



The Nursing CONNECTION

The University of Akron College of Nursing

A Special Look At Research

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Researchers in the College of Nursing Explore the Area of Abuse and its Consequences Dr. Maryhelen Kreidler, Dr. Paula Renker, Dr. Stephanie Woods

Here at The University of Akron, a cadre of nurse researchers have focused their scholarship on studying abuse and its consequences. Many research projects are in progress and spearheaded by different faculty. Three of these faculty are highlighted in this article. Dr. Maryhelen Kreidler examines the long-term mental and emotional consequences for adult survivors of childhood sexual abuse. Dr. Paula Renker investigates abuse and self-care during teen-age pregnancy, and Dr. Stephanie Woods studies the physical and mental health effects of intimate partner violence in abused and post-abused women.

Giving Hope to Adult Survivors of Childhood Sexual Abuse.

For over 12 years Dr. Maryhelen Kreidler, with mental-health nursing faculty and graduate students from nursing, counseling, and psychology, has been offering group therapy to men and women in the community who were sexually abused as children. During this time, Dr. Kreidler has been investigating the impact of various modes of group therapy on client outcomes. "Without continuous research and study," Kreidler stated, "we cannot learn, teach, and grow. Nor can we aid our colleagues in their learning and growing. And without inspiration it would be impossible to work in an area filled with so much pain and sorrow. I find the inspiration in the men and women who have been wounded as children and who have such determination that the world and their place in it can change."

Childhood sexual abuse, according to Kreidler, is defined as any type of sexual



Dr. Maryhelen Kreidler

exploitation of a child under 18 years of age by someone who is known or trusted by the child or family. Estimates of the prevalence of this type of abuse range from 16 % to 25 % of girls and 8% of

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Dr. Cynthia Capers, Dean College of Nursing

The College of Nursing is Making a Difference!

Discovery brings forth revelations that have significant importance to the lived experience. Each of us could share tales about personal discoveries — visits made to new and different places, inquisitive ventures of opening a door to an unexplored room, anticipation of the view that will be seen as we approach the crest of a hill, and exploration of a treasure chest of family memoirs. Discovery is exciting and for some a serious and often arduous journey. Nursing research is a form of discovery that brings forth revelations that advance the nursing discipline. The work associated with systematic investigation requires serious thought and is often expressed by faculty as a difficult journey.

The University of Akron nursing faculty are immersed in research and other scholarly activities. This issue of The Nursing Connection highlights their research and scholarship with emphasis on the following areas: trauma and abuse, gerontology, gut physiology, and comfort. As dean, it is personally rewarding to see faculty engaged in advancing

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The College of Nursing is committed to excellence, diversity and unity.

nursing science. The faculty in the College of Nursing are making a difference.

I know the level of commitment needed to conduct research while balancing numerous other responsibilities. In July 1999 I joined a team of researchers at Summa as a co-investigator. This opportunity came when approached to assist in recruiting African Americans to an established funded project. The research team is comprised of nurses, a physician, a psychologist, an epidemiologist, statisticians, and an exercise physiologist. Like any discovery, the meetings bring excitement as we debate the theoretical underpinnings, explore the path or methodology that should be taken to answer our questions, look at the preliminary findings to anticipate outcomes, and marvel at the serendipitous findings that emerge. It is even more exciting because of the various disciplines represented on the team. We can explore the data from the perspective of our respective disciplines. The team is actively involved in preparing manuscripts, developing papers and posters, and writing proposals for further exploration. The process of discovery continues. Through my personal experiences I know that the process of multidisciplinary research makes a significant contribution to the knowledge about effective interventions for the management of health care problems.

The College of Nursing has recognized excellence in gerontological education, trauma and abuse awareness, preparation of certified registered nurse anesthetists, and provision of innovative interdisciplinary care to underserved communities through the Center for Nursing. Read on to discover how the faculty at The University of Akron College of Nursing are making a difference in developing nursing knowledge about the delivery of care to the public. Note the achievements realized in retention with the provision of special student support programs. We are a college making a difference.

The College of Nursing's commitment to **excellence** is evident in the caliber of programs and student outcomes; our commitment to **diversity** is evident in the variety of programs offered, the various areas of research, and the attention given to areas of cultural and ethnic diversity across programs; our commitment to **unity** is evident in our goal-directedness and consistency in addressing the mission of the College. The College of Nursing is making a difference!

boys under age 18. The high number of psychiatric patients who have been sexually abused as children suggests how highly traumatic abuse is. Dr. Kreidler and her colleagues offer on going therapy groups for adult survivors at the College of Nursing and selected community sites. Her most recent clinical research project draws upon her knowledge and skill as an advanced-practice psychiatric nurse. This investigation examined the comparative effectiveness of a long-term group therapy protocol for female survivors who were labeled severely and persistently mentally ill and those who were not. The research, which was funded for three years by the Ohio Department of Mental Health (ODMH), documented significant improvement in psychosocial symptoms and self-esteem after 50 group therapy sessions. For the 188 women who participated, results were not significantly different between the two comparative groups. These findings confirm that women labeled mentally ill can benefit as much from group therapy as those who are not labeled mentally ill. This research has formed the basis of her current collaborative clinical research program, which examines trauma and violence from a holistic perspective.

"Results from the ODMH study as well as other research suggest that men and women are making courageous efforts to turn their lives around and face the consequences of abuse on their adult lives," said Kreidler. "They want to heal and are willing to face being ostracized by family and friends. They know that healing is painful, but they want to be better parents and better people. They want to be able to feel love and live without self-destructive impulses."

Taking Research about Violence Against Women into Classroom and Clinical Settings

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Distinguished Lecture Series



Dr. Sharon Hoffman

Sharon Hoffman, PhD, RN, MBA, FAAN was the guest speaker at the College of Nursing's Second Annual Distinguished Lecture held on April 7, 2000. Dr. Hoffman is Vice President for Academic Affairs at Spalding University in Louisville, Kentucky and former dean and professor at the School of Nursing at the University of Wisconsin, Milwaukee and at the College of Nursing at Medical University of South Carolina. Speaking on the topic of "Partnerships: Nursing Education and Nursing Service" she expertly addressed how visions can be more effectively realized through partnerships and collaborations.

Dr. Angela Barron McBride, Distinguished Professor and University Dean at Indiana University School of Nursing, will be the guest speaker for the Third Annual Distinguished Lecture to be held on Wednesday, March 28, 2001. The lecture is from 3 p.m. - 5 p.m. in The Goodyear Polymer Building Auditorium. Her topic will be "Orchestrating A Professional Career" with attention to stages of developing a professional career and the role of scholarship in the process. Dr. McBride, a dynamic and thought provoking speaker, received an honorary doctoral degree from the University of Akron in May 1997. Members of the nursing community, alumni, and preceptors are invited guests of the faculty of the College of Nursing for the Distinguished Lecture. We hope you can attend.

Dr. Paula Renker states that one teen summed up the feelings of many regarding domestic violence when she said, "If a nurse asked me if I were being abused, I'd say no because I wouldn't want my man to go to jail. It's better to put up with his hitting me, than to have no father for my baby at all." Teens in her most recent study, "Keeping Safe: Teens' Strategies for Dealing with Violence Before, During, and After Pregnancy," overwhelmingly stated that they'd change their answer if they knew the nurse would not report the violence to the police.

Health care workers caring for teens participating in the study also discussed frustration about reporting issues related to violence. As a result of the confusion about reporting, Renker developed a continuing education program entitled "To report or not to report: Ethical and Legal Issues related to domestic violence" that was hosted by The University of Akron's College of Nursing and the Schools of Law and Social Work on March 10, 2000. Overwhelmingly positive comments were received from the 80 nurses and social workers that attended the full-day continuing education meeting. Renker's efforts to inform the community continue through invitations to present both continuing education and research programs about violence against women at local and regional hospitals in Akron, Cleveland, and Columbus.

The linking of education, practice, and research in the area of domestic violence has been further strengthened by the development of a violence awareness curriculum at the college. Nursing students hear presentations on violence assessment and intervention at every level of the curriculum. Undergraduate students are introduced to domestic violence information in a physical assessment course their sophomore year. Additional information on various areas of violence is presented in the junior year in mental health and childbearing family courses and in the senior year in Community Health, Care of Children, and Professional Issues courses. Graduate students receive violence awareness information in the Adult / Gerontological Health Nursing, Child and Adolescent Health Nursing, and Behavioral Health Nursing tracks.

Dr. Renker has conducted three studies about physical abuse surrounding adolescent pregnancy. The first study, "Physical abuse, social support, self-care, and pregnancy



Dr. Stephanie Woods, (in blue) with Nursing Inquiry II student, Lisa Hensley

outcomes of older adolescents", found that 49 of 139 teens were abused before or during their pregnancy. Abused teens in the study had increased substance use, more past miscarriages, lower weight gain during pregnancy, and lower birth-weight babies. Renker's second analysis, "Keep a blank face: I need to tell you what has been happening to me", was a qualitative analysis of the teen's stories of violence surrounding pregnancy. Seven themes were identified that reflected the teens' violence experiences, and implications

were identified for healthcare providers caring for abused pregnant adolescents. Renker is currently analyzing data from the pilot study "Keeping Safe" which chronicles teens' experiences and the ways that they cope and deal with violence. Her next study

will include women age 18 and over who have had an initial contact with a violence advocacy group to identify how public and private resources are used to deal with violence. "Women who live with the terror of domestic violence deserve nothing less than our informed interventions to empower them to remain physically safe and spiritually free," says Renker. She is proud to be a team member working in education, practice, and research to make a difference for these vulnerable women.

Understanding Women's Holistic Responses to Intimate Partner Violence

"My interests in trauma and responses to traumatic events grew out of my clinical experiences working in the Emergency Department and Critical Care Units of Levels I & II Trauma Centers and my graduate education," says Dr. Woods. "Not only was I fascinated with trying to understand how trauma affected a person's physical health, but I also wanted to know how it affected their mind, emotions, and spirit. Coming from a holistic nursing perspective, I felt sure all these parts were interrelated, but there wasn't any research support."

Course work in her doctoral program at Wayne State University in Detroit with Drs. Marjorie Isenberg, Madeline Leininger, and Jacquelyn Campbell provided Woods with a solid foundation in developing and testing theory, exploring issues related to gender, culture, health, and vulnerable populations, and conducting research with battered women. The results of her dissertation research demonstrated that risk of homicide and intimate physical abuse were significant predictors of post-traumatic stress disorder (PTSD) symptoms in battered women. Approximately three-quarters



Dr. Paula Renker

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of women currently in abusive relationships experienced some degree of PTSD symptomatology, as did about half of the post-abused women, even though they had been out of the battering relationship an average of nine years. These findings have implications for how nurses assess women in all healthcare settings and demonstrate the need for long-term assessments and interventions.

Through her dissertation research and interviews with women who have experienced violence, Woods has developed a fuller and deeper appreciation of the effects of this trauma on a woman's life. Woods says, "When asked, I tell people my research is on violence against women. But this is just an umbrella term. It's much more than the acts of violence.... It's about why violence towards, and abuse of, anyone is so easily accepted in society and about understanding the long-term physical, emotional, social, and spiritual consequences of the violence. It's about the effects of abuse on the person's self-esteem and the shame they carry because of the violence. It's about why abused and non-abused women alike silence themselves so that they can keep a friend or remain in an intimate relationship, and what this self-silencing means for them when it comes to receiving health care, or work relationships, or their ability to love and appreciate their own special talents and being."

The findings from the dissertation work led to the next step of Woods' research program on violence against women. She recently completed another study, funded by a 1999 Faculty Research Summer Fellowship from The University of Akron, examining the long-term physical and emotional health problems of intimate partner abuse for women. The results of this follow-up study replicated findings from the preliminary research, that is, approximately half of the post-abused women in this sample experienced some degree of PTSD symptoms, with 32% experiencing moderate to severe symptomatology. Another major finding from this research was that none of the women recovered to their pre-abused health state, regardless of race and even after leaving the battering relationship. Woods noted, "For abused women, leaving the battering relationship is not always the endpoint; it may be the beginning of chronic physical and emotional health problems. For others, it has led to homelessness and financial devastation. Post-abused women are like a lost population. Some women never recover their pre-abused physical health state and often they experience long-term depression and PTSD symptoms which go unrecognized and untreated." In her next study, Dr. Woods wants to examine the interrelated physiologic and immunologic changes that occur in response to the trauma of intimate partner violence.

"This program of research is challenging, rewarding, and heartbreaking" says Woods. Having a woman say in an interview, "Thank-you so much for asking about the abuse...no-one else has ever cared about what I've been through" inspires and fuels her interest in discovering how nurses can improve health care for women who experience abuse.

Timing is Everything: Vantage Point of the Director of Nursing Research and Scholarly Activity

Dr. N. Margaret Wineman



Dr. N. Margaret Wineman

Dear Colleagues, Alumni,
and Friends,

At different times throughout my life, wonderful career opportunities have come my way, but sometimes the timing wasn't right for a variety of personal or professional reasons. Saying no was always difficult. But this past summer, when asked to reconsider accepting the position of Director of Nursing Research and Scholarly

Activity, the timing was exquisite. I was ready for the challenge, invigorated by the possibilities and potential, and excited about the opportunity. The faculty were well prepared as nursing scientists and researchers. They had naturally clustered into several areas of scholarly concentration, and were poised to establish new internal linkages and external partnerships for advancing research. The College of Nursing's administration was highly supportive of research and the new organizational structure for making this support a reality was fully operational. These assets, combined with the university's emphasis on research, placed the College of Nursing in a strong position for moving its research agenda forward. Indeed, I was in the right place at the right time! I accepted the position.

This issue of The Nursing Connection focuses on research and scholarship in the College of Nursing, but not all research and scholarly achievements can be presented here. As editor of this issue, I had to make some difficult choices because of space limitations, which in itself, speaks to all that is happening in the college. The scholarship of some faculty is highlighted because these individuals recently received external recognition in the form of grants, honors, and awards. Others are depicted because their works are reflective of faculty accomplishments in the college's four main areas of scholarly concentration: trauma and violence across the lifespan, gerontological health, quality of life and nursing care outcomes, health promotion and chronic illness in vulnerable populations, and teaching excellence and maximizing student success.

Within these areas, faculty have developed research programs that address major health care concerns. They have designed programs of clinical scholarship to improve the public's access to care, and they have created innovative programs of teaching excellence. It may be serendipitous that the college's areas of scholarly concentration are a good match for addressing the national objectives identified in Healthy People 2010, but I don't think this is the case. Our areas of scholarship have emerged over the years as a result of the

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Dr. Victoria Schirm

Seeking to Enhance End-of-Life Care in a Retirement Community Through Education and Research



Dr. Victoria Schirm

Through a \$75,000 grant from the Reinberger Foundation, faculty member Dr. Victoria Schirm with co-project director, Sister Marie Ruegg of Laurel Lake Retirement Community in Hudson, is implementing an innovative end-of-life care program called Caring Connections. This 18-month project that began in January 2000 grew from discussions

between Dr. Schirm and Sr. Ruegg, Vice President of Health Services at Laurel Lake. Research in nursing home quality of care was a logical extension of the current work about nursing care at end-of-life for Schirm. In a study conducted with colleagues from Sociology, and the Institute for LifeSpan Development and Gerontology, findings showed that nursing staff had serious concerns about caregiving to dying residents and their families. This finding led to increased interest in exploring further the care issues related to dying in a nursing home.

A major component of the Caring Connections project is to train individuals about end-of-life care for nursing home residents and families. The education phase has been completed with 74 attendees completing the 30-hour training program. The training program is based on hospice principles and is adapted to address the specific needs of nursing home residents and their families. A unique feature of the sessions is that the staff and residents of Laurel Lake attended and participated in the training together. In sharing their learning experiences about end-of-life care, participants from these diverse groups attained a broader perspective about compassionate and comprehensive death and bereavement care for nursing home residents. Joanne Sheldon, Education Coordinator for Hospice of the Western Reserve, taught the education program.

The process of evaluating the training program and the impact on the physical, emotional, and spiritual care of nursing home residents is now in progress. In addition, Schirm is conducting follow-up "Learning Group" sessions where participants share their professional and personal experiences about death and bereavement care. These groups offer encouragement and support as emotional, and sometimes difficult, situations in end-of-life care are encountered. These discussions also allow application of educational principles to the actual death and dying experiences that participants may encounter.

Activities in the Caring Connections project have been aided tremendously by several graduate students who have met the Nursing Inquiry II (8200:618) class requirements by participating in the various phases of the project. This student involvement further enhanced the overall project through opportunities to share impressions of how nursing care can be improved for nursing home residents who will die in a long-term care setting.

Since January, graduate students Victoria Bowden, Mary Mollison, and Nancy Panchick have assisted Dr. Schirm in conducting and evaluating the Learning Group sessions, and have helped with data collection and analysis. Prior to the start of the current project, several other graduate students contributed to the work that had to be completed before getting the project up and running. In fact, the fortuitous circumstances that brought about the collaborative effort of the Caring Connections project were in part initiated via discussions with graduate student Bonnie Mozingo in 1998. The project also created an opportunity for an undergraduate nursing student, Susan DiNardo, to do her honors project "Exploring Spirituality in Nursing Home Residents," with Schirm.

As the project is being evaluated, information about it is disseminated at professional meetings. Dr. Schirm, with Sr. Ruegg and Ms. Sheldon, presented the Caring Connections project at the annual meeting of the Ohio Hospice and Palliative Care Organization this past October. Dr. Schirm had the opportunity to share the success of the project at the annual meeting of the Gerontological Society of America in November 2000. This latter presentation was part of the New York University and Hartford Foundation Geriatric Nurse Scholars and Fellows Symposium

Scholarships for Disadvantaged Students Program

The College of Nursing received \$66,455 for the 1999-2000 academic year and \$30,591 for the 2000-2001 academic year from the U.S. Department of Health and Human Services to provide financial assistance to disadvantaged health-care professionals and students. These funds, awarded to schools under the Scholarships for Disadvantaged Students (SDS) Program, are used to give scholarships to eligible full-time students for tuition expenses, other reasonable educational expenses, and reasonable living expenses. In addition to demonstrating financial need, the students must demonstrate a commitment to pursuing a career in the health professions or nursing. Dr. Elaine Nichols, Associate Dean of Academic Affairs who developed the program, says that 63 students met criteria for the SDS Scholarship in the 1999-2000 academic year. For more program information, contact Sherdene Simpson (330) 972-5103. Sherdene implements the SDS Program.

Dr. Elaine Nichols and Mrs. Sherdene Simpson Nationally Supported Skill Enrichment and Retention Program Already Successful

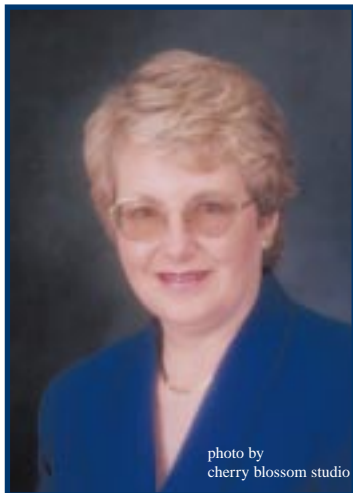


photo by
cherry blossom studio

Dr. Elaine Nichols

The first year of the Skill Enrichment and Retention Program for Nursing (SERPN) project demonstrated many successes, according to project administrators Dr. Elaine Nichols and Mrs. Sherdene Simpson.

Thirty-three (33) pre-nursing, 69 sophomore, and 29 junior students participated in SERPN activities for a participation total of 131 students. The racial profile of the student cohort was 67.2% Caucasian and 32.8% from minority backgrounds. Preliminary data analysis indicates that active participation in SERPN activities is positively influencing academic outcomes. Students who consistently participated in tutoring sessions saw improvements in test scores during courses. Many students who were the most active in SERPN activities for the academic year improved their overall grade-point averages.

Year-end evaluations from students, both pre-nursing and nursing, were very positive. Pre-nursing students indicated that SERPN helped them: (1) increase their commitment to a career in nursing, (2) increase their efforts towards school, (3) develop a clearer understanding of concepts and course content, (4) feel comfortable at the College, (5) know where to go for advice, and (6) become a better student. Nursing students indicated that SERPN helped them: (1) know where to go for advice, (2) feel comfortable at the College, (3) develop a clearer understanding of concepts and course content, (4) become a better student, (5) increase their efforts towards school, and (6) earn higher grades.

Another component of SERPN is the mentor program. This program matched 37 nursing students with alumni from the College of Nursing and members of the Akron Black Nurses Association. One student commented, "My mentor has taken me to professional conferences, and I have met professional nurses from all over Ohio."

The College of Nursing received \$543,000 for 1999-2002 from the Department of Health and Human Services, Workforce Diversity Grant Program, to support retention efforts for pre-nursing and nursing students and to conduct development activities that would increase faculty skills in serving a diverse student population.

The first year of the

Another student wrote, "My mentor is more than a mentor, she is my friend and my tutor. I call her when I need a shoulder to lean on." A mentor stated, "I have enjoyed my student nurse. I wish I would have had the benefit of such a program when I was in nursing school."

A key aspect of SERPN is the stipend program. Stipend awards supported 30 sophomore and junior level nursing students. The amount awarded was \$200.00 per student per month for the academic year based on required participation in monthly SERPN activities and meeting federal financial need guidelines. The total stipend award program was \$54,000.00.

Faculty are actively engaged in the SERPN project. Twenty-three (23) faculty attended a fall workshop and 19 faculty attended a spring workshop both of which were conducted by Dr. Rosetta Sands, project consultant. Workshop topics included: student and faculty deficit models, student-focused academic support systems,



Sherdene Simpson

enhancing interpersonal skills with at-risk students, building academic milestones into the curriculum, skills for discussion teaching, teaching by the case method, and small group work within large classes. Three faculty volunteered to serve as liaisons between the SEPRN staff and faculty.

The positive outcomes for the first year of the SERPN project have carried over to the beginning of the second year. The word is out among students that the SERPN program is the place to be, which has resulted in greater student demand for the program. The hours for the part-time professional nurse tutor have been increased and a second part-time professional nurse tutor has been added. The most recent staff addition has been a graduate assistant who will be working with the Project Director and Student Retention Coordinator to gather additional data for analysis. Senior students are now included in the project, as is tutoring in critical care. NCLEX preparation activities have been added. The mentoring program will expand to match pre-nursing students with nursing student mentors. Dissemination of project outcomes will occur. A poster focusing on the first-year outcomes was presented at the Ohio League for Nursing Biennial Convention this past fall in Columbus. Other national presentations are planned.

Web-enhanced Learning for Community-based Pediatric Nursing

The College of Nursing was awarded \$84,812 by the Helene Fuld Health Trust for implementation of an innovative community-based pediatric nursing education project with Children's Hospital Medical Center of Akron. This project provides undergraduate nursing students at The University of Akron with community-based clinical experiences in children's health and supports faculty development activities in community-based education. Mr. Joseph Foley is project administrator for the College of Nursing, and Dr. Aris Beoglos is project administrator for

Children's Hospital with Mrs. Christine McCalman serving as professional staff. The College of Nursing and Children's Hospital have a long history of collaboration to meet the health care needs of children in northeast Ohio. Mrs. Mary Yeager, the Vice-President for Patient Care Services, and Dr. Cynthia Capers, Dean of the College, have been instrumental in facilitating many innovative partnerships.

This project addresses the new and growing need for community-based education of pediatric nursing students and provides faculty with education about the application of cutting-edge information technology to community-based education. Recent changes in health care have resulted in the closing of in-patient pediatric units, fewer hospital beds for children, shorter in-patient stays, and rapid movement of health care services out of the hospital and into community and home settings. These changes present difficulties in ensuring appropriate hospital-based clinical experiences for students. In recent years, home health care and use of advanced technology in the home and other community settings have led to valuable opportunities for student clinical education. Due to the increased attention to family-centered, community-based care and the reorganization of health care services, it is anticipated that all nurses will care for children and their families in a multitude of settings during their nursing careers.

In addition to the expansion of community-based clinical sites during the academic year, the project establishes collaborative partnerships with agencies that sponsor summer camp

programs for children. Participation in asthma, burn, and disability camps during the summer months will involve the nursing students in the real world of children and connect them with the community leaders and resources. Ultimately, the results of this innovative program will allow all undergraduate nursing students to experience the positive impact of a community-based clinical experience related to children's health care. Once in place, the new pediatric education program will serve as

a model for the provision of innovative community-based pediatric clinical experiences that integrate new information technologies and allow nursing students to work with health care providers caring for children and families in settings outside the hospital environment.

Dr. Janice Selekmán, project consultant and Chairperson of the University of Delaware Department of Nursing, provided instrumental guidance and consultation for

the pilot project. She will provide expert assistance in evaluating project implementation. Dr. Selekmán will also offer a faculty development seminar on community-based education to The University of Akron nursing faculty, as well as faculty from other nursing schools in northeast Ohio.

Forty-two undergraduate pediatric nursing students have already participated in the program. Students are currently assigned to alternative sites and gather on-line with faculty and one another internet via chat rooms to discuss activities accomplished and share their feelings and observations about how objectives were met. The advantage of this approach is that it provides students with timely feedback from faculty and peers and allows discussion between faculty, students, and staff at geographically distant sites. All indicators suggest that the project is a success!



L-R / Joseph Foley, College of Nursing; Mary Yeager, Christine McCalman and Dr. Aris Beoglos, Children's Hospital Medical Center of Akron

Dr. Elaine Fisher
New PhD in The College
of Nursing Receives
MNRS Junior
Physiologic Nurse
Researcher Award for
Innovative "Gut"
Research

"How is the gut?" This is the primary question Dr. Elaine Fisher seeks to answer through her research that focuses on identifying better indicators to monitor gut oxygenation. Nurses spend much of their day monitoring vital signs, arterial blood

gases, and pulse oximetry readings to ensure their patients are receiving adequate oxygenation. While these measures are reasonable screening tools, they may not provide the earliest warning signs of impending disaster. One way the body maintains function during hypoxia is to steal blood from a 'non-vital' organ such as the gut and shift the O₂ supply to the vital organs, e.g., heart, brain, and lungs.



Dr. Elaine Fisher

Using this compensatory mechanism, the signs nurses routinely monitor that primarily provide information about the vital organs can remain stable and hence, the nurse is not alert to the development of danger. By monitoring 'non-vital' organs such as the gut, changes may be detected earlier than with the use of routine monitoring measures.

The gut tube, beginning at the mouth and ending with the anus, is sensitive to early changes in oxygenation and has been called the canary of the body. Canaries were used extensively by coal miners to detect poisonous gases. If the canary became ill or died, the coal miners immediately left the mine to avoid a similar fate. Disturbances in oxygenation of the gut can forewarn the nurse of the development of serious complications such as shock or multiple organ failure that potentially lead to death. The refinement of measures to evaluate the adequacy of gut oxygenation is needed so immediate and appropriate interventions can be initiated to prevent and/or reverse the progression of serious complications.

Fisher's most recent research, supported by the American Association of Critical Care Nurses and Delta Omega Chapter, Sigma Theta Tau, evaluated two methods of monitoring gut oxygenation in the stomach via gastric tonometry and gastric juice analysis in cardiac open heart surgery patients. Gastric tonometry and gastric juice monitoring provided similar information about gut oxygenation. "An advantage of using gastric juice to evaluate gut oxygenation," said Fisher, "is that it can be easily obtained in the clinical setting without the need for additional sophisticated and costly equipment. In day-to-day practice, nurses make decisions on whether to continue interventions, from turning patients to weaning them from mechanical ventilation and could use an indicator such as gastric juice CO₂ to determine the patient's tolerance."

Fisher compared two sites for monitoring gut oxygenation, the stomach and rectum. Although inconclusive statistical results were obtained when comparing these two sites, Fisher thinks the lack of significance may be related to the difference in the information provided by the measures, i.e., lagged data versus real-time data. The focus of her next study will be to continue to identify specific indicators of gut oxygenation in shock patients.

Just a year ago Dr. Fisher received her PhD in Nursing from the University of Pittsburgh. She received a BSN in 1977 and an MSN in 1985 from Kent State University. Her expertise as a nurse researcher was recognized by the Midwest Nursing Research Society when she was awarded the Junior Physiologic Nurse Researcher Award last spring. Her clinical research focuses on improving outcomes for critically ill patients through improved detection of alterations in tissue oxygenation. "As nurse scientists," says Fisher, "it is important for nurses to participate in research that bridges the gap between what goes on in the laboratory and what nurses do in clinical practice."



The College of Nursing is committed to excellence, diversity and unity.

Dr. Elizabeth Kinion Center for Nursing Practice Booming



Dr. Elizabeth Kinion

It is a pleasure to provide an update about the work in the Center for Nursing. I am convinced that sustainability of the Center for Nursing Clinics is a direct result of the commitment of administration, faculty, students, and community members. This was clearly demonstrated during the past year.

August 1, 2000 marked the end of a five-year, \$612,200 training grant from the U.S. Bureau of Health Professionals, a division of the Department of Health and Human Services. As part of this training grant, the Center for Nursing established clinics which are staffed by College of Nursing faculty, students, physicians, medical students, and residents. More than 6,000 patients have received non-emergency care at these clinics. Services provided include physical examinations, treatment of episodic illnesses, ongoing care for chronic illness, medication assistance, health screening, case management, and referrals to other community agencies.

In addition to providing care to some of the city's most vulnerable citizens, these clinics also serve as an excellent educational experience for graduate and undergraduate nursing students, medical students, and residents. Students who work in the clinics not only develop clinical skills, they also develop a greater appreciation of the issues and difficulties faced by others in our community. Eighty to ninety students rotate through the clinics annually.

Although funding from the training grant has ended, services provided by the clinics continue, and in some instances have increased. The Center applauds its existing partnerships with health care agencies, community agencies, and funding agencies. Some of our collaborating partners are the Akron Health Department, Summa Health System, Akron General Medical Center, Akron Children's Medical Center, and Cuyahoga Falls Community Hospital. Community support comes from agencies such as ACCESS, Alpha Phi Alpha Homes, and American Indian Services. Additional program funding comes from Summit Portage Area Health Education Network, the Ohio Commission on Minority Health, and the Akron General Medical Center Development Foundation.

On September 29, 2000, Drs. Elizabeth Kinion, Mary Agnes Kendra, and Marlene Huff were notified that they received a \$367,614 from Health Resources and Services Administration (HRSA) for a project entitled Nurse's Oral Health Initiative. Partners for this project include the Akron Health Department and the Akron Public School system. The purpose of this three-year project is twofold: 1) to provide oral health care for vulnerable populations, and 2) to address national workforce concerns. The target populations for the provision of oral health care include American Indians, homeless women and children, and elderly who have fixed incomes. This project is critically needed because of the disparity of care for persons with low incomes. The relationship between poverty and poor health is significant. Oral health is an area of health care that has often been overlooked or trivialized. The second aspect of the project will address the concern of a dwindling nursing workforce. Another component of the project will be to address issues associated with recruitment and retention of minority students, with the ultimate goal of increasing the representation of these individuals in the nursing workforce. Thanks to the hard work, resourcefulness, skill, and collaboration of faculty and community partners, the Center for Nursing will continue to move forward in our mission of education, service, and research.

Message from the Development Office:

Ways to Care and Share

A Gift to the College of Nursing

The Department of Development at The University of Akron handles all gifts to The University. The College of Nursing has a Director of Development that will work with you individually to ensure that your gifting priorities are met from start to finish. You can be assured that your gift will be used only for your designated purpose. For more information contact:

Director of Development, College of Nursing
The University of Akron
Department of Development
Paul E. Martin University Center
Akron, OH 44325-2603
330-972-7238

Joint PhD in Nursing Program Launched in Fall 2000!

The faculties of the Colleges of Nursing at The University of Akron and Kent State University were very proud to admit the first class of PhD students to the Joint PhD in Nursing (JPND) Program in the fall of 2000. This is the first doctoral program approved by the Ohio Board of Regents since 1994, the only state-supported doctoral nursing program in northeast Ohio, and one of few joint nursing programs in the nation. The program responds to the public's call for higher standards in health and nursing care at a time of predictable shortages of staff, faculty, and researchers in nursing. By consolidating the strengths and resources of both institutions, the JPND satisfies the need for high quality, cost effective doctoral education for nurses in Ohio and the United States.

Doctoral students already experience the program's emphasis on excellence, scholarship, integrity, and caring. The students, comprised of two full-time and six part-time enrollees, are particularly pleased with the high caliber of the curriculum and instruction, individualized attention, and faculty responsiveness to their need for an affordable and flexible program within commuting distance from home and work. Four of the eight students are enrolled through The University of Akron's graduate school and the other four through Kent State's graduate school. All students, regardless of their university of record, have access to the faculty and resources at both institutions.

In addition to having strong academic credentials, the first doctoral class includes nurses with varied professional experience and diverse academic and scholarly interests.

• **Nancy M. Albert**, RN, MSN, CCRN, CNA is currently the Manager of Clinical Investigations, Department of Thoracic and Cardiovascular Surgery, The Cleveland Clinic Foundation. Nancy is interested in outcomes research related to self-management in patients with heart disease.

• **Rose Baker**, RN, MSN, CNS works full-time as a research nurse at the Clifford R. Boeckman, M.D., Regional Burn Center, Children's Hospital Medical Center of Akron. She also works part-time as a psychiatric-mental health clinical nurse specialist with the Hispanic Development Project at St. Bernard's Church, Akron. Rose is interested in investigating the mental health aspects of burn care and the psychosocial effects of childhood abuse and trauma.

• **Cheryl L. Bosley**, RN, MSN, CNS is an Associate Professor of Nursing and BSN Coordinator for Advising and Registration at Youngstown State University. Cheryl's research areas of interest are teaching/learning and the health benefits and risks associated with piano performance.

• **Debra Clair**, RN, MSN, CNS is a partner in the Healthy Focus Family Practice in Fairlawn, Ohio, where she practices as an Adult Health Clinical Nurse Specialist. Debbie's research area of interest lies in women's health, particularly the consequences of abuse and trauma.

• **Mary F. Kutchin**, RN, MSN, is currently dividing her time between studying for the PhD and raising her two children. Mary's research area focuses on health-care delivery systems. Mary is interested in studying factors associated with cost and quality outcomes.

• **Brenda Weems**, RN, MSN, CNP is a Certified Adult Nurse Practitioner at Akron Medical Express. Brenda's research area of interest focuses on health promotion and chronic illness prevention in the African-American

population, especially those who are impoverished.

• **Carol A. Williams**, RN, MSN, CPNP is a nursing instructor at Mansfield General Hospital School of Nursing. She also works as a Pediatric Nurse Practitioner at the Ashland Well Child Clinic. Carol's research area of interest is teaching nursing through the use of popular culture.

• **Jennie M. Wood**, RN, MSN, CNS is an Assistant Professor of Nursing at Youngstown State University. Her research interests include caring relationships between faculty and students and the decision for or against prophylactic mastectomy by women at high risk for breast cancer.

The JPND is a post-masters 72-credit-hour program, requiring 3-4 years of full-time or 5-6 years of part-time study. Students take a strong core curriculum and courses customized to their research interests. Cost per credit hour for the academic year 2000-2001 is \$236.40. Graduate assistantships and other sources of financial assistance are available to all qualified students.

For more information about the program or an application contact either Dr. Margaret Wineman at 330-972-6105 or Dr. Diana Biordi at 330-672-2234.

The College of Nursing is committed to excellence, diversity and unity.



Top row, left to right - Dr. N. Margaret Wineman and Dr. Diana Biordi, Co-Administrators, Joint PhD in Nursing Program Bottom row, left to right - Brenda Weems, Jennie Wood, Cheryl Bosley, Debra Clair, Nancy Albert, Rose Baker and Mary Kutchin (not pictured Carol Williams)

Dr. Kathleen Ross-Alaolmolki

Transformation of Advanced-Practice Learning and Clinical Scholarship

As we journey through a new academic year we welcome several new colleagues who have joined the faculty teaching in the MSN program. Dr. Judy Lewis, Director of Nursing Education will be teaching courses in the new Certificate Program in Education. Dr. Frances Kramer and Ms. Kelly Pond have joined the Nurse Anesthesia track and Mr. Jonathan Cade is teaching part-time with the Adult/Gerontological Nurse Practitioner track. Dr. Lee-jen Suen received her PhD in May with a focus on cognitive phenomena in the elderly. She is teaching courses in the undergraduate program and busy building her program of research. She is available to work with Nursing Inquiry II graduate students.

During the past year the faculty teaching in the various MSN programs have examined the courses in each of the tracks and have made several changes to update and strengthen offerings. The changes were based on the new criteria for the certification examinations from the American Nurses

Credentialing Center (ANCC), the National Certification Board of Nurse Practitioners and Nurses, criteria from The National Organization of Nurse Practitioner Faculties (NONPF), and most importantly, feedback from our graduate students. ANCC requires a minimum of 500 hours of supervised clinical practice and NONPF recommends a minimum of 600 hours. These changes include the addition of Advanced Adult/Gerontological Assessment and a credit-hour increase for the final practicum course in the Adult/Gerontological Clinical Nurse Specialist track. Credit hours are being increased in the Behavioral Health Nursing track to reflect the new theoretical and clinical practice requirements for certification as a psychiatric nurse practitioner.

Due to changes in the Ohio Revised Code that specify title recognition for nurse practitioners and clinical nurse specialists and a certificate of authority to practice based upon completion of a clinical nursing master's degree, the

continued...see Transformation on page 12

Timing...continued from page 4

faculty's steadfast commitment to serve the most vulnerable among us, to respond to emerging health concerns in contemporary society, and to prepare nurses to meet people's future health care needs.

As violence and abuse become almost commonplace in our homes, workplaces, and communities, a cadre of faculty have been systematically examining the devastating consequences of abuse and trauma across the life span. Although not included in this issue, other faculty are investigating health care issues such as HIV/AIDS, incarceration, loss and grieving, and homelessness. As the number of elderly and disabled individuals skyrockets and concern about quality of life increases, other researchers are actively investigating innovations in end-of-life care, testing applications of comfort theory, and identifying ways nurses can systematically improve health outcomes.

On all levels of curricula, the College of Nursing is helping to prepare a strong nursing workforce. Through an award from the Department of Health and Human Services, the college has been recognized for its efforts to recruit and retain a diverse undergraduate student body and increase faculty expertise in serving these students. After only the first year of implementation, it is a success! All tracks in our master's degree program have been updated to make certain that external standards are met, thus ensuring that our graduates at the advanced-practice level are competitive and prepared to meet the challenges that lie ahead. The Joint Ph.D. in Nursing (JPDN) program also reflects the faculty's commitment to prepare nurse

researchers and scholars to meet the future health care needs of the populace. Although only one-semester old, the indicators of excellence in this program are already apparent. Doctoral students are involved in faculty research, and I am delighted to announce that one student, Debra Clair, was selected to give a databased presentation as part of a faculty research symposium at the Midwest Nursing Research Society (MNRS) meeting in March 2001. Another student, Rose Baker, was selected to present a poster at the MNRS doctoral student symposium. Congratulations to both students.

As editor of this issue and Director of the Office of Nursing Research and Scholarly Activity, I present The Nursing Connection to you with much pride even though I know what is contained herein is only a snapshot of what is happening in the college on a daily basis. Without a doubt, I am in the right position, with just the right faculty, administration, and staff, at the right time in my career. I am energized by the faculty's commitment to the improvement of health and nursing care through research and other scholarly activities, proud of the intellectual rigor each person brings to the research enterprise, and fortunate to have the opportunity to serve the college at this time in my life. This newsletter clearly shows that we are a college of nursing whose time has arrived.

With all best wishes,

N. Margaret Wineman, PhD, RN, CS

Director, Office of Nursing Research & Scholarly Activity
Coordinator, Joint Ph.D. in Nursing Program

Clair Receives the First Gill Family Scholarship



Debra Clair

Debra Clair, RN, MSN, CNS, a doctoral student in the first class of the Joint PhD in Nursing program between the Colleges of Nursing at The University of Akron and Kent State University was selected as the first recipient of the Gill Family Doctoral Scholarship. "Earning a doctorate in nursing has been a lifelong dream, one which I realized would require a great deal of sacrifice to accomplish. In Fall 2000, I decided to pursue my dream by enrolling in the first cohort of JPDN students," writes Debbie in her letter to the scholarship committee. Debbie resigned from her job, where she worked for a number of years, in order to dedicate her time, energy, and resources to doctoral studies. She recently started her own business to

supplement her income and allow the flexibility in her schedule that school requires.

The Gill Family Doctoral Scholarship is an endowment established in 1999 by Dr. Kristine M. Gill and Mr. Richard Gill to recognize the efforts of The University of Akron College of Nursing deans and countless faculty in establishing the JPDN program with Kent State University. Contributions to this scholarship fund may be made by contacting Mrs. Susan Marks (330-972-6541). Recipients of the scholarship receive a \$1,000.00 award. A plaque will be displayed in the College of Nursing to recognize award recipients and the Gill Family.

Transformation...continued from page 11

Education track was discontinued as a track and an Education Certification Program of 12 credit hours was developed. These education courses will be available to nurses with baccalaureate degrees and MSN and PhD students, including faculty and others concerned with teaching and learning issues in the wider community. Selected courses such as *Nursing Curriculum Development* and *Evaluation in Nursing Education* will be offered as intensive courses during the winter and spring intercessions, respectively. A new addition, *Instructional Methods in Nursing* will be offered during the summer and the practicum, *Academic Role of Nurse Educator*, which is 3 credit hours, will be offered during the academic year. The program is designed to enhance the scholarship of teaching. As we enter the 21st century, continuous change and reconfiguration will be critical factors for faculty and graduate students in preparation for advanced practice and advanced practice roles in contemporary health-care and education environments.

Clinical scholarship is evident in a variety of ways. Former graduate students, with the guidance of faculty, have worked diligently toward the goal of certification. Noteworthy is the 100% pass rate for students sitting for certification from the Nurse Anesthesia, Child and Adolescent Health Nursing, and Adult/Gerontologic Health Nurse Practitioner tracks.

Congratulations to the graduates and to the faculty. Jackie Suppan, a student in the Adult/Gerontological Clinical Nurse Specialist track, was notified recently about the acceptance of her manuscript, "Using the transtheoretical approach to facilitate change in a heart-failure population," to be published in the *Clinical Nurse Specialist Journal*. Her mentor was Dr. Tracy Riley, who teaches in the track. Karen Gapinski, another CNS student, has been very involved in the Ohio Nurses Association and in legislative issues affecting nursing. Both Jackie and Karen are planning for doctoral study in the near future and several other students are speaking ever so quietly about the possibility of future doctoral study.

The Master of Science in Nursing Program continues to provide critical financial support to graduate students from three main sources. The first is the federally funded Advanced Practice Traineeship grant from the Department of Health and Human Services for the goal of educating primary health care professionals to work with vulnerable and underserved populations. Eighteen graduate students were the recipients of this important source of funding this year. The second source of funding is from the Graduate School, which awarded 14 graduate assistantships to the College of Nursing this year. Last is the Tuition Scholarship Waivers that were awarded to 23 graduate students. All of these awards enable graduate students to participate in their studies full-time with the result that students are able to proceed through the program and graduate more quickly.

The faculty are demonstrating clinical and teaching scholarship in several areas, including the scholarship of application. Dr. Irene Glanville and Mrs. Peg DiMarco served on a Committee for NONPF to develop guidelines for precepting for nurse practitioners, and the outcome is a Preceptorship Manual that is being published. As a result of this work, including presentations on precepting at a national conference with Peg, Irene was a presenter in a national teleconference on precepting that was broadcasted to over 50 other sites in October 2000. Furthermore, several of the faculty with research programs are precepting graduate students who are fulfilling requirements for their research practicum in the final research course. Mr. Charles Barton took his clinical expertise in anesthesia to the Philippines last spring where he worked for two weeks with a medical team to provide much needed health care to an underserved group of children and adults. Finally, Dr. Therese Dowd continues to provide international opportunities in Norway each summer for students and faculty. These national and international efforts are important to nursing's global mission of health-care.

Dr. Kathy Kolcaba Creating an Award-Winning Research-Based Web Page



Dr. Kathy Kolcaba

Why create a research-based web page? Dr. Kathy Kolcaba, an Associate Professor in the College of Nursing, provides some reasons: instant interactive communication, a unique forum from which your research can be widely utilized, the chance to be creative and personal, the ability to organize and present all of your work in one place, a cyber-inroad for students and researchers to find you as they begin

their projects, automatic networking and referrals, experience with amazing technology, free advertisements for your college and university, and occasionally, an award!

The first web award to come to a faculty member at the College of Nursing is the Key Resource award, given to Dr. Kolcaba by Links2Go. Links2Go is an organization that statistically samples millions of web pages to determine which ones are most heavily utilized. Based on analysis applied to the entire data set of pages in a related topic, Kolcaba's page entitled The Comfort Line ranked second among the 16 most relevant pages related to nursing theory. In notifying her of the award, Links2Go wrote, "The only way to get listed as a Key Resource is to achieve enough popularity for our analysis to select your pages automatically. Fewer than one page in one thousand will ever be selected as a Key Resource." Clearly, second place indicates that Kolcaba's page has been noticed.

Her web page, The Comfort Line, can be found at <http://www.uakron.edu/comfort>. Kolcaba placed her pages on line in 1997 with the help of web experts in her family (son-in-law Rick VanDerveer), at the College (Sue Beard, Linda Burr, and Lori Prosser), and the UA media center (Eric Kreider and Kyle Blythin). She first created a document diskette, which she gave to the College experts. This document contained a description and diagram of her Theory of Comfort, a reference list of her articles related to theory, education, practice, and research, and a section called Frequently Asked Questions (FAQS) (an essential in any web page, she was told). Over the next two years, she added four more sections: 1) a list of outside references that were key in the development of the theory, 2) an inventory of her comfort instruments that could be downloaded (thanks to help from CON student assistant, Joe Nivens), 3) a section about how to adapt the General Comfort Questionnaire to specific research settings, and 4) a discussion group where readers can ask questions in an open-ended format, with both the questions and Kathy's answers posted permanently on a cyber-blackboard. (Thanks, Kyle.)

The original pages were linked to the College of Nursing

web page that was being developed at the same time (1997) and to Kolcaba's personal home page, the latter provided background to make her a "real person" to her readers. Also, newly on the web in 1997 was The Nursing Theory Page out of Alberta, Canada. Dr. Kolcaba contacted its author, Dr. Judy Norris, requesting and receiving a hyperlink to and from that page. Last fall, Melissa Hays, a graduate student and speaker who Kolcaba encountered when auditing a media class, created more hyperlinks to web sites dedicated to outcomes research, nursing indicators for quality of care, mid-range theory, and other topics related to the Theory of Comfort. Links like these are important for increasing readership.

As web pages proliferated internationally, a cyber art form arose that facilitated easy navigation through them. Hays made the art of web page navigation and design appear easy, and she enthusiastically undertook the job of converting The Comfort Line from a seven page scroll format (where users have to scroll through the entire document to find what they want) to a point and click format. She also added a professional-looking color scheme and a neat, crisp look to the pages. Just recently, Hays added some clip art, photos on Kolcaba's personal home page, and a new section of art and text that presenters might want to use. Both Kolcaba and Hays were careful to avoid graphics that have a long download time, because this discourages readers.

Dr. Kolcaba had four main objectives when she first developed her web pages: first, to "snag" potential users of her theory through easy accessibility to the language and applications of the theory; second, to give users the ability to be self-sufficient through readily available references and instruments; third, to provide support to beginners by inviting e-mail contact if questions arose; and fourth, to free up time that she was spending snail-mailing instruments and reprints of her articles. These objectives, she believes, were met as evidenced by more than 20,500 "hits" since The Comfort Line was established. A fifth objective was to obtain broad-based feedback about her theory and areas for further clarification or development. The meeting of this objective remains an on-going, provocative, dynamic process that helps keep Comfort Theory future-oriented.

Real-time communication (including mutual support and feedback) with interested students and researchers is, perhaps, the biggest benefit to having a research-based web page. In this way, The Comfort Line has a growing national and international presence not formerly possible with an emergent theory or line of research. Additional benefits include the opportunity to link with other pages to create a topic-specific web and the ability to constantly update and modify the pages in response to new trends in health care, new insights about the theory, and new ways to create and present web pages.

The College of Nursing is committed to excellence, diversity and unity.

Dean Cynthia Capers Announces

THE APPOINTMENT OF TWO NEW DIRECTORS



Director of Nursing Education
Dr. Judith Lewis

Dr. Lewis holds her BSN and MSN in maternal child nursing from The Ohio State University and a Doctor of Education with a focus on Educational Administration from the University of Cincinnati. She is an expert administrator with leadership experiences in baccalaureate and graduate programs and nursing centers. She brings specialized knowledge in predictors of students' success and transitional experiences of international students. Dr. Lewis is also an evaluator for the Commission on Collegiate Nursing Education (CCNE).

Director of Nursing Research & Scholarly Activities
Dr. N. Margaret Wineman

Dr. Wineman holds an MSN from Yale University in the area of psychiatric nursing and a Doctor of Philosophy in Nursing from the University of Rochester. She is a respected researcher with experience in interdisciplinary research, sensitivity to professional development, and commitment to excellence and scholarship. Her research focuses on the mental health of persons who have a chronic disability and those who have been abused. Dr. Wineman is also coordinator of the College's Joint PhD in Nursing Program that is offered collaboratively with a sister institution.

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Changes in Staff Positions and New Staff

Changes in Staff Positions:

- **Sue Beard** - Moved from Secretary for the Baccalaureate Programs to Administrative Secretary to the Director of Nursing Education
- **Charlene Calabrese** - Moved from Administrative Secretary to Administrative Assistant to both the Director of Nursing Research and Scholarly Activity and the Coordinator of the Joint PhD in Nursing Program
- **Tamara Staab** - Moved from Secretary to the Director of Nursing Education to Coordinator of Records

New Staff:

- **Kay Krivec** - Administrative Secretary for Baccalaureate Programs
- **Deborah A. Mancuso** - Secretary Learning Resource Center
- **Joanne Smith** - Program Assistant
- **Angela Thompson** - Administrative Secretary to the Director of Professional Practice
- **Heather Warner** - Administrative Assistant to the Associate Dean of Academic Affairs

Tenure and Promotion of College of Nursing Faculty and New Faculty

Tenured:

Dr. Thérèse Dowd
Dr. Karen Schwarz

Promotion to Associate Professor:

Dr. Thérèse Dowd
Dr. Kathy Kolcaba
Dr. Karen Schwarz

Promotion to Assistant Professor:

Dr. Elaine Fisher

New Faculty:

Sheau-Huey Chiu, PhD, RN, CPNP
Frances Marie Kramer, ND, MSN, CRNA
Kathleen Tusaie-Mumford, MSN, RN
Donna Felber Neff, PhD, RN, CNS
Kelly M. Pond, MSN, CRNA
Linda Creadon Shanks, MSN, ND
Catherine E. Stiller, MSN, RN
Lee-jen Suen, PhD, RN

AWARDS



College of Nursing

First-place winner of *The American Association of Colleges of Nursing/Hartford Institute for Geriatric Nursing Award for Exceptional Curriculum in Gerontological Nursing*. This curriculum combines a focus on successful aging with the principles of effective care for elders. The award was presented by the John A. Hartford Foundation Institute for Geriatric Nursing at New York University (Hartford Institute) in collaboration with the American Association of Colleges of Nursing.

Faculty

Cynthia Capers

- Selected as one of 15 influential faculty “Transcending the Classroom,” listed in the 15th Anniversary edition of Black Issues in Higher Education
- Outstanding Community Service Award, Prince Hall Shriners of Ohio

Elaine Fisher

- Physiological Phenomenon Junior Investigator Award, Midwest Nursing Research Society

Kathy Kolcaba

- Links2Go “Key Resource in Nursing Theories, second place award for AU The Comfort Line, a web page

Mary Meeker

- Outstanding Undergraduate Faculty Award (faculty through Spring 2000)

Elaine Nichols

- Omicron Delta Kappa, Theta Circle, National Leadership Honor Society
- Outstanding Nurse Educator Award, Ohio League for Nursing

Paula Renker

- Lillian DeYoung Research Development Award, Sigma Theta Tau International, Delta Omega Chapter

Kathleen Ross-Alaolmolki

- Excellence in Nursing Research, Sigma Theta Tau International, Delta Omega Chapter
- Outstanding Graduate Faculty Award

Yvonne Smith

- Dorothy A. Cornelius Award for Excellence in Nursing Practice, Ohio Nurses Association
- Nurse of the Year in Nursing Support, Stark Carroll District Nurses Association

Christine Wynd

- Federal Nursing Service Award, Association of Military Surgeons of the U.S. Order of Military Medical Merit, The United States Army
- Excellence in Nurse Mentoring Award, Sigma Theta Tau International, Delta Omega Chapter

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Upcoming College of Nursing Events in 2001

Open to the nursing community, alumni, and preceptors

February	Black History Month Display in the College of Nursing Entranceway Showcase
March 4	Joint Ph.D. in Nursing Program Reception Place: Renaissance Hotel, Cleveland, Ohio Time: 8:00 P.M. - 9:30 P.M.
March 28	Distinguished Lecture Dr. Angela McBride Place: Goodyear Polymer Building Auditorium Time: 3:00 P.M. – 5:00 P.M.
April 5-7	Human Genome Odyssey Conference Place: John S. Knight Center, Akron, OH.
April 6	Sigma Theta Tau, International, Delta Omega Chapter and The University of Akron College of Nursing Research Day (as part of the Human Genome Odyssey Conference) Place: John S. Knight Center Time: 8:00 A.M. – 4:30 P.M.
May 7	Nurses' Week Breakfast Place: Martin University Center Time: 7:30 A.M.

The College of Nursing gratefully acknowledges the expertise and financial contribution of Busson Digital in designing and producing this newsletter.

