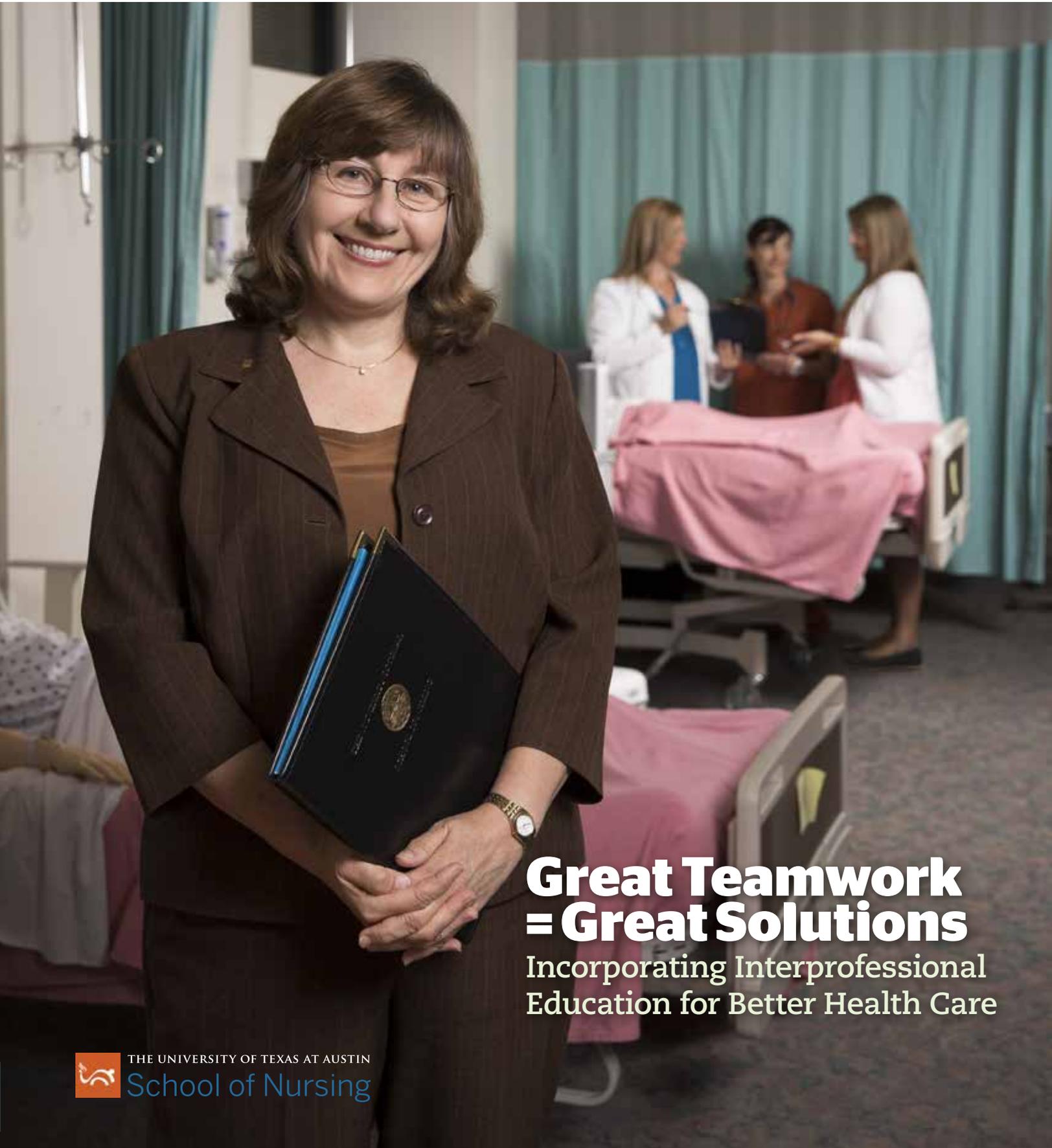


Longhorn Nursing

Volume Two, Issue One

THE FUTURE OF NURSING STARTS HERE

Fall 2013



**Great Teamwork
= Great Solutions**
Incorporating Interprofessional
Education for Better Health Care



THE UNIVERSITY OF TEXAS AT AUSTIN
School of Nursing



Message from the Dean

WELCOME TO OUR SECOND PRINT EDITION OF *LONGHORN NURSING*.

It's nice to see you here again!

I believe that no matter what your relationship is to The University of Texas at Austin School of Nursing, you'll find items of interest in these pages. Graduates: You will find updates on what your favorite professor has been doing or remember your experiences at the School of Nursing through the eyes of our current students. Donors and friends: You can learn about our innovative programs, read about our newest researchers and catch a glimpse of the results of your support. I am proud of our faculty, staff and students – and very proud to lead this School.

In particular, we're excited to share information about our efforts in interprofessional education as we're leading the way to a new era of health-related education on the UT Austin campus. I'm privileged to serve on the steering committee for the new Dell Medical School – the first medical school built on an American Association of Universities campus in nearly four decades. Nursing has evolved and broadened in the last 50 years, and we are uniquely poised to integrate our solid educational opportunities and well-developed research programs with those of our colleagues in Pharmacy, Social Work, Biomedical Engineering and Medicine.

We're eager to have you – our friends and alums – join us on our journey, and we appreciate your support and interest.

Alexa Stufbergen, PhD, RN, FAAN
Dean, The University of Texas at Austin School of Nursing
Laura Lee Blanton Chair in Nursing
James R. Dougherty, Jr. Centennial Professor in Nursing

LONGHORN NURSING

Volume 2, Issue 1

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Longhorn Nursing magazine is a publication of The University of Texas at Austin School of Nursing. It is produced once a year using private funds. *Longhorn Nursing* e-newsletters are emailed two times a year.

Feedback welcome. Please contact us at nursing@mail.nur.utexas.edu or the address above to let us know what you think about this issue of *Longhorn Nursing*. To receive the online issues, please send us your email address.

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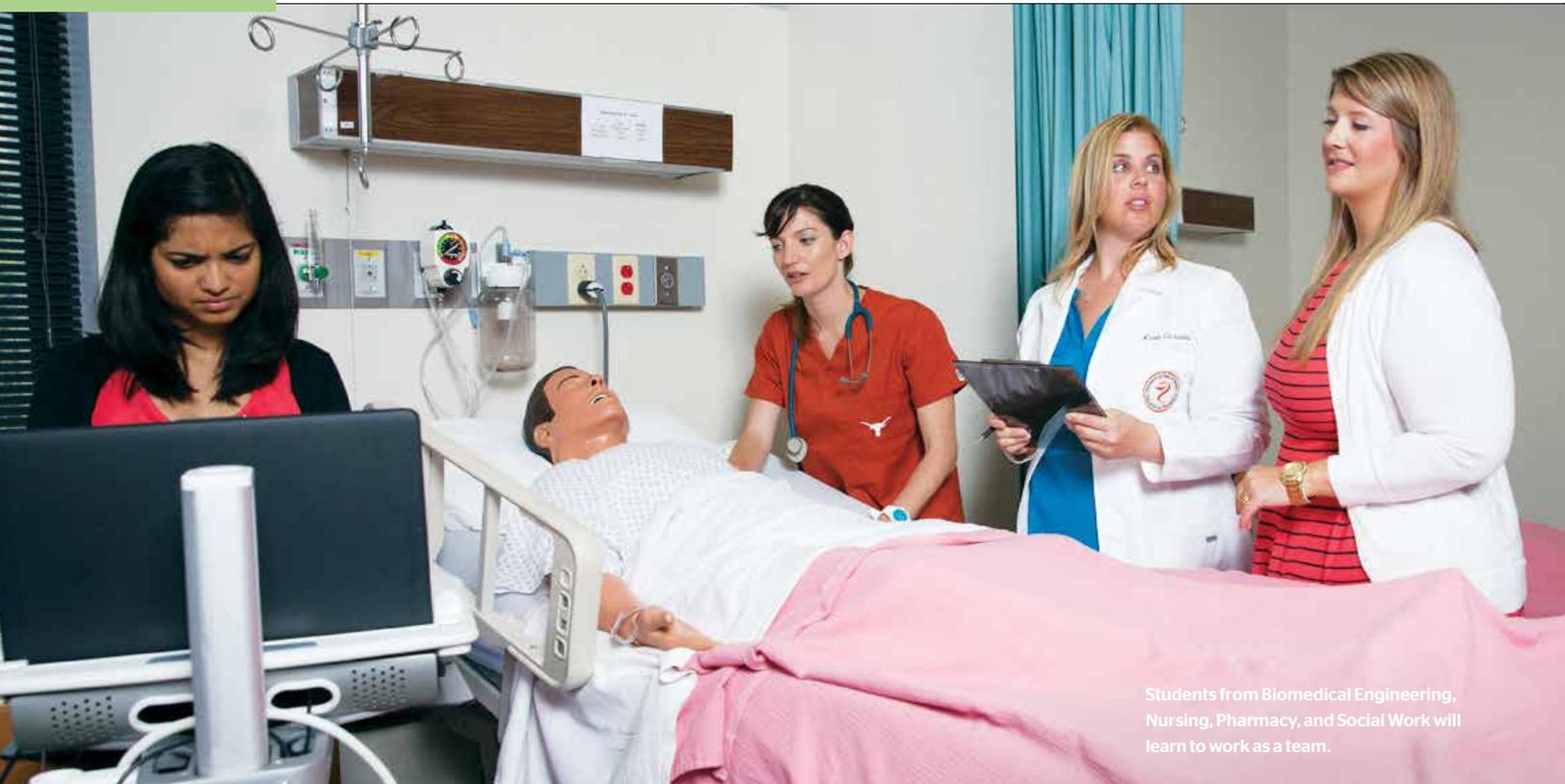
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Students from Biomedical Engineering, Nursing, Pharmacy, and Social Work will learn to work as a team.

Great Teamwork = Great Solutions

INCORPORATING INTERPROFESSIONAL EDUCATION FOR BETTER HEALTH CARE

IMPROVING PATIENT OUTCOMES by reducing errors and solving complex problems is the new reality for health care. According to the Joint Commission on Accreditation of Healthcare Organizations, poor communication was the leading root cause of sentinel events (events that result in loss of life or limb) in recent years, and the Institute of Medicine has stated that optimal use of the health professions workforce requires a team effort focused on the common goal of safe, patient-centered care that meets specific patient care needs. In short, improving health care requires teamwork.

It's not always been easy, however, to incorporate a team approach into health-care settings. In many cases, physicians, nurses, pharmacists and other allied health practitioners have struggled to find ways to work together for the good of the patient.

For The University of Texas at Austin, that's about to change, thanks to a three-year grant of \$1,042,658 from the Health Resources and Services Administration (HRSA). The funded project "Enhancing the Advanced Nursing Education of Clinical Nurse

Specialists through Integration of Care for Patients with Multiple Chronic Conditions Using Interprofessional Education" will augment the education of master's-level advanced practice students in the Adult Gerontology Clinical Nurse Specialist program. By integrating interprofessional education (IPE) experiences with medicine, pharmacy and social work, students will have opportunities to practice integrated, comprehensive, evidenced-based care of persons with multiple chronic conditions, especially in underserved populations.

With its emphasis on multidisciplinary cooperation and communication, IPE is gaining popularity in the education of health-care professionals around the country. Like many of its peers, the UT Austin School of Nursing recognized that learning how to work in teams with other health-care providers shouldn't begin on the job and decided to incorporate collaborative educational experiences into the nursing curricula. At about the same time, the School joined forces with colleagues across campus to create interprofessional opportunities and events — such as

Project Collaborate, a public health-screening event initiated by the College of Pharmacy, and joint research projects with the School of Social Work.

“It’s hard to change after years of doing things a certain way, but we’re deliberately moving away from our academic silos to provide students with the tools they need to work seamlessly in interprofessional teams,” explained Gayle Timmerman, PhD, RN, CNS, FAAN, associate dean for academic affairs at the UT Austin School of Nursing and project director of the HRSA grant. “Health care is complex, and in order to achieve the best outcomes for patients, it’s necessary to bring each discipline’s unique perspective to the table.”

One impetus for laying this foundation was the Core Competencies for Interprofessional Collaborative Practice published in 2011 by the American Association of Colleges of Nursing and other professional organizations. These four competencies — values and ethics, roles and responsibilities, communication, and teams and teamwork (www.aacn.nche.edu/education-resources/ipecreport.pdf) — are designed to help providers deal with the complex health and illness problems they face every day by undergirding relations among the professions and with patients, and improving the quality of interprofessional communication.

The first IPE graduate elective for nursing, medicine, pharmacy and social work was taught on the UT Austin campus in fall 2012 by the UT IPE team in conjunction with the University of Texas Southwestern residency program. A second course “Transformative Teams in Health Care” is being taught in fall 2013.

“This class not only provided exposure to the training of other health-care professionals, but also gave me a respect for their profession and a greater understanding of their roles, responsibilities and resources,” said recent nursing graduate Magdiel Garcia, MSN, RN. “I worked on a team of oncologists, pharmacists, nurses and social workers, and the collective way in which we took care of the patients was amazing. True and effective trust among the team members helped to meet the needs of the patient and care plans.”

Now, with the opening of the Dell Medical School on the UT Austin campus in 2016 (see related stories on page 4), students will have unique opportunities to experience IPE. It’s already a strong component of the medical school’s mission statement, which affirms a commitment to “improving human health through excellence in interprofessional and trans-disciplinary education, research, health care and community involvement.” To ensure this, the new institution will foster interprofessional team development designed to enhance patient safety and improve health-care outcomes.

UT Austin President Bill Powers recently said that having the new medical school as part of the academic campus will create a powerful connection. “Our medical students will be walking distance from some of the most innovative research in the world,” he said. “They will be learning shoulder-to-shoulder with other professionals — nurses, social workers and pharmacists — who will be on their teams in hospitals and clinics as they treat patients. This will be a great place to learn transformative medicine.”

Still, creating and maintaining a smooth-running interprofessional team can be difficult. Without the

HAVING THE NEW MEDICAL SCHOOL AS PART OF THE ACADEMIC CAMPUS WILL CREATE A POWERFUL CONNECTION.

commitment and leadership of faculty in nursing, pharmacy, medicine and social work integrating interprofessional tools and strategies into their individual curricula, it would be even more challenging. At UT Austin, the team-based approach to health care is already forming the bedrock on which a new generation of students will be taught and establishing a new norm for providing health care in Central Texas and beyond.

“Our goal is to transform health care,” said Timmerman, chairperson for the Dell Medical School IPE subcommittee. “In order to do that, students need us to provide them with the strategies and tools to collaborate successfully. They need to learn each discipline’s unique contributions and where they might overlap, and — most importantly — how to value our differences so that we can provide optimum patient care.”

Dr. Gayle Timmermann with IPE team.





INTERVIEW WITH

Robert Messing, M.D., Vice Provost for Biomedical Sciences

What is the first order of business for the Dell Medical School?

The first order of business is to build partnerships, especially in the research area. Because UT Austin is so big and so diverse, there are researchers on campus who don't know there are other people on campus doing related research projects. We have begun a top-down, grassroots approach to inventory and understand how all of the disparate pieces of medical-related research relate to one another.

As we search for an inaugural dean, this information will give us the platform to discuss the candidate's vision for research. Candidates will be informed about the kinds of research we already do at UT Austin, including research in the School of Nursing, and will be able to envision how

that research can be integrated with new medical research programs to be developed at the medical school. The goal is to integrate the medical school into the university, not have it become an isolated health science campus.

What impact will the Dell Medical School have on nursing students?

The School of Nursing will be right next to the new medical school. It will be in the north part of the medical district, next to the new teaching hospital and across Waller Creek from the research building, providing many easily walkable research opportunities. From the beginning of the planning process, we have embraced the concept of interprofessional education. One of our curriculum subcommittees, chaired by Gayle Timmerman, associate dean for academic affairs for the School of Nursing, is currently planning interprofessional courses and experiences for the preclinical and clinical training years so that nursing, medical and pharmacy graduates will be able to best utilize each other's expertise as a team for patient care.

Nursing students and faculty can be a very important part of our effort to bring the power of UT Austin's very strong engineering and computer schools more closely into the world of health care. One idea we are developing is to link clinicians — doctors, nurses and pharmacists — with the engineers who can develop solutions to health-care problems. Clinicians could

present clinical problems that need to be solved, and engineers could work on solutions. Doctors and nurses don't generally have engineering backgrounds and most engineers don't have clinical backgrounds, but if you create a framework in which they can talk to one another, they can join forces to yield solutions. It has the potential to be a very powerful and fulfilling way to do translational research.

How is the School of Nursing engaged in this effort?

This is a campus-wide — even a community-wide — effort. Alexa Stuijbergen, dean of the School of Nursing, is a member of a large and diverse steering committee and provides important direction to make sure we move forward together. The School of Nursing, in every aspect, is crucial to the larger effort.

The Dell Medical School in a real sense completes The University of Texas at Austin and adds a tremendous facet to our research program. It also has a critical purpose in improving health care in Travis County and Central Texas. When Travis County voters approved funding for the Dell Medical School, it was with the understanding that it would improve health care and health-care delivery for the region. We simply cannot meet the expectations of the people in this community without all of our research and clinical efforts, and I would say we especially need the efforts of the nurses who provide and coordinate care at the bedside.

Dell Medical School Update

Construction of the new Dell Medical School at the University of Texas at Austin is full steam ahead following the UT System Board of Regents' approval of a \$334 million construction plan and Seton Healthcare Family officials' approval of nearly \$300 million to pay for the new teaching hospital on property near University Medical Center Brackenridge (UMCB). The plan approved by the Regents will provide for construction of research, educational and administrative facilities, as well as a medical office building and

parking garage totaling 515,000 square feet. The approval of the new hospital by Seton, one of UT Austin's partners in the venture, puts in place the final large piece for the new medical complex that will be anchored by the medical school. The proposed site is on land owned by the university and is bounded by Interstate 35, Trinity Street, Martin Luther King Jr. Boulevard and 15th Street. The first education and administration building will be built on what is now a parking lot across from the current UMCB. The

new hospital will be constructed on the site of Centennial Park, immediately south of the School of Nursing, and a research facility will be west of that location. The Dell Medical School will be the fifth medical school in the UT System and the first medical school built in nearly four decades by a member of the Association of American Universities, an organization of leading public and private research universities. The school is part of a plan approved by Travis County voters in November 2012 and is expected to open in 2016.



Changing Careers, Changing Lives

Alternate-Entry Program Opens Doors to Nursing Novices

THE ALTERNATE ENTRY Master of Science in Nursing (AE-MSN) program began nearly three decades ago and was designed to help people holding baccalaureate or graduate degrees in other disciplines become nurses. Each class is a mosaic of ages, backgrounds and races. Whether recent graduates or workforce veterans, the students have one thing in common: They want to become a nurse. Here two students discuss making this life-changing decision.

Shortly after graduating from Baylor University with a business degree, Jason Morris and his wife fulfilled a mutual desire to live abroad by moving to China to be teachers and missionaries. Jason used his background in information systems to find work with an export company, and the couple believed they had found their niche.



Eight years and two children later, they were in Austin visiting family, when they noticed their six-year-old daughter Adah seemed listless. They took her to a doctor, thinking she had picked up a flu bug, but when the blood work came back, they were

devastated to learn she had acute myeloid leukemia, a fast-growing cancer of the blood and bone marrow. The couple changed plans immediately, scrapping their return to China.

During the next several months of treatment, including a bone marrow transplant, Jason observed the interaction of hospital nurses with his family. He was amazed at the care they consistently delivered and was curious what a career in nursing entailed.

“The combination of skill and empathy I witnessed is what first attracted me, plus knowing they were doing something that mattered,” he said. “I basically interviewed every nurse there to get their perspective on the job: what they liked, what they didn’t.”

Jason began taking science courses his business degree hadn’t required, but nursing would. In 2012 Adah was recovering, and Jason enrolled in the School of Nursing’s AE-MSN program. After a year, he’s sure he made the right choice. “It’s been a lot of hard work, but when you find something you love, you commit, and it becomes the easiest thing in the world.”

It’s been a lot of hard work, but when you find something you love, you commit, and it becomes the easiest thing in the world.



After graduating in May 2015, he plans to practice in pediatric hematology oncology and eventually obtain a nurse practitioner degree.

“The program has enabled me to flourish,” he said. “I’d say to anyone considering nursing school, that even though it might be the hardest decision you ever make, if it’s the right one, it will be a great journey.”

Adetoun Obadofin began her journey to a nursing career after completing a degree in microbiology in Nigeria. While working in a bank, she heard about an opportunity to volunteer for UNICEF’s “Operation Kick Polio Out of Africa,” which aims to vaccinate all children against the devastating disease.

“Vaccinating children is critical, but often their parents resisted, and it was necessary to educate them about the vaccine,” said Adetoun. “The nurses on the team were so skilled at this and, as I observed them, I became more interested in what they did.”

Although her work with the UNICEF health-care teams fired Adetoun’s imagination about nursing, the fact that the man who would soon become her husband had been stricken with childhood polio added to her desire to learn how to care for a loved one’s disability.

“I wanted to become a nurse, but nursing as a profession is more advanced in the United States than it is in Nigeria. Getting a master’s degree in nursing there is nearly impossible,” she added.

After her marriage, she and her husband moved to America to continue his treatment and find a school for her. Through family, Adetoun learned about the AE-MSN program at the School of Nursing. Because of her science background, she needed only a few pre-requisites and was able to begin classes in summer 2011. As part of her coursework, she is serving the refugee population in Austin.

“I chose this group because of our shared immigrant experiences: adjusting to a new place with a different culture, health-care system and infrastructure,” she said.

Adetoun is specializing in public health and wants to work with underserved people, helping them access available resources and

providing preventative care. “The AE-MSN program helped me achieve the best of both worlds: to become a nurse and work in public health,” Adetoun said. “Now I’ll be able to serve the community and make a difference.”

Congratulations to the Class of 2013

“The School of Nursing represents a strong and extraordinary community of excellent students, dedicated faculty and staff, and supportive alumni and friends who are committed to addressing the many significant health-care challenges of the 21st century through education, research and service. As a part of this remarkable community, you have worked hard, and the world will be a better place because you have learned how to apply knowledge to both new and age-old health-care issues and to bring better information to bear on the problems around you.”

—**Dean Alexa Stuijbergen**



Convocation Speaker
Susan Distefano, MSN, RN,
CEO, Children's Memorial
Hermann Hospital,
Houston, Texas



Dr. Carole Taxis and Outstanding Undergraduate Student Reba Carethers



(Above) Graduate students
Anastasia Marie Corker,
Mariah Denny, Seliece Dodds



Undergraduate students
Christa Palladino (left) and
Gabrielle Mueller.



(From left) Dr. Linda Yoder; Dean Alexa Stuijbergen; Dr. Angela Marie Simmons, Lt. Col., Army Nurse Corps; Dr. Mary Wakefield

Nursing Alumna, Now Chief at HRSA, Visits Campus

STUDENTS AND FACULTY welcomed Mary Wakefield, PhD, RN, FAAN, and administrator of the Health Resources and Services Administration (HRSA), who took time out of her busy schedule to pay a visit to her alma mater, the University of Texas at Austin School of Nursing. In addition to attending the School's convocation May 18, 2013, she was honored at the Graduate School convocation and named the Graduate School's Outstanding Graduate Alumna.

Wakefield received a master's degree in nursing from UT Austin in 1978, followed by a PhD in nursing in 1985. She worked for 11 years in clinical nursing in Texas and North Dakota, primarily in intensive care and medical surgical units.

"Dr. Wakefield is one of our most outstanding alumni, and we were honored by her visit," said Dean Alexa Stuijbergen. "She has used her UT Austin education to serve the public and make a substantial difference in health-care delivery."

Wakefield was chosen by President Barack Obama in 2009 to head the HRSA, a division of the Health and Human Services Department that provides primary health care to 24 million people living in rural and urban communities who don't have access to basic health services.

As administrator, she oversees an \$8.4 billion agency that funds 3,000 grant recipients in 80 different programs. She also administers \$2.5 billion in 2009 stimulus funds to expand the nation's health-care system and address workforce shortages in the health professions.

HRSA focuses on communities that are underserved or are experiencing a shortage of health-care professionals. The agency addresses a shortage of nurses or doctors through scholarship programs, student-loan repayment contracts, and grants to colleges and universities.

School of Nursing Professors Among Nation's Esteemed Nurse Leaders



Tracie Harrison, PhD, RN, FNP

Two faculty members of The University of Texas at Austin School of Nursing will be inducted as Fellows of the American Academy of Nursing, one of nursing's highest honors. **Dr. Tracie Harrison** and **Dr. Eileen Kintner** are among 172 nurse leaders who will be inducted during the Academy's 40th annual meeting on Oct. 19, 2013, in Washington, D.C.



Eileen Kintner, PhD, RN

Tracie Harrison, PhD, RN, FNP, associate professor, has conducted research on aging with disability including unemployed workers, racial and ethnic minority groups, and women who are both homeless and without insurance. Her study exploring health disparities in disability outcomes among older Mexican-American and non-Hispanic white women was funded by the National Institute of Nursing Research. Dr. Harrison received the 2012 Gerontology Nurse Researcher Award from

the Southern Nursing Research Society and recently completed a Health and Aging Policy fellowship supported by The Atlantic Philanthropies.

Eileen Kintner, PhD, RN, associate professor, leads a multidisciplinary team in implementing national asthma guidelines using her theory-driven, evidence-guided, school- and community-based academic education and counseling program. Staying Healthy – Asthma Responsible and Prepared™ is for older children and adolescents and members of their social networks. Dr. Kintner has served as an advocate for child safety and health legislation, and her work with diverse, medically underserved, inner-city students and their families across the country has garnered numerous awards. Funding for her research has been consistently provided by the National Institutes of Health since the early 1990s.

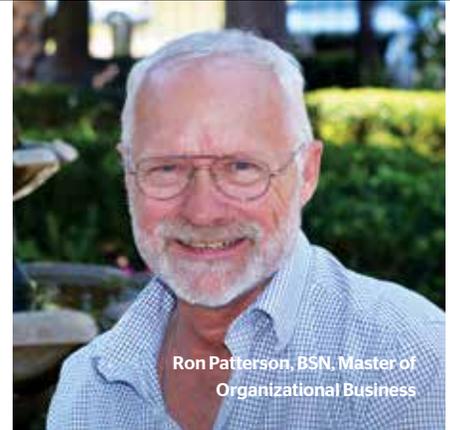
Other UT Austin alumni will also be inducted into the academy. Congratulations to:

- Jill E. Bormann, PhD, RN (MSN 1982)
- Gaurdia Banister, PhD, RN (PhD 1988)
- Stephen J. Cavanagh, PhD, RN, FInstLM, FACHE (PhD 1987)
- Melinda Tinkle, PhD, RN, WHNP-BC (PhD 1985)
- Linda Rounds, PhD, RN, FNP, FAANP (PhD 1984)
- Mary Beth Thomas, PhD, RN (PhD 2007)
- Beth Collins Sharp, PhD, RN (PhD 1988)
- Hsiu-Min Tsai, PhD, RN (MSN 1993, PhD 2005)

Experienced Nurses Prepare Students for the Real World



Margaret Taylor, PhD, RN



Ron Patterson, BSN, Master of Organizational Business

AS GRADUATES OF THE UT Austin School of Nursing leave the classroom and head for careers in a variety of health-care settings, they are well prepared to meet the challenges of providing health care in the twenty-first century. In addition to excellent skills and knowledge, they will have received hours of mentoring by seasoned nurses, who take them under their wing and into the clinical setting to obtain hands-on experience in the real world.

Mentoring, or precepting, isn't new. For many years, experienced registered nurses have provided students with one-

Anyone thinking about becoming a preceptor should be enthusiastic. They ought to like nursing and the work they do.

on-one assistance, instilling a confidence and compassion that could otherwise take new nurses years to develop. The School of Nursing is fortunate to have a number of such preceptors who spend at least 45 hours per semester with soon-to-graduate student nurses.

One of those is Margaret Taylor, PhD, RN and family nurse practitioner (FNP) at the People's Community Clinic in Austin, who precepts advanced practice nurses (APNs). Because new FNPs will work with primary care and specialty physicians, pharmacists, social workers, health educators and other health team members, they will need to learn how to ask patients focused clinical questions and how to consult with providers.

"Most APN students are already competent in nursing skills. The preceptor

experience helps them get to the next level in their clinical practice," she said. "As APNs they'll have increased responsibility for prescription writing in the management of chronic health problems and need to be confident in their diagnostic skills and appropriate use of medications."

Taylor tries to model what that looks and sounds like. She gives feedback when needed, but also hopes to demonstrate how much she loves her job. "Anyone thinking about becoming a preceptor should be enthusiastic," she said. "They ought to like nursing and the work they do."

It isn't only students who grow from the experience. Preceptors are also learning and evolving. Once when she and a student were discussing the treatment plan for a patient with depression, Taylor said she was ready to write a prescription for medication when the student asked if she could work with the patient on developing deep-breathing exercises to reduce her stress level.

"It was good for me to get the student's perspective. It reminded me what nurses bring to health care," Taylor said. "She showed great skill and insight, and I let her know that."

Because precepting helps students develop into the kind of nurses who can be effective members of the health-care team, it's important to find the right people for that role. Ron Patterson, BSN, Master of

Organizational Business, and director of inpatient care at Hospice Austin's Christopher House, does that for the School of Nursing.

Patterson ensures that in addition to meeting the educational criteria — for example, to precept a student getting a Master of Science in Nursing, the preceptor must have at least an MSN — he matches students with preceptors who will be able to model professional and compassionate care. That's why he looks for people with good habits and judgment and who also like to teach.

"The School of Nursing students I meet have the basics down and are often advanced in skills and knowledge," he said. "But they may need help developing good judgment, such as knowing how to use the tools they have before calling a physician."

To work in oncology — and in hospice in particular — students need to learn additional skills, he explained. "Most students have never experienced a dying patient, but in hospice, they will," he said. "For that, they need a combination of a thick skin and great compassion."

Today's nurses are expected to play a significant part in strengthening the nation's health-care system by contributing to the development, design and delivery of health care. That's a tall order, but at UT Austin School of Nursing, preceptors stand alongside students to make it achievable.

"School knowledge is great, but students also need support," Patterson added. "Without that, all the time and money spent on education could go by the wayside. Having a preceptor makes you more confident and competent."

The Eyes – and Ears and Voice – of Texas

Program allows students to practice public health nursing

THEY MAY HAVE physical, emotional or mental issues. They may be children, adolescents or adults. They may come from wealthy or impoverished families and live at home or in a state institution. But one thing that wards of the State of Texas have in common is that they have all been placed under guardianship due to an inability to care for themselves mentally, physically and/or financially.

According to Michael Gianotti, guardianship coordinator with Probate Court No. 1, Texas is home to nearly 20,000 wards. In Travis County, that number is around 1,800 (and growing), and state law requires that each receives an annual visit from a person designated by the court to ensure they are being adequately cared for by their guardian, the court-appointed person or entity who makes decisions on their behalf.

“Because wards have effectively been stripped of their rights by the court, it becomes the court’s responsibility to ensure that they are well looked after,” Gianotti said. “They need someone to be their voice.”

Employing a sufficient number of people to visit the wards, however, would be cost-prohibitive, and courts have turned to trained volunteers to meet the need. Initiated by a judge in Galveston County, the Court Ward Visitor Program first enlisted and trained social work and psychology students to assess the quality of care that wards receive. After noting the program’s success, Mary O’Keefe, JD, PhD — both a lawyer and a nurse — felt that student nurses would be a great asset to the initiative and she helped implement the program at universities across the state.

“These are truly our most vulnerable residents, and it’s important that we monitor the quality of their care,” said O’Keefe. “Nursing students, with their innate interest in the well being of others, are a natural fit for this effort.”

A few years ago, O’Keefe introduced the program to faculty at the UT Austin School of Nursing. Carol Gaskamp, PhD, RN, associate professor of clinical nursing, quickly recognized that an interdisciplinary collaboration between nursing and the legal system would benefit her RN to BSN undergraduate public health nursing students and incorporated it into her curricula in fall 2012.

“Once trained, the students essentially become the eyes and the ears of the court,” said Gaskamp. “It’s a valuable experience for them, and many have reported that their eyes were opened to how mentally and physically incapacitated people are treated here in their own backyard.”

After a training session with a guardianship coordinator at the probate court, the student volunteers are sent in pairs to make their visits and then report their findings to the court. As they meet with the ward and guardian, they are responsible for assessing the physical state and living condition of the wards. For instance, they are to note if the ward is clean and uninjured and if his or her needs are being met. They also assess the inside and outside condition of the building where the ward lives in order to identify safety or hygiene problems and note any hazards they find.

“I was happy to report that many of the wards my partner and I visited were very well-cared-for and happy individuals,” said Camille Moore, one of the students in Gaskamp’s inaugural program. “Nevertheless, if necessary, we were ready to support anyone who wasn’t strong enough to speak up for themselves.”

The initiative was expanded to the Alternate-Entry Master of Science in Nursing program and has grown from eight to



Nickie Menefee, AE-MSN student

NURSING STUDENTS, WITH THEIR INNATE INTEREST IN THE WELL BEING OF OTHERS, ARE A NATURAL FIT FOR THIS EFFORT.

approximately 40 students. One of those is Nickie Menefee, who recently visited a ward who had family in the area, but whose involvement with him was minimal.

“That was heartbreaking,” she said. “But it also revealed how few resources these individuals have and how important it is that we advocate for them.”

As in Menefee’s case, the program provides students an opportunity to improve their skills as nurses and public health advocates.

“It made me realize how important it is to speak on behalf of vulnerable people, which is what public health nurses are equipped to do,” Menefee said. “We are trained to educate the public about the importance of integrating the medically, developmentally and mentally disabled into the community and to ensure that they are cared for and that their voices are heard.”



Donor Spotlight

Julie Hagan Bailey

JULIE HAGAN BAILEY'S education and career path display a keen intelligence, indefatigable energy and a great deal of curiosity. Her parents were "big on education," which may explain why she, her three siblings and her children all have advanced degrees.

Since she was good at math and science, Bailey initially pursued a chemical engineering degree, then considered switching to architecture and wound up in nursing. After obtaining a Bachelor of Science in Nursing in 1975, she worked in the coronary unit in Austin's Seton Hospital before moving to Dallas, where she worked in many local hospitals while pursuing her master's from Texas Women's University.

"Anywhere they needed a nurse, I was there," Bailey said. "I continued working

Alumna's Gift in Honor of Her Mother Will Advance Nursing Education

full-time, too, when I went back to college to get a master's in business."

Armed with an MBA, Bailey went to work for Southwestern Bell Telephone Company, where she climbed telephone poles ("In the interview, they asked if I could climb a pole, and I said "yes!"), ran a crew of men and became a safety coordinator before going to work as a manager at AT&T.

After losing her husband to cancer, she returned to nursing. Eventually she remarried and began working for her new husband's lighting company. Soon after taking over the U.S. government part of the business, she was so successful that the Defense Logistics Agency (the purchasing arm of the Department of Defense) gave her their "Women-Owned Small Business of the Year" award in 2011.

But after all her success, one thing still nags at Bailey: Even though her parents encouraged her academic pursuits, Bailey's mother never had the opportunity to attend a university, receiving instead a nursing diploma before being shipped overseas during World War II.

"My mother was a brilliant woman and always wanted a degree, but after the war, she married and had four children instead," Bailey said. "She struggled her entire life to get a degree that was unobtainable, even

with over 150 college credits. I don't want that for others."

To honor her mother's memory and her love of education, Bailey has established the Jewel R. Hagan Endowed Scholarship in Nursing.

"It's really important to me," she said. "I'd love it if the scholarship could help a veteran or a mother or someone with an associate degree in nursing. Regardless, I want to make it possible for someone who is struggling financially to get a BSN."

Bailey's decision to fund the scholarship also reflects an appreciation for what the School of Nursing gave to her. "I received a fabulous education there," she said. "A nursing education develops precision and accuracy, but it also brings out the nurturing side of a person."

Although no longer in the field, Bailey keeps abreast of health care's changing needs, citing the Institute of Medicine's recent report on the future of nursing: "I know there is a push to have 80 percent of hospital nurses be baccalaureate-prepared by 2020. And because health care is growing more complex, we need to ensure that nursing students continue to be trained in the critical thinking skills necessary to meet that challenge."

Why I Give

I give because I have been given so much by the UT Austin School of Nursing. In the master's program, I was taught advanced nursing and how to become an expert in my clinical role. In the doctoral program, I received firsthand knowledge and experience about how to conduct original research. As a result of my education, I was well prepared for a leadership position in health care. I want my giving to be used to educate nursing scholars who will continue to give to their respective communities throughout the world.

—Henry Guevara, PhD (2009), MPH, RN

I was able to attend UT Austin only because of the grants, loans, scholarships and work-study opportunities I received. I know what it feels like to want an opportunity for an education and a career, and I know how important financial assistance can be to a student struggling with education costs. I give because my nursing degree has given me so many opportunities and has shaped many of my adult experiences and attitudes — and because someone gave to the scholarships and work-study programs that assisted me. I give because the UT Austin School of Nursing gave to me!

—Cindy Cable Morovitz, BSN (1980)

I left a lucrative professional career to obtain my doctoral degree in nursing. The UT Austin School of Nursing was unequivocal in its support of my coming into the program and provided an opportunity for work and a scholarship, which enabled me to attend school full time. My husband, Brad Pierson, also received his undergraduate and graduate degrees from UT Austin. The university is a big part of our success. We are blessed in many ways and want to share our blessings with the university that did so much for us.

—Mary Beth Thomas, MSN (1990), PhD (2007)

New Appointments

Sung-Heui Bae, PhD, MPH, RN, has been named assistant professor of the School of Nursing. She completed her PhD at the University of North Carolina Chapel Hill and more recently was a research assistant professor at the University of Buffalo, Buffalo, New York. Her research focuses on the causes and consequences of nursing workforce behavior on nursing practice and patient outcomes, micro- and macro-level health-care organizational behavior, and workgroup process, effectiveness and inter-group behavior in health-care organizations. Bae's recent completed studies include "Nursing Overtime" and "Nurse Turnover, Workgroup Process and Patient Outcomes."



Miyong T. Kim, RN, PhD, FAAN, was named professor of the School of Nursing and associate vice president for community health engagement for The University of Texas at Austin. She completed her PhD at the University of Arizona in Tucson, Arizona, where her dissertation supervisor was Dr. Terry Badger, School of Nursing alumna (PhD 1986). A former professor at the Johns Hopkins School of Nursing in Baltimore, Maryland, Dr. Kim's research focuses on reducing cardiovascular health-related disparities among underserved ethnic minority populations, particularly in hypertension and diabetes control, cancer prevention and mental health. Recently, Kim trained more than 500 rural village doctors in Northern China to treat chronic diseases and other public health problems. She is currently the principal or co-investigator on several research projects funded by the National Institute of Nursing Research/National Institutes of Health.

Elizabeth Ann Loika, DNP, PNP, FNP, has been appointed associate professor of clinical nursing and director at the UT Austin School of Nursing's Family Wellness Center. After serving in nursing leadership roles for 20 years, she retired from the United States Air Force in 2003. While serving as a flight nurse, she participated in numerous humanitarian evacuations, including the Beirut Marine barrack bombings casualty evacuation, Berlin bombing casualty evacuation, Afghanistan civilian refugee evacuation, and Bosnian refugee casualty care. She served in Desert Storm and Iraqi Freedom and was the Child Sexual Abuse Consultant for the Pacific Theater before retiring with the rank of Lt. Colonel. More recently, she was a founding faculty member of the Keiser University Graduate School Master of Science in Nursing program.

Cara Calloway Young, PhD, RN, FNP-C, was appointed assistant professor of nursing. She completed the MS in Nursing at Vanderbilt University in 2006 and began working as a family nurse practitioner. At the same time she continued her graduate education, completing both a PhD in nursing and a two-year post-doctoral fellowship at Vanderbilt University. Her research interests focus on adolescent mental health with an emphasis on mental health promotion and prevention. Research projects have included cross-sectional and longitudinal examinations of factors associated with development of depressive and anxiety symptoms in adolescents.

Faculty Research

Jane Dimmitt Champion, PhD, DNP, FAANP, FAAN



Dr. Champion is a professor of nursing and has made outstanding contributions to nursing practice by improving the health of ethnic minority women. She was one of the first nurses to study the relationship of sexually transmitted infections, unintended pregnancy, substance use and interpersonal violence. Through her clinical research, she has contributed significantly to improving the standard of care and reducing health disparities for rural and urban African-American and Mexican-American women and adolescents. Dr. Champion has been principal investigator on nine research grants funded by the National Institutes of Health. Her findings have been incorporated into clinical practice within community health programs nationally and internationally. Dr. Champion was recently inducted as a fellow of the American Academy of Nurse Practitioners.

Miyong Kim, RN, PhD, FAAN

Dr. Kim is a professor of nursing and associate vice president for Community Health Engagement at the University of Texas at Austin. She is an internationally respected translational researcher who uses community-based participatory research to reduce health disparities among traditionally underserved ethnic minority populations. Her research focuses on reducing cardiovascular health-related disparities among underserved ethnic minority populations, particularly in hypertension and diabetes control, cancer prevention, and mental health. Dr. Kim has been continuously funded for the last 23 years, primarily by the National Institutes of Health. She also served as director of the Center of Excellence for Cardiovascular Health of Vulnerable Populations at the Johns Hopkins School of Nursing where she and her team developed several initiatives to significantly reduce cardiovascular health disparities. The local and global impact of her research and scholarship has changed the research methods of those working in the field of cardiovascular prevention science in vulnerable populations.

Bo Xie, PhD



Dr. Xie is an associate professor of nursing at the School of Nursing and the School of Information at the University of Texas at Austin. Her research reflects her interdisciplinary training in medicine, psychology, and science and technology studies. Funded by the National Institutes of Health, National Institute of Aging, Xie's research focuses on health informatics interventions that can promote older adults' use of information and communication technologies for e-health literacy: health information and decision making that may have important implications for patient-provider relationships and health outcomes.

Student Awards and Scholarships



Crystal Becerra, RN, received a fellowship from the Archer Graduate Program in Public Policy. The Archer Center, which oversees the program, is a

self-supporting component of The University of Texas System that enables students across Texas to take advantage of opportunities in Washington, D.C. Becerra also accepted an internship at the American Association of Retired People (AARP), where she worked with experts on Alzheimer's disease and on long-term care policy.



L-R: Margot Betcher, Courtney Hanna

Undergraduate nursing honors students **Margot Betcher** and **Courtney Hanna** presented their research at the SLEEP 2013 International Meeting of the Associated Sleep Societies (American Academy of Sleep Medicine & Sleep Research Societies) in Baltimore, Maryland, June 1-5, 2013. Betcher and Hanna, the only undergraduate nursing students to present at the prestigious meeting, were accompanied by their mentor, Patricia Carter, PhD, associate professor at the School of Nursing.



Doctoral student **Megan Pfitzinger Lippe, BSN '09, MSN '11, RN**, received numerous awards and scholarships during the year: the National League

of Nursing Scholarship (only three awarded nationally to individuals who will pursue academic teaching jobs in nursing following graduation); the National Student Nurses Association Promise of Nursing Fellowship (also awarded to individuals pursuing academic teaching jobs in nursing); Sigma Theta Tau International Honor Society Scholarship; and the Texas Nurses Association District 5 Scholarship.



Janiece Walker, RN, MSN and doctoral candidate, received a National Institutes of Health, National Institute of

Nursing Research predoctoral fellowship, which included a grant of \$46,000. This prestigious two-year award will further her education and research on how the disablement process affects African-American older women aging with osteoarthritis. Last year Walker received a John A. Hartford Award for \$100,000, and recently the May Day Foundation requested that she include the study of pain in her work, and for that, they provided additional financial support.



"Religious Leaders' Perspectives of Ethical Concerns at the End of Life," an article by **Julie Zamer, RN, BSN ('13)**, will be published in the October

2013 issue of *Journal of Hospice and Palliative Nursing*. The article describes Zamer's qualitative descriptive pilot study to better understand end-of-life ethical issues from the perspectives of a diverse group of religious leaders. Using semi-structured interviews, she was able to explore the experiences of leaders from four religions (Catholicism, Islam, Hinduism and Judaism) who have assisted individuals facing the end of life. Understanding these experiences can further the ability of health-care professionals to assist and care for those facing end-of-life situations. Deborah Volker, PhD, RN, FAAN, and associate professor at the UT Austin School of Nursing, is Zamer's mentor and provided oversight of the study, which was completed as part of the undergraduate honors program.

In Memoriam

JANICE LEA BALDWIN, MSN 1992

JANIS CARELOCK, BSN 1976, MSN 1986

BARBARA JANE CLARKE, BSN 1971

PATRICIA ANN LEGAN COX, BSN 1942

SHARON SUE FARLEY, PHD 1984

GERRY CADENHEAD FLETCHER, PHD 1983

MARTHA CATHERINE JONES GOODING, BSN 1973

MARTHA BETH HICKS, PHD 1987

MARY ELIZABETH "BETTE" DAVIS JONES, BSN 1972

DR. BARBARA W. MCCABE

RUTH ADELIA BLOOMQUIST NICHOLSON, BSN 1972

SUSANNE SPENCER, BSN 1986

ARTHUR CARL SANDS, HUSBAND OF DEAN EMERITUS DOLORES SANDS

DR. R. LAVERNE GALLMAN

April 22, 1924-July 26, 2013



With the passing of LaVerne Gallman, PhD, in July, the School of Nursing lost one of its strongest supporters and dearest friends.

Dr. Gallman began her

stellar nursing career by receiving a diploma in nursing in 1946 from the Scott & White School of Professional Nursing, followed by a Bachelor of Science in Nursing Education in 1949 from The University of Texas School of Nursing in Galveston. She then received a master's in education (1957) and a doctorate in education (1970) from The University of Texas at Austin. In 1975 Dr. Gallman joined the UT Austin School of Nursing faculty where she became a full professor in 1984 and served as interim assistant dean for academic programs. As graduate advisor, she supported the development and careers of numerous UT Austin students and chaired 55 doctoral dissertation committees before retiring in 1992 as professor emeritus.

In 1985 students and colleagues at UT Austin established the LaVerne Gallman Distinguished Lectureship to honor her many contributions to nursing education.

Efforts are underway to raise funds for the Laverne Gallman Graduate Fellowship in Nursing. To make a tax-deductible gift, please contact Andria Brannon at 512-471-5237.



A Success from the Start

NAMED FOR THE ICONIC LAMP carried by Florence Nightingale, the Golden Lamp Society was established to foster a tradition of philanthropy within The University of Texas at Austin School of Nursing. By recognizing alumni and friends who make annual donations to the School, the Society honors the commitment of individual donors to the future of Nursing. ¶ Since its launch in September 2011, the society has conferred an array of benefits to more than 185 members, including exclusive invitations to research events, open houses and "Dinner with the Dean." ¶ To learn more about the giving levels and benefits, visit www.utexas.edu/nursing/html/giving/golden.html.

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*AS OF AUGUST 6, 2013



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