Targeting the Nursing Shortage
**IVY and the College of Nursing**

So much to do...so little time! This issue of Lifelines highlights what our College of Nursing has done in the past five years to address the nursing shortage. It is clear that we have kept our eyes on the target, and our bold actions have been very successful.

But the noose of the nursing shortage continues to tighten, threatening to choke quality, safety and compassion from our present and future health care system. At the same time, resources are becoming scarcer, and competing agendas add layers of complexity to organizational decision-making.

Thus with our new strategic plan, the College of Nursing has adopted the notion of “IVY” to help guide our way. IVY stands for: I = Impact, V = Visibility, Y = Yield. Specifically, in formulating our goals and taking future action we will be asking ourselves the following critical “IVY” questions:

I — What important outcomes will be achieved?
V — Will it raise the visibility and contributions of nursing?
Y — What return on investment can we expect from it?

We are acutely aware that there are many opportunities for us in the current environment, such as new potential programs (clinical nurse leaders, doctor of nursing practice), new potential student populations (national, international), and new potential projects (translational research, practice innovations). We are equally aware that we cannot embrace all of them. Nor can we be all things to all people. So in the days ahead, our MUSC College of Nursing is committed to making decisions that support our vision, play to our strengths, and meet the challenge of our IVY – high impact, high visibility and high yield. We invite you to watch us grow.

Gail W. Stuart, PhD, APRN, BC, FAAN
Dean and Professor
MUSC College of Nursing

**MUSC College of Nursing Vision**

The College of Nursing of the Medical University of South Carolina educates nurses to change lives, and is proactive in leading the state and beyond in advancing the profession, reducing health disparities, and improving health outcomes.

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Targeting the Nursing Shortage

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Targeting the Nursing Shortage

Bullseye!

Five years later, it is clear that MUSC has done what few other schools have done. Since 2002, our enrollment has increased by an impressive 35 percent, doubling our number of BSN graduates (see Figure 1 below), while stabilizing enrollment in our master’s and doctoral degree programs. Currently, all of our courses are web-enhanced, and many of our programs are taught entirely online, including our RN-BSN, RN-MSN, and master’s degree programs in nursing education, nursing administration, neonatal nurse practitioner, psychiatric-mental health nurse practitioner, and nurse-midwifery. Most recently, we placed our PhD program online, expanding our ability to educate future nurse faculty.

We are deservedly proud of what we have contributed to helping address the nursing shortage. Not only have we placed more nurses into the workforce, but we are also educating nurses from across the state (see Figure 2 below) and region who tell us that they would not have been able to pursue their education had it not been for our online programs.

Figure 2. Percentage of Current Students by County

In 2002, when the MUSC College of Nursing faculty began crafting their strategic plan, they embarked on a bold mission—to truly impact the nursing shortage. At that time there were 283 students enrolled in the College, with the majority of them in the master’s degree program. We were graduating 50 students a year in a 16-month accelerated program; our RN-BSN program was an on-campus program with limited student enrollment; and all of our master’s degree programs and our doctoral degree program, while web-enhanced, were still campus based.

Taking Aim

As we worked together, the faculty began to craft a plan that was bold in both conception and execution. Specifically, we proposed to double the number of baccalaureate graduates each year, graduating 100 instead of 50 each year, and place our RN-BSN program and some of our master’s degree programs entirely online. Further, we planned to implement these changes very rapidly, beginning with the 2004 academic year.

Throwing the Dart

To make this vision a reality, our College of Nursing created the MUSC South Carolina Nursing Collaborative and invited clinical and academic institutions from across the state to engage with us in enacting our plan. We requested $100,000 a year for five years, for a total commitment of $500,000 from an institution to fund a faculty fellowship and become our collaborator in this initiative. We then visited CEOs and CNOs in hospitals, and deans and directors of educational programs around the state. We made the case that bold actions were needed, and with this initiative they could become part of the solution rather than stay enmeshed in the problem. In the end, our clinical and academic partners included our own University and hospital, as well as four other clinical and academic systems from various parts of the state (see box on page 6), and we were successful in raising $4 million in 4 months!

For our collaborators, an important part of this initiative was that it would lead us to a new and more powerful partnership between each of them and our College of Nursing. Specifically, the benefits they received included:

- Membership on the College’s Dean’s Advisory Board, allowing them to have an active role in the mission, vision, and strategic activities of the College of Nursing;
- Outreach by our faculty to their nurses by partnering with their staff in ongoing professional development needs, creating exemplars of both teaching and practice excellence, and working together to explore the complex aspects of nurse retention, thus enhancing the care-giving environment;
- Formalized interactions with their nurses who serve as clinical instructors or preceptors to our students and recognition of these nurses in our master’s and doctoral degree programs.
- Opportunities for our nurses to come and meet with our students in small groups to focus on the unique features of their work setting and the benefits of joining their health care team upon graduation;
- Priority status given to qualified nurses from their institutions to our expanding online baccalaureate and master’s programs;
- Initiation of true open door dialogues among faculty, students, and clinical care nurses as we began to work together in new ways to enhance nursing in South Carolina, thereby improving the health of its citizens.

Figure 1. MUSC College of Nursing Enrollment Trends

Continued next page
Equally important, we have emerged as a leader in online and distance learning technologies. We have not rested in placing courses online, but rather we are actively engaged in a continuous quality improvement process in which we carefully evaluate the quality of our teaching methodologies, assess student learning and satisfaction in an ongoing way, and test new technologies such as podcasting and videoconferencing to maximize student learning.

In this process we have learned that nurses need to think “big and bold.” We need to take strategic risks and hold our ground, not for what is doable, but rather for what is possible. At MUSC, we are nurses with the fitness to craft the future of our profession and of health care in this country. We have actualized our vision for nursing with the same passion we bring to our patients each day.

The nursing shortage is not a nursing problem. It is a problem owned by every citizen of this country and every institution that supports our social structure. As nurses, we have knocked on new doors, proposed bold solutions, and refused to accept “no” as an answer. Passion, optimism and persistence account for our current achievements, and we believe these same qualities will predict our future successes as well.

Continued from page 3

A vow of silence?
Several weeks ago, I was invited to speak to a group of undergraduate students who had been asked to read my new book, Nursing Against the Odds, for their history of science class at Harvard University. During the hour-and-a-half discussion, one question that kept popping up was: “What do nurses really do?” As I left the room, I pondered, as I often do, why the public has so little understanding of the consequential nature of nursing practice.

Clearly, it’s because of traditional stereotypes about nursing. But it’s also because nurses have been socialized to be silent about their work or to talk about it in ways that fail to reverse these traditional stereotypes.

When I ask nurses to describe their work, many respond: “Oh it’s too hard to talk about. It’s too diffuse, too vague, too indefinable.” But I have written thousands of pages about nursing and I am not a writer of fiction. I’ve been able to write about nursing because I’ve observed nurses at work and asked them a lot of questions about their practice.

What nurses do
Here is what I think nurses do. Using their considerable knowledge, they protect patients from the risks and consequences of illness, disability, and infirmity, as well as from the risks and consequences of the treatment of illness. They also protect patients from the risks that occur when illness and vulnerability make it difficult, impossible, or even lethal for patients to perform the activities of daily living—ordinary acts like breathing, turning, going to the toilet, coughing, or swallowing.

Even the most emotional work nurses do is a form of rescue. When nurses construct a relationship with patients or their families, they are rescuing patients from social isolation, terror, or the stigma of illness or helping family members cope with their loved ones’ illnesses. What do nurses do? They save lives, prevent complications, prevent suffering, and save money.

Why do nurses have a hard time explaining such compelling facts and acts? As Sioban Nelson and I have argued in a recent article in the American Journal of Nursing, it’s because they’ve been educated and socialized to focus on their virtues rather than their knowledge and their concrete everyday practice. They’ve been taught to wear their hearts and not their brains on their sleeves as they memorize and then rehearse the virtue script of modern nursing.

If you analyze the words and images of campaigns used to recruit nurses into the profession or listen carefully to the stories nurses tell about their work, nurses may not use the available research to fully explain why what they do is so critical to patient outcomes. Although many studies, conducted by nursing, medical, and public health researchers, have documented the links between nursing care and lower rates of nosocomial infections, falls, pressure ulcers, deep vein thrombosis, pulmonary embolism, and deaths, most promotional campaigns and many stories nurses themselves tell about their work ignore these data.

Instead, nurses focus on their honesty and trustworthiness, their holism and humanism, their knowledge and their concrete everyday practice. They’ve been taught to wear their hearts and not their brains on their sleeves as they memorize and then rehearse the virtue script of modern nursing.

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comprehension, and their caring. The problem is that when they focus on
caring, they often sentimentalize and trivialize the complex skills
they must acquire through
education and experience. They
often fail to explain that caring is
a learned skill and not simply a
result of hormones or individual
inclination. After all, knowing
when to talk to a patient about a
difficult issue, when to provide
comfort, when to talk to a patient about a
medical complication, prevent
suffering, and save money.

**Historical images of nursing and nurses**

Unfortunately, like those above, many of the images and words
nurses mobilize reflect the
religious origins of the profession.
Nurses in religious orders were
socialized to sacrifice every
shred of their individual identity,
to obey the guidances of an
anonymous, devotional, altruistic
person. Religious nurses were
taught to claim credit for
their work and accomplishments
but were instead supposed to view
themselves as divine instruments
who willingly assigned the credit
for their accomplishments to
God, the bishop, the abbot, or the
Mother Superior.

Most importantly, these images
reflect a time when nurses were
taught to “say little and do much”
because to talk about a good
deed was to turn it into a bad
one—to exhibit the sin of pride.
What nurses could accept were
compliments for their deferential
behavior and angelic virtues.
What they could talk about was
self-sacrifice and devotion and the
outside agents they served.

If you look closely at the history
of the problem of nursing
visibility, you see that this
religious depiction of nursing was
not only a relic of the origins of
nursing in Christian penitential
practice but was also a legacy of
the 19th-century movement
to professionalize nursing. In
the 19th century, religious and
social reformers like Florence
Nightingale adapted the religious
images, costumes, language, and
metaphors. The nun’s corsette
was transformed into the nurse’s cap.
In English-speaking countries,
nurses were called “sisters.”

Nurse reformers tried to
desexualize nurses just as nuns
(women who weren’t really
women) had been desexualized
before them. Nursing students
were ugly uniforms, were
not allowed to marry, and
were sheltered in cloister-like
dormitories or in near the hospital.
Nurses were said to be self-
sacrificing and morally superior
and would thus create order out
of the chaos of the 19th-century
hospital.

Focusing on nurses’ virtues also
helped nurses in their long battle
with medicine for what became, in
the 19th century, the highly
contented terrain of the hospital.
Before the 19th century, very
few doctors had ever set foot in a
hospital. In the 19th century,
scientifically oriented doctors were
moving into the hospital in greater
numbers and wanted to control the
hospital. They were not pleased to
see a group of women who wanted
authority and education competing
for a sphere of influence (even a
separate female sphere) inside the
hospital.

Doctors were happy to have
trained nurses, but only if they
were their servants. They wanted
nurses to know what to do and
how to do it, but not why they
were doing it. They didn’t want
anyone to know if a nurse had
acquired scientific, medical, or
technical mastery. Because nursing
at this time was feminized, women
with no political, legal, economic,
or social power had to make a deal
with medicine, and the deal was
that nurses could have virtues but
not knowledge.

In the 19th century, nursing was
thus constructed as self-sacrificing,
amy, devotional, altruistic
work. While this was a functional
bargain to make over a century
ago, this template reigns today
in spite of the fact that things
have changed dramatically for
women—which is why it’s time for
a change.

**Now is the time for
change.**

I believe the public knows that
nurses are kind, caring, and
compassionate and that they
can provide patients with more
information than doctors do.

People don’t know, however, that
nurses have medical knowledge,
participate in medical cures, and
have technological know-how.
I believe nurses can advance
knowledge of their profession if
they amplify their caring stories
and include anecdotes that help us
understand that
doctors don’t do all the curing.

The public needs to
know that
nurses—regular,
ordinary bedside nurses, not just
nurse practitioners or
advanced practice nurses—
are constantly participating
in the act of medical diagnosis,
prescription, and treatment and
thus make a real difference in
medical outcomes. Nurses can help
the public understand that
nursing is a package of medical,
technical, caring, nursing know-
how—that nurses save lives,
prevent suffering, and save money.

If nurses wear not only their
hearts but also their brains on their
sleeves, perhaps the public, like
those students at Harvard, will
finally understand what nurses
know and do.

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Simulation Lab: A Blueprint for Learning

Scenario: You are admitted to the hospital for a routine procedure. Two nurses enter your hospital room, one a seasoned nurse and the other a nurse in training. The student nurse carefully and methodically prepares the equipment to start your intravenous line while the instructing nurse watches. You quickly realize the seasoned nurse will be supervising the nurse in training. The veteran nurse is going to talk the student through the procedure. The student has probably observed and maybe even assisted with starting IV fluids a couple of times. But, now it’s her turn to try this for the first time, with you on the other end of the needle.

Unfortunately, this scenario isn’t hard to imagine. Learning on the job, or apprenticeship during the clinical rotation, has been the status quo for decades in health care. Until recently, it has been the primary method to teach nurses how to practice nursing. Of course, many safeguards are built in for the patient’s well-being, but every nurse has to start somewhere and practice on a patient for the first time.

Unlike the simplicity of starting an intravenous fluid line, many skills are based on advanced technologies and are increasingly complex. Nurses operate ventilators and external circulation support, direct brain and heart pressure monitoring, and use many other invasive devices in the care of critically ill patients. Under some circumstances, training nurses to use these devices while engaged in direct patient care is not feasible because of risk.

Beginning nurses can now make their most common, most dangerous, and most preventable mistakes on a simulated patient, where the worst possible outcome is to try again. Today’s technology enables the health care community to learn in a safe, guided environment. Simulated patients are being used in addition to real ones throughout the learning curriculum. Techniques can be practiced over and over until the trainee is comfortable with the steps and safeguards.

It is almost impossible to teach the proper management of an emergency during the actual episode. In a cardiac arrest, there is no time to stop and think about what the next step should be—actions must be spontaneous. An instructor cannot withhold treatment to wait for the student to think through the protocol and make decisions. She cannot allow the student to select inappropriate treatments and allow the patient to deteriorate just to make a teaching point. The only way to practice a crisis without endangering a patient is to learn in a simulated environment.

For the less commonly used procedures, students can use simulation to gain experience, and practicing nurses can use simulation to keep their knowledge and skills current. Today’s nurse is expected to recognize and respond to literally hundreds of situations, some of which are rare enough that he or she may not encounter the situation during his or her entire training. The simulated environment enables students to see every health scenario they may encounter in their practice.

Instead of the old adage, “see one, do one,” nursing education now has the option of “see one, practice safely, do one.” After learning from lectures and observation, students can practice on a realistic—but not real—patient. When they are ready to perform the task for the first time on a real patient, they are merely fine-tuning their technique. Nothing will completely replace learning by interacting with real patients, but the early learning can take place in a controlled, safe way.

The MUSC Healthcare Simulation Center, which will be housed on the first floor of the College of Nursing, will create a “real-world” environment to address the health care needs of the 21st century. The Simulation Center is the result of collaboration among interdisciplinary faculty from MUSC, Clemson, the University of South Carolina, and Greenville Technical College. A Simulation Oversight Committee comprised of faculty and staff across MUSC is led by Dr. John Schaefer and charged with the task of assuring the success of the new lab. Nancy Duffy, MSN, RN, CEN, from the MUSC College of Nursing is working with faculty from the other schools to streamline the nursing curriculum.

“The faculty will be working on integrating simulation across the entire curriculum, beginning with the Fundamentals and Health Assessment course,” says Duffy. “The challenge is to think outside the box and develop new methods for teaching the content.”

Nursing students are utilizing a temporary space while construction of the 11,000-square foot facility is underway on the first floor of the College of Nursing. Completion of the building modifications is anticipated by the Spring 2008 term. The modern, state-of-the-art facility will have glass partitions to create flexible and multifunctional spaces that can be modified to become an emergency room bay or an operating room suite. With the use of advanced computer technology, virtual case studies will be created and student performance evaluated to emphasize professional behavior and interdisciplinary collaboration with a focus on safe and effective patient care.

The College of Nursing provided the initial impetus to bring simulation to the University. “We are pleased that the Simulation Center will be housed in our College and believe that it will be an excellent opportunity to actualize interprofessional education across all colleges at MUSC,” says Dr. Gail Stuart, Dean of the College of Nursing.
Behavioral health professionals have a crucial role in preventing suicides. In the U.S. alone, over 30,000 people die by suicide each year, the equivalent of one major airliner filled with passengers crashing every two days. Three-quarters of these deaths are among working-aged adults. A number of studies report that a substantial proportion of people who died by suicide had either been in treatment or had some recent contact with a mental health professional. Many had been diagnosed with a psychiatric illness at the time of death. Additionally, hundreds of thousands of people show up in hospital emergency departments each year for treatment after a suicide attempt.

“...”

Dr. Janet A. Grossman, Associate Professor at the MUSC College of Nursing, was selected by the SPRC as part of a small group to train over 1,300 mental health professionals in the United States Air Force. Dr. Grossman has a 37-year veteran of academic psychiatric nursing, clinical practice, and clinical research, was a member of the South Carolina Task Force on Suicide Prevention, which prepared a suicide prevention plan for the state. Dr. Grossman joins several other mental health experts to conduct workshops on assessing and managing suicide risk at 45 Air Force installations around the world. Over the next six to eight months, SPRC Training Institute faculty will travel to Air Force bases across the United States, as well as England, Germany, Italy, Japan, and South Korea. The mental health professionals, including psychiatrists, psychologists, licensed clinical social workers, psychiatric nurses, and psychiatric technicians, work at the Air Force’s Life Skills Support Centers and are already trained in a mixture of civilian and military training programs.

Due to the rising suicide rate among the military over the past several years, the U.S. Air Force contracted the SPRC for help. “Suicide risk assessment is an essential skill for Air Force mental health personnel, and the Air Force will benefit greatly by providing additional in-depth training on this critical skill set,” says Lt. Col. Steven Pflanz, the Air Force Suicide Prevention Program Manager. Dr. Litts, a retired Colonel from the Air Force, is coordinating the Air Force training, in collaboration with Lt. Col. Pflanz.

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Since the program’s launch in May 2006, the curriculum has been presented at 18 Air Force bases and 21 other locations, reaching more than 1000 mental health professionals. Dr. Grossman has provided training to six bases in five southeastern states. Several other trainings, in addition to the Air Force workshops, are scheduled in the coming months. “...”

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If you would like more information on sponsoring an Assessing and Managing Suicide Risk workshop visit www.sprc.org.

Health 1st, the MUSC Employee Wellness Program, has been developed by the College of Nursing to promote the health and well-being of the MUSC community. Jointly funded by the Medical University and the Medical Center, the program has created multiple interdisciplinary initiatives aimed at promoting health in the workplace and preventing job-related injuries and illnesses. Health 1st also serves as an umbrella program to promote existing wellness programs at MUSC and across the state, including Pastoral Care, MUSC Weight Management Center, Employee Health Services, MUSC Harper Wellness Center, and the South Carolina Employee Insurance Program.

Health 1st activities began in January, 2006 and target specific needs identified in the 2005 employee health survey, as well as work injury statistics reported by MUSC Risk Management. Target areas include obesity, smoking cessation, injury prevention, and finding a primary care provider. These topics, among many others, are introduced during Wellness Wednesdays, which are held from 10 a.m. to 1 p.m. each week, usually in the lobby of the MUSC Children’s Hospital.

Currently, Health 1st is piloting Employee Wellness Teams that are designed to increase physical activity, primarily but not exclusively, through walking. More than 600 employees signed up to participate. Indoor and outdoor walking trails have also been established around campus and throughout the hospital.

“We’ve held over 65 workshops and health screenings, and more than 5,200 MUSC employees have attended our activities” says Annie Lovering, RN, Health 1st Director. One of the most popular offerings is Fitness Testing, which includes blood pressure, height, Body Mass Index measurements, and a body fat analysis.

“We also inform participants of the American Heart Association’s recommendations for diet and exercise. Complementing this, we are pleased that Reach 2010 has agreed to consider MUSC as one of their communities and is offering the Wise Woman program to MUSC employees. This program emphasizes changes in activity and eating habits, in an effort to decrease the incidence of heart disease and diabetes in women,” says Lovering.

The enthusiastic participation of MUSC employees gives testament that Health 1st offerings are fun, educational, and supportive. “We are an academic health center that responds to the health needs of the region,” states Dr. Deborah Williamson, Associate Dean for Practice at the College of Nursing. “It’s time to be proactive in developing a health-focused workforce on campus.”

Health 1st Promotes Wellness for MUSC Employees

**Increasing Physical Activity Can Reduce Your Risk of:**

- heart disease
- diabetes
- high blood pressure
- developing colon/breast cancer
- osteoporosis
- obesity
- depression

Visit www.musc.edu/medcenter/health1st
The Medical University of South Carolina has decided to purchase Acrobat Connect, formerly known as Breeze, for online classes. This software will allow classes of up to 20 students to meet totally online from anywhere in the world with video and audio capabilities, as well as PowerPoint slide presentations.

This initiative was driven by Dr. Gail Barbosa, Director of Online Education and the College of Nursing’s Doctoral Program. Acrobat Connect has already been used extensively in our Psychiatric-Mental Health Nursing MSN Program by Dr. Janet Grossman, who also piloted the initial use of Mega Meeting, a smaller program. It was realized that Mega Meeting would not provide the necessary tools and functionality to adequately meet our needs, so an alternative was chosen.

The faculty are very excited about the potential of online learning to reach students beyond the normal population. As the nursing shortage grows, the pursuit of innovative technology like Acrobat Connect will continue as we transition away from traditional teaching methods. The College of Nursing would like to thank the Medical University and Information Services for supporting these initiatives.

Technology Growing at CON

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CON Student Wins with Interprofessional Approach

National Primary Care Week (NPCW), held each year during the third week of October, is a campus-wide event that highlights the importance of primary care and brings health care professionals together to discuss various fields of study on health care and its impact on underserved populations.

Last October, Leigh Anne White, a fourth-semester MUSC College of Nursing student, was co-chair of the MUSC planning committee for NPCW. White, along with co-chair Bhavarth Shukla from the College of Medicine, organized an award-winning event that revolved around the theme, “Addressing Health Disparities: Healing the Nation.”

As the first nursing student to co-chair National Primary Care Week at MUSC, White was thrilled to hear the committee’s effort to put together a comprehensive agenda was recognized by the American Medical Student Association (AMSA). From the beginning, the group sought out to involve other colleges within the University and not just the College of Medicine. White achieved this involvement by soliciting funding from the College of Nursing Student Government Association and recruiting nurses to lecture during the week. AMSA recognized the emphasis on the interprofessional approach and awarded the committee the national award for an excellent NPCW program. Both co-chairs received the award in Washington, D.C. on March 8, 2007.

“This experience taught me invaluable lessons about working with other members of the health care team, networking with peers and faculty, soliciting financial support, and enlisting the help of colleagues to accomplish a substantial goal,” said White.

The College of Nursing is indeed proud of Leigh Anne White!
Creating a Research Infrastructure: From Pilots to R01s

On April 18, 2007, the College of Nursing hosted its fourth Distinguished Leaders in Nursing Lecture Series featuring Joan K. Austin, DNS, RN, FAAN, Distinguished Professor of Nursing and Sally Reahard Chair at the Indiana University (IU) School of Nursing in Indianapolis. Dr. Austin has been a faculty member in the School of Nursing since 1981 and holds adjunct appointments in the Department of Psychiatry, Indiana University School of Medicine, and in the Department of Psychology, Purdue University School of Science. In addition, Dr. Austin is the principal investigator for the Center for Enhancing Quality of Life in Chronic Illness (CEQL) that is funded by the National Institute of Nursing Research. She also is a member of the Institute of Medicine National Academy of Sciences.

During her visit, Dr. Austin met with individual faculty concerning their plans for future research, had a dialogue with faculty engaged in creating a center within our College, and spoke to the university community in a presentation that was simultaneously video-conferenced to Clemson University, Medical University of South Carolina (MUSC), and Greenville Hospital. Dean of the School of Nursing, effective July 1, 2007. She will continue on her current appointment in the College of Medicine, Department of Obstetrics and Gynecology, in order to maintain research activities related to prenatal care. Congratulations on this outstanding opportunity!

Dr. Austin shared the groundwork laid before the College of Medicine National Academy of Sciences. During the lively dialogue with faculty who are creating a center at the MUSC College of Nursing, Dr. Austin shared the groundwork laid before the preparation of their CEQL proposal to the National Institute of Nursing Research. Finding an overarching theme—chronic illness—that was inclusive of research, yet not so broad as to lack a clear focus, was critical. When funding was achieved, the infrastructure extended faculty mentoring, supported outside consultants and grant reviews, and a faculty “boot camp” for those who need to rapidly acquire grant writing skills. Monthly faculty research groups evolved that focused on the themes of pediatrics, intervention development, and testing, and translational research. As a result of this intensive infrastructure development, IU has risen to number 15 in the rankings of schools of nursing in funding from the National Institutes of Health.

Faculty in our College were inspired by Dr. Austin’s candor, mentorship and scholarship. We have a strong ally as we continue to move toward our own center development and funding!
Faculty Highlights

Publications


Accomplishments

Dr. Elaine Amella presented a poster entitled “Complexity theory as a way to examine end-of-life care for people with dementia: Feeding issues as an exemplar” at the National Congress of the State of the Science in Nursing meeting in Washington, DC, October 12-14, 2006. Also, Drs. Lynne Nemeth, Carolyn Jenkins, and Diane Neal presented a poster entitled “Linking telephonic nurse case management of diabetes patients with a faith-based social support system.”

Ms. Nancy Duffy represented the College of Nursing as an Outstanding Nurse of the Year for the Charleston Organization of Nurse Leaders.

Dr. Barbara Edlund is co-investigator on an R-01 awarded to the University of Washington to evaluate the “Oncotalk” intervention adapted for internal medicine residents and NP students. Dr. Edlund was also invited to serve on the Education Committee of the Hospice and Palliative Nurses Association.

Drs. Tara Hulsey and Sheila Smith were funded by the SC March of Dimes for their proposal, “Centering pregnancy for prematurity prevention.”

Ms. Diana Inman was awarded a grant from Women Making a Difference for educational supplies for the Mom’s Morning Out program at Midland Park Elementary School, the first of its kind to serve an immigrant population and incorporate the health concerns of the mothers.

Drs. Teresa Kelechi and Yvonne Michel presented a poster entitled “A descriptive study of skin temperature, tissue perfusion, and tissue oxygen in patients with chronic venous insufficiency” at the annual conference of the Southern Nursing Research Society in Galveston, TX on February 24.

Dr. Charlene Pope presented in a panel discussion on “Academic and health care organizations on the magnet journey together” on April 27, 2007, at the 5th Annual South Carolina Area Health

2007 Palmetto Gold Recipients Announced

For the sixth year, the Palmetto Gold Nurse Recognition and Scholarship Program has honored South Carolina nurses who exemplify excellence in nursing practice and commitment to the profession. Six faculty members from the College of Nursing were recognized at the gala on April 21 in Columbia. Bottom row: Drs. Sally Stroud, Phyllis Bonham, and Charlene Pope; top row: Drs. Mary Martin, Gayenell Magwood, and Ms. Dianna Inman.

Dr. Bonham Honored by National Academies of Practice

Dr. Phyllis A. Bonham has been elected a distinguished practitioner member of the National Academies of Practice (NAP). Bonham was installed at a gala membership banquet on November 4, 2006, in Arlington, VA. The NAP was founded in 1981 in recognition of the need for interdisciplinary collaboration in healthcare. It is comprised of distinguished practitioners and scholars from all of the primary health professions, including dentistry, nursing, optometry, osteopathic medicine, psychology, podiatric medicine, social work, veterinary medicine, and pharmacy. Congratulations on this honor, Dr. Bonham!

Dr. Sheila Smith received funding as a co-investigator with Dr. William Goodnight from the MUSC General Clinical Research Center, co-hosted by the SC AHEC, the American Nurses Credentialing Center, and the SC Magnet Planning Committee.

Ms. Gigi Smith, Assistant Professor in the Pediatric Nurse Practitioner program, was selected to attend the prestigious American Epilepsy Society’s Neurobehavioral Fellows Program in San Diego in December, 2006, and presented a poster based on research that she completed with Dr. Janelle Wagner on psychosocial referral patterns of children with epilepsy.
Addressing Health Literacy and Lifestyle in African American Women

Dr. Gayenell Magwood received one of two pilot project grants awarded by Project EXPORT (Excellence in Partnerships for community Outreach, Research on health disparities, and Training). EXPORT is a collaborative effort between MUSC and SC State University, supporting patient-oriented research related to cardiometabolic syndrome. As a new investigator, Dr. Magwood is using the funding to collect preliminary data about health literacy in African American women. Her research will lead to evaluation and intervention aimed at reducing obesity in African American women, particularly in those with limited health literacy.

To date, few studies have been conducted with African American women with limited health literacy. In her current study, Dr. Magwood is investigating the validity and reliability of selected survey instruments related to physical activity and diet behaviors, as well as related attitudes, facilitators and barriers. She and research assistant Aleatha Fields are conducting 90-minute interviews with African American women between the ages of 50 and 60, with diverse education levels. The study will add evidence about the suitability of established health instruments not specifically designed for use with high risk women with limited health literacy.

“Because African American women are disproportionately at risk for conditions such as type 2 diabetes and hypertension, we need to pay special attention to addressing related factors, such as weight control and physical activity level,” says Dr. Magwood.

Cardiovascular disease (CVD) is the number one killer of women. Many African American women are not aware that they are at risk for CVD, nor have they made the connection between obesity and multiple related chronic conditions. Type 2 diabetes is a major risk factor for CVD. Furthermore, obesity and sedentary lifestyle are both implicated as primary factors in the development of type 2 diabetes. To combat obesity and lower the risk of other chronic conditions, two complex lifestyle behaviors are essential: decreased caloric intake and increased physical activity.

Individuals trying to make these important lifestyle changes are often met with complex barriers: increased food cost, lack of family support, portion limitation, cultural expectations related to food rituals, decreased quality of life, and feelings of isolation. Patient-provider communication can also become a barrier when providers are unaware of cultural differences or make assumptions about patients’ resistance to change. Health literacy is often the cornerstone of effective treatment of chronic conditions, as low health literacy can lead to difficulty navigating the health care system and problems following treatment recommendations.

Dr. Magwood is hopeful that the results of this study will clarify ways to culturally tailor subsequent interventions in a population where obesity and related conditions and complications outpace national rates.

Health literacy: “the degree to which individuals have the capacity to obtain, process, and understand basic information and services needed to make appropriate decisions regarding their health.”

Nearly half of all adult Americans—90 million people—have difficulty understanding and using health information.

(Institute of Medicine, 2004)

Helping Communities with Health Geography

Dr. Lisa M. Vandemark joined the College of Nursing in 2006 as Research Assistant Professor and is also a Research Fellow in the Health Services Research Fellowship Program at MUSC. She received her PhD in Geography from Rutgers University, an MS in Psychiatric Nursing from the Catholic University of America, an MS in Human Ecology from the University of Brussels, Belgium; and a BS in Nursing from Rutgers University.

Dr. Vandemark has served as a consultant to the International Satellite Information Service at the National Oceanographic and Atmospheric Administration (NOAA) on geospatial capacity-building and partnerships development in sub-Saharan Africa.

She has also been a policy fellow at the National Science Resources Center at the Smithsonian Institution; a program director at the Institute of Marine and Coastal Sciences, Rutgers University; and a psychiatric nurse at McLean Hospital and the Quincy Mental Health Center in Massachusetts.

Her interests, which are as diverse as her background, include community-based research about the distribution of disease, exposure, and the availability of health care services; the preparation of advanced practice nurses as psychotherapists; and the development of interventions to address the psychosocial impacts of displacement, for example, in the care of the homeless, refugees, and survivors of natural disaster and conflict.

“My background as a nurse and a professional geographer makes me aware that really complex interactions among cultural and environmental conditions determine the quality of our lives,” says Vandemark.

Prior to joining MUSC, Dr. Vandemark was a Senior Program Officer at the National Research Council and the Institute of Medicine in Washington, DC, where her work focused on the use of geographic information and tools for community and sustainable development. “Geographic Information Systems, or GIS, allows us to integrate data on demographic, health, and environment variables and create useful information about the health impacts of neighborhoods and communities,” she explains. “In other words, by combining data and applying some analytic rules, you can create a model that helps answer the question you have posed.”

While passionate about her work, she admits that there will be challenges ahead.

One challenge is learning what factors may be responsible for health disparities, and how individual and family characteristics influence those risks. “To do that, you have to talk with people who live in the community,” notes Vandemark.

“I am lucky to be at the College of Nursing, which has long-standing relationships within the community and expertise in community participatory research methods,” she says.

In many ways, GIS is new in nursing research, but because of our community-based traditions, nursing has a lot to offer the field of health geography.”

Aerial photo of Charleston from SC Department of Natural Resources at doqq.dnr.sc.gov/sidserver/index1.html.
Dr. Williamson Receives Distinguished YWCA TWIN Award

Dr. Deborah C. Williamson, Associate Dean for Practice and Assistant Professor in the College of Nursing, has been selected as a YWCA 2006 Tribute to Women of Influence (TWIN) Honoree for her outstanding professional contributions. Since 1980, the YWCA of Greater Charleston, Inc. has held the TWIN Celebration to recognize, honor and promote the leadership, contributions, and advancement of women in the workplace.

Dr. Williamson received a Bachelor of Science degree in Nursing from Duke University, a Master’s in Nursing and Certificate in Nurse-Midwifery from the University of Utah, and a doctoral degree in Administration and Leadership from the MUSC College of Health Professions. She has 27 years of experience as a practicing nurse-midwife in a private office setting in Mt. Pleasant, SC.

Dr. Williamson has been awarded over a million dollars in grant funding to improve access to care for underserved women and children in Charleston County. Currently she has funding from the Duke Endowment to provide maternity and infant care to residents of the Sea Islands and the adjacent mainland. Dr. Williamson’s research interests involve racial/ethnic disparities in health services, social support and health outcomes, and barriers to accessing health services. Currently she is responsible for the evaluation of the Hollings Cancer Center’s CDC/Avon grant for rural mobile mammography services. Dr. Williamson also has taught in the Presidential Scholars Program, an interprofessional curriculum that focuses on health disparities.

Kristie Quarles Chosen for Earl B. Higgins Diversity Scholarship

The MUSC College of Nursing has selected Kristie Quarles to receive the Earl B. Higgins Diversity Scholarship. This presentation was made on April 4, 2007, at the Wickliffe House as part of the university-wide program celebrating the life work of Dr. Higgins, former MUSC Director of Diversity.

Kristie is a first semester student enrolled in the College of Nursing Accelerated Bachelor of Science in Nursing degree program. She has a previous degree from the College of Charleston with a major in biology. Kristie has worked with Drs. Gilkeson and Kamen in the MUSC Rheumatology Department, studying the prevalence of systematic lupus erythematosus in the Gullah culture of South Carolina. During the Summer of 2005, she made a presentation at the South Carolina Alliance for Minority Participation on the topic of systematic lupus erythematosus and low birth weight. She also received the outstanding intern award. She wrote in her essay for admission to the College of Nursing, “Working alongside renowned rheumatologists and study coordinators enables me to understand the medical profession, and also the significant racial disparities in our healthcare system. Once I became aware of the vast disparities, I realized I was involved in this research to fulfill a greater purpose: to serve my community as a healthcare professional.”

Kristie also has volunteered at the Medical University of South Carolina Children’s Hospital in the pediatric cardiac intensive care unit. Her perceptions of the nursing role and her commitment to provide patient care were developed during this experience. She writes, “The nurses unavoidably became part of the patients’ support system. They were not asked to play this role, but it was a call to duty.”

Drs. Stuart and Williamson Named Health Care Heroes by Charleston Regional Business Journal

Through its annual Health Care Heroes Awards program, the Charleston Regional Business Journal honors people and organizations that have a passion for health care and a compassion for individual patients. Recipients were nominated by peers and judged by a panel of sponsors for their exemplary contributions that go well beyond the call of duty.

Drs. Gail Stuart and Deborah Williamson were honored at the Health Care Heroes banquet on November 30, 2006, in North Charleston. Dr. Stuart was recognized for her innovation in tackling the nursing shortage in South Carolina, and Dr. Williamson was commended for taking nursing beyond the hospital walls and into underserved communities in the Lowcountry.

Drs. Elaine Amella Begins Term as President-Elect of Southern Nursing Research Society

Dr. Elaine Amella (pictured left) began her term as president-elect of the Southern Nursing Research Society at the annual conference in Galveston, TX, February 22-24, 2007. She will serve as president of the Society from 2008-2010. Pictured with Dr. Amella are current president, Dr. Patty Gray (2006-2008), and past presidents, Dr. Debra Wallace (2000-2002) and Dr. Donna Hathaway (2004-2006).

Nurse Practitioner Grad Makes the Grade

Heather Meador, a 2006 graduate of the College of Nursing Pediatric Nurse Practitioner (PNP) program, received an outstanding score on the certification exam for Primary Care Pediatric Nursing Practitioners. In recognition of this accomplishment, she was awarded a plaque for “Outstanding Performance” at the 28th Annual National Association of Pediatric Nurse Practitioners (NAPNAP) Conference in Buena Vista, Florida.

As the leader in national pediatric nursing certification, the Pediatric Nursing Certification Board certifies more than 90 percent of all nurse practitioners in pediatric practice. NAPNAP has been actively advocating for the children’s health by providing funding, education, and research opportunities to PNP; influencing legislation that affects maternal/child health care; and producing and distributing educational materials to parents and families.
First Stewart Doctoral Dissertation Award Presented

Susan D. Newman is the first recipient of the Stewart Doctoral Dissertation Award. This award is made possible by a generous gift from Mr. and Mrs. Stephen Stewart of Hilton Head, SC. It is specifically used to assist students with dissertation work. Students are asked to complete an application process, and an ad hoc committee of three doctoral faculty members determines the award recipient.

Susan is currently enrolled in the BSN to PhD program and recently completed her comprehensive exam. Her clinical background is in acute inpatient physical rehabilitation, and she is a Certified Rehabilitation Registered Nurse. She has over thirteen years of clinical rehabilitation experience at Roper Rehabilitation Hospital, caring for individuals with a variety of disabilities. Over her career as a rehab nurse, she has developed a special interest in and fondness for working with individuals who have sustained spinal cord injuries (SCI).

Susan’s research interests have shifted her focus from the acute inpatient setting to the community setting, due to her awareness that the inpatient rehabilitation phase is a small portion of the life experience of an individual with SCI. “I have developed an understanding that the availability and accessibility of appropriate resources in the community play a significant role in the process of adapting to life with a spinal cord injury and in an individual’s ability to continue to function, with a chronic physical disability, as a productive member of society,” she says.

Her project, proposed in the application for the Stewart Award, aims to provide the foundation for the development of a community based partnership with a disability advocacy group and provides the opportunity to recognize and address the self-identified priorities of individuals with SCI. The initial project will examine the barriers and facilitators of access to community services and facilities as experienced by individuals with SCI.

As part of her doctoral studies, she has collaborated as a research associate with Dr. James Krause, the director of the State of South Carolina Center for Interdisciplinary Spinal Cord Injury Research, and has co-authored a publication with him. She is a member of the Medical University’s Interdisciplinary Spinal Cord Injury Research Working Group, which is composed of MUSC scientists and scholars in the realms of basic, clinical and applied sciences related to SCI. At the university level, she has participated on a SACs accreditation committee and serves on the Nursing Doctoral Program Committee in the College of Nursing.

She has earned several academic distinctions, including membership in Sigma Theta Tau and receipt of the 2007 Alumni Association Ruth Chamberlin Scholarship. She is a member of the Southern Nurses Research Society, American Association of Spinal Cord Injury Nurses, and Association of Rehabilitation Nurses. She also volunteers with the disAbility Resource Center.

Doctoral Student Receives AAHN Competitive Student Research Award

Sarah Johnson, a doctoral student and graduate of the College of Nursing’s Master of Science in Nursing degree program (2002), was selected to receive the Competitive Student Research Award from the American Association for the History of Nursing.

Sarah was recognized for her dissertation research documenting the experiences of Black Charlestonian nursing students and nurses and their roles in community health and nursing education from 1896-1948. She was presented with a $1000 check to underwrite the cost of her dissertation at the 23rd Annual Conference at the Mayo Clinic in Rochester, MN.

Sarah hopes to complete her dissertation this year, the final step toward completing her PhD. Her research seeks to answer questions about the experiences of late nineteenth and early-twentieth century Black nurses and nursing students in Charleston, South Carolina’s Hospital and Training School for Nurses. “Healing in Silence,” the title of her dissertation, will describe the history, work setting, and educational setting of these health care pioneers. According to Sarah, “The conditions and dilemmas for the Hospital and Training School for Nurses defined the challenge for Black nursing pioneers to heal their own condition, their patients and society, while simultaneously transcending nursing tradition.”

Dr. Susan Benedict, Sarah’s dissertation chair said, “Sarah is an ardent historian and an enthusiastic researcher. Her dissertation will be an innovative study that will be of interest to Charlestonians as well as historians of African Americans in health care.”

A member of the American Association of the History of Nursing, Sarah presented “Black Charlestonian Nurses and the Hospital Movement in Charleston, South Carolina: 1896-1977” at the organization’s annual meeting in 2004. She also served on the local planning committee for the organization when it held its annual conference in Charleston in 2004.

Speaking to community groups, Sarah has been particularly involved at elementary and middle schools, presenting the history of the health sciences. She encourages young women and men to pursue nursing as a career and challenges them to overcome obstacles to their goals.

With her clinical background in emergency nursing, critical care nursing and post-anesthesia nursing, Sarah offers a broad vision of the profession. She also is a guest lecturer at the Waring Historical Library on the MUSC campus, as well as the Avery Research Center on the College of Charleston campus. Through philanthropic efforts, Sarah secured funds for five portraits of African American health care pioneers for permanent display in the College of Nursing.
Alumni Scholarship Recipients Bring Rich Experiences to the Profession

The College of Nursing Alumni Board presented five, $2000 student scholarships at the Annual Homecoming on March 3, 2007. The recipients of these scholarships reflect the diversity of programs and people who comprise the College of Nursing student body. Student scholarships were presented to a doctoral student, a master’s student, and three baccalaureate students. Their stories illuminate the various paths people take before entering the nursing profession and the richness of experience they bring with them to the future of nursing.

Susan Newman, doctoral student, was presented with the Ruth Chamberlin Alumni Scholarship. Susan had already earned a baccalaureate degree in another field when she decided nursing was the perfect career choice for her. Susan is taking a rather non-traditional route to earning her doctorate—she is bypassing the Master of Science in Nursing degree. Focused on her specialty, spinal cord injury rehabilitation, Susan is a research associate with Dr. James Krause in the College of Health Professions. She currently works in the area of rehabilitation at Roper Hospital.

Dawn McNeil, master’s student, was presented with the Elizabeth Mills Alumni Scholarship. Nursing is a second career for Dawn, as she previously worked as a paramedic. As a single mother of two children, Dawn says her children, Orrin and Alexis “have taught me patience, which I do my best to use in the patient care arena.” Orrin, her 15-year old son, is autistic. As community service, Dawn presents workshops to nurses and paramedics about working with autistic patients. She is currently employed at MUSC as the clinical care coordinator in the Coronary Care Unit. In addition, this outstanding student has a 3.9 GPA!

Lynn DiVecchio, Class of May 2007, was presented with the Irene Dixon Alumni Scholarship. For Lynn, the choice to enter the nursing profession came as a result of working for the Muscular Dystrophy Association as a health care services coordinator. She is an outstanding student, student leader, and single parent—her daughter, Riley, is 9 years old. Asked to speak at the College of Nursing Stethoscope Ceremony last fall, Lynn spoke eloquently about how the journey through nursing school was much like that of a new parent: “The first semester is like a newborn baby, exciting and new; but what exactly are you supposed to do with them? The second semester is like the entertaining one-year old who has just started walking, but now you have to keep up with them. The third semester is like the two-year old showing their personality and inquisitiveness, but also their tempers. And finally, the fourth semester is like the three-year old, full of wonder and excitement about life, constantly asking ‘why’.”

Lauren Young, Class of December 2007, was presented with the Gail Stuart Alumni Scholarship. Lauren has a Bachelor of Science in Biology and a Bachelor of Science in Psychology from Southern Methodist University in Texas. She completed her first semester of course work in the College of Nursing in the top ten of her class. Lauren is immersed in the university experience, serving on the MUSC Student Government Association, and as a leader and articulate spokesperson for the MUSC Student Government Association, and as a leader and articulate spokesperson for the College of Nursing. She is respected for taking on challenges and being action-oriented.

In 1986, Angela Brown Richards graduated from Burke High School in Charleston, SC. Located just a mile or so from the MUSC campus, Angela says, “Growing up on the East Side of Charleston, of course I knew MUSC existed, but I never dreamed I would be able to go to school there and earn my nursing degree.” The daughter of a single parent, Angela says, “My mom wanted to be a nurse. When I earn a degree, my mom does too.” Currently working at the MUSC Institute of Psychiatry, Angela has worked in a variety of nursing roles. Her favorite has been as a hospice nurse. “I have been on the receiving end of really good and ‘not so good’ nursing care as a patient and as a concerned family member. These experiences have helped me gain a new and broader appreciation of the nursing profession and the meaning of ‘quality’ nursing care. It is important to me to provide the care I would want to receive – professional and compassionate. After nearly 18 years of nursing, I know I get more from the profession than I will ever be able to give back.”

Angela’s positive attitude and commitment to serve patients and their families has propelled her through nursing education at nearly every level. She began her career by completing Roper Hospital School of Practical Nursing, then earning her Associate Degree in Nursing from Trident Technical College, both in Charleston. In Fall 2004, the MUSC College of Nursing admitted its third cohort of students into the online RN-BSN degree program, and Angela decided she was ready for the next step. She completed the program as a full-time student and graduated with high honors and a 3.81 GPA. This was no time to stop, and Angela decided the online Master of Science in Nursing degree program, specifically, the Nurse Educator and Geriatric Clinical Nurse Specialist tracks, was the next move in her educational pathway. Last fall, she was awarded a Dean’s Scholarship. The Exchange Club also honored her with a scholarship in Spring, 2007.

“I want to be a beacon for young women who think their goals are unachievable. I am a married woman with four children. I work full-time. The balancing act is the hardest part, but whenever I have found my self against a wall, I have prayed a lot and asked other people to help me. I have found the faculty at the College of Nursing willing to work with me and encourage me. They are very invested in my success,” shares Angela.

Continued next page

Master’s Student Angela Brown Richards: Steps to Success

Alumni Scholarships, cont.

Alan Lopez. Class of May 2008, was presented with the Elizabeth Ann Jones Alumni Scholarship. Alan, who is married to a nurse, is the father of Daniel, 22, Jeremy, 20, and David, 3. He entered the Bachelor of Science in Nursing degree program in January 2007 with the highest GPA—a 3.93! While so many of the students enter the program with other degrees and careers behind them, Alan may be the most diverse: “What I think may set me apart is I have had a full career with such varied responsibilities as US Navy electrician, shipboard work center supervisor, retail store manager, industrial maintenance operations supervisor, and waste pump mechanic.”
Halkyard Scholarship Supports Students at a Critical Juncture

Mr. & Mrs. Edwin Halkyard

Olando Singletary

The College of Nursing was fortunate to award the Edwin and Joan Halkyard Endowed Nursing Scholarship to financially assist mature nursing students “to successfully complete their curriculum and enter the exciting and rewarding field of nursing,” said Mrs. Halkyard, a retired nurse. It is indeed a privilege to know that over the years we have in some small way provided help at critical junctures in the lives of committed nursing students.”

Mr. and Mrs. Halkyard have given back in many ways to the community, both in Charleston and around the world. They are enthusiastic supporters of Spoleto Festival USA and the Charleston Symphony Orchestra, and they have participated in several medical mission trips.

Olando Singletary, Class of May 2007, is the first recipient of the scholarship. Outstanding academically and clinically, Olando was recently chosen by his peers and faculty to also receive the Alumni Association Outstanding Bachelor of Science in Nursing Student Award.

Coming into nursing, Olando wrote, “Being an African American male brings unique insights to this field because nursing lacks diversity in two areas: ethnicity and gender.” He also stated, “A spirit of understanding and sympathy accompany me to the table, because I too have been without health care. In my life, I have experienced homelessness, concurrent employment while attending college, and a brief hiatus from school because I could not afford living expenses and school fees.”

Since enrolling in the College of Nursing, Olando was chosen to participate in the prestigious MUSC Presidential Scholars Program. This initiative out of Dr. Raymond Greenberg’s office is designed to expose students to an interprofessional approach to health care disparities.

Olando was also the recipient of the MUSC Office of Diversity Earl B. Higgins Scholarship. He is a member of the College of Nursing Honor Council, and served as the liaison for the College of Nursing Student Government Association and Student Nurses Association. During the fall semester, he was inducted into Sigma Theta Tau International Honor Society of Nursing, ranking in the top 15 percent of his class with a 3.7 GPA.

One of Olando’s references for admission to the College of Nursing wrote, “If I had to be at sea in a lifeboat, I would want Olando to man the oars. He will give 100 percent every time and will always remain optimistic and cool-headed.” A faculty member wrote, “Olando is an outstanding professional. The patients love having him as a nurse. He is dedicated and a true team player.”

Of his future as a nurse, Olando says, “I have found my calling.” Thanks to the helping hands of Mr. and Mrs. Halkyard, this young man’s dreams have become a reality.

Elizabeth Stringfellow Scholarship Awarded to Madeline Mills

Mrs. Elizabeth Stringfellow and Dr. Jim Edwards

Olando Singletary

The MUSC College of Nursing recently received an endowed scholarship from Johns Island resident Mrs. Betty Stringfellow. Mrs. Stringfellow made this gift in honor of her aunt, Mrs. Marguerite Andell, who was a professor of nursing at MUSC. Mrs. Andell, a life-long nurse who was loyal to her family and her community, began the area’s first midwifery clinic and educated countless nurses.

Mrs. Stringfellow generously gives back financially for all she has received. She is a valuable community member and has taken on several philanthropic projects to ensure the history of the area as well as enhance its future. One contribution is this scholarship named in her honor.

The College of Nursing is part of the Andell Family Legacy.” said Mardi Long, Director of Student and Alumni Relations and scholarship program coordinator.

A young widow and mother of a six-year old, Madeline plans to pursue the Master of Science in Nursing and focus on the Pediatric Nurse Practitioner track. “I have always been drawn to children, especially those with higher needs and fewer opportunities. My professional goal is to establish a practice in the rural area of Johns Island, offering health care to the Hispanic and impoverished children of the area.”
Congratulations, Sigma Theta Tau Inductees and Class of December, 2006!
March 3, 2007

Update your alumni profile online and send your news for Class Notes at www.alumni.musc.edu/online/update.htm.
From the Alumni Association President

Dear Alumni,

In January, I had the opportunity to speak at the Stethoscope Ceremony, a fairly new tradition at the College of Nursing. This event welcomes the new Bachelor of Science in Nursing degree students into the nursing profession. Initiated by Dean Gail Stuart, the Stethoscope Ceremony encourages the students to immerse themselves in their learning and profession. The students and their invited guests hear inspirational stories from successful students and alumni.

This experience enabled me to reflect on my own pathway into nursing and the opportunities my career choice has provided. I invite you to take a moment to reflect on your journey as well. Think about the faculty who inspired you, the friendships that supported you, and the opportunities that have been afforded you as a graduate of the Medical University of South Carolina.

I would like to encourage all graduates of the Bachelor of Science in Nursing, Master of Science in Nursing and PhD degree programs to become dues-paying members of the Alumni Association. We are involved with students and graduates to further their education and career decisions. We support them with five $2,000 scholarships – provided from your dues. The Alumni Association also supports the College of Nursing Convocations. Held in December and May, this “pinning” and “hooding” ceremony recognizes the students for their accomplishments. At the December 2006 Convocation, an outstanding alumnus of the program, Ms. Patricia “PJ” Johnson, MSN Class of 1992, and Chief Operating Officer for Trident Medical Center in Charleston, SC, spoke to the graduates about the challenges ahead. Harmony Edelman, Class of December 2006, received the Outstanding BSN Student Award. Your dues are important to sustain these special recognitions and events.

Alumni dues ($20) are assessed on a fiscal year basis (July 1-June 30), and Life memberships are available for $150. Questions about dues should be directed to Anna Skipper at 843-792-4276 or skippera@musc.edu. The Alumni Board is open to your ideas and suggestions. Please let us hear from you in the upcoming year!

Sincerely,
Markita Ebersole, MSN, RN
College of Nursing Alumni Board President

Lora Neely Balerno (Class of 1998)
resigned from the Air Force Nurse Corps, not the U.S. Army.

Sonia Campbell will graduate Spring, 2007 with a dual MSN/MPH degree. We regret the errors!

In Memoriam: Lillian Garvin

Lillian Eleanor Deane Garvin passed away on April 10, 2007. She worked as a Public Health Nurse in New York and South Carolina, and was Associate Professor of Community Health Nursing and Assistant Dean of the College of Nursing at MUSC. Ms. Garvin was the Director of Continuing Education for the Department of Nursing at MUSC Hospital when she retired in 1984. Throughout her career, she was active in promoting education, social justice, equality, and eliminating discrimination based on race or gender.

Class Notes

Corrections

Laurie Zone-Smith, PhD, RN
President, Gamma Omicron

Greetings from your Sigma Gamma Omicron at-large chapter board of directors. The events of 2006-2007 have infused our members with excitement about scholarship, research and networking.

In the Fall of 2006, we held three open membership and board meetings and set our strategic direction and goals. In September, we sent our leadership interns to Sigma Chapter Leader Academy in Indianapolis, IN, and they brought back innovative ideas to improve our membership. Debbie Couillard, RN, presented a wonderful and moving education program, entitled “Injury Prevention Coalition: A Community Perspective,” at our October meeting. In November, we joyfully inducted seven CSU baccalaureate students, 42 MUSC baccalaureate students, 29 master’s students and five new community members at the At-Large Chapter Induction Ceremony at St. Luke’s Chapel on the MUSC Campus. A wonderful keynote speech entitled “Leadership: Personal Reflections” was delivered by Pennie Peralta, followed by a reception of celebrating with friends and family.

Spring 2007 brought an opportunity for all members to gather and learn about best practices and advances in research at the Region 7 Sigma Theta Tau Conference in Savannah, GA. Our own chapter member, Dr. Tara Hulsey, Region 7 Coordinator, opened the conference, and Sharon DeGrace and Tanya Lott served as our representatives on the planning committee. You can read Dr. Hulsey’s Region 7 newsletter on the chapter website at www.nursingsociety.org/regions/region7_newsletter.pdf. Florida chapter member Dr. Sandra Walsh donated five watercolor paintings that were raffled off to raise $275 for research awards. Several chapter members provided stimulating oral presentations on the topics of “Using Bedside Nursing Evidence to Change National Health Reimbursement Policy” (Dr. John Welton, Dr. Laurie Zone-Smith and Mary Hughes), and “Mom’s Morning Out: A Community Partnership to Promote Early Childhood Development” (Diana Inman and Deborah Williamson). Our February open meeting was hosted by Dr. Nancy Finch at the Dockside Club Room, with lots of tasty treats and a beautiful backdrop to discuss spring plans and share member successes, such as the Chapter Key Award preparations that are underway. Please contact Anita Korbe (akorbe@csuniv.edu) or Tanya Lott (tanya.lott@roperstfrancishospitalcare.com) if you would like to participate in our chapter submission. Also, at this meeting the Board of Directors decided NOT to raise the cost of chapter dues for the next two years!


Special recognition goes to Tanya Lott for her publication, “Moving Forward: Creating a New Nursing Services Orientation Program,” published in the Journal for Nurses in Staff Development, Volume 22, Number 5, 214-221. Way to go Tanya!
We’d love to hear from you and share your news with other MUSC College of Nursing alumni. You can send your information to the College of Nursing via e-mail at Longm@musc.edu or complete the form below and return it to:

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