Emory University Hospital Midtown (EUHM).

Every Tuesday for eight weeks, Milton worked a 12-hour shift on unit 51 at EUHM. With 51 beds, the unit houses diverse patients with diverse challenges. But Milton's apprehension subsided under the guidance of clinical instructor Jackie Kandaya, one of the unit's shift nurse managers.

"I was nervous about the medical-surgical floor at first," says Milton. "But I thought the DEU would make my rotation more interesting because I could

work regularly with a nurse who knows the system. That helped me overcome my fears and get more out of the experience."

Teaching Milton proved stimulating for Kandaya, who attended a nursing school in England that used the DEU model. Impressed with the concept, she embraced it at EUHM to mentor future nurses and grow professionally.

"We teach patients all the time," says Kandaya. "But teaching Ivey and my other two students kept me on my toes. They asked lots of questions. I had to stay two steps ahead of them to challenge them and make sure they had a positive experience."

A first at Emory and in Georgia, the DEU is based on the model implemented by the University of Portland School of Nursing and its clinical partners in the early 2000s. The concept originated in Australia a few years earlier to address mounting dissatisfaction with how nursing students were clinically trained. The University of Portland adopted the concept to address a critical shortage of nurses, faculty, and clinical sites to support a rapidly growing number of students.

In 2007, members of a joint School of Nursing/Emory Healthcare task force attended a DEU symposium at Portland. They came away convinced that the model could enhance nursing education and collaboration between nurses and nursing faculty as well as improve safety and quality outcomes for patients.

When Emory rolled out the model last fall, 18 nursing seniors applied to work in the DEU for their medical-surgical rotation. Before joining their units, students attended an orientation to learn about the nursing concepts central to Emory Healthcare—quality, safety, patient- and family-centered care, shared decision-making, and the synergy model of patient care, which matches patients' needs with nurses' competencies.

"Our DEU initiative relies on these concepts and the skills of nurses and faculty to help students

transition into the real world of nursing," says Kelly Brewer, who holds a joint appointment with the School of Nursing and Emory Healthcare as DEU coordinator. "It's a win-win situation for both sets of professionals since faculty and clinical nurses are in short supply because of the nursing shortage."

Brewer's role with the DEU grew out of her experience as a clinical instructor in the nursing school, clinical practice as an RN, and the possibilities she saw at the Portland symposium. Last fall, seven staff nurses served as Emory DEU clinical instructors. As more staff nurses come on board as instructors, more students will be able to experience the DEU model.

The Emory DEU should provide other benefits. "In Portland, nursing faculty and staff found that nurses who work on the DEU are happier and stay longer," says Brewer. "Students often come back to work after graduation, so the DEU is a great retention and recruitment tool.

"Both of our hospitals are committed to making students feel that they are part of the unit so they'll want to work there after they graduate," she adds. "They will already have a sense of what Emory's health care system is about, and their transition into the real world of health care will be less stressful."

There's no hanging back for students in the DEU. During Milton's weekly shift at EUHM, she took charge of two patients, taking vital signs, assessing them, checking orders, giving meds and baths, scheduling treatments and tests, admitting them and educating them before discharge. She also learned how to interact with patients and deal with the unexpected, such as the patient who codes or has a GI bleed. Her instructor stayed within arm's reach.

"Those cases are serious, but they are good experiences for students," says Kandaya. "It provides a real-life example of how to handle a patient who is coding while you're juggling three others."

Milton agrees. "Med-surge is my favorite rotation so far," she says. "I loved seeing how Jackie deals with patients and works with the system. I had some patients more than once, so I was able to develop a relationship with them. That meant a lot to me and the patient."

The experience was just as meaningful for Kandaya, who watched her students' skill and confidence levels climb. "The students become more independent and are able to use sound judgment," she says. "I was able to step aside and observe them. It's like watching your kids go off to college."—Pam Auchmutey ^{EU}

Above: Nursing senior Ivey Milton (left) checks on a patient's medication, guided by Jackie Kandaya, her medical-surgical instructor at Emory University Hospital Midtown. Right: Kelly Brewer (left) holds a joint appointment with the School of Nursing and Emory Healthcare as DEU coordinator. She matches students like Milton with seasoned staff nurses like Kandaya.





The Nursing Associates at 50

Advocates lend a personal touch to students

The late Mary Clark Rockefeller knew a thing or two about nursing.



Like her mother before her, the former first lady of New York lobbied on behalf of nursing education. Through her advocacy, she raised public awareness and support to ensure the future of the profession.

Her efforts captured the attention of Emory's Boisfeuillet Jones and School of Nursing Dean Ada Fort, who invited Rockefeller to campus in April 1959. Over the course of two days, Rockefeller met with nursing administrators and faculty, Emory leaders, the spouses of Emory faculty and trustees, and members of United Methodist Women and other women's groups. She also granted interviews to local media.

Her visit sparked a legacy. A month later, 12 volunteers emerged to form what is known today as the Nursing Associates. The core group included Nell Hodgson Woodruff, the school's namesake; her niece, Nell Woodruff Hodgson Watt ("Little Nell"), who remains a member today; and Ellen Bowden, the group's first president.

During the Associates' formative years, members fanned out to promote the school, help recruit students, and support them with scholarships. They also fought to preserve government funding for nursing



Senior Kristen Earley (top) received the Associates' Ellen Bowden scholarship in 2009. President Virginia Drewry presents the Silver Bowl Award to senior Amy Miller in 1985.

education. In 1973, the Associates helped raise more than \$30,000 for scholarships after federal funds to the nursing school were cut. When the possibility of federal reductions loomed again in 1979, the Associates pushed for passage of the Nurse Training Act to protect nursing scholarships and loans. President Carter signed the act into law later that year.

Now a half-century old, the Associates continue their advocacy on behalf of nursing students. Guided by current president Jo Ann Bookout and other board members, the group maintains support for several scholarships, including the Nursing Associates Scholarship and the Ellen Bowden Endowed Scholarship for Nursing, created after Bowden's death in 1986. Currently, 25 students hold scholarships for 2009-2010.

From left: 1959 news clipping of Mary Clark Rockefeller, Associates president Jo Ann Bookout, longtime members Nell Woodruff Hodgson Watt and Virginia Proctor, and the APT crew for Halloween 2009.

Come May, Bookout will fulfill another Associates tradition by presenting the Silver Bowl Award to an outstanding master's degree student at graduation. Twice a year, members practice the art of APT, short for Associates Personal Touch, by handing out treats to students on Halloween and Valentine's Day. It's their way of connecting with the school in which Mary Clark Rockefeller saw so much potential 50 years ago.—Pam Auchmuty ^{EM}

To support Nursing Associates scholarships, contact the Office of Development and Alumni Relations at 404-727-6917 or son-alumni@listserv.cc.emory.edu.

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From left: 1959 news clipping of Mary Clark Rockefeller, Associates president Jo Ann Bookout, longtime members Nell Woodruff Hodgson Watt and Virginia Proctor, and the APT crew for Halloween 2009.

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Promises to keep



School of Nursing development staff: (l. to r.) Betsy Oliver, Amy Dorrell, and Shirley Connelly.

Did you know? Nursing students graduate with an average debt of \$38,000, compared with an average of \$20,000 for Emory undergraduates overall.

As one decade ends and another begins, the School of Nursing has many things to be thankful for, including celebration of the 50th anniversary of the Nursing Associates, welcoming Linda McCauley as our seventh dean, and receiving a transformational grant from the Bill & Melinda Gates Foundation.

The \$8.16 million Gates grant, to improve maternal and newborn survival rates in rural Ethiopia, will count toward the school's Campaign Emory goal. But it's important to note that the grant is earmarked

specifically for maternal and child health programs in Ethiopia and cannot be used for any other purpose. So even though this generous support from the Gates Foundation puts us very close to our \$20 million goal, *nearly half of our campaign priorities remain unfunded*. That's why it's important to remember that our campaign for the School of Nursing is about so much more than reaching a dollar goal. Campaign Emory is *about meeting the very real needs of our students and faculty*. And so our campaign for the School of Nursing continues as before, with the same sense of urgency and excitement. Please join us by volunteering, lending your expertise, or by joining the 2,800 alumni, faculty, staff, students, and friends who have already given to the campaign. You can become

part of the school's growing base of ongoing annual support and help the School of Nursing build a culture of philanthropy. Your gift can help provide scholarships for deserving students, support faculty programs, and enhance the school's engagement in community service and social responsibility. Please support your favorite faculty, our new dean, and the nurse leaders of tomorrow.

Amy Dorrell
Associate Dean for Development and Alumni Relations

P.S. If you have not checked out our new website, go to nursing.emory.edu. You will find enhanced information on events, news, and history. Don't forget to visit the Alumni & Friends section to update your information to ensure that you receive school updates by email and mail.

Meet your School of Nursing campaign committee



L-R: Ann Hooper 70C 72N, Barbara Reed 58N, David Allen 67C 70D 75DR, Beverly Allen 68C, Betty Marie Stewart 52N, and Sally Lehr 65N 76MN. Not pictured: Cheryl Murphy 77N and Bernard Blackwell.



Campaign Emory fast facts

- School of Nursing goal: \$20 million
- School of Nursing donors: 2,800+
- Raised to date: 92.5%
- Priorities: scholarship support, service learning, and faculty support
- Emory University goal: \$1.6 billion
- Raised to date: \$1.01 billion

From the Nurses' Alumni Association President

Developing nurse researchers

How exciting to celebrate the first decade of the PhD program at the School of Nursing! Choosing to become a nurse researcher takes vision, dedication, determination, and commitment. As we enter a transformative period in health care, nurse scientists will continue to lead the way in developing innovative, interdisciplinary solutions to our greatest problems.

Our school's PhD program encourages the development of health care solutions that combine the science of nursing with emerging clinical research. While conducting their studies, nursing investigators use content from associated fields, including health policy, ethics, and health outcomes. Our PhD students are mentored by faculty who conduct studies that provide bedside nurses with novel approaches to patient care as well as education.

The energy and innovation generated by the PhD program is evident in

ongoing research at the school. Current projects include Sandra Dunbar's three-year, \$1.3 million grant from the National Institute of Nursing Research (NINR) to examine quality of life among heart failure patients with diabetes. This research project, combined with another two-year, \$425,000 grant from NINR, will provide primary care nurses with evidence-based approaches to improve self-management and outcomes for these patients.

Our current PhD candidates have research interests that address changes in delivery of patient care, health systems and outcomes, nursing workforce issues, and cross-cultural communication among health care providers of different cultures.



When visiting the School of Nursing, you can sense the energy, vitality, and innovation within its corridors. These positive forces for change in nursing and health care engender pride among all our alumni. We salute our nursing faculty and leaders and look forward to celebrating when our students, including our current PhD candidates, can proudly declare themselves Emory alumni.

Alison A. Schlegler

Alison Schlegler 07N 08MN
President, Nurses' Alumni Association

CLASS NEWS

1950s

Anne J. Davis 52N 55N edited the *Essentials of Teaching and Learning in Nursing Ethics* (2006) and *The Globalisation of Nursing* (2008) and wrote *Ethical Dilemmas and Nursing Practice* (2009). Also in 2009, Davis spoke at the University of Oslo, gave the keynote address at an ethics conference in Japan, and was a visiting professor at Yezreel Valley College in Israel. She is an emeritus professor with the UCSF School of Nursing.

1960s

Anne L. Kelley 63N marked her 20th year with Emory Healthcare in 2009. She helps link patients with physicians as a nurse with Emory HealthConnection.

1970s

Jodi Carner-Higgins 79N of Manchester, NH, writes, "I am

working as a psych NP, specializing in child and adolescent psychopharmacology. My daughter Megan completed her freshman year at Mount Holyoke College. At home, my husband Stephen and I are busy with our pets—Icelandic sheep, Pygora goats, Angora rabbits, dogs, and cats. Megan and I spin, weave, and knit. I would love to hear about more members of the SON Class of 1979!"

1980s

Mary Lambert 81MN completed a temporary assignment with the Health and Human Services (HHS) Region IV Office in Atlanta, working in various areas of public health. She then served as acting senior adviser to the Region IV regional health administrator. Lambert also entered the DNP program at Vanderbilt.

Karen H. Brown 89MN and her husband Mike moved to Spartanburg, SC, where she works at Spartanburg Regional Medical Center.



Jodi Carner-Higgins 79N



Mary Lambert 81MN



Karen H. Brown 89MN



Colleen Browne 97MN/MPH and Charles Kilgore

1990s

Brenda Baker 94MN received a Ruth L. Kirschstein National Research Service Award from NIH to support her doctoral nursing research at Virginia Commonwealth University.

Col. Ronald (Ron) Keen 96MN was appointed U.S. Army Forces Command chief nurse and chief of clinical operations at Ft. McPherson, GA. He previously served 15 months as chief nursing executive of the 115th Combat Support Hospital in Baghdad. He writes, "I feel blessed to have served the Coalition Forces in helping the Iraqi people rebuild their nation and medical care systems."

MARRIED: Colleen Browne 97MN/MPH and Charles Kilgore on Jan. 18, 2008. She is a PhD student at Florida International University School of Nursing. The couple lives in Orangeburg, SC.

Demetrice M. Askew 98N took part in an international exchange program in March 2009. She traveled to Edinburgh, Scotland, to study methods to improve patient safety and decrease risk of falls. Askew works in the pulmonary-thoracic unit at Emory University Hospital.

BORN: Eleni Sarah to Kimberly Clapp Ludlum 960x 98N and her husband Nicholas on May 6, 2009. She joins her big brother, Stuart. The family lives in Oakton, VA.

MARRIED: Heather McRae 98N and Bradley Willems on Oct. 10, 2009, in Senoia, Ga.



Maya Noelle Sklare, daughter of Kelly Moynes Sklare 04N 06MN



NAA award winners Jennifer Williams, Susan Grant, and Chip Bailey.

Distinguished Nursing Achievement Award

Through his research at Duke University School of Nursing, **Donald (Chip) Bailey Jr. 89MN** is generating new knowledge to manage the psychosocial care for patients undergoing watchful waiting for chronic disease and revising leadership roles in long-term care to improve care quality. Bailey is an associate professor and a senior fellow with Duke's Center of Aging and Human Development and leads the school's accelerated BSN program.

Award of Honor

Jennifer Williams 96N 01MN/MPH is a rising leader in women's health and a committed nursing alumni leader. She served several years on the NAA Board and led the group as president in 2005–2006. Currently, Williams is an Epidemic Intelligence Service officer with the CDC and holds the rank of commander in the U.S. Public Health Service. Since join-

The couples lives in Sheboygan, WI.

2000s

Lauren Markowitz 03N received her MN in June 2008 from UCLA, majoring in the acute care nurse practitioner and clinical specialist program. Markowitz works in the ER at Cedars-Sinai Medical Center in Los Angeles.

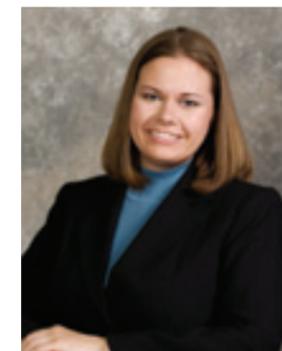
MARRIED: Iman Ahmed Omer 04N 06MN and Dineer Mohamed on May 23, 2009, in Toronto. They honeymooned in the Dominican Republic and now live in northern Virginia.

BORN: Maya Noelle to Kelly Moynes Sklare 04N 06MN and her husband Josh on Dec. 16, 2009. The family lives in Atlanta.

Audrey L. Roberts 030x 05MN became a Certified Legal Nurse Consultant in 2008. She established ALR Legal Nurse Consulting Inc.

in McDonough, GA, to assist attorneys on medical cases.

Anjli Aurora Hinman 06N 08MN serves with the Initiative on the Future of Nursing in America, sponsored by the Robert Wood Johnson Foundation and the Institute of Medicine. Led by Donna Shalala, former secretary of Health and Human Services, and Linda Burnes Bolton, vice president for nursing at Cedars-Sinai Medical Center, the committee



Audrey L. Roberts 05MN

A worthy trio

The recipients of the 2009 Nurses' Alumni Association (NAA) awards include a professor at the forefront of nursing scholarship and research, a rising leader in women's health, and an Emory administrator who guided the nursing school through a major transition.

ing the CDC in 2001, she has been regularly assigned to the National Center on Birth Defects and Developmental Disabilities, where she conducts research and provides education for women and health care providers in preventing birth defects.

Honorary Alumni Award

As chief nursing officer for Emory Healthcare, **Susan Grant** championed a partnership with the nursing school to develop innovative teaching and research initiatives. As interim dean of nursing, Grant helped see the school through its 10-year accreditation review and co-chaired the search for Dean Linda McCauley. In her ongoing role as associate dean for clinical leadership, Grant helps implement quality and safety initiatives such as the Dedicated Education Unit, which pairs seasoned staff nurses with nursing students to provide them with real-world experience at the bedside (see story on page 16).



Nathan and Elijah, twin sons of Tonya Turner 06MN



L-R: Susan Rankin, Rebecca Wheeler, and Anjli Aurora Hinman, all 06N



Beacon of excellence

A team of Emory nurses led by **Therese Baker 03N** (right foreground) and **Mary Zellinger 85MN** (left foreground) is among the top intensive care units in the country. The unit received the 2009 Beacon Award for Critical Care Excellence from the American Association of Critical-Care Nurses. The award recognizes the 75 nurses who staff the cardiovascular-thoracic critical care unit at Emory University Hospital.

The award is a first for Emory, the fourth given in Georgia, and the first in the state recognizing a cardiovascular ICU. Baker is the unit's department director, and Zellinger is a clinical nurse specialist.

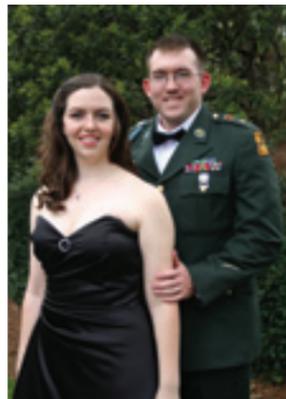


Anjali Aurora Hinman 06N
08MN

is developing a blueprint for expanded access to quality care through better use of nurses. Hinman is one of 14 academic, health, and business professionals who serve with the initiative.

BORN: Twin sons Elijah Clay and Nathan Case Turner to **Tonya (Clark) Turner 06MN** and her husband Tony on Jan. 27, 2009. Turner works at Gordon Hospital in Calhoun, GA.

MARRIED: **Rebecca Wheeler 06N** and Morgan NeSmith on June 6, 2009, in Big Canoe, GA. Wheeler also attended the International Council of



Elizabeth Hausauer 08MN
with husband TJ



Erika Steele 08MN

Nursing 24th Quadrennial Congress in Durban, South Africa. She presented a poster there on the Kenya Health Workforce Project, an initiative of Emory's Lillian Carter Center for International Nursing.

Carrie DeBoer 08MN/MPH and **Sauna Mettee 09MN/MPH** are among nine Emory graduates who joined the CDC's Epidemic Intelligence Service in July 2009.

Elizabeth (Beth) Tidmore Hausauer 08MN began her "dream job" last spring as an emergency preparedness specialist for the Georgia Department of Human Resources East Metro Atlanta health district. She and her husband TJ recently celebrated their second wedding anniversary.

Erika Steele 08MN was commissioned as a 2nd lieutenant with the U.S. Air Force Nursing Corps in February 2009.

IN MEMORY

1930s

Bernice Chapman Ray 37N of Dawson, GA, on May 10, 2009, at age 98.

Maude Walton Akerley 39N of San Clemente, CA, on Jan. 20, 2008. She was 91.

1940s

Jane Callaway Foster 44N of McDonough, GA, on Oct. 13, 2008, at age 86.

Carolyn Keith Eck 45N of Roanoke, VA, on Jan. 8, 2010, at age 86. After graduating from Emory, she worked as an RN with the VA Hospital in Salem, VA. Among other interests, she was a member of First United Methodist Church in Salem for more than 50 years.

Hilda Culbreth Alexander 46N 49G of Jacksonville, FL, on Dec. 12, 2008, at age 90. Her daughter, Annette Schultz, writes, "Hilda was the first person to receive the BS in nursing from Emory after the inauguration of the degree program in 1944. She had earned her Emory nursing certificate three years earlier."

Frae H. Millman 46N of Newton County, GA, on Nov. 6, 2008, at age 94.

Luella (Lu) F. Selig 46N of Livermore, CA, on Feb. 7, 2009, from a respiratory illness. She was 84. After graduation, she enlisted in the U.S. Navy and was stationed at Oak Knoll Hospital in Alameda, CA, where she met J. Dean Selig, her late husband. After rearing six children, Selig resumed her nursing career in the newborn nursery at Washington Hospital in Fremont, where she worked for 30 years. She volunteered for numerous community services and in her later years knitted hundreds of hats for disadvantaged infants.



Above: Patsy Getz received the NAA Award of Honor in 2002. Right: Getz (second from right) was a member of the Guardian Nightingales at Clairmont Place. Her friends included (L-R) Elizabeth Mabry, Betty Daniels, the late Edith Honeycutt, and Rose Dilday.

Memorial gifts honoring Getz may be sent to the Nell Hodgson Woodruff School of Nursing, Development and Alumni Relations, 1520 Clifton Road N.E., Atlanta, Georgia 30322.

A gift to us all

The nursing profession lost a beloved colleague when **Patsy Atwater Getz 52N 54N 58MN** died of metastatic cancer on September 18, 2009. Those who knew Getz—whether for 50 years or five minutes—would agree that her enthusiasm for nursing and life was contagious.

Born in Macon, Georgia, Getz completed her nursing degrees at Emory, where she worked continuously, even after retirement. After completing her education, she joined the nursing faculty as an instructor in the adult health program. Getz taught for several years before turning to full-time clinical practice in orthopaedics, rheumatology, and rehabilitation medicine. One of the first nurses in the Center for Rehabilitation Medicine, Getz took a special interest in stroke patients. After retiring in 1997, she returned to Emory as a volunteer research project coordinator with the Center for Health in Aging at Wesley Woods.

Throughout her career, Getz's commitment to patients, coupled with her quick smile and gentle voice, touched everyone from students and colleagues to patients and their families.

"She was a wonderful role model, and I will continue to strive to be the kind of nurse that Patsy was," writes a member of

the Georgia Association of Rehabilitation Nurses, which Getz founded. "Patsy was a gift to all of us."

For her accomplishments, Getz received several honors, including the 1996 Educator Award from the Association of Rehabilitation Nurses and the 2002 Award of Honor from the Nurses' Alumni Association, which she led from 1998 to 1999.

In 2002, Getz moved to Clairmont Place, a senior community near Emory. Thus Getz became a member of the "Guardian Nightingales," a spirited group of nursing



faculty and alumni who gather for dinner each Monday night.

"Patsy was a loving person," says **Betty Daniels 51N 67MN**, who moved in the same year as Getz. "She would do anything for her patients. She looked in on many of the people at Clairmont Place. She was always willing to help. And she loved the School of Nursing."—*Pam Auchmutey*

Beth Johnson Verdicchio 49N of St. James, NY, on June 13, 2009, at age 81. She was a native of Hendersonville, NC, and was a descendant of a Henderson County pioneer family.

1950s

Rosalind W. Harrison 51N 55MN of Lexington, SC, at age 80. Following Emory, she earned a second master's degree in psychiatric nursing from Boston University. She helped pioneer the day treat-

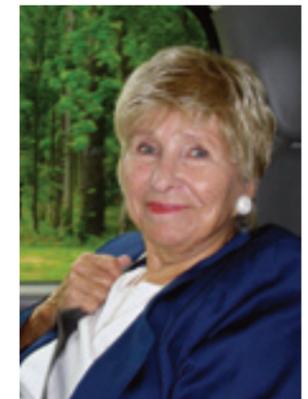
ment program for mentally ill patients in Montgomery County, MD. After retiring, she eventually moved to Lexington.

Joan Argoe Ayers 52N of Atlanta on July 19, 2009, following a stroke. Early in her career, she taught in the School of Nursing before moving to Texas.

Sara Schaller Emerson 52N of Yalaha, FL, on July 29, 2009, following a heart attack. She was 79.

Joan Benedict Worley 52N of Sandy Springs, GA, on Oct. 12, 2009, from complications of ALS. She was 77. A native of Florida, she served as head nurse on the urological floor at Emory University Hospital. An avid gardener, she was a life member of the Garden Club of Georgia and was honored as a member in 2009. She was past president of several organizations, including the Valley Forest Garden Club and the Riverside West Garden Club.

Rae J. Blevins 55N of Callaway, FL, on July 6, 2009, at



Rae J. Blevins 55N

age 76. She met her husband, Thomas E. Blevins, at Emory, and they married in 1955 in Raleigh, NC. They traveled the world for his Air Force career and raised four children. They retired to Callaway in 1980. She worked at the Panhandle Alcoholism Council for eight years and at Crossroads Rehabilitation Center for four years. In 1996, she became a hospice volunteer and was honored for comforting those in their last hours.



Martha Ann Bryant 69MN and granddaughter Margaret



Cheryl Tennell Watson 79N



Ann Grant Strong Anthony 74N

1960s

Elfa Edmister 63N of Jasper, TN, on June 26, 2008, at age 87. She was a retired nursing professor with Southern Adventist University and the University of Tennessee at Chattanooga School of Nursing.

Barbara Jean Duncan Kayes 67N of Richmond, VA, on July 12, 2009, after battling cancer. She had a long career in health care, first as a registered nurse and then as a nurse practitioner. She worked at several hospitals, including 16 years with St. Mary's Hospital in Richmond as a surgical clinical nurse. More recently, she worked in a bariatric surgery program at Commonwealth Surgeons Ltd.

Martha Ann (Marty) Bryant 69MN of Decatur, GA, on March 20, 2009, after a long struggle with COPD. Her nursing career spanned 40 years with Egleston Children's Hospital, and later as a nursing instructor at DeKalb Community College. She retired from the DeKalb County Public Health Department as a visiting nurse, administering care to high-risk infants and children.

Bryant wanted to be a pediatrician, but her family could not afford medical school. As a nurse, she advocated for school health, public health, and especially the patient. "She touched many lives, and if her patients couldn't afford to get home, she gave them a ride or bus fare," says her daughter, Hamby Bryant Groover.

1970s

Joann Neely Deibel 71MN of Atlanta on July 30, 2009. She was 71. Deibel taught at Duke University before moving to Atlanta, where she continued her career in the psychology department at the Atlanta VA Medical Center. She was a master gardener and member of the Red Hat Society. A world traveler, she had been to all seven continents.

Ann Grant Strong Anthony 74N of Tulsa, OK, on March 17, 2009. She was 56. As a young graduate, she joined the U.S. Navy Nurse Corps. After a varied career as a nurse, wife, and

mother, she moved to Tulsa in 2000 while working for Cap Gemini Ernst & Young. In 2001, she left the corporate world and turned to teaching. She was hired as associate dean of nursing at Tulsa Community College (TCC). The college's Nursing Division thrived under her leadership. Enrollment increased by 40%. Programs were implemented that made TCC the state's top nursing program. At the time of her death, she was writing her dissertation.

Mary K. Hassell 77N of Virginia Beach, VA, on March 29, 2008. She was 81.

Cheryl (Cherie) Tennell Watson 79N of Decatur, GA, on Sept. 18, 2009, of complications from oral cancer. She was 52. Born in Ohio, Watson moved to Tucker, GA, at age 11. After graduating, she worked

in gastroenterology at Emory University Hospital for more than 20 years. She attended Oak Grove United Methodist Church, where she was a scout leader for 20 years.

1980s

Karen Kenney Pharr 81N of Virginia Beach, VA, on April 10, 2009, of ovarian cancer. She was 58. Early in her career, she worked in the high-risk obstetrics unit at Grady Memorial Hospital. After moving to Virginia, she earned her master's degree and eventually found her professional home at Children's Hospital of The King's Daughters, where she served as director of outreach education for many years.

Elaine Golasinski Pray 89N on Dec. 6, 2007.

FACULTY DEATHS



Gary W. Wallace, of Decatur, GA, on Aug. 8, 2009, at age 57. He died peacefully, but unexpectedly, while visiting friends in Camden, Maine.

Wallace was a family nurse practitioner who worked with the poor and homeless throughout his career. A professor of nursing at Emory during the 1990s, he established a graduate program in psychiatric

nursing and operated free clinics at O'Hern House, a residential facility for mentally ill people with nowhere else to turn, and Community of Friendship, a psychiatric rehabilitation center, both in Atlanta. He also volunteered at clinics for migrant farmworkers along the Atlantic Coast and at clinics in Mexico, Central America, and Jamaica.

From his mountain home in North Carolina, Wallace ran retreats based in dream work for patients with mental illness and for caregivers. He is survived by five children and a grandson.

To read more about Wallace's work with O'Hern House, visit whsc.emory.edu/_pubs/en/1998spring/heart.html.

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Please stay in touch by updating your contact information at alumni.emory.edu/updateinfo.php. If you would like to make a gift to honor or memorialize a classmate, contact the Office of Development and Alumni Relations in the School of Nursing at 404-727-6917 or son-alumni@listserv.cc.emory.edu.



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Healthy mothers, healthy infants

In rural Ethiopia, giving birth is often a matter of life and death. Nursing researcher Lynn Sibley is working to improve those odds aided by \$8.16 million—the largest single grant ever awarded to the school—from the Bill & Melinda Gates Foundation. See page 2.