

ASU Nursing

Winter 2007

INNOVATIONS IN EDUCATION AND GLOBAL PARTNERSHIPS

ASU Launches Hartford
Center of Geriatric
Nursing Excellence

Child/Family Psychiatric
Mental Health Program
Meets Pressing Need

Discrimination in Cancer
Care Studied

Education for Neurovascular
Nurses Addresses Leading
Cause of Adult Disability

Connecting the Globe

Reaching the Summit
in Latin America

50th Anniversary
Lights Up the Night

ASU's faculty works closely
with doctoral students,
preparing a new
generation of geriatric
nursing educators.



College of Nursing
& Healthcare Innovation

ARIZONA STATE UNIVERSITY

Dream • Discover • Deliver

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Educating qualified doctoral and post-doctoral PhD and DNP students with a geriatric focus is a goal of ASU Nursing's newest Center of Excellence. See page 2 for article.



ASU Nursing

ASU Nursing is published twice yearly by the College of Nursing & Healthcare Innovation at Arizona State University for alumni, friends of the college, national nursing leadership, students, faculty, and the media.

MISSION

Our mission is to produce a professional publication of high-quality editorial content and creative design to communicate the educational, research, and evidence-based clinical initiatives of the College of Nursing & Healthcare Innovation to its key audiences.

COLLEGE OF NURSING & HEALTHCARE INNOVATION

Dean and Distinguished Foundation Professor in Nursing

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The College of Nursing & Healthcare Innovation at Arizona State University operates under a 10-year accreditation through June 2014 granted by the Commission on Collegiate Nursing Education for its baccalaureate and master's degree programs and also is approved by the Arizona Board of Nursing.

On the cover:

The John A. Hartford Foundation has a Hartford Center of Geriatric Nursing Excellence at the College of Nursing & Healthcare Innovation. Center Director Colleen Keller (standing) and Associate Director Nelma Shearer are mentors to Adriana Rivera (seated in front), a PhD student who plans to become a geriatrics nurse educator and researcher.

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Dean's Message



*50 Years of Dreaming, Discovering & Delivering
Will Propel Even Greater Impact and
Innovation for the Future.*

Since it is our anniversary, it is not only a great time to reflect upon and celebrate the remarkable achievements of our outstanding College over the past 50 years, but a time to envision what we want our College to be, look like and accomplish in the next half century. I have been privileged to have the wonderful opportunity to know the former deans and have many terrific conversations with them about what our College was like throughout the past five decades as well as what it was like for them to provide leadership for the College in their eras. My conversations with our first dean, Loretta Bardewyck, who sadly passed away recently, will always be treasured. She was such a pioneer with an incredible determined spirit and a remarkable leader, who made a huge positive impact on nursing education and the profession.

I also have had many occasions to talk with alumni and professor emeriti over the past three years about their education and experiences in our College and University, including great conversations with the first graduates of our baccalaureate and master's programs. A few themes have emerged from all of these conversations. First, it is apparent that our College, with its amazing, dedicated faculty, staff, students and alums, have long been pioneers of cutting-edge innovations, from a cadre of novel teaching strategies that facilitate the highest quality of education for our students to the nation's first academic nurse practitioner managed health center. Second, our College has long delivered what it has promised, including the highest quality of academic programming for students across all levels, outstanding healthcare to the community, and cutting-edge research to guide evidence-based practice. Third, it has been so obvious that not only has our College dreamed, discovered and delivered a multitude of innovations over the past 50 years, but it has done so in a context of tremendous caring and encouragement, taking into consideration that each student is unique and has his or her own

special needs and strengths that need to be met and fostered so that the end outcome is not only a superb nurse, but an individual of the highest integrity who leads innovation in whatever role is chosen after graduation.

As you read this edition of *ASU Nursing*, you will see that we are not only continuing, but rapidly accelerating ground-breaking innovations in our College, which is made possible by the strong foundation built by our former deans, faculty, students and great alumni over the past 50 years. I am very proud of our newly funded Hartford Center of Geriatric Nursing Excellence with its awesome leadership and "out-of-the box" initiatives that will improve healthcare for older adults in our community, state, region and nation through the preparation of more stellar geriatric nursing faculty; newly funded National Institutes of Health research grants by our faculty that will improve health outcomes for some of the most vulnerable populations; newly funded HRSA grants that have launched the nation's first graduate/post-master's certificate in child and adolescent mental health that will improve access to healthcare for children and teens who would not otherwise receive treatment and the first stroke fellowship program for advanced practice nurses that will prepare healthcare providers to quickly identify and provide life-saving interventions to stroke patients.

Over the past few months, we have been creating a videotape with the five deans, which will capture the rich history of our College throughout the past 50 years. During my recent interview for the videotape, I was asked "What do you want to leave behind as your legacy for the college?" Although that question evoked many emotions in me as it is surreal to think about what it is that you want to leave behind for others, my response came easily. I want to leave behind the most innovative, collaborative College in the world and a phenomenal enduring culture for our students, faculty and staff—one in which everyone's dreams are cultivated, not taken away by skepticism; one in which everyone is encouraged daily to discover new innovations and to take risks, no matter how challenging the journey; and one in which individuals are cared about and supported until they deliver what it is that they promised so that their dreams can become a reality and make a significant impact for the health of the people for whom we care.

I am very blessed to be the fifth dean of this remarkable College and express my deepest thanks and gratitude to our past and current faculty, staff, students, and alums who have and continue to make this College a very special, innovative, and different place, one in which our name, the *ASU College of Nursing & Healthcare Innovation*, and tagline of *Dream, Discover, and Deliver* are not only mere words, but they are our way of life.

Warm regards,

A handwritten signature in black ink that reads "Bernadette Melnyk".

Bernadette Mazurek Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP
Dean and Distinguished Foundation Professor in Nursing



ASU Nursing Establishes Hartford Center of Geriatric Nursing Excellence

As the country's geriatric population increases, there is a critical need for more nurses specially educated to meet the needs of older patients.

Arizona and the nation face a critical shortage of nurses ready and prepared to care for an elderly population estimated to double to 70 million by 2030. The shortage is compounded by the lack of nurse educators with geriatric expertise to prepare the next generation of nurses to adequately care for the aged whose life expectancy continues to increase.

To begin to meet the need, the ASU College of Nursing & Healthcare Innovation participated in a national competition with other colleges throughout the nation and has been awarded a \$1 million, five-year grant from The John A. Hartford Foundation of New York to fund a geriatric nursing center to recruit and retain geriatric nursing educators in the Southwest, Dean Bernadette Melnyk has announced.

The College also announced matching funds pledged by several local organizations. The Virginia G. Piper Charitable Trust pledged \$500,000 to support two new geriatric nursing faculty positions and Sun Health Boswell Memorial Hospital pledged \$400,000 for two new graduate fellowships in geriatric nursing. In addition, the Arizona Health Care Association and Evercare pledged funds for scholarships and to assist with the launch of the program.

With the \$2 million in funding, the Hartford Center of Geriatric Nursing Excellence (CGNE) at the ASU College of Nursing & Healthcare Innovation and the Southwest Consortium for Geriatric

Above: ASU PhD nursing student Adriana Rivera with a patient.

Nursing Education have been established under the leadership of Dr. Colleen Keller, professor of nursing and director, and Dr. Nelma Shearer, associate professor of nursing, who serves as associate director. Drs. Keller and Shearer have conducted extensive research to maintain optimum health among older adults.

ASU Has Firm Foundation for Center

The ASU College of Nursing & Healthcare Innovation has significant resources that provide an outstanding foundation for the new center. The College has operated a Center for Healthy Outcomes in Aging since early 2005 and has collaborated actively with 75 other interdisciplinary faculty in eight other colleges at the university. Other collaborating faculty at ASU are in Psychology, Sociology, Communications, Nutrition, Exercise and Wellness, Anthropology, Public Health, and Biology. In concert with the Center for the Advancement of Evidence-based Practice, Dr. Keller has developed an evidence-based course as part of the Center on Aging at the University of Arizona distance learning curriculum.

Dr. Keller said the primary objectives of the ASU geriatric nursing center include:

- Educating qualified doctoral and post-doctoral PhD and DNP students with a geriatric focus and commitment to academic careers over the five-year project period;
- Increasing the number of ethnically diverse doctoral-prepared geriatric nursing faculty; and



- Developing and implementing geriatric nursing focused doctoral coursework with two graduate interdisciplinary geriatric nursing courses which provide substantive theory-based content.

“Nurses are on the frontline of caring for our parents, grandparents, and ourselves as we age and face the diseases and frailty that come with getting older,” said Corinne Rieder, executive director of The John A. Hartford Foundation. “It is critical that we improve and increase the number of nurses educated in geriatric best practices.” Since 1996, she noted, the Trustees of The John A. Hartford Foundation have invested more than \$67 million in nursing initiatives to improve the care of older adults.

“Educating more geriatric nursing faculty is critical to the health and well-being of our diverse, elderly Arizonans...”

Governor Janet Napolitano

Colleges of nursing at Pennsylvania State University, the University of Minnesota, and the University of Utah received similar grants. The Hartford Foundation funding is part of a major expansion which brings the total of geriatric centers to nine. The four new centers join the five original centers at the Universities of Arkansas, Iowa, Pennsylvania, the University of California at San Francisco, and the Oregon Health and Science University.

With its growing and aging population, Arizona has a critical need for nurse educators to prepare the next generation of geriatric nurse practitioners. Residents of the state over age 65 comprise 13 percent of the population and are projected to increase to 22 percent by 2030. According to the Arizona State Board of Nursing, there are only 57 geriatric nurse practitioners out of 2,653 in Arizona, where one of every two deaths occurs before the average U.S. life

Center Director Colleen Keller (left) and Associate Director Nelma Shearer.



expectancy. Nationally, less than one percent of RN's are certified in geriatric nursing according to the American Nurses Credentialing Center. Of schools of nursing in the U.S., only 42 percent have faculty specializing in geriatrics.

In her letter of support, Governor Janet Napolitano of Arizona said, "Educating more geriatric nursing faculty is critical to the health and well-being of our diverse, elderly Arizonans, whose population over 85 years of age will increase by 102 percent within the next 15 years."

Focus on Diversity in the Southwest

The population in Arizona and other Southwestern states is growing in diversity as well as size. The current percentage of Hispanics among most neighboring states is higher than most non-Southwest regions: Arizona 25, Colorado 17.7, Nevada 7.9, New Mexico 30.8, and Texas 19.5 percent respectively, compared to the national 12.5. Arizona currently has the fourth largest Hispanic population and the second largest American Indian population in the country. These data emphasize that Arizona and the Southwest need an enhanced level of culturally responsive care in the coming years, Dr. Keller said.

The ASU CGNE and member schools of the Southwest Consortium plan to place special emphasis on health disparities among large Hispanic and Native American populations in their respective states, ASU Dean Melnyk said. The average ages at death for Native Americans and Hispanics in Arizona are 55 and 57 respectively.

Southwest Consortium Innovative Feature

In Arizona and Southwest collaborating states, the shortage of current nursing faculty, programs and coursework leading to doctoral preparation in geriatric nursing is the major factor limiting the preparation of a workforce specializing in geriatric nursing, as well as the preparation of replacement nursing faculty with expertise in geriatric nursing. This factor led to the formation of the Southwest Consortium for Geriatric Nursing Education. Among colleges and schools in the Southwest Consortium, only Colorado offers geriatric nursing graduate coursework with either a Doctorate in Nursing Science/ PhD or Doctorate in Nursing Practice (DNP)

focus, indicating that the ASU plan to create geriatric nursing-focused doctoral



coursework is imperative. Except for Colorado, none of the partner schools of nursing has a major in geriatric nursing.

Seven colleges of nursing have joined Arizona State University in the Southwest Consortium—an innovative part of the initiative. Consortium members include: the three Arizona state university colleges of nursing—ASU, the University of Arizona, and Northern Arizona University; and colleges of nursing in Colorado, New Mexico, Nevada, and the University of Texas at El Paso.

The members will provide nationally recognized geriatric faculty to mentor doctoral and post-doctoral students across institutions in the program. The consortium also will hold monthly seminars, a Visiting Scholar series, and consultations on grant applications for the on-site component of the primarily web-based program.

"The formation of the Hartford Center of Geriatric Nursing Excellence represents an important step in preparing to meet the current and future healthcare needs," ASU Dean Melnyk said. "We are on the right track to a solution that will ensure success."

"Nurses are on the front line of caring for our parents, grandparents, and ourselves as we age and face the diseases and frailty that come with getting older."



Meeting a Critical Need

HRSA funds innovative ASU online mental health program to alleviate the pressing demand for healthcare providers who can competently assess and manage mental health problems in children, teens and families.

Although behavioral and mental health disorders have now surpassed physical health problems as the leading causes of morbidity and mortality in children and adolescents, less than 20 to 25 percent of the 15 million affected children and youth receive any treatment due to the severe shortage of child psychiatrists and other mental healthcare providers, including child-family psychiatric/mental health nurse practitioners (CFP/MHNPs), according to the American Psychological Association (APA).

The gap in mental health services is even greater in rural and medically underserved areas such as in Arizona where 5 out of 15 counties have no child psychiatrists. According to the American Association of Colleges of Nursing (AACN), there are only 15 family psychiatric NP programs in the United States. None of these programs are in Arizona. Substantial health disparities also exist

in the receipt of mental health services, with a disproportionate number of Hispanic and African-American children affected.

Because of the inadequate numbers of child mental health providers, especially in medically underserved and rural areas, pediatric primary care providers (PCPs)—e.g., pediatric nurse practitioners [PNPs], pediatricians—are having to assess as well as manage common behavioral and mental health disorders in children and adolescents. However, PCPs typically report inadequate knowledge and skills in these areas. Therefore, there is an urgent need to prepare more CFP/MHNPs, PNPs and family NPs (FNPs) with advanced skills so that they can be more effective in screening for and implementing early evidence-based interventions for children and youth with common mental health disorders.



ASU Associate Professor of Nursing Michael Rice listens intently to a student's question during a graduate class. Rice is program coordinator of the newly HRSA-funded Child-Family Psychiatric Mental Health Advanced Practice Program at the College of Nursing & Healthcare Innovation.

AACN data also indicates that family psychiatric NPs comprise the smallest group of nationally certified psychiatric mental health advanced practice nurses in the U.S. with only 487 in comparison to the other psychiatric APN specialties, including adult psychiatric CNS (7,023); child psychiatric CNS (990), and adult psychiatric NP (1501). Child psychiatric CNSs and family psychiatric NPs comprise only 14 percent of all nationally certified nurse practitioners. In Arizona, there are 2,624 active NPs, of which only 165, or 6 percent, are psychiatric NPs.

The Healthcare Resources and Services Administration (HRSA) has recognized this critical healthcare and workforce need and funded a nearly \$1 million, three-year project at the ASU College of Nursing & Healthcare Innovation to establish the 16th family psychiatric nurse practitioner program. Dean Bernadette Melnyk, PhD, RN, CPNP/NPP, FAAN, FNAP is project director. Project co-directors include Michael Rice PhD, ARNP, BC, FAAN, associate professor of nursing; Ann Guthery MS, RN, PsychNP, clinical assistant professor of nursing; and Maureen Campesino PhD, RN, PsyMHNP, assistant professor of nursing.

The College has established three new enhanced online educational paths that address the alarming gap in mental health services for children and teens, according to Renee McLeod, Director, Graduate

Education and Advanced Practice Programs. The three online offerings include:

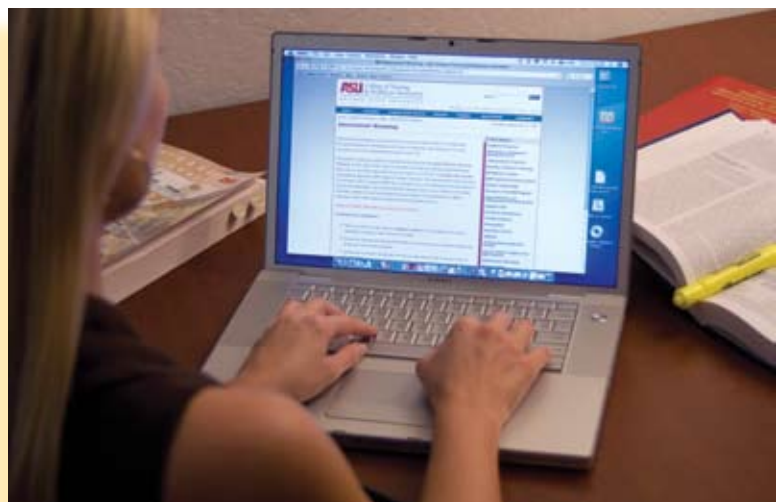
- 44-credit post-masters to Doctor of Nursing Practice CFP/MHNP program,
- 84-credit post-baccalaureate to Doctor of Nursing Practice as a Child-Family Psychiatric Nurse Practitioner, and
- 15-credit child and adolescent mental health intervention graduate certificate.

The first two programs will prepare CFP/MHNP students for national certification as family psychiatric NPs. These programs start in Fall Semester 2008. Application deadline is January 1. The post-masters program is one of the advanced practice specialty tracks in the College's new Doctor of Nursing Practice program.

"The third educational option, the graduate certificate, is designed to attract an interdisciplinary pool of healthcare professionals, including PNs, FNPs, pediatricians, and other related practitioners, who desire enhanced mental health assessment and intervention skills for use in their current primary care practices," McLeod noted. The certificate option was launched in August of 2007. Application deadline for the next cohort is March 1, 2008.

“PCPs do not typically receive the preparation they need in their educational programs to accurately recognize mental health disorders or to practice using guidelines that integrate mental health and primary care.”

"The programs are the first in the state of Arizona to focus on the preparation of advanced education nurses as CFP/MHNPs and the first in the country to equip PNs, FNPs and interdisciplinary healthcare providers with the added knowledge and skills to assess and intervene early with children and teens who have common mental health problems through a graduate/post-master's certificate program," Dean Melnyk said. "Ultimately, the goal of these programs is to provide exemplary and culturally competent



CFP/MHNPs as well as PNPs and FNPs who meet the mental healthcare needs of diverse children and adolescents from rural and underserved areas throughout the state of Arizona and the nation.”

Healthy People 2010 Connection

The three educational programs address two important Healthy People 2010 objectives to increase the proportion of children with mental health problems who receive treatment and to increase the number of persons seen in primary health care who receive mental health assessment and early intervention.

Primary Care a Natural Point of Contact

Primary care settings represent a significant and natural point of contact for children and their families. As such, pediatric primary care providers (PCPs) are in a unique position to identify and manage common mental health problems/disorders in children and adolescents as approximately 75 percent of children with mental health disorders are seen in primary care settings. Accurate assessments and early intervention by PCPs could promote children’s mental health as well as play a critical role in affecting present and future mental health problems because half of all lifetime mental health disorders occur before 14 years of age. However, PCPs report inadequate knowledge of screening and early interventions for these problems along with a strong desire to gain these skills as they are often faced with treating children with these disorders as a result of a serious gap in mental health services in the current healthcare system.

Unfortunately, PCPs do not typically receive the preparation they need in their educational programs to recognize mental health disorders or to practice using guidelines that integrate mental health and primary care. Although estimates of child behavior problems range from 11 to 22 percent, the recognition of these problems by PCPs has ranged from 5 to 9 percent.

In September 2006, the APA released a report that acknowledged the pressing need for further mental health education of healthcare professionals in mental health screening and intervention. Among the recommendations from its Working Group on Psychotropic Medications for Children and Adolescents were calls for continuing education for child and adolescent practitioners as well as training for faculty in evidence-based strategies in the treatment and management of childhood disorders. Extensive findings from research emphasize that evidence-based and early intervention services are essential to reduce the national and global epidemic of psychiatric disorders. Studies also have indicated that the provision of evidenced-based treatments is associated with better outcomes, including a decrease in symptoms and disabilities and improvement in school performance.

Needs of Children and Adolescents in Arizona

Arizona is experiencing tremendous growth, including children under the age of 19 years. Its prevalent Hispanic population is one

of the largest in the nation, presenting multiple challenges for the healthcare infrastructure. The psychiatric physician-to-population ratio in Arizona is 12 child psychiatrists per 100,000 population compared to the U.S. ratio of 16.5 per 100,000. In 2004, there were only 134 child psychiatrists practicing in Arizona. Seventy-six percent of Arizona child psychiatrists practice in its two largest counties creating a disparity of care in rural areas.



A major objective of the ASU Child-Family Psychiatric Mental Health program is to aggressively attract and retain students from disadvantaged minority backgrounds and rural medically underserved areas.

“Extensive findings from research emphasize that evidence-based and early intervention services are essential to reduce the national and global epidemic of psychiatric disorders.”

“A unique aspect of the College of Nursing & Healthcare Innovation Child-Family Psychiatric Mental Health NP program is the use of video podcasts, which will enhance the students’ learning through the use of video clips, such as powerpoint slides, included in the courses,” stated Michael Rice, Project Co-Director of the recently funded HRSA grant. “Video podcasts will be sent as a file instead of an active video stream providing students the advantage of downloading the video podcasts at any time and playing the podcast at their convenience.”

The ASU College of Nursing & Healthcare Innovation also will conduct a national symposium on child and adolescent mental health in Phoenix in 2008. The symposium will focus on providing continuing education that enhances the mental health screening and early intervention practices of primary care NPs and interdisciplinary healthcare providers who care for children, adolescents and families.

Exploring Perceptions

Racial and Ethnic Discrimination

Evidence grows that perceived racism in healthcare delivery is a significant and stressful experience among African Americans and Hispanics.

Significant disparities exist among racial/ethnic minority groups in cancer incidence and mortality rates, and all stages of cancer care. African Americans have the highest mortality rate of any racial/ethnic group for all cancers combined. Hispanics have lower overall incidence rates of cancer, but seek treatment at more advanced stages of the disease and have poorer survival rates for certain cancers, such as prostate and cervical. The incidence of breast cancer is increasing faster among Hispanics than any other ethnic group.

In recognition of these disparities, the National Cancer Institute of the National Institutes of Health has awarded a two-year grant to the College of Nursing & Healthcare Innovation to study causes and possible solutions. Maureen Campesino PhD, RN, PsyMHNP, assistant professor of nursing, is principal investigator for the study—“An Exploration of Perceived Racial/Ethnic Discrimination/Bias on Cancer Care Delivery.” Dr. Campesino is a faculty member in the Hartford Center of Geriatric Nursing Excellence at the ASU nursing college.

The interdisciplinary research team is racially and culturally diverse and will be involved in data collection planning, analysis, and interpretation. The team includes co-investigators ASU Associate Professor of Nursing Ester Ruiz, a Mexican American bilingual nurse researcher with expertise in qualitative methods and recruitment of Latinos; ASU Assistant Professor Johannah Uriri-Glover, an African American nurse researcher with research experience among African Ameri-

can populations and the elderly with chronic health conditions; ASU Associate Professor of Psychology Delia Saenz, a Latina bilingual social psychologist and researcher in perceived discrimination, and University of Arizona (UA) Assistant Professor of Nursing, Mary Koithan, an NIH-funded qualitative nurse researcher. Oncology consultation will be provided by Gloria Juarez, a Latina bilingual oncology nurse and NCI-funded researcher with a focus on cultural and behavioral aspects of cancer care at the City of Hope Cancer Center, Los Angeles; Dr. Robert Krouse, an oncology physician and NCI-funded researcher at the UA College of Medicine; and Dr. Linda Larkey, NCI-funded oncology researcher at the Arizona Cancer Center, with experience in research among African Americans and Hispanics.

The goals of the research study are to:

- Explore and analyze low income Mexican American and African American perceptions of perceived discrimination in breast cancer care, and
- Understand how ethno-cultural factors affect perceptions of and responses to cancer care delivery. In this study, cancer care refers to the full spectrum of healthcare services from cancer screening to treatment and follow-up care.

A sequential triangulated qualitative design will be used to provide an in-depth understanding of minority patient experiences of perceived racial or ethnic discrimination in breast cancer care and analyze patterns

Dr. Maureen Campesino



in Cancer Care Delivery

between patient characteristics (cultural identification and Spanish language preference) and perceptions of and responses to breast cancer care, Dr. Campesino said. These aims will contribute to the long-term goal of development and testing of evidence-based culturally appropriate cancer care delivery interventions to reduce cancer disparities among minority populations.

Significance of Project and Selected Methods

Understanding the causes of cancer health disparities and eliminating them is a priority goal for Healthy People 2010 and the NCI. The Institute of Medicine (IOM) report recommends that healthcare research move beyond documentation of the problem of racial/ethnic discrimination in American healthcare systems to a deeper understanding of how discrimination may influence healthcare access, delivery and outcomes. More qualitative research is needed to gain an in-depth understanding of the multidimensional social processes that may influence how minority patients actually experience cancer care, according to the IOM report.

“The study is innovative because it will address a gap in cancer behavioral research related to understanding social and ethno-cultural factors affecting breast cancer care delivery among English speaking and Spanish speaking minority patients,” Dr. Campesino said. “In addition, it will analyze how cultural group identification, a known moderator of perceived discrimination, relates to oncology care contexts.”

The study’s

• Patient & Provider Perspectives on Homeopathic Treatment. The purpose of this NCCAM-funded study was to develop a grounded theory explicating the delivery of care by classical homeopaths and to describe the lived experience and outcomes of successful homeopathic treatment. Dr. Campesino collaborated with Drs. Bell and Koithan at the University of Arizona (UA), and has participated in the implementation of a triangulated naturalistic/qualitative study using grounded theory, phenomenology and comparative analysis methodologies. Participation in this study provided Dr. Campesino with experience in matrix analysis, a qualitative analytic method to be utilized in the proposed study.

Prior Studies

The studies discussed below summarize the experience of Maureen Campesino, Principal Investigator (PI) in planning, conducting and disseminating findings in both independent and interdisciplinary collaborative research projects. This research falls into two broad areas: research among minority populations and research utilizing qualitative methodologies.

- Voces de las Madres: Traumatic bereavement after gang-related homicide. This ethnographic study utilized a narrative case-study approach to explore and analyze the cultural influences on traumatic bereavement among Latino and Native American mothers whose children were killed in gang-related homicide. The bereavement narratives represented the subjugated voices of women living with violence in marginalized communities and revealed multiple layers of dehumanization that exacerbated the bereavement process. The PI gained experience in qualitative methods, recruitment and retention of minority research participants, and interfacing with minority communities.
- Development of the Latino Spiritual Perspective Scale (LSPS). Numerous instruments have been developed for investigating relationships between spirituality and health. The available instruments, however, lack psychometric testing in Latino populations and credibility for use among these populations may be limited. The purpose of this study was to develop, test and evaluate the Latino Spiritual Perspective Scale (LSPS), developed by Campesino. The LSPS is a 32-item 6-point Likert scale that was administered to a convenience sample of 95 Latina nurses in the mainland United States and Puerto Rico. Dr. Campesino was responsible for all aspects of scale development, research planning, recruitment and data analysis. The LSPS had an excellent Cronbach’s alpha. Findings from this study are being presented at national nursing and healthcare conferences.
- Validation of the of the Latino Spiritual Perspective Scale. The purpose of this NCCAM-funded study was to further test the construct validity and cultural relevancy of the LSPS. As PI, Dr. Campesino gained further experience in minority participant recruitment strategies and was responsible for all aspects of planning, recruitment, and data collection. Data analysis has begun in collaboration with Drs. Greenberg & Belyea, biostatisticians at the College of Nursing & Healthcare Innovation at Arizona State University (ASU). The LSPS was administered to 257 Latino and non-Latino college students. The Cronbach’s alpha was excellent. Latino students scored significantly higher on the LSPS than did non-Latinos. The stronger the identification with Latino culture, the higher the LSPS score. The stronger the identification with Anglo culture, the lower the LSPS scores. This research was presented at a national nursing conference in July 2006.

potential impact on clinical practice is that it could increase providers' understanding of contributing factors and the health-related consequences of perceived discrimination among minority breast cancer patients, which is a key component in developing strategies to reduce breast cancer disparities. Effective strategies hold the potential to benefit not only minority women with breast cancer but also women who have other types of cancer or health conditions in which perceived discrimination may play a role in care. The long-term goal of the research program is the development and testing of culturally responsive, evidence-based cancer care interventions relevant for oncology physicians and nurses, patients/families, and cancer care delivery systems serving minority populations.

The study is based on the premise that socially constructed identities such as race, ethnicity and culture are contextual phenomena that cannot be separated from people's everyday experiences and meanings. The conceptual framework guiding this design is critical race theory (CRT). CRT provides a framework for understanding the intersection of socially constructed identities and how discrimination operates within the dominant society. Within the context of intercultural healthcare delivery encounters, CRT can be useful in understanding power

dynamics that fuel discrimination and provide insight into potential barriers that impede intercultural health relationships. While the name implies a focus on race, CRT emphasizes the intersection of racism with other forms of discrimination, such as sexism, classism and monolingualism. Therefore, the aims of the study will focus on revealing the perceptions and experiential knowledge of African American and Mexican American patients who have received treatment and care for breast cancer.



Patient Perspectives of Discrimination

Racial/ethnic group cancer disparities persist independent of socioeconomic status, access to health insurance and clinical factors such as patient preference and treatment eligibility suggesting that other sociocultural factors may be implicated. There is growing evidence that perceived racism in healthcare delivery is a significant and stressful experience among African Americans and Hispanics. Studies of minority patients in primary care settings reveal the existence of mistrust, communication difficulty with providers, and greater likelihood of perceived disrespect compared with non-minority patients. A nationwide study of over 6,700 Caucasian, African American, Asian, and Hispanic adults found that minorities

were significantly more likely than Whites to perceive disrespect and unfair medical treatment and were less likely to engage in health screening and follow recommended treatment because of these perceptions.

The Racial & Ethnic Perception Gap

For racial/ethnic minorities, experiences of racism may be part of their everyday reality, base on published reports. For non-minorities, discrimination based on race or ethnicity is often not recognized because the system of privileges afforded to them precludes awareness of both personal and systemic biases. This lack of shared reality produces a perception gap between minorities and non-minorities, which is a major obstruction to understanding and addressing health disparities.

Healthcare providers may have few opportunities for critical assessment of internalized prejudicial attitudes and how these biases impact healthcare encounters because medical and nursing education rarely includes a focus on how institutional, societal, and individual racism may influence the patient-provider relationship. Both patients and providers may view each other through the "lens of race," which

can lead to inaccurate assumptions and negatively influence attitudes and behaviors in the healthcare relationship.

Study Design

The community-based sample (N= 60 low-income women) will include three groups: 20 African American patients, 20 Mexican American predominantly English-speaking patients, and 20 Mexican American predominantly Spanish-speaking patients, all diagnosed with breast cancer in the

past three years. To meet the aims of this study, a triangulated design will be employed that moves from an individual, case-oriented approach to a within- and between-group approach using content and matrix analysis methodologies.

The interviews will be conducted by nurse co-investigators who are racially/ethnically/linguistically matched with the participants. The research team is now preparing to recruit participants.

To assure scientific rigor and trustworthiness of the analysis, the research team will incorporate Guba and Lincoln's criteria. In this study, giving participants the opportunity to fully voice their experiences will allow healthcare providers to expand their understanding of the more private, inner-world perspectives of minority breast cancer patients.

ASU Launches Neurovascular Advanced Practice Nurse Fellowship Program

*HRSA recognizes need to prepare APNs to intervene
and treat stroke victims by funding NET SMART
continuing education fellowship program.*

Stroke is the leading cause of permanent disability in adults, and the third leading cause of death in the U.S., affecting over 700,000 Americans each year, while another estimated 300,000 are diagnosed with transient ischemic attack (TIA), a high-risk stroke precursor. There is an increased incidence in stroke among African Americans and Hispanics, with one of the most rapidly growing stroke cohorts in the U.S. today found in African American women between the ages of 35-55 years. In the face of inadequate preventive services, stroke—the number one cause of adult disability in the U.S.—contributes significantly to healthcare costs, which will likely increase unless practitioners are prepared to treat and preserve neurologic function in emergency situations.

The Healthcare Services and Resources Administration (HRSA) recently awarded a grant for a unique online neurovascular advanced practice nurse (APN) post-graduate fellowship continuing education program to the ASU College of Nursing & Healthcare Innovation that is intended to prepare more APNs to improve acute stroke treatment.

The Case for Need

The capability to provide emergency treatment for acute stroke patients has improved much slower than anticipated since the



The NET SMART research team consists of (left to right) Tenisha Baca, program coordinator, Andrei Alexandrov, MD, professor and director, University of Alabama at Birmingham Comprehensive Stroke Center, Anne Wojner-Alexandrov, principal investigator and director, NET SMART, Marc Malkoff, MD, director, Neurovascular Program, Barrow Neurological Institute, and Steve DiBiase, graphic designer.

approval of tissue plasminogen activator (tPA) for acute stroke treatment in 1996. Current tPA treatment rates for stroke remain relatively low, with only 4-5 percent of U.S. stroke patients receiving this clot-busting agent. There are currently more than 400 hospitals in the U.S. that have gained accreditation as JCAHO Primary Stroke Centers (PSCs) and it is hoped that these centers will dramatically improve stroke treatment. Legislation in several states has been enacted to support formal recognition of PSCs along with preferential emergency medical services (EMS) diversion and transport to those hospitals meeting state-defined criteria for stroke centers.

While the increased interest in stroke center status is encouraging, it has caused a challenge to obtain expert practitioner staffing. In the U.S., there are less than 200 fellowship trained stroke neurologists, and only 10,461 board certified neurologists. The vast majority of the latter group focuses their practice in outpatient management of neurologic disorders due to higher reimbursement than would be obtained in a hospital-based practice setting and regular office hours. Because of this, many neurologists do not respond to acute stroke emergencies. In fact, acute stroke patients are most commonly admitted and managed by emergency physicians and internists in the U.S., and the majority of these practitioners are not credentialed to administer tPA therapy.

To combat personnel shortages, a few hospitals and physicians have begun to turn to APNs that can be positioned on the front line of acute stroke care, supported by neurologist phone, telemedicine and/or teleradiology consultation. But a formal mechanism for the education and training of acute neurovascular APNs with a standardized curriculum and practicum has not existed to prepare nurses for these roles in mass, with the few APNs that work in these positions primarily receiving only “on-the-job” instruction. Additionally, only a small amount of time is dedicated to management of acute stroke within curricula supporting the acute care nurse practitioner role, and many of the APNs working in stroke today are credentialed as primary care practitioners. Interestingly, while it has never been “officially” quantified, U.S. program administrators challenged to fill open staff nurse and APN positions also find that recruitment to the neurosciences is difficult due to small numbers of nurses with preparation and experience in this area that are ready to assume positions without additional education and clinical support. Continuing education offerings are needed to support recruitment into acute stroke management at an early point in nurses’ careers to facilitate direct entry or transition to positions capable of supporting care of these complex vascular patients.



Clarian Health Partners’ Dave Hanson, cardiovascular clinical nurse specialist, and Jennifer Cohn, neurovascular clinical nurse specialist, advance their knowledge of neuro-imaging interpretation and acute stroke management with the NET SMART system. Hanson noted that cardiac patients carry the same risk factors as stroke patients. “NET SMART is allowing me to branch out so that I may offer my patients expertise related to cardiac and neurovascular phenomena,” he said.

APN Stroke Fellowship Training

HRSA has recognized the need to prepare APNs to intervene and treat stroke victims with the funding of NET SMART (Advanced Practice Nurse Education & Training in Stroke Management & Acute Reperfusion Therapies), a three-year continuing education project at the College of Nursing & Healthcare Innovation at Arizona State University in collaboration with the University of Alabama – Birmingham’s (UAB) School of Nursing and Comprehensive Stroke Center in the heart of the nation’s infamous “Stroke Belt.”

Professor Anne Wojner-Alexandrov PhD, RN, CCRN, FAAN is NET SMART’s Principal Investigator/ Project Director. Dr. Alexandrov was trained by the University of Texas-Houston’s world renown stroke neurologist, James Grotta, MD, becoming the first APN to undergo formal post-graduate training in stroke alongside board-certified neurologists completing an accredited neurovascular fellowship. In a unique shared relationship between the ASU and UAB Schools of Nursing, Dr. Alexandrov is clinically appointed as an APN “attending nurse” for the UAB Comprehensive Stroke

Center where she spends 40 percent of her time in practice. Dr. Alexandrov’s expertise is joined by two physician collaborators, Drs. Marc Malkoff and Andrei Alexandrov. Recently relocating to Phoenix from a position as Associate Professor and Co-Director of University of Texas - Houston Stroke Team, Marc Malkoff, MD brings to this project clinical expertise in acute stroke management and neurocritical care medicine. Andrei Alexandrov, MD is a Professor of Neurology/Medical Director of the UAB Comprehensive Stroke Center, and is considered a leading world expert in neuroimaging and neurosonology (transcranial Doppler and carotid ultrasound).

The NET SMART continuing education program, will start in January 2008 and aims to

improve access to evidence-based healthcare for underserved and high-risk acute stroke patients through the provision of post-graduate, neurovascular fellowship-educated APNs capable of assuming “attending nurse” leadership positions in stroke centers. The NET SMART program will provide internet-based continuing education, supported by an on-site two week clinical preceptorship and validation period at UAB Hospital for APNs entering or transitioning into acute stroke practice. Carrying one of the highest rates for provision of intravenous thrombolysis and intra-arterial rescue therapies, the UAB clinical experience will provide APN fellows with a high volume, fast-paced environment and a complex neurovascular patient population typical of the U.S. Stroke Belt.

According to Dean Bernadette Melnyk PhD, RN, CPNP/NPP, FAAN, FNAP of the ASU College of Nursing & Healthcare Innova-

tion, “NET SMART is unique because it combines the strengths of two leading nursing programs with a medical school’s Department of Neurology that is one of the strongest in the nation. NET SMART also provides participants with on-site validation in the heart of the nation’s Stroke Belt, where there are more cases of stroke and stroke deaths per year than anywhere else in the U.S.”

“We believe that NET SMART will be a valuable adjunct to learning that will recruit many advanced practice nurses into key acute stroke leadership roles,” Dr. Ray Watts, chairman of Neurology at UAB wrote in his letter of support for the collaborative project. “Our ongoing commitment to APNs places us in a unique position to offer this program, and it is our desire to see APN value and visibility increase significantly within both the healthcare community and lay public as a result of our efforts.”

Target Audience and Applicant Pool

The NET SMART Acute Stroke Fellowship targets entry of APNs into a continuing education program designed to prepare them for clinical leadership roles in the emergency evaluation and treatment of high risk acute stroke patients. Enrollees in NET SMART will complete a total of 19 internet-based, self-paced modules, complemented by clinical learning activities and post-tests. Once all modules are completed, participants will attend an 80 hour on-site clinical preceptorship and validation session at the UAB Comprehensive Stroke Center. Upon satisfactory completion of the entire program (internet-based modules, clinical learning activities and clinical preceptorship/validation), participants will receive a NET SMART Acute Stroke Fellowship Certificate from the Arizona State University College of Nursing & Healthcare Innovation.

Nurse practitioners and clinical nurse specialists targeted for inclusion in NET SMART are those with an interest in vascular disease. Expertise in the neurosciences is not a requirement for participation in the program. In fact, the striking similarities between neurovascular and cardiovascular practice will hopefully draw APNs favoring cardiac care into the fellowship. According to Dave Hanson, MSN, RN, CNS, President of the American Association of Critical-Care Nurses and a NET SMART participant, “Acute stroke practice is a comparable alternative to cardiac practice, in a field that is following closely in the footsteps of cardiovascular pioneers. As a cardiovascular clinical nurse specialist, I enrolled in NET SMART so that I could offer my patients broader expertise that encompassed early identification of neurovascular dysfunction and an ability to provide rescue therapies.” Dr. Wojner-Alexandrov concurs, identifying a number of procedures taken directly from cardiology that have made their way into neurovascular practice. She stated, “From stents to thrombolysis, to experimental use of counterpulsation devices, we are literally tip toeing behind cardiology to explore new methods capable of reversing brain ischemia and neurologic disability. Cardiovascular nurses are exceptionally well prepared to expand their horizons and launch new careers in acute stroke management.”

NET SMART to Improve Care for Acute Stroke Patients

As participants progress to the 80-hour, on-site clinical preceptorship and validation period, they will be limited to three participants at one time to ensure optimal attention and exposure to activities.

During this experience, participants will essentially be “on-call” 24/7 spending time on service with the UAB Stroke Team, and will be directly supervised and evaluated by project team leaders. Participants will have to demonstrate their expertise in clinical lesion localization, neuroimaging interpretation (multi-modal CT & MRI, etc.), and hyperacute clinical management of acute stroke patients, as well as defining secondary stroke prevention and complication avoidance strategies. The advantage of the UAB site is not only its comprehensive capabilities, but also a patient population with significant vascular disease burden. Participants from areas of the country with less stroke burden are likely to experience a level of disease severity that they have never seen before, and will be able to explore application of approved and evolving experimental stroke therapies, providing them with exquisite preparation to assume an attending nurse role.

Cultural competency is a common thread that is pulled through all learning modules and the on-site clinical preceptorship. The ANA’s Position Statement on Cultural Diversity in Nursing Practice emphasizes that nurses must approach cultural competence with the understanding of how culture affects definitions of health and illness, illness causation, delivery of care and interactions with healthcare providers. The significant stroke burden existing among African Americans and Hispanics make this an essential aspect of the NET SMART program, in that participants must be prepared to assess, interact and proactively engage members of ethnic communities in reduction of stroke burden through modification of lifestyle, and treatment of modifiable risk factors. The UAB site provides a unique opportunity for participants to be mentored and evaluated in an environment where delivery of ethnically sensitive, culturally competent care is essential to ensuring optimal patient outcomes.

An additional part of the NET SMART program will be to create awareness and interest within the greater-Phoenix and Birmingham communities, specifically among grade school, middle school and high school students. Promoting NET SMART to today’s internet-savvy youth will encourage healthcare careers, but also healthy behaviors and habits. Lastly, this effort may promote recognition of stroke warning signs by children in their parents or grandparents, prompting early entry for medical treatment, particularly in the case of language dysfunction (aphasia) or perceptual loss (neglect) that may interfere with the stroke victim’s communication or comprehension of his/her disability.

Satisfactory completion of NET SMART modules and clinical preceptorship/validation will mark completion of the ASU NET SMART Acute Stroke Fellowship, at which time a certificate of achievement will be presented to the participant from the ASU College of Nursing & Healthcare Innovation. Successful completion of NET SMART constitutes completion of a formal Neurovascular Advanced Practice Fellowship Program, the only program of its kind in the world.

“Dr. Wojner-Alexandrov’s strategies to approach the problem of suboptimal acute stroke treatment are nothing short of cutting edge,” said Marc Malkoff, MD, Director of Neurovascular Program at the Barrow Neurology Institute in Phoenix. “This is especially important given the Stroke Progress Review Group II of the NIH-National Institutes of Neurological Disorders and Stroke (NINDS)

recent call for development of ‘innovative approaches to stroke care delivery,’ which explicitly cited the formal training and expansion of advanced practice nursing roles to improve acute stroke treatment numbers. She is perhaps the only nurse with the practice expertise and scientific preparation in the U.S. uniquely prepared to offer this program.”

Certificate Fee

A one-time fee for participation in NET SMART will be charged upon entry into the program. Project costs and ongoing maintenance will be assessed to determine a fee that is reasonable, on par with academic and continuing education course offerings, and takes into consideration the additional costs that will be assumed by participants for preceptorship travel. For more information or to apply

to the NET SMART program call (480) 727-6262 or go online to, www.netsmart-stroke.com.

In summary, there is a growing demand for acute stroke treatment capabilities in the U.S., yet this growth is challenged by limited numbers of physicians capable of providing expert emergency management. An internet-based program capable of building APN knowledge, supported by a clinical preceptorship with expert stroke practitioners, will provide a mechanism for entry, and/or transition, to an acute stroke APN position, promoting expansion of stroke centers in the U.S. Ultimately, an increase in stroke center availability should support an increase in tPA treatment rates and a decline in stroke disability, improving societal outcomes and reducing stroke burden among those individuals at highest risk for this cardiovascular disease. ■

In Remembrance of Loretta Hanner Bardewyck: 1915-2007 Founding Dean of the ASU College of Nursing & Healthcare Innovation

Loretta Hanner Bardewyck, first Dean of ASU’s then-named School of Nursing, passed away on Monday, December 10, 2007, at her home in Phoenix. Born September 3, 1915 in Glencoe, Ill., Loretta devoted her life to advocating for improving nursing education in Arizona. According to Ellamae Branstetter, one of the first three faculty members, Loretta played a major role in determining the need for and the feasibility of developing baccalaureate nursing education programs in Arizona.

In 1957, as Director of Nursing at Good Samaritan Hospital in Phoenix, Loretta was looking forward to some of the upcoming developments that the hospital was implementing, including “rooming in” for obstetric patients, rocking chairs in pediatrics, and units for intensive care. Guy Hanner, Loretta’s husband, had bigger plans for her. Guy told her she “oughta go and take the job (at the school of nursing), but they had to agree to certain things, one being that the program had to be a league-approved program and they would be an autonomous unit with their own budget and select their own students.” With Dr. Hanner’s encouragement, Loretta took the position, with an annual salary of \$9,000, as Director of the School of Nursing within the College of Liberal Arts and Sciences at

Arizona State College at Tempe (ASCT).

The School of Nursing opened its doors in 1957 in the basement of Matthews Hall with three faculty members, three registered nursing students and three baccalaureate students. The School of Nursing became an autonomous College in 1964.



According to Branstetter, Loretta possessed an intuitive administrative ability, an open, friendly manner, energetic curiosity, outstanding intellectual ability, and the gift

of stimulating creativity and encouraging collaborative efforts of faculty and students. Loretta was held in high esteem by University administrators, her friends, and the community, and was truly loved by students and faculty.

Loretta was instrumental in obtaining funding for the Tempe Campus nursing building, which was dedicated in 1966. The appropriation for the nursing building was a morale booster for the faculty and students who had despaired of ever having adequate accommodations.

Loretta, who retired from the College in 1971, never truly left. Upon her retirement, she wrote the book: *History of the College of Nursing, Arizona State University, 1957-1982*. Loretta was an integral part of the College’s history and alumni and was committed to the ongoing growth and progression of the College.

Although Loretta will not physically be here to celebrate our 50th Anniversary Gala in April, we know she will be with us in spirit. Loretta was very excited about celebrating our College’s history and the exciting places that we are headed. In Loretta’s own words, “What seemed an impossible dream 50 years ago is reality today.” ■

Connecting Across the Globe



PAHO technical agreement is setting a precedent for global initiatives with ASU Nursing.

Few people would expect the desert to be the hub of global initiatives. However, the College of Nursing & Healthcare Innovation at Arizona State University (ASU) has set a hot pace in establishing international collaborative connections in eight nations in just 12 months.

In early 2007, the Office of International Health, Scientific and Educational Affairs (OIHSEA) was established to provide an infrastructure to the College's global program to develop faculty and student teaching, learning and research exchanges, as well as dissemination of evidence-based practice (EBP) on a global level. Carol Baldwin, associate professor and Southwest Borderlands Scholar for Nursing, was appointed director.

Objectives for forming global connections and new relationships are intended to:

- Enhance cultural learning and research for faculty and students;
- Enrich the activities of the Center for Improving Health Outcomes in Children, Teens & Families, the Center for Healthy Outcomes in

Aging, and the Hartford Center for Geriatric Nursing Excellence (See article on page 2.), and

- Support and complement ASU's expanding Global Health Initiatives.

The foundation for this international initiative was the EBP Technical Cooperation Agreement between the College and the Pan American Health Organization (PAHO) in April 2006. This agreement has provided linkages to nursing programs throughout the Pan Americas and, most recently Spain. The agreement enables participation in PAHO-endorsed conferences that offer the opportunity to develop long-term exchange and research relationships in tandem with any PAHO-required pre-colloquia and presentations.

The agreement with PAHO paid quick dividends for the College of Nursing & Healthcare Innovation. In November 2006, the College presented an EBP workshop and poster presentation at the 10th Pan American Colloquium held in Buenos Aires, Argentina which produced valuable connections that helped to accelerate program activity.

During the colloquium, the ASU nursing contingent met with Maria

Iraidis Soto Soto, executive director of the Asociación Colombiana de Facultades y Escuelas de Enfermeras (ACOFAEN) and Daniel Gonzalo Eslava Albarracin, PhD, Pontificia Universidad Javeriana, Colombia, S.A., president of ACOFAEN. Potential for exchanges separate from EBP was also discussed. In addition, the ASU group met with Pontificia Universidad Católica de Chile faculty. These discussions resulted in verbal agreements to develop faculty/student exchanges as well as teaching/research collaborations. International collaboration meetings will be held in tandem as much as possible with EBP education.

The ASU nursing group also held a separate meeting with Professor Laura Moran Peña from the Universidad Nacional Autónoma de México (UNAM). Dr. Peña agreed to establish an exchange under the auspices of Southwest Borderlands – Nursing and the OIHSEA. She also indicated her willingness to utilize the Consejo Nacional de Ciencia y Tecnología (CONACyT)/ASU agreement to assist in recruiting nursing students from UNAM for graduate work at the ASU College of Nursing & Healthcare Innovation.

Connections made at the colloquium in Buenos Aires resulted in College of Nursing & Healthcare Innovation EBP programs in Santiago, Chile and Bogotá, Colombia. Ellen Fineout-Overholt, director of the Center for the Advancement of Evidence-based Practice (CAEP) and Kay Jarrell, clinical assistant professor and EBP Mentor, made presentations to a group of 100 dialysis nurses, administrators and faculty at the School of Nursing, Pontificia University of Chile located in Santiago. The nursing school had requested the presentations to help it incorporate EBP in its strategic plan.

After completing the activities in Chile, Dr. Fineout-Overholt and Kay Jarrell were joined by Bernadette Melnyk, Dean of the ASU nursing college and Manuela Vital, faculty associate and EBP Mentor, to co-facilitate the first Latin American EBP Summit in Bogotá, Colombia. The summit was attended by nursing leaders and educators from Argentina, Ecuador and Colombia. (See article on page 19.)

Southwest Borderlands – Nursing, the college invited ARCC Scholars from Argentina, Ecuador and México to attend. ARCC, or Advancing Research through Close Clinical Collaboration, is an evidence-based model to advance EBP in clinical settings, developed by Dean Bernadette Melnyk and Ellen Fineout-Overholt. The five Pan American nurse leaders who attended the national conference included:



Ellen Fineout-Overholt, Director, Center for the Advancement of EBP, ASU College of Nursing & Healthcare Innovation

Argentina:

- Maria Cristina Cometto, Professor of Nursing, Universidad Nacional de Córdoba
- Genoveva Elizabeth Ávila, Professor of Nursing, Universidad Nacional de Córdoba

Ecuador:

- Lourdes del Carmen Carrera Sosa, Dean of Nursing, Pontificia Universidad Católica del Ecuador (PUCE)

México:

- Laura Moran Peña, Professor of Nursing & Obstetrics, Universidad Nacional Autónoma de México (UNAM)
- Luxana Reynaga Ornelas, Faculty of Nursing and Obstetrics, Universidad de León Guanajuato

Synergy with ASU Global Initiatives

In addition to new programs, the College's Office of International Health, Scientific and Educational Affairs has taken advantage of existing initiatives at ASU.

In early 2006, ASU President Michael Crow and Dublin City University (DCU) President Ferdinand von Prondzynski signed a letter of agreement to form collaborative initiatives. The College of Nursing & Healthcare Innovation was the first among ASU colleges to begin to work with its DCU counterpart. The deans from the two colleges of nursing committed to advancing EBP and research initiatives.



Speakers and key participants at the EBP workshop held in Guanajuato León, Mexico in August 2007 included (left to right) Dr. Sergio Marquez-Gamiño, Dean Bernadette Melnyk, Luxana Reynaga Ornelas, Dr. Carol Baldwin, Susan Stillwell, Manuela Vital, Dr. Cipriana Caudillo, and Norma A. Valenzuela, and Octavio Jiminez-Garza.

The next building block in the ASU nursing college's international outreach took place at the 8th annual National Evidence-Based Practice Conference in Phoenix in February this year. Under the auspices of the CAEP, the PAHO technical cooperation and

According to Dr. Baldwin, the exchange program with Dublin City University School of Nursing (DUSN) has been mutually beneficial. Several faculty from Dublin have attended the Research

Intensive Workshop and the EBP Mentor Program. Dean Melnyk and Dr. Fineout-Overholt first conducted EBP workshops for faculty and nurses at affiliated hospitals in April 2007. Then, Dr. Baldwin traveled to Dublin in June 2007 to meet with the DUSN International Exchange Director and the Director of Research to establish research collaborations and to make the ASU nursing educational programs more accessible to the Dublin nursing faculty and students.

While in Dublin, Dr. Baldwin also presented on sleep and wellness, a component of her program of research. The presentation came about during discussions with DUSN faculty, who are interested in sleep disorders, obesity, and/or sleep-associated co-morbidities. DUSN is affiliated with the DCU School of Medicine, which has a sleep disorders research program. The potential for international trans-disciplinary research collaborations between the ASU nursing college, DUSN, the new University of Arizona-ASU College of Medicine in Phoenix is currently under study.

Southwest Borderlands Strengthens OIHSEA

As part of the ASU Southwest Borderlands Initiative, Dr. Baldwin has integrated efforts with the PAHO agreement she assisted in implementing to provide even more opportunities for global connections.

In early March 2007, Dr. Baldwin and colleagues Dr. Graciela Silva and Norma Valenzuela traveled to Guanajuato, México to develop collaborations with schools of nursing at the University of Guanajuato in León, Irapuato and Guanajuato City for faculty, student, research and immersion exchanges. The Mexican nursing school deans, the Chief of Public Health for the district, and the Director of International Academic Exchanges supported developing an agreement between ASU and the University of Guanajuato to facilitate the various exchange programs. Professor Luxana Reynaga Ornelas of the University of Guanajuato León agreed to coordinate faculty/student exchanges between the ASU and León nursing programs. The research connections established by Dr. Baldwin with Drs. Sergio Márquez-Gamiño, Cipriana Caudillo, and nursing professors Ornelas and Octavio Jimenez-Garza culminated in a two-day EBP workshop led by Dean Bernadette Melnyk in August 2007. The workshop, held in Guanajuato León, was attended by over 100 nurses, physicians, students and other healthcare workers from throughout México, and included presentations by Dean Melnyk, clinical assistant professor and EBP Mentor Susan Stillwell, and Dr. Baldwin, who is also an EBP Mentor. Dr. Baldwin and colleagues Manuela Vital and Norma Valenzuela stayed an additional

The main gate marks the entrance in medieval times to Toledo, Spain, site of the IX Iberoamerican Conference in which ASU nursing faculty and global partners participated. The conference was the first to focus on Latin America – Europe nursing education.

two days to work with their México colleagues on collaborative research grants and projects.

PAHO Provides European Entry

The Pan American Health Organization Technical Agreement also enabled the ASU College of Nursing & Healthcare Innovation to participate at the World Health Organization IX Iberoamerican Conference in Toledo, Spain in October.

The ASU nursing contingent took an innovative approach to its presentation indicative of the direction of the international program. Dr. Baldwin presented her peer-reviewed oral presentation, “Educational Needs of

Nurses for Evidence-Based Practice in the Pan Americas,” during the Globalization and Nursing Care sessions. Dr. Baldwin and Manuela Vital also facilitated a three-hour EBP workshop attended by nurses from throughout Latin America and Spain. The workshop, “Integrating EBP into the Academic Curriculum in the Pan Americas,” included presentations by nursing faculty from the Pan Americas to showcase the integration of EBP in their programs and curricula. Dr. Laura Moran Peña, from UNAM, spoke on the value of participating with the ASU nursing college to advance EBP in México and Paz F.

Soto, director, School of Nursing, Pontificia University of Chile in Santiago, discussed promoting Evidence-based Practice in nursing practice in Chile.

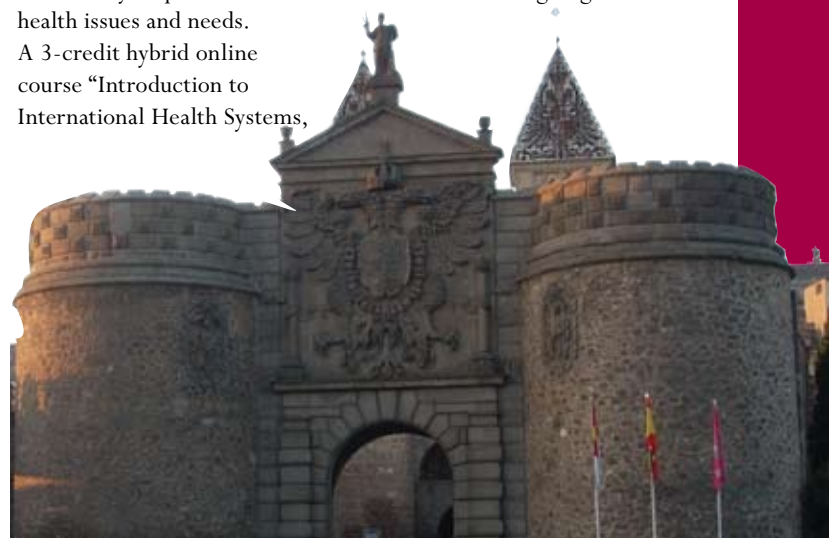
International Educational Programs

The Office of International Health, Scientific and Educational Affairs also is building an educational curriculum as part of its initiative. Dr. Baldwin has developed two educational offerings, including a 16-credit online Graduate Certificate Program, “International Health for Healthcare Professionals,” starting Fall Semester 2008. The certificate is intended for graduate students or healthcare providers to enhance their health care delivery in a culturally responsive manner with an understanding of global health issues and needs.

A 3-credit hybrid online course “Introduction to International Health Systems,



Dr. Jean Yan (center), chief scientist nursing and midwifery, Department of Human Resources for Health, Health Systems and Services, World Health Organization, takes time for a photo with ASU faculty colleagues Dr. Carol Baldwin (left) and Manuela Vital after the plenary session at the IX Iberoamerican Conference.



Professions and Research” also has been developed and is being offered this semester.

Year I Evaluation

Dr. Baldwin regards the first year for the College’s global initiatives as highly productive. In addition to the exchanges and opportunities to advance EBP around the world, the College has added seven international adjunct faculty members, including Drs. Sergio Márquez-Gamiño, Cipriana Caudillo, Laura Moran Peña, Ms. Luxana Reynaga Ornelas and Mr. Octavio Jimenez-Garza of México, and Dr. Maria Cristina Cometto and Ms. Genoveva Ávila of Argentina.

“Our international office in conjunction with Southwest Borderlands has accomplished a lot in a relatively short time,” Dr. Baldwin comments. “I want to acknowledge Norma Valenzuela and Manuela Vital for their assistance with a number of these activities. Their help, primarily voluntary, was invaluable.”

Future Plans

Internal and external advisory panels are being established to provide consultation, recommendations, and transdisciplinary representation, Dr. Baldwin said. The internal panel will consist of ASU faculty and administrators involved in healthcare or global initiatives, as well as student representation. The external panel will consist of local, national, and internationally recognized individuals to strengthen the OIHSEA with their understanding of global health issues. Barbara Dossey, PhD., RN, AHN-BC, an internation-

ally recognized Nightingale scholar, and John Maisto, Ambassador to the Organization of American States (retired), have already agreed to serve as advisors on the external panel.

South Korea holds considerable potential for collaboration in 2008. Linda Mottle, director of the Center for Healthcare Innovation & Clinical Trials in the ASU nursing college is collaborating on clinical trials with Inje University. She and Dr. Baldwin have started discussions on how best to work together. “We both have a global health focus and are working with ASU Global Initiatives,” Mottle said. “We can work together to propel our College to the forefront of what ASU is doing in global health.”

Claudia Navarro, director, Mexico and Latin American Unit, ASU Office of the Vice President for Global Engagement, feels the College of Nursing & Healthcare Innovation’s technical agreement with the Pan American Health Organization (PAHO) is setting a precedent for the kind of global initiatives ASU can accomplish in the Pan American region. “The impact this initiative can have not only in the region but also for the ASU community is setting the tone in several levels,” Navarro stated. “Students will have global hands-on experiences; faculty will have opportunities to expand the academic offers with a global perspective; and researchers to explore international investigation partnerships that will bring benefits for the local communities.”

Dean Melnyk is excited about the progress of the College’s international initiatives in the past year. “We have accomplished an incredible amount in a very short time,” said Dean Melnyk. “I see great potential for more opportunities and successful collaborations in the next year.”

Teaching Excellence in Simulation Education (TESE)

Monday-Wednesday, June 16–18, 2008, 7:30 a.m. – 5:00 p.m.

This 3-day intensive workshop at the College of Nursing & Healthcare Innovation at Arizona State University will focus on the essential elements of scenario development and utilization of excellent educational practices in simulation. Participants will develop a scenario during the workshop for use in their own educational setting.

This workshop is designed for educators who desire knowledge and critical skills to design, conduct, and evaluate simulation learning activities. Registration is limited to 20 participants to ensure an excellent learning experience. Participants will apply best educational practices to the development and use of high-fidelity simulation in healthcare education. The highly interactive program is made up of mini-lectures and group activities leading to guided simulation scenario development.

The ASU College of Nursing & Healthcare Innovation has been ranked among the top eight percent of graduate nursing programs in the nation according to the recent US News & World Report Rankings of America’s Best Graduate Nursing Schools.

Where:

ASU College of Nursing & Healthcare Innovation
Educational Simulation Program
Phoenix, AZ 85004

Simulation Education Program Faculty Team

Ruth Brooks, MS, RN, BC
Debra Hagler, PhD, APRN, BC, CCRN, CNE
Beatrice Kastenbaum, MSN, RN, CNE
Marlene Papish, RN, BSN, CNOR
Dan Weberg, BSN, RN, CEN

What previous participants say:

“Thanks for a great conference. I really learned a lot and I admire all of you for the work you have put into the whole operation. I have been telling everybody about the wonderful operation you have developed and how you can help them learn more about simulation.”

— Fay L. Bower, DNSc, FAAN, Chair and Professor, Department of Nursing, Holy Names University, Oakland, CA

Registration:

Early-Bird Registration by May 5
\$1,000/3 day workshop

Regular Registration after May 5
\$1,300/3 day workshop

For more information please visit our website at nursing.asu.edu/ace, phone (480) 965-7431, or email ACE@asu.edu

Contact Hours:

21.0 contact hours will be provided for the 3-day workshop. Less than complete attendance will require contact hours to be prorated accordingly.

ACE ID#:AzNA-ASU-5405-08

Arizona State University College of Nursing & Healthcare Innovation’s Academy for Continuing Education is an approved provider of continuing nursing education by the Arizona Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.



ASU College of Nursing & Healthcare Innovation
ARIZONA STATE UNIVERSITY
Dream • Discover • Deliver

At the EBP Summit in Latin America

*ASU and Latin American nursing and healthcare leaders connect
to advance Evidence-based Practice.*

The mountains around Bogotá, Colombia, were shrouded in a cool, foggy mist when the Latin American Evidence-Based Practice (EBP) Leadership Summit convened in May. However, the fog and rain did nothing to dampen the enthusiasm or obscure the purposes of 40 healthcare and nursing education leaders who had come together from Argentina, Ecuador, Panama and Colombia.

Arizona State University (ASU) College of Nursing & Healthcare Innovation and the Colombian Association of Faculties of Nursing (Asociación Colombiana de Facultades y Escuelas de Enfermería, or ACOFAEN) sponsored the EBP summit. The purposes of the intensive program were to determine priorities for advancing EBP in Latin America and to formulate a plan to accomplish this goal. It was the first EBP program of its kind to be held in Latin America, according to Bernadette Melnyk, ASU Dean and Distinguished Foundation Professor in Nursing.

The genesis for the summit occurred during an EBP workshop

conducted by ASU in collaboration with ACOFAEN at the 10th Regional Research Colloquium, held in Buenos Aires, Argentina, in late 2006. Maria Iraidis Soto Soto, executive director of the Colombian Association of Faculties of Nursing, organized the workshop and, together with Dean Melnyk and Ellen Fineout-Overholt, director of ASU's Center for the Advancement of Evidence-based Practice (CAEP), discussed how to advance EBP in Latin America. Melnyk and Fineout-Overholt suggested hosting an EBP leadership summit to further efforts across all of Latin America and, through the planning and collaboration of all three nurse leaders—Melnyk, Fineout-Overholt and Soto Soto—the summit became reality.

To prepare for the event, Soto Soto and the CAEP team at ASU worked together to conduct a survey of nursing and healthcare leaders in Latin America to determine 1) perceived priorities for moving evidence into practice and 2) clinical areas in which more evidence is needed.

Colombian Minister of Health Francisco Raúl Restrepo, a medical doctor, opened the summit with a presentation on the importance of EBP for improving the quality and safety of healthcare in Latin America, emphasizing the role of nursing. Dean Melnyk discussed evidence-based strategies that are working in the United States to advance EBP. Soto Soto presented results of the survey that had been conducted to serve as the foundation for the summit and to facilitate the work of making recommendations to advance EBP. Melnyk and Fineout-Overholt facilitated the full-day program.

After formal presentations, participants divided into four small groups to discuss and present outcomes on the following subjects: 1) priorities to accelerate transfer of research findings into clinical practice, 2) priorities and strategies for synthesizing research, 3) priorities for research areas in which evidence does not exist, and 4) barriers to advancing EBP in Latin America and potential solutions for overcoming them.

After reconvening, summit participants determined the following priorities based on the work of the task groups:

- 1) advance evidence-based knowledge and practice, 2) establish EBP nursing technique in Latin America, 3) encourage continuous education, 4) integrate EBP as a foundational curriculum in nursing schools, and 5) establish groups for mentorship and education.

Summit attendees identified the following steps to begin implementing evidence-based healthcare in Latin America, taking into consideration that commitment to EBP must begin at personal, national and international levels: 1) communicate widely the summary of the task force reports; 2) support a second summit; 3) take part in national colloquia and Pan American Health Organization programs; 4) establish a Latin American center to advance EBP; 5) designate ASU College of Nursing & Healthcare Innovation as a key partner to provide support for development of activities related to evidence-based practice; 6) facilitate the work by conducting in-person and/or virtual meetings for summit participants in 2008, with one of those meetings being the biannual Research Colloquium or the annual Iberian-American Education Conference; and 7) strengthen evidence-based implementation by preparing practitioners of the discipline.

In response to a needs assessment by Latin American nursing educators and other healthcare leaders, CAEP has developed a strategic plan that encompasses the following priorities:

- 1) Establish a Latin American consortium/



Ellen Fineout-Overholt (left), director, Center for the Advancement of Evidenced-based Practice at ASU, and Dean Bernadette Melnyk (second from left), ASU College of Nursing & Healthcare Innovation, join Colombia Minister of Health Francisco Raul Restrepo and Maria Iraidis Soto Soto, executive director, Colombian Association of Faculties of Nursing (ACOFAEN), at the Latin American EBP Summit in Bogotá.

collaborative center for advancement of EBP, 2) advance EBP knowledge and skills of nurses and nurse faculty members with assistance of ASU College of Nursing & Healthcare Innovation,

“Nurses are nurses no matter where they work or what level of resources they have. They want to provide the best care for their patients.”

and 3) assist collaborative members with implementing evidence-based guidelines and measuring the outcomes of guideline implementation developed by ACOFAEN.

Melnyk was pleased with the international collaboration demonstrated at the summit. “It is so exciting, as it provides us with the opportunity to assist nurses and other healthcare providers in advancing evidence-based care for the ultimate



Participants in a small group breakout session discuss priorities for advancing evidence-based practice at the first-ever EBP Summit to be held in Latin America.

purpose of improving quality of care and patient outcomes in Latin America,” said the ASU nursing dean. “The lessons we have learned in advancing EBP in the United States since the late 1990s will help us to more rapidly speed translation of research findings into clinical practice in the form of EBP in countries throughout Pan America.”

Fineout-Overholt commented on the common bond she had observed at the summit among nurses from the countries involved: “There was a shared passion to improve patient outcomes among the nursing faculty and healthcare leaders,” she said. “I considered the differences among the group—language, culture, resources—and then it occurred to me, nurses are nurses no matter where they work or what level of resources they have. They want to provide the



Kay Jarrell, ASU Clinical Assistant Professor of Nursing

“I was struck by the intensity of the group,” she noted. “I have taken EBP for granted, as our College of Nursing & Healthcare Innovation has been saturated with the concept since Ellen and Bernadette came aboard a couple of years ago. Here, I was in a classroom hundreds of miles from ASU where nurses were thirsting for the knowledge I was exposed to every day.”

best care for their patients. There really is a global connection to improve care through EBP.”

Kay Jarrell, clinical assistant professor of nursing at ASU, perhaps was in an ideal position to provide a personal perspective on the summit. The previous week, she had worked with Fineout-Overholt in facilitating an EBP workshop for dialysis nurses in Santiago, Chile, and she attended the summit in Colombia as an observer.

“We are grateful to Dean Melnyk and Dr. Fineout-Overholt for their contributions to advancing evidence-based practice and sharing their knowledge at the summit,” said Maria Iraidis Soto Soto on behalf of ACOFAEN. “In particular, we found great value in their discussion of qualitative studies in EBP and look forward to holding a second summit during 2008.”

“Nurses are challenged to develop strategies to promote health and prevent complications...Their patients’ lives depend on it. This is not an academic exercise; it is a nursing responsibility.”

Fineout-Overholt said the most important next steps include development of an electronic mailing list of all summit participants, finalization of leadership for the Latin America EBP initiative, and plans for the next summit.

“We are very pleased with the progress made at the summit in advancing EBP in Latin America,” Dean Melnyk said. “It will now be important to sustain the momentum created by the first summit and continue to work with these countries intensely and consistently in advancing EBP.”

The summit was conducted as part of a technical cooperation agreement between ASU College of Nursing & Healthcare



More than 40 healthcare and nursing leaders from across Latin America attended the Latin America EBP Summit sponsored by the ASU College of Nursing & Healthcare Innovation and the Colombian Association of Faculties of Nursing.

Jarrell also observed that health care in the four countries represented by summit participants is not as technologically advanced as in the United States because of a lack of resources. “As a result, nurses are challenged to develop strategies to promote health and prevent complications in order to improve client care,” Jarrell added. “It is imperative that they have access to research, ability to synthesize research and put it into practice. Their patients’ lives depend on it. This is not simply an academic exercise; it is a nursing responsibility.”

Innovation and the Pan American Health Organization, which also serves as the Regional Office for the Americas of the World Health Organization. ■

Note: This article was contributed to and published in the fall issue of Reflections on Nursing Leadership.

Cultural Blend: Learning and Caring

In an active partnership, ASU nursing students learn the importance of cultural awareness as they provide healthcare at the Las Fuentes Clinic in Guadalupe.

By Michael Jung

Photos courtesy of Eliza Gregory

For Dr. Carol Baldwin and her nursing students, providing quality healthcare depends on more than knowing what medicines you can prescribe for a patient. It also depends on how well you understand your patient's cultural beliefs, folk medicine practices, and attitudes toward the Western medical system.

"In the United States, we have a wonderful blend of ethnic groups, but this means we have to be more culturally responsive to Latinos, African Americans, Asian Americans, and Native Americans," stated Baldwin, an associate professor in the College of Nursing & Healthcare Innovation at ASU's Downtown Phoenix Campus. She finds some ethnic groups can perceive health problems differently from other ethnic groups and insist on different treatments, which can prevent healthcare providers from effectively diagnosing and treating an illness unless they are familiar with the patient's culture.

In an effort to develop a better understanding of different cultural groups in the community, Baldwin and her students have been working with Las Fuentes Clinic, a low-cost medical clinic in the Town of Guadalupe, since 2003. Through this partnership, students learn more about the cultures of the clinic's primarily Latino and Yaqui Indian clientele by observing doctors and nurses, talking to patients about their medical histories, and developing culturally relevant healthcare plans for patients.

Students also volunteer at the clinic's health fairs where they provide blood sugar, cholesterol, and blood pressure tests for community members and educate them about diabetes and heart disease. Since some students are bilingual, community members are more willing to ask for information about treatments for such health problems.

"Training to be a nurse practitioner in Guadalupe gives you a more community-based approach to medical care," says Dr. John Molina, founder and director of Las Fuentes



Clinic. “It gives you a chance to take care of patients who are uninsured, speak different languages, and have different ideas of the kind of treatment they need.”

Molina speaks from experience. Having served as a social worker in the Town of Guadalupe in the 1980s, he saw many Latinos and Yaqui Indians suffering and even dying in their homes due to lack of insurance and distrust of Western medicine. In response, he earned his medical degree from the University of Arizona and established Las Fuentes Clinic in 1995 to provide his community with a clinic that would respect their cultural health practices by offering both Western and folk medicine treatments.

By making both treatments available, patients see the clinic understands and respects their cultural beliefs, helping them trust clinic doctors and nurses if they suggest a more Western treatment for an illness – such as insulin shots for diabetes.

“One of the most useful skills I learned at the clinic is how to be culturally aware,” stated Anamarie McNeese, a recent graduate of the Family Nurse Practitioner Program who did her practicum training at Las Fuentes Clinic. “At school, they teach you medical skills, but cultural awareness is really hard to teach unless you submerge yourself in a community and serve its members.”

By caring for patients at the clinic, McNeese saw how cultural knowledge can improve treatments for health problems such as diabetes. She noted that in Western diabetic education, patients are discouraged from eating white rice which goes against the traditional diets of many ethnic groups. By being aware of this, however, a health provider can design a dietary program that will accommodate for such practices, increasing the likelihood that a patient will follow the program.

“You have to earn their trust,” says McNeese. “If they feel you have assumptions about them or their practices, they’ll just tell you what they think you want to hear, and then you’ve lost that patient



Dr. Carol Baldwin (center) and recent ASU nursing graduate Anamarie McNeese listen as Dr. John Molina describes the history of Las Fuentes Clinic. Baldwin and McNeese have worked extensively with the clinic in its day-to-day operations and at health fairs.

– because when you don’t have their trust, how can you accurately diagnose them and provide care?”

Recently, Las Fuentes Clinic has begun working even more closely with ASU. In 2005, Baldwin was elected to serve on the Las Fuentes Board of Directors, a position that helps her be a better liaison between the clinic in the Town of Guadalupe and ASU.

“Dr. Baldwin came to our clinic at a good time,” stated Molina. “It’s good to have a clinical person on the board because it helps us develop strategies for medical interventions among ethnic minorities. The research she does here is important because a lot of the Latino population is sometimes left out of research studies.”

This research includes a recently funded National Institutes of Health sleep study that Baldwin and several students recently conducted at the clinic. Baldwin feels this study is important since few studies have examined sleep disorders, such as insomnia or sleep apnea among Latinos, conditions that are linked to other health problems, including diabetes, obesity, and high blood pressure.

“Insomnia for Spanish-speaking Mexican-Americans may occur for reasons similar to the Anglo population, like overwork or worrying, but may mean different things for Latinos,” said Baldwin, who notes a large number of Mexican-Americans believe their problems may be a result of God’s will. “We’re working on finding out more about the meanings of these sleep disorders among Latinos so we can create medical interventions that are more culturally relevant.”

To ensure the accuracy of the research study, Baldwin

Four-year-old Luz Vega receives an immunization shot from medical assistant Elvira Osuna at Las Fuentes Clinic. The clinic provides affordable medical care for the Town of Guadalupe and other Arizona communities.



seeks to make the research practices as culturally sensitive as possible. Because Spanish-speaking patients will be involved in the study, Baldwin has asked for bilingual ASU nursing students to interview the patients. Students must also accommodate for the different Spanish dialects spoken by the participants and the different ways one is expected to speak to people from the Latino community based on age, gender, and other factors.

“You have to interact with individuals here in a respectful way,” stated Manuela Vital, a graduate student in the Adult Nurse Practitioner program who will interview Guadalupe residents for the sleep study. “If I communicate incorrectly, I might ruin an opportunity to talk with that person. [But] when they see someone they feel a relationship to, they can share their experiences more openly.”

In the future, Baldwin, Molina, and the nursing students hope more ASU students from the College of Nursing & Healthcare Innovation volunteer at Las Fuentes Clinic to learn about other cultures and improve healthcare in Arizona.



Realizing the need for healthcare providers to offer culturally-relevant medical interventions to different cultural groups, Town of Guadalupe resident John Molina (above) earned his medical degree and opened Las Fuentes Clinic in 1995. According to Dr. Molina, offering both Western and folk medicines shows patients that the clinic understands and respects their cultural practices, making patients more receptive to a healthcare provider’s diagnosis and advice.



Recent ASU graduate Anamarie McNeese did her practicum training at Las Fuentes Clinic. She feels working with the clinic’s diverse clientele inspired her to become a family nurse practitioner.

“We need to understand how different ethnic groups perceive certain diseases,” says Vital. “We can’t make a blanket perception that everyone in the world experiences health problems the same way.”

Dr. Carol Baldwin is a scholar in the Southwest Borderlands Initiative, an organization that unites professionals across ASU to collaborate on issues specific to the Latino community. To help promote health education and cultural understanding of Latinos in Arizona and along its borders, she has created the Southwest Borderlands Nursing web site, which provides resources for future research and educational direction for faculty, prospective faculty, students, and healthcare providers.

Las Fuentes Clinic is a non-profit corporation that provides medical care to uninsured people in Guadalupe. Over 4,500 visits are made yearly to the clinic. Medical care consists of family medicine, women’s health, acupuncture, chiropractic, naturopathic and traditional medicine. An extensive community outreach program provides health education to local community schools, agencies and events. In addition, Las Fuentes serves as a clinical training site for medical residents, medical students, nursing students, and medical assistants.

Since the inception of Las Fuentes Clinic, Dr. Molina has reached out to ASU undergraduate and graduate students such as pre-med student Omar Badri (pictured) with an offer to work with the clinic and learn about the routine aspects of providing healthcare and developing culturally-sensitive medical treatments.



Michael Jung was an ASU in the Community feature writer at the time this article was written and is a PhD candidate in American Literature, College of Liberal Arts and Sciences. Reprinted with permission.

Eliza Gregory is a photographer/project specialist with the Office of University Initiatives.

50th Anniversary Reception

Lights Up the Night

More than 200 alumni, faculty, emeriti, staff, students, and friends of the College of Nursing & Healthcare Innovation joined at dusk on a beautiful mid-October evening to kick off the celebration of the Golden 50th Anniversary. The alumni anniversary homecoming reception commemorated the start of that small nursing college in 1957 which has grown into one of the largest and most innovative colleges in the United States. The event was held on the patio of the Nursing & Healthcare Innovation Building in downtown Phoenix.



Arizona State mascot "Sparky" has fun with participants at the 50th Anniversary Homecoming Alumni Reception.

Alumni came from as far away as Israel and northeastern states such as Massachusetts, New York, and New Hampshire. Two alumni from the first graduating class of six, were among those who attended.

A Candle Lighting Ceremony to honor 140 outstanding nurses set the tone for the evening. ASU alumni nominated fellow alumni, as

well as graduates from other universities, for their service, professional dedication, and personal commitment to quality healthcare.

Dean Bernadette Melnyk opened the candle lighting ceremony by quoting from several nominations. Nominators then raised a lighted candle to honor their colleagues' achievements as Dean Melnyk read each name.

"It is a privilege to be Dean at ASU as our college marks 50 years of remarkable achievements that have contributed so positively to the health of five decades of patients as well as the nursing profession," Dean Melnyk said. "It is because of the wonderful foundation that was built together by leadership, faculty and staff in the College over the past decades that we have been able to make so many transformational innovations during the past two years."

Anderson and Brown Presented Awards

The evening also featured presentation of Distinguished Faculty and Alumni Awards. Jonna Anderson, clinical assistant professor





Jonna Anderson received the Distinguished Faculty Award at the 50th Anniversary Alumni Homecoming Reception. She is a clinical assistant professor of nursing at the ASU Polytechnic Campus.

of nursing at ASU Polytechnic Campus, and Gary L. Brown, class of 2001, clinical assistant professor at the Downtown Phoenix Campus, received the respective awards.

Paige Wyer, a senior nursing student and Student Nursing Association chapter president at the ASU Polytechnic campus, spoke on behalf of faculty and students in presenting the award to Jonna Anderson. "Jonna wants to create as many opportunities as possible for students to learn and develop into competent, qualified, well-rounded nurses," Wyer said. "She has changed my life and I am extremely appreciative of the experiences and opportunities in which she enabled me to participate."

Nancy Turco (BSN, class of 1983; MS, class of 1996), who has worked as a nurse administrator with the Arizona correctional system, nominated Brown and co-presented the award with Cynthia Holcomb, clinical assistant professor.

Evidence-based practice in Community Health Nursing has been a focus for Gary Brown, taking him to Vienna this summer to participate in a Sigma Theta Tau panel, Turco said. He also went to St. Louis and presented at an Association of Community Health Nurse Educators in June; and last month he participated in an NLN symposium here in Phoenix... "Gary is such a positive person and asset to ASU," she added.

In her remarks, Holcomb, who graduated from the first RN to BSN cohort in 2001, read the poem "Some People" by Flavia Weedn to describe the impact Brown has had on other faculty, students and alumni. "Some people come into our lives and leave footprints on our hearts... And we are never ever the same." "Gary I am so glad you came into my life seven years ago and that we are working side by side," Holcomb ended.

Five Deans Have Led ASU Nursing

Loretta Bardewyck, the first dean of the college through 1971 and who could not attend the reception (See In Memoriam on page 14.), was quoted in the news release announcing the event. She recalled when the small school of nursing started 50 years ago in the basement of Matthews Hall. "When the college started, nurses

also were in short supply and most nurses received their diplomas from hospitals and had no other choice," Bardewyck, who was dean through 1971, said. "In 50 years, academic programs at universities have become the main education channel but with many opportunities to develop career specialties. What seemed an impossible dream 50 years ago is reality today."

Other deans who led the ASU College of Nursing in addition to Deans Bardewyck and Melnyk include Juanita Murphy, 1971-1983; Janelle Krueger, 1984-1992; and Barbara Durand, 1992-2004.

"The roots of excellence are deep and the growth of the College in education, scholarship and practice has been made possible by a long list of contributors," said Durand, the fourth dean of the college. "In addition to the dedicated efforts of college faculty, today's successes would not have been possible without the significant support of the university and of our wonderful community partners. The ASU College of Nursing & Healthcare Innovation is definitely on the map and growing in stature every day."

Golden Goals

Colleen Keller, class of 1975, and Joey Ridenour, class of 1969, are co-chairs of the 50th Anniversary Steering Committee. Keller is a professor of nursing at ASU and director of the Hartford Center of Geriatric Nursing Excellence at the College of Nursing & Healthcare Innovation. Ridenour is executive director of the Arizona State Board of Nursing.

Keller and Ridenour said the goals of the 50th anniversary celebration at ASU are threefold. "We want to remember and celebrate the past and present achievements of our colleagues, reconnect alumni across the country with our College and University, and further improve patient outcomes over the next 50 years," the event co-chairs stated.

Other Activities Planned

Several other activities are planned to celebrate the Golden anniversary, including two endowed professorships to honor former faculty Nancy Melvin and B Steffl, special employee events and community service activities, and other commemorative items. A request also is planned for a proclamation of "Arizona Nursing Day." A special anniversary reception is being planned in conjunction with the 9th annual EBP National/International Conference scheduled for February 13-15 in the Phoenix area.

50th Anniversary Gala

A 50th Anniversary Golden Gala Dinner on Friday, April 25, 2008 at the Arizona Biltmore will conclude the celebration. Inaugural Dream, Discover and Deliver Awards, two special DVD presentations, and live entertainment will highlight the evening. Call Emily Gesuale, alumni relations coordinator, at 602-496-0838, e-mail Emily.Gesuale@asu.edu, or go to <http://nursing.asu.edu/anniversary> for more information.

"Our achievements in the past 50 years belong to all of us," Dean Melnyk noted. "However, our history lives on in today's alumni, faculty and students which makes the next 50 years of tomorrows truly exciting." ■



Gary L. Brown, clinical assistant professor of nursing at the ASU Downtown Phoenix Campus, received the Distinguished Alumni Award at the 50th Anniversary Alumni Homecoming Reception. Brown is a graduate of the class of 2001.

Linda Burnes Bolton: Reflections of a Distinguished Alumna

The Challenges of Being the “Only One” in 1970

Recently, I was asked to speak on a panel for the Hartford Geriatric Nursing Leadership Conference. The topic provided to all members of the panel was to describe the barriers we faced and the challenges we overcame being the “only one.” As an African American nurse executive and native Arizonan, I am accustomed to being approached about my leadership journey, with specific emphasis on being the only, or first, to achieve something. Perceptions about Arizona being a state of cowboys and Indians are alive and well across the world. So when asked to reflect on my undergraduate years at Arizona State University, my first thoughts were, “Thank God, I won’t have to explain that I didn’t wear a cowboy hat and ride a horse to school! But I did ride a motorcycle.

I was the first and only African American to graduate from Arizona State University (College of Nursing) in 1970 and at times during my undergraduate years it was very lonely.

There were initially five African Americans, three Hispanics and one Native American in my freshman class. Two of the African-Americans were my friends and we struggled to fit in during tumultuous late 60’s when being different was not accepted. The university itself was experiencing racial tensions. The baseball, football, basketball and track and field programs had significant numbers of African Americans. However, there were very few students or faculty on campus of African American, Hispanic or Native American heritage. The nursing school faculty was open and supportive of us as we entered clinical settings and faced racial prejudice from patients



and employees of acute and long-term care settings. Learning how to be the only one with an Afro, how to respond with dignity when others attempted to verbally harm you, and how to use knowledge and clinical skills to open closed doors were some of the most treasured gifts I received from the school of nursing.

My fondest memories of the undergraduate years were in maternal-child health and my favorite instructor was Linda Wheeler. She inspired me everyday to push beyond the limits set by others who refused to acknowledge me as a person and instead placed me in a labeled box. She helped me to see nursing in its most wonderful form—an honored profession that embraces and cares



for all people with regard and support for their culture and difference. Her support and mentorship eventually led me to choose maternal-child nursing as a career. She guided me through the morass of graduate school applications to Yale, University of Colorado, and the University of California, Los Angeles and San Francisco and I dreamed of becoming a nurse midwife or clinical nurse specialist. The funniest moment I had during my tenure at the school was the pinning ceremony. The audience watched the dean struggle to place the pin around my neck without disturbing my very large Afro!

Ultimately, my mother pinned me. I will always treasure my time at Arizona State and am pleased to witness a diverse faculty and student body committed to human caring for all people. Congratulations on your 50th anniversary.

Linda Burnes Bolton, DrPH, RN, FAAN

Class of 1970

A Distinguished Nursing Career

Linda Burnes Bolton is Vice President for Nursing and Chief Nursing Officer and Director of Nursing Research at Cedars-Sinai Medical Center in Los Angeles, Calif. She is one of the Principal Investigators at the Cedars-Sinai Burns & Allen Research Institute. Her research, teaching, and clinical expertise includes: functional health literacy for African Americans and other ethnic and racial communities; quality of care in racially and ethnically diverse communities; cultural diversity in leadership; eliminating structural and racial barriers as a solution to eliminating health disparities; and, cultural diversity and

healthcare overall.

Dr. Burnes Bolton is the immediate past President of the American Academy of Nursing and is a member of the American Nurses Association, the American Organization for Nurse Executives, the Association of California Nurse Leaders; the Center for Nursing Leadership, the National Black Nurses Association and the National League for Nursing.

She has held board and officer positions for several national organizations and is the recipient of numerous awards for her scholarly and

world community service, including receiving the Lifetime Achievement Award from the American Organization of Nurse Executives. She is chair of the National Advisory Committee for the Robert Wood Johnson Foundation initiative to Transform Care at the Bedside (TCAB). She also holds positions as an Associate Clinical Professor at the University of California, San Francisco, School of Nursing and UCLA School of Nursing. Dr. Burnes Bolton received her DrPH in Population Health & Behavioral Science from the University of California, School of Public Health at Los Angeles, California.

A New Challenge for Mary Killeen David Hrabe to Assume Interim Associate Dean for Academic Affairs Position

December 31, 2007 will mark a significant change in the history of the College of Nursing & Healthcare Innovation at Arizona State University. It will be Associate Dean for Academic Affairs Mary Killeen's final day heading up undergraduate programs after 13 years—longer than anyone at the college in its 50 year history. In addition, she has headed up graduate programs for the past two and one-half years.

However, the College's loss is also its gain. Mary Killeen, PhD, RN, will become Senior Associate Dean for Evaluation and Educational Excellence when she returns from a sabbatical to work on a master evaluation plan.

"My decision to request a move to a new position is a matter of working where your passion is at a particular time in your career," Dr. Killeen said. "My passion now is to attract, retain, and grow excellent nursing educators for this College." Primary areas of focus include academic program evaluation, the faculty life cycle, mentoring, and faculty development as well as working closely with the Office of Evaluation and Educational Research.

Killeen graduated with her BSN from Arizona State in 1979 and added an MS in Nursing in 1982. She joined the faculty after completing her MS.

Dean Bernadette Melnyk has appointed Dr. Dave Hrabe, director of the Academy of Continuing Education, as interim associate dean for academic affairs. Hrabe and Killeen will work collaboratively through December to provide an orientation to the office and responsibilities to ensure a smooth transition.

David P. Hrabe, PhD, RN has served in nursing for 30 years as a staff nurse, nurse manager, clinical nurse specialist, educator and administrator. His specialty practice as a psychiatric nurse led him to an active interest in nurses' work environment since the mid 1980's when he conducted numerous workshops for nurses in

stress reduction, communication and team building.

Hrabe is the director of the HRSA-funded Nurses to Nurses retention and career development project, co-director of the College of Nursing & Healthcare Innovation's Nurse Educator Program, and director of the Academy for Continuing Education.

He is an immediate past member of the Board of Directors for the Arizona Nurses Association and currently serves on the National League for Nursing's Nurse Educator Workforce Development Advisory Council where he actively promotes the advancement of nursing practice.

"Dave and I share the expectation and commitment to providing a smooth transition and continuity of service to all faculty, staff and students," Dr. Killeen added. "I will continue to be a resource and support to Dave after the first of the New Year."

"I never cease to be amazed by the power of teams and their creative power to solve problems better than individuals," Dr. Hrabe said. "I look forward to working with students, staff and faculty as a team that taps into our collective wisdom as we face current challenges to build for the future."

"Mary Killeen is a phenomenal academic leader, educator and mentor," Dean Melnyk said. "She also is one of the finest individuals with whom I have worked." ■



Alumni Updates: March – November, 2007

We offer these selected updates (edited for space) to help you reconnect with your fellow students—friends and classmates who assisted you through those late study nights and early clinical rotations—and your former faculty—who inspired and educated you and confirmed your decision to become a nurse. Together, you dream, discover and deliver the best in nursing and healthcare innovation. Send us your update to share by logging on to the college's website at nursing.asu.edu/anniversary/whereru.asp

Alumni Affairs Contact:

Emily Gesuale, emily.gesuale@asu.edu, 602.496.0838

Linda Ban Yee – class of 1963

LindaFYee@hotmail.com

What I'm doing now: I entered ASU College of Nursing in 1959, when it was in a small house on the outskirts of campus. I became the director of two EDs and was elected president of the Emergency Nursing Association in Calif. I retired five years ago and will be inducted into the Academy of Emergency Nursing.

Significant college experience: Dean Hanner knew each one of the students personally (my class had only 8 students), and we could walk into her office any time. We learned that individuals are important and are to be accepted for who they are. That became the foundation that stayed with me my entire career, and influenced the way I related to colleagues and employees.

Joey Ridenour – class of 1969

Joey Ridenour was inducted as a Fellow into the American Academy of Nursing on November 10, 2007 in Washington DC at AAN's 34th Annual Meeting and Conference. She has served as Executive Director of the Arizona State Board of Nursing since 1995. Previously, Joey worked for the Maricopa Integrated Health System (MIHS), including as Chief Operating Officer/Chief Nursing Officer. MIHS recognized Joey's leadership at its 4th Annual Copa Ball by awarding her the hospital's first annual Joey Ridenour, RN Nursing Excellence Award. Joey currently serves on several national boards including the American Medical Association Patient Safety Council and the National Board of Directors of Nurse Family Partnerships. Her long leadership career includes two terms as President of the Board of Directors for the National Council of State Boards of Nursing.

Amy J. Savage Chaffin – class of 1971

amy.chaffin@nsc.nevada.edu

Significant college experience: I graduated more than 35 years ago from the College of Nursing. I recall how often a colleague would ask, "Where did you learn that?" Those comments told me that I knew the latest information about nursing practice, and my teachers had done a great job.

Vicki Schnetter, BSN, MS – class of 1973

schnetter@hotmail.com

What I'm doing now: Assistant Professor, Texas Tech University, Lubbock Texas, teaching didactic & clinical in an undergraduate program that admits 140 students each year.

Significant college experience: I entered ASU College of Nursing in the fall of 1980 as a student in the first group of RNs in the accelerated BSN program. I achieved life-long learning as a student that transferred over to my abilities as a nursing instructor. I internalized the pride I felt from the College of Nursing and what it means to be a nurse, a feeling which I have to this day.

Significant person during my college career: Nancy Melvin.

Thelma Landrum, BSN, MC, PhD – class of 1983

drlouiselandrum@aol.com

Significant college experience: Becoming a member of Sigma Theta Tau. When chosen for this award by my professors, the experience really added to my self confidence. When a nurse or any other professional is confident in what he or she is doing, it touches everything that person does.

Significant person during my college career: Laurinda (Rennie) Hodes Poisson, our class valedictorian.

Sultanna Kotsiotis Iden – class of 1990

sultanna@sbcglobal.net

What I'm doing now: I am a Certified Diabetes Educator; working at the University of California, Davis Children's Hospital in Sacramento, Calif. I case manage more than 500 children with diabetes. I love my job, using my knowledge and personal experience (type 1, diagnosed when I was 13) to teach children and their families how to live with a chronic disease.

Zepure Boyadjian-Samawi, MSN – class of 1990

samawi@sxu.edu

What I'm doing now: Assistant Professor at Saint Xavier University. I completed my Doctorate in Nursing at Widener University in 2005. I was awarded "Excellence in Nursing Research" by the Sigma Alpha Omicron Chapter. I conduct research on concept mapping and critical thinking.

Significant persons during my college career: Nancy Melvin taught me what a perfectionist means as a nurse educator. God Bless her soul in heaven.

Brian Pitts – class of 1994

bt1271@aol.com

What I'm doing now: Now living in Pennsylvania, I have worked in a rehab hospital for seven years. I plan to get a nurse practitioner degree in the future from Misericordia University in Dallas, Penn.

Shelley Ann Hammond – class of 2001

shirahshell@gmail.com

What I'm doing now: I'm a psychiatric nurse, currently looking into the community health/public health practice certificate.

Significant persons during my college career: Barbara Fargotstein and Judy Sayles. During my senior year management clinical, Barbara suggested Value Options would be a good fit for me. My experience enabled me to obtain the position I have now.

LaChae Kempton Booth – class of 2002

booths04@msn.com

Significant college experience: While doing our Long Term Care rotation, we cared for some elderly patients who had no family visiting them. We were their lifeline and they absolutely loved when we came and hated when we left. This has stuck with me as I care for patients who may not have a strong support system. I give them my best, so that they have a good day when I am their nurse!

Marnae Ferrin – class of 2004

marnferrin@yahoo.com

What I'm doing now: I work in an eight-bed cardiac ICU, and have been a charge nurse for over a year. I contribute all my success to my excellent education from the ASU College of Nursing.

Significant persons during my college career: Susan Stilwell was a wonderful critical care teacher.

Karla Banning, BSN – class of 2005

kbanning@cox.net

What I'm doing now: I am a core member of the Neurosciences ICU unit at Scottsdale Healthcare-Osborn, and have been accepted into the BSN to DNP program at the University of Arizona.

Significant college experience: My experience at ASU did what university education is intended: it broadened my vision and my horizons. My clinical experiences at the homeless shelter were remarkable. The people have such a high regard for nurses that when we took time to sit and listen to them, it was very humanizing for them.

Significant persons during my college career: Karen Saewert and Chris Lyons shared so much of themselves with me, and gave me quality feedback to help me grow.

Moving Forward – Development Opportunities and Milestones

Fundraising Opportunities

Racing and Nursing Partner

Racing cars and nursing have more in common than crashes and injured wrists. The two professional occupations have formed a partnership to benefit a common cause—seriously and chronically ill children.

NASCAR NEXTEL Cup Series driver Kyle Petty and Phoenix International Raceway (PIR) President Bryan R. Sperber will host the Kyle Petty Victory Invitational Celebrity Golf Tournament on February 27-28, 2008 at the Kierland Golf Club in Scottsdale to



NASCAR NEXTEL Cup Series driver Kyle Petty (left) joins ASU Dean Bernadette Melnyk and Phoenix International Raceway President Bryan Sperber to announce a partnership to sponsor a golf tournament to benefit children with serious and chronic illnesses and to contribute to the education of nurses who care for them.

as contribute to the education of the nurses who care for them. “It’s a commitment to health, dreams and education,” said PIR President Bryan S. Sperber at a news conference in August to announcement the sponsorship.

Founded in 2004, the Victory Junction Gang Camp enriches the lives of children with chronic medical conditions or serious illnesses by providing life-changing camping experiences that are exciting, fun and empowering in a safe and medically sound environment. The Camp was founded by Kyle and Pattie Petty, in honor of their son Adam, on 72 acres of land in North Carolina that was donated by Richard and Lynda Petty. More information on the Victory Junction Gang Camp can be found online at www.victoryjunction.org.

“The help of the people at Phoenix International Raceway and the Arizona State University College of Nursing & Healthcare Innovation is going to really accelerate this tournament into a premier charitable event for the camp,” said Kyle Petty. “I can’t thank them enough for what they have done to this point. This will be our

benefit the Arizona State University College of Nursing & Healthcare Innovation and the Victory Junction Gang Camp.

By joining forces, this charitable partnership leverages each group’s strengths to make a better tomorrow for children stricken with serious and chronic illnesses. Proceeds from the tournament and surrounding events will help support ongoing efforts to improve the quality of life for children diagnosed with life-threatening illnesses and their families as well

first annual tournament, but the goal is to help raise a maximum amount of funds for terminally-ill children or children with life-threatening illnesses and their families. It’s a great partnership and we’re hoping to grow this event in coming years.”

Fundraising Successes

Mobile Healthcare Van to WOW Community

UnitedHealth Group awarded a \$110,500 grant to the College of Nursing & Healthcare Innovation to refurbish and operate a mobile healthcare van, which will bring essential primary care health services to underserved communities throughout Arizona. The van will be staffed by ASU nurse practitioners, faculty and health professions students. The program will provide both preventive screening and primary care services for clients. As a result, the grant will also assist ASU in advancing new models of cost-effective care delivery and opportunities to train future health professionals to serve the citizens of our state. The van’s name is Wellness On Wheels (WOW).



The unit will be equipped with a state-of-the-art electronic health record system. Staff will have access to resources that will provide guidance for evidence-based practice. Denise Link, DNSc,



WHCNP, Associate Dean for Clinical Practice and Community Partnerships, and clinical associate professor remarked, “UnitedHealth Group’s support of ASU’s efforts to address unmet healthcare needs in underserved communities in our state is unprecedented. We also appreciate UnitedHealth Group’s recognition of the important role that nurse practitioners play in expanding access to essential healthcare services.”

In announcing the gift, Benton Davis, CEO – Western States of UnitedHealthcare, said, “UnitedHealth Group and United Healthcare, its subsidiary, are pleased to have the opportunity to support ASU in providing essential clinical services here in Arizona. We have significant experience in supporting similar programs throughout the nation and look forward to providing our expertise to advance this noteworthy initiative.”

Helene Fuld Nursing Innovation Scholars

Melissa McCue

Born and raised in Massachusetts, Melissa was always been interested in healthcare, but it was not until she began evaluating the



ASU Associate Dean Mary Killeen joins Fuld Innovation Scholar winners Becca Munger (left) and Melissa McCue (right).

Immediately after graduation she plans to work in the ICU at Sun Health Boswell Memorial Hospital, and eventually work in the Cardiovascular ICU.

Rebecca (Becca) Munger

Having lived in the Philippines, Russia, and Colorado, Becca hopes to use her cross-cultural experiences to enhance her nursing profession, and may pursue a career in global health nursing. In addition to nursing, Becca loves running, playing guitar, singing, and spending time with God, her family, and friends.

Barbara Browne Connors Scholar Named

Candice Zeeb

Dean Melnyk selected Candice (Candy) Zeeb to receive the current Barbara Browne Connors Scholarship, designated for a new RN-BSN student. Candy is currently employed at Phoenix Children's Hospital in the Emergency Department, which fits her passion to work with infants and children. In her scholarship application, Candy wrote she wants to learn and understand leadership roles, and "to understand concepts that could arise and process information thoroughly by looking outside of the box."



Candice Zeeb

Two Professorships for 50th Anniversary to Attract Distinguished Senior Faculty

Fundraising to establish two endowed professorships continues:

- Nancy Melvin Professorship in Pediatric Nursing
- Bernita (B) Steffl Professorship in Geriatric Nursing

These professorships will enable the college to expand access to more students who want to study nursing, to build excellence by recruiting and/or retaining the nation's best nursing faculty and to make an impact on the health of our children, our grandchildren and our parents.



Nancy Melvin

The Nancy Melvin Professorship will embody the same leadership role in educating ASU Nursing profes-

sionals for the challenges of pediatric practice and providing purposeful research to improve health outcomes for all children. The B Steffl Professorship will help support the goal of educating specialized faculty to prepare professional nurses with expertise in meeting the healthcare needs of an increasingly aging population both in the community and in long-term care facilities.

With more than 7,600 alumni we can reach our goal to endow both professorships if each alumna and alumnus gives \$150. Or, consider making a gift to the professorships by honoring our 50th Anniversary with a pledge of \$500.

Special recognition will be provided these donors as part of the College's expansion plans on the Downtown Phoenix Campus. Pledge payments can be made over time. Please return the enclosed BRE with your instructions.

Please join us in making contributions to these valuable professorships by check, transfer of stocks and securities, and/or inclusion in your estate plans. (Please see below for more details.)



Bernita "B" Steffl

Support the Exciting Initiatives of the College of Nursing & Healthcare Innovation

If you wish to make a charitable contribution, please make a gift online by visiting www.asufoundation.org and clicking on "Invest in ASU." Or, please make your check payable to "ASU Foundation," and in the check's memo line indicate your preferred designation, such as

- Dean's Investment Fund (where the need is greatest)
- Nursing Professorship:
 1. Nancy Melvin Professorship in Pediatric Nursing,
 2. Bernita (B) Steffl Professorship in Geriatric Nursing.

Please mail your gift to:

Laurel Van Dromme, Director of Development
ASU College of Nursing & Healthcare Innovation
500 N. 3rd Street, Phoenix, AZ 85004.

If you have any questions or wish to designate your gift elsewhere in the College of Nursing & Healthcare Innovation, please contact Laurel at 602-496-0879, laurel.vandromme@asu.edu, or at the above address.

Note: The ASU Foundation reaches out to alumni and donors via mail, professionally trained ASU student callers and directors of development. If you have any questions or comments about solicitations that you receive on behalf of ASU College of Nursing & Healthcare Innovation, please contact Laurel Van Dromme, director of development, at 602-496-0879, laurel.vandromme@asu.edu, or 500 N. 3rd Street, Phoenix, AZ 85004. All funds will be deposited with the ASU Foundation, a separate nonprofit organization that exists to support ASU.

Appointments

New Clinical Trials Center Adds Associate Director and Coordinator

Kim Arcoleo has been named to the newly created position of Associate Director for the Center for Healthcare Innovation & Clinical Trials (CHI&CT).

Kim has a long history of clinical trials expertise in the healthcare business and assisted recently in curricular development of a recently approved graduate certificate in clinical trials research management as well as in other aspects of the Center.



Dr. Arcoleo joined ASU in 2006 from the School of Nursing at the University of Rochester where she served as senior health project coordinator and senior research associate.

A graduate of the State University of New York in Buffalo with a Bachelors degree in Biology, Dr. Arcoleo also earned a Master's of Public Health in 1996 and a PhD in Health Services Research in 2006 at the University of Rochester School of Medicine and Dentistry, Department of Community and Preventive Medicine.

In 1997, Arcoleo received the Health Care Research Award for Maternal and Child Health Care from the National Institute of Health Care Management (NIHCM) and in 2005 was awarded the Ellen Rudy Clore Excellence in Research Writing Award from the Journal of Pediatric Health Care.

Dr. Arcoleo's research interests are in maternal and child health with a focus on nurse home visiting services for first-time mothers, childhood asthma, and unintentional injuries among children. She has expertise in research survey design, development and implementation of data entry and management systems, and statistical analyses of data.

In a second appointment for the Center for Healthcare Innovation & Clinical Trials, Fran Rees has been named coordinator.

Rees received a Bachelor of Arts degree in Music from UCLA and earned Master of Business Administration and Master of Music degrees from the University of Arizona. Before joining the CHI&CT, Fran worked in the Office for Research and Scholarship.

Prior to coming to ASU, she was the principal consultant and owner of a Phoenix-based consulting and training firm, Rees & Associates. Her former positions include assistant director for the University of Arizona, School of Music, and regional training manager for the former Digital Equipment Corporation. Fran is the author of nine books, five on the subject of group facilitation and team leadership (John Wiley & Sons), and four juvenile biographies (Compass Point Books).



Dean Melnyk Appointed to National Healthcare Group

Bernadette Melnyk, PhD, RN, FAAN, FNAP and Dean, ASU College of Nursing & Healthcare Innovation, has been appointed to the US Preventive Services Task Force. She joins Lucy Marion, PhD, RN, Dean and Professor, School of Nursing, Medical College of Georgia, as the only nursing leaders on the task force.

The 11-member task force was established in 1984 by the U.S. Public Health Service. Since 1998, it has been sponsored by the Agency for Healthcare Research and Quality, part of U.S. Health and Human Services. The USPSTF conducts rigorous, impartial assessments of the scientific evidence for the effectiveness of a broad range of clinical preventive services, including screening, counseling, and preventive medications. Its recommendations are considered the "gold standard" for clinical preventive services. The mission of the USPSTF is to evaluate the benefits of individual services based on age, gender and risk factors for disease; make recommendations about which preventive services should be incorporated routinely into primary care for which populations; and identify a research agenda for clinical preventive care.

Staff Accountant Named

Lisa Schildt has been named accounting associate in the Finance and Business Services Support Office in the College of Nursing & Healthcare Innovation. She will be responsible for handling payroll and providing support for HR-related matters.

Schildt was graduated from the University of Nebraska-Lincoln in May 2007 with a Bachelor's of Science in Business Administration with a major in Finance. She previously worked at the University of Nebraska-Lincoln and TierOne, a bank in the Midwest.

New Faculty

The following faculty joined the College of Nursing & Healthcare Innovation effective fall semester 2007 and are teaching in the Undergraduate Program:

- Nancy Baumhover, MS, RN, CCRN, clinical assistant professor, Downtown Phoenix Campus (DPC)
- Makeba Felton, MS, RN, FNPC, clinical assistant professor, DPC
- Cynthia Holcomb, MS, RN, BC, clinical assistant professor, DPC
- Kimberly Shea, PhD, RN, assistant professor, DPC
- Ann Tyrell, MS, RN, CCNP, clinical assistant professor, ASU West Campus.

The following faculty joined the ASU nursing college effective fall semester 2007 and are teaching in the Graduate Program:

- Sally Kennedy, PhD, RN, FNP-C, clinical assistant professor, DPC
- Victoria Grando, PhD, associate professor, research, DPC.



PRESENTING Two Innovative Offerings

Educational innovation in an evidence-based practice environment is a core principle of Arizona State University College of Nursing & Healthcare Innovation's strategy. As part of the implementation of this strategy, the college is pleased to offer the following two programs that can make a difference in your work and career.

**Arizona State University College of Nursing & Healthcare Innovation's Academy for Continuing Education (ACE) is an approved provider of continuing nursing education by the Arizona Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.*

9th Annual National Evidence-Based Practice Conference

Translating Research into Best Practice with Vulnerable Populations: Acting on the Evidence to Impact Outcomes

February 13 – 15, 2008

Renaissance Phoenix Glendale Hotel ■ Glendale, Arizona

Advanced practice nurses, staff nurses, physicians, and other healthcare providers are striving to deliver evidence-based care while managing demanding patient loads and attempting to keep pace with the latest research and information related to their clinical practices. The purpose of this conference is to assist healthcare providers in evaluating and applying critical evidence to address issues relevant to practices in targeted areas.

EBP Pre-Conference Workshops Wednesday, February 13

- EBP Basics & Beyond
- Teaching EBP for Educators
- Making EBP a Reality in Your Organization
- Systematic Reviews: Using Evidence to Impact Outcomes

EBP Conference Specialty Track Sessions and Breakouts Thursday & Friday, February 14 & 15

- Acute/Critical Care
- Aging
- Children, Teens & Families
- Psychiatric Mental Health
- EBP Implementation

Register Early! 2007 Conference Sold Out!

For Registration and Conference Hotel information, visit:

Web: <http://nursing.edu.edu/ace> ■ Phone: 480-965-7431 ■ E-mail: ACE@asu.edu

**Contact hours will be awarded.*

EBP Mentorship Programs June 9-13, 2008 and September 8-12, 2008

EBP Mentorship is a five-day immersion program held on the ASU Downtown Phoenix Campus to prepare staff nurse teams and advanced practice nurses as leaders and mentors in changing organizational cultures through the promotion, implementation, and sustainability of evidence-based practice.

The Center for the Advancement of Evidence-Based Practice Faculty (CAEP)

The following nationally recognized experts in Evidence-Based Practice and outcomes management will conduct the program:

Ellen Fineout-Overholt, *Director*

Bernadette Melnyk, *Dean & Distinguished Foundation Professor in Nursing*

Other CAEP Faculty

Susan Stillwell, *Clinical Associate Professor*

Karen Saewert, *Clinical Associate Professor*

Barbara White, *Clinical Associate Professor*

Alyce Schultz, *Clinical Professor*

Barbara Brewer, *Faculty Associate*

Anne Wojner-Alexandrov, *Director, NET SMART*

APPLY TO:

CAEP, ASU College of Nursing & Healthcare Innovation

PO Box 873008 • Tempe, AZ 85287-3008

Phone: 480-965-7431 ■ E-mail: ACE@asu.edu ■ Web: <http://nursing.edu.edu/ace>

**Contact Hours: To be determined*

THE ULTIMATE GIFT: CREATING A LEGACY

A bequest to the ASU Foundation, to support the College of Nursing & Healthcare Innovation, may allow you to fulfill your philanthropic goals without making a gift today. Your bequest may also provide you with the following benefits:

- Reduced estate taxes.
- The ability to direct your gift for a specific purpose.
- The ability to retain control of your assets during your lifetime.

For more information about making a bequest to support the College of Nursing & Healthcare Innovation, please contact the office of estate and gift planning at 480.965.5338.



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