Dear Nursing Alumni and Friends
of the Marcella Niehoff School of Nursing,

Like a rare and precious diamond, the Marcella Niehoff School of Nursing (MNSON) sparkles brilliantly in a sea of nursing educational institutions. As we celebrate our diamond jubilee, I invite you to review our recent accomplishments contained in this annual report. Since 1935, the Marcella Niehoff School of Nursing has been a leader in nursing education. Seventy-five years ago, we were the first baccalaureate degree-granting school of nursing in Illinois. Through the years, we have gained a reputation across the nation for our contributions to nursing and now we have a global presence. The roots of the MNSON began as a collaborative effort between Sister Helen Jarrell, the first dean of Loyola’s school of nursing, and four hospital-based diploma programs. Dean Jarrell had a vision of professional nursing education that would infuse the art and science of nursing with a broad liberal arts education, laying the foundation on which a great school could be built.

The greatness of this institution manifests itself in the accomplishments of our students, faculty and alumni; through the patients, families and communities we touch; and by the footprints we leave in the nursing profession. Guided by our Jesuit values, the MNSON has a long tradition of caring for vulnerable populations. We have initiated and been involved with programs providing services and setting policies affecting care to the home-bound, women, children and adolescents; to the underserved, underinsured and uninsured; and to the poor. The faculty is dedicated to improving care and services to Chicago-area people in need and committed to caring for others in remote parts of the world. We have grown from a small school that began with four hospital affiliations to a highly respected school of nursing that educates nurses at the baccalaureate, master's and doctoral levels. Further, we recognize the interdisciplinary nature of health-care delivery and have broadened our degree programs to include dietetics and health systems management. Today, we are a school that teaches across the nation and across the globe. Join us as we celebrate the accomplishments of our faculty, alumni and students highlighted in this year’s annual report.

Sincerely,

Vicki A. Keough, MSN, PhD, RN-BC, ACNP
Dean and Professor
Marcella Niehoff School of Nursing
Dear School of Nursing Alumni and Friends,

For 75 years, the Marcella Niehoff School of Nursing (MNSON) has provided a transformative education in the Jesuit tradition for those who have heeded the call to be nurses. As a result, the school of nursing has played a significant role in the public recognition of Loyola University Chicago as a Catholic university, known nationally and internationally as a leader in a tripartite mission: teaching, research and service to others. Under the leadership of Dr. Vicki Keough, the faculty, staff and students have demonstrated their continuing leadership in providing for the health-care needs of people in the Chicago area, across the nation and around the world.

In recognition of its diamond anniversary, this annual report illuminates some highlights of the school’s rich history. First in Illinois to offer the baccalaureate degree in nursing, the school of nursing’s faculty, students, staff and alumni also have been leaders over the years in reaching out to those underserved by the health-care system. In keeping with the Jesuit motto of *cura personalis*, the school of nursing has demonstrated a commitment to an interdisciplinary approach, meeting the health-care needs of various populations, especially those who are most vulnerable, by working in concert with other schools within the University—including the Stritch School of Medicine and the Schools of Business and Law.

During its 75-year journey, the school has expanded its programs beyond the initial bachelor of science in nursing to include both masters and doctoral programs. The school also has gone beyond the disciplinary boundaries of nursing to initiate programs in dietetics and undergraduate health systems management.

The excellence in education, research and service for which the Marcella Niehoff School of Nursing is known is possible because of the relationships the faculty, administration, students and staff have created over the past 75 years with you, its alumni and friends. I thank you for your ongoing support in these endeavors and am pleased to share this 2010 annual report with you.

Sincerely,

Michael J. Garanzini, SJ
President, Loyola University Chicago

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Dear Friends and Alumni:

Anniversaries—like celebrating 75 years of nursing education at Loyola—make me think about history and the ways in which many people working together over time create great institutions. And, of course, for that to be true, many people in those institutions also have to be working together on a daily basis. Looking at the year that has just passed, I’m inspired to see how Marcella Niehoff School of Nursing (MNSON) faculty and students have consistently brought colleagues together across disciplinary lines to advance science, educate young people and improve patient outcomes.

Consider, for instance, the work of Linda Janusek, PhD, RN. Dr. Janusek, a National Institutes of Health-funded researcher, leads a multidisciplinary biobehavioral research team focused on understanding the body’s response to physical and psychosocial environmental stressors. Or the research of MNSON’s Sue Penckofer, PhD, RN who, with Joanne Koub, PhD, RD, LDN, dietetics, and Mary Ann Emanuele, MD, FACP, professor, Stritch School of Medicine, co-authored a study of seminal importance showing that management of Vitamin D deficiency may be a simple and cost-effective method for diabetics to improve blood sugar control.

In another arena, I applaud the multidisciplinary collaboration between Loyola nursing students and students from Stritch at this year’s Just Healing conference, where this year they jointly sponsored with high school students a health fair serving residents of Chicago’s Pilsen and Little Village communities. Booths at the fair educated fair-goers regarding careers in health-care professions and provided strategies to advocate for community health.

We conduct our work in an increasingly sophisticated, high-tech world, and these accomplishments, along with many others this past year, demonstrate beautifully MNSON’s leadership role in stimulating and supporting campus-wide collaborations that address all three areas of our mission.

With best wishes for continuing success during the coming year,

Paul K. Whelton, MB, MD, MSc
Vice President for the Health Sciences, Loyola University Chicago
President and Chief Executive Officer, Loyola University Health System
217 bachelor of science, nursing; 92 accelerated bachelor of science, nursing; 64 master of science, nursing; and four doctoral students earned their degrees in the 2009–2010 academic year, joining the ranks of more than 6000 Loyola University Chicago Marcella Niehoff School of Nursing alumni.

**Loyola University Chicago** Marcella Niehoff School of Nursing awarded 12 undergraduate degrees in health systems management; three master of science degrees in dietetics; and graduated 30 undergraduate dietetics interns in May.

The first cohort of seven students were enrolled in the recently initiated Doctor of Nursing Practice program.

**Rev. Michael Garanzini, SJ**, president, Loyola University Chicago, appointed Vicki A. Keough, PhD (’98), (MSN’91), RN-BC, ACNP, dean of the Loyola University Chicago Marcella Niehoff School of Nursing.

**Building plans continue** for a new Loyola University Chicago Marcella Niehoff School of Nursing building on the health sciences campus in Maywood, IL.

**Faculty received grant** funding of more than $7.8 million in the 2009–2010 academic year.

**The 22nd Annual Ruth K. Palmer Symposium**, held in March, featured keynote speaker Rear Adm. Kerry Paige Nessler, Chief Nurse Officer of the U.S. Public Health Service.
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Loyola University Chicago Marcella Niehoff School of Nursing
Imagine an elderly man, isolated and living alone near Loyola University Chicago’s Lake Shore campus, whose life changed when a Marcella Niehoff School of Nursing (MNSON) student helped him connect with a convivial retirement community. Or picture a woman in a remote Latin American village who, at the age of 50, received her first Pap smear from Loyola nursing students during their annual visit to Belize.

These are just two examples of how the MNSON community responds to the health needs of diverse populations by creating new programs to fulfill emerging needs, both in the United States and abroad. “These extraordinary programs are what set us apart from other nursing schools,” said Pamela Andresen, PhD, RN, Department of Health Promotion, former director of the Loyola University Nursing Center. These examples also demonstrate how students, faculty and alumni go beyond Loyola’s Jesuit service mission by thinking creatively and doing whatever it takes to care for people’s physical and spiritual needs.

Serving seniors in local communities
The Loyola University Nursing Center is a case in point. Founded in 1981 in a church basement by four faculty members, including alumni, Mary Ann McDermott (BSN ’60, MSN ’69) EdD, professor emeritus, and Ida Androwich (BSN ’78) PhD, professor, it began as an outreach effort to the elderly in the community, many of them homebound by a lack of financial and family support.
The program has since mushroomed into one of the most valuable health-care resources for families and seniors living in the Rogers Park, Edgewater and Uptown communities bordering Loyola’s Lake Shore campus. Presently 40 students, led by four faculty members, spend Tuesdays through Thursdays every week providing health education at local grammar schools, shelters and senior centers; visiting families in their homes; matching individuals with job training and housing opportunities; and helping people navigate the maze of state and local agencies to access other resources and support.

Serving the underserved in Belize
Some 1,600 miles south of Loyola’s Lake Shore Campus, students, faculty and alumni have been helping women and families in remote villages of Belize lead healthier, more productive lives for the past 18 years. This program, too, was created in response to community needs: after returning from a service immersion trip to Belize’s Corozal District, a nursing student reflected on the severe lack of health care there, igniting a spark among faculty members. “So we decided to go check it out,” said Judi Jennrich, PhD, RN, director, Acute Care Program and associate professor.

What they found was a vibrant but poor community relying, at best, on village health centers staffed by local nurses providing only the very basics of health care. Medical supplies and equipment were in short supply; plants served as medicinal remedies for a variety of ailments; little was available in the way of cancer or cardiovascular care; Pap smears and mammograms were virtually non-existent; high-fat diets were the norm; and head lice infestation was prevalent in schools.

For Dr. Jennrich, it was an opportunity to make a difference. “But I was an ICU nurse, not someone who could handle all of these needs,” recalled Dr. Jennrich, who beefed-up her skills in primary care and in 1992, led 12 students on the MNSON’s first service-learning mission to Belize. She has returned every year since, joined by a new group of students who provide vision testing; conduct preschool health exams; screen residents for lice, hypertension, diabetes and cancer; lead health fairs; and provide health education. For nursing students, the Belize program is an opportunity to be part of a collaborative effort serving and caring for the underserved, in a distinct culture and within a different health-care delivery model.

Forerunners to advanced training
Many students are so inspired by their experience in Belize that they decide to further their education, for example is Cheryl McLean (BSN ’96, MSN ’99) WHNP, who credits Dr. Jennrich for encouraging her to pursue advanced training as a nurse practitioner. Ms. McLean also has continued with the Belize program, serving as an adjunct faculty member for the past 13 years.

The same is true of students involved in the Loyola University Nursing Center, many of whom have changed tracks so they could pursue careers in community health, both in the U.S. and abroad. Among them is Jessica Shore (BSN ’02), whose dual interests in research and community health evolved into a job conducting HIV research on a global scale.

Run on shoestring budgets
What is perhaps most astonishing about both programs is how they run on little or no money. The Loyola University Nursing Center, for example, oper-
ates on a shoestring budget out of an unused conference room at the Lake Shore campus, which employs just one administrative assistant. “It’s a very cost-effective model,” said Dr. Andresen. “And since our services are free, Medicare and Medicaid are not involved.”

The same is true of the Belize program. Participants not only pay their own travel, room and board expenses, but many students must negotiate time off from their employers in order to attend the two-week program. Medications, equipment, journals and textbooks, along with other supplies, are donated from a variety of sources including alumni. “One year, we received boxes of toothbrushes and toothpaste, resulting in a class on dental hygiene for our patients,” said Dr. Jennrich.

**Evolving to serve changing community health needs**

Over the past 29 years, the services provided by the Loyola Nursing Center have evolved and shifted in tandem with changing health priorities in the community. For example, when Project Head Start began requiring that children’s growth and blood pressure be monitored, a team of Loyola nursing students descended on a local grammar school, performing all the measurements in a matter of days. Last fall, 30 students and faculty members tackled the start of flu season by inoculating 1,100 area residents in a single day. They also have led English as a second language classes, helped young mothers find job training, and responded to seniors’ health concerns with advice on fall prevention, arthritis, edema and other ailments.

In Belize, Ms. McLean’s participation has enabled Loyola’s group to extend its reach beyond a single clinic to multiple locations, including the local hospital, and respond to a newly articulated need — women’s health — by providing services not previously available in the area. While Dr. Jennrich leads one group of students at the open clinics, Ms. McLean oversees another group who perform Pap smears, mammograms, diabetes screenings and cancer-prevention care. They also train local nurses in a variety of issues, most recently, end-of-life care and pain management.

**Seeing tangible results**

Through the Loyola University Nursing Center and Belize service-learning programs, the MNSON is effecting slow but steady improvements benefiting diverse populations. Among the tangible results seen in Belize is the reduction in head lice among school children, a critical preventive strategy in avoiding the spread of serious bacterial diseases. Previously, 250 of 300 children needed delousing. That number has now dropped to just five or six. Another major advance has been made in women's health. “In one week, we gave Pap smears to more than 1,000 women, some of whom had never had one before,” said Dr. Jennrich. “Now, women return to the clinic every year, so they can receive their annual exams from Loyola nurses.”
Dr. Andresen also can point to numerous examples where students from the Loyola University Nursing Center have interceded in the community, literally helping people turn their lives around. Their help has been especially valuable to seniors, many of whom lack family or financial support. For example, during an in-home visit to an elderly woman suffering from dementia, a nursing student discovered that a neighbor shopping for the woman’s groceries had been pocketing hundreds of dollars from her savings account. The student alerted police before the savings were totally depleted. In another instance, an elderly man living with family members fell while home alone over a weekend. Physicians said the man would have died had it not been for the student who called paramedics after stopping by for a visit.

Realizing the importance of nursing in the community
What Dr. Andresen and Dr. Jennrich have witnessed first hand is the recognition nurses receive for the critical roles they play in these communities. “The nursing center awakens students to the diversity in their roles as nurses,” said Dr. Andresen. “It’s not like a hospital with teams of health-care providers. Here, a nurse does it all.”

Dr. Jennrich agreed. “Cheryl and I have a long track record in Belize,” she said. “People recognize us; they know when Loyola nurses are in town,” she added, noting that their arrival draws news coverage from TV crews and newspapers. “People greet us in stores and on the street and they look after the safety of our students.”

“In the villages where we serve, it’s nurses – not physicians – who get the call when someone needs medical help,” added Dr. Jennrich. “That’s how well-respected nurses are there.”

Neither program is without its challenges. When students first arrive in Belize, many are taken aback by the lack of sophisticated hospital equipment, but then learn to make do with whatever they can. The same is true stateside, at the Loyola University Nursing Center. “Some students in the nursing center don’t like it at first because it doesn’t fit their conception of what nursing is,” said Dr. Andresen. “But all that changes when they realize how they helped someone transform his or her life.”

That realization recently came to a Loyola student while visiting a young woman with a high-risk pregnancy. Concerned that the baby’s father might leave her after the birth, the woman turned to the student for advice. “She told me it was the first time she felt like a nurse because someone was looking to her for the answers,” said Dr. Andresen.

“People in these communities recognize that nursing is one of the most trusted professions there is,” added Dr. Andresen. It is especially true of those living in the Chicago and Belize communities served by Loyola students, faculty and alumni, where the Jesuit tradition of nursing means going beyond what’s expected, pioneering programs where none existed before, and serving the physical and spiritual needs of diverse populations worldwide.

A Sampling of MNSON’s Community Affiliations

1939-1942
Tuberculosis Institute of Chicago and Cook County (TIC)
Loyola students and faculty serve TB patients, later expanding services to include well-baby care, sanitation inspections and a variety of other public health nursing functions.

Early 1940s through 1980s
Visiting Nurse Associations of Evanston and Chicago
Loyola students in the undergraduate public health nursing curriculum work with VNA nurses during World War II, when many RNs enlist for military service.

1943
Industrial Nursing Institute
The United States Public Health Services awards Loyola a grant in the midst of WW II for the education of industrial nursing students (now called employee health nurses) to help safeguard factory workers in support of the war effort.

1950s through 2005
City of Chicago Board of Health
Students work with nurses employed by the City of Chicago Board of Health to provide a variety of traditional public health services including maternal-child health services, infection/communicable disease control, sanitation inspections, health screenings and immunization programs.

2001-present
Proviso East School-based Health Center Opens
The school-based health center, which is supported by federal, state and private foundation funding, provides easy access to a variety of health-care services for students.
Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) has long been a leader in academic nursing theory, no doubt largely because of the fertile ground created by the *ratio studiorum*. This sixteenth century Jesuit “blueprint” of educational ideals, methods and objectives has influenced Jesuit education throughout history. In this model, radical when it was first suggested, a teacher’s role is to help students learn how to think, rather than teaching them what to think. Proceeding in this way creates the environment for intense dialogue and emphasizes critical thinking as a process, with the desired outcome being that the student achieves critical synthesis.

Theory is a mechanism used in science to think and to represent complex phenomena and their observables in a structured, progressively abstract, yet systematic way. Loyola’s nursing faculty have long recognized the benefit of studying nursing theory to guide students in developing their clinical skills. “Nursing theory is composed of ideas that allow us to explain how and why certain events occur,” explained Barbara Velsor-Friedrich (BSN ’74, MSN ’78) PhD, professor. “It’s an expression of our knowledge that is usually developed for a specific purpose.”

For example, Dr. Velsor-Friedrich’s research focuses on why nurses often see the same asthmatic children repeatedly needing ventilation treatment and how nurses can help these patients better control their condition. Questions such as these can lead to theories that assist nurses in patient care on a long-term basis, because, as fellow faculty member Mary K. Walker (BSN ’72) PhD, FAAN, points out, “Theory permits...
Dr. Schmidt said the theory development project isn’t just an academic exercise. “It’s a helpful tool,” he explained. “You must be able to have an organized set of knowledge to take care of patients. To me, that organized knowledge is theory.”

**Pioneers in Nursing Theory**

The drive to improve patient care inspired the first nursing theorists. The late Myra Levine, RN, MSN, PhD, former MNSON faculty member, developed the Conservation Model of Nursing in 1967. Her theory defines nursing as supportive and therapeutic interventions based on scientific or therapeutic knowledge. According to Dr. Levine, nursing actions are based on four principles:

- Conservation of energy: the balancing of energy output and input to avoid excessive fatigue
- Conservation of structural integrity: maintaining or restoring the body structure by preventing physical breakdown and promoting healing
- Conservation of personal integrity: maintaining or restoring the patient’s sense of identity and self-worth while acknowledging his/her uniqueness
- Conservation of social integrity: fostering awareness that the patient is a social being who interacts with others in his/her social environment

Professor Levine’s colleague, the late Imogene King, MSN, PhD, RN, FAAN, is well-known for her General Systems Framework model, which she began developing in the 1960s. Her framework posited that humans are dynamic beings whose perceptions of objects, persons and events influence their behavior, social interaction and health.

Dr. King’s nursing framework provided the basis for her development of the Theory of Goal Attainment. This theory guides practice by assuming that patients are goal-oriented and purposeful, reacting to stressors in the environment. Nursing is a process of verbal and nonverbal interactions between patients and nurses to exchange and interpret information, specifically the patients’ values, needs and wants. At the end of this interaction, the patients’ goals—attainment, maintenance or restoration of health—are met, allowing them to achieve their maximum potential for daily living.

**Human Becoming Theory**

The Human Becoming Theory developed by former MNSON faculty member Rosemarie Rizzo Parse, PhD, RN, FAAN, also focuses on patient-centered care. “The theory assumes that humans co-create their health and the quality of their life with the universe. The way people describe their health at the moment is their health. Their health isn’t good, bad or indifferent; it just is,” Dr. Parse explained.

Nurses who embrace the Human Becoming Theory assume that patients, not physicians or nurses, are experts regarding their own health. They view their role as working with patients to achieve a shared goal. “Patients love these nurses because they focus on the patient and concern themselves with what the patient wants and cares about, not with completing tasks,” Dr. Parse said.

Dr. Parse, who has donated her papers to Loyola, held the Marcella Niehoff Endowed Chair in Nursing for 14 years. She currently runs the Institute of Human Becoming, offering nurses the opportunity to study the human becoming school of thought, and Discovery International Inc., providing consulting services and health guidance.

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The MNSON's association with several renowned nurse theorists has created a culture of openness to theory at Loyola that surpasses many larger, more nationally known programs. “We expose our students to as many theories as we can as a framework to guide their education, research and practice,” said Dr. Velsor-Friedrich. “Exposing students to a variety of theories is helpful because they are more likely to find one that is specific for their clinical, administrative, teaching or research area of interest.”

In addition to analyzing current nursing theories, MNSON doctoral students learn to articulate their own middle-range theories. “When students learn of this project on the first day of class, their eyes go very wide and their jaws drop,” said Lee Schmidt, PhD, RN, director of the school's doctoral nursing program. “Over the course of a semester we help them come up with an idea related to their specific interest, refine the idea and put boundaries on the project. They all do well; in fact, one of our recent students had her theory published in a peer-reviewed journal.”

The systematic inclusion of new scientific data and research outcomes into a structure that drives the existing and developing body of knowledge in a particular area of practice.
The Health Promotion Model
Nola Pender, PhD, RN, FAAN, MNSON, distinguished professor and creator of the Health Promotion Model, was inspired by her research at the University of Michigan into the causes of obesity among young people in the community. "I found that girls tended to become sedentary as they reached adolescence and I became intrigued in learning how nurses can help patients change their lifestyles," she explained.

The Health Promotion Model posits that nurses can help influence their patients to adopt and maintain healthy lifestyles, such as motivating them to eat healthfully and exercise. Dr. Pender guided the teens to seek an exercise they found enjoyable, such as dancing or inline skating. Nurses also can be instrumental in breaking down barriers that prevent patients from reaching their goals. Dr. Pender set up support systems for the teens in the form of teachers, coaches and other encouraging adults to motivate the girls to remain active.

"Many weren’t receiving support from their parents, who wanted them to stay home and watch younger siblings, or from their boyfriends, who said they liked a girl with meat on her bones," Dr. Pender explained.

"I pointed out ways they could stay active while watching their siblings, such as turning off the television and playing outside, or turning on music and dancing indoors if their neighborhood wasn’t safe."

Dr. Pender said her theory is applicable to modern nursing as nurses have branched out from the traditional role of caring for sick people in the hospital. "Today many nurses are working throughout the community, in clinics, schools and ambulatory care centers," she said. "They see patients before they become sick and have the perfect opportunity to provide information and counseling that can keep them healthy and out of the hospital."

Grief to Personal Growth Theory
As nursing involves communicating with patients’ families, nurses sometimes find themselves dealing with grieving family members. In the late 1950s and early 1960s, Nancy Hogan, PhD, RN, FAAN, distinguished professor and associate dean for research at MNSON, worked as a nurse technician in a radiation treatment center for cancer patients in southern California. "We were treating 30 patients a day. Many died and their family members were telling me 'I can’t live without this person,'" Dr. Hogan recalled. "I started a support group for adults with a dying family member and we learned the grief process together."

From her experiences with grieving family members, Dr. Hogan began developing her Grief to Personal Growth Theory. Previous thoughts on grief were that people would get over the death of a family member or friend in a prescribed amount of time and return to normal. However, Dr. Hogan realized that after the death of a loved one, the bereaved could never return to their previous state of normal. Under her theory, grieving people need someone they can speak openly to about their feelings without any fear of judgment. If they can talk through their grief and get through an intense period of avoidance and detachment, they will experience personal growth. "A positive outcome of their grief is a higher state of maturation," explained Dr. Hogan. "They will be transformed through the trauma of their grief to become more forgiving and more caring."

Nurses can aid in this transformation by guiding grieving persons to a support person or lending a sympathetic ear themselves. "In nursing, we have an obligation to society to help find validated ways to intervene with those who are grieving to help bring them to the highest level of being," Dr. Hogan said.

A Unique Learning Opportunity
Loyola nursing students have a strong advantage in learning from theory experts. "For our students, past and present, the opportunity not only to meet a nurse theorist, but also take a class with her, really enhances their education," said Dr. Schmidt, who took a course with Dr. King when she was teaching at the University of South Florida. "Our students have enjoyed the unique opportunity to meet and work with famous nurse theorists that other students only read about."

Faculty members past and present agree that the MNSON’s continuing commitment to transformative education in the Jesuit tradition means that theory must continue to be an important part of the curriculum. The benefits it brings to patients and others served by our graduates, and the intellectual rigor it promotes in students, help it retain a critical part of that sixteenth-century Jesuit blueprint.
For many years, Linda Janusek, PhD, RN, and Herb Mathews, PhD, have conducted multidisciplinary research funded by the National Institutes of Health (NIH). Their research investigates the impact that behavior and emotions have on neuroendocrine stress reactivity and immune function. Their complementary areas of scientific expertise have allowed their clinical investigations to move from molecules to systems physiology, and to evaluate how both levels of organization are integrated and impacted by behavior. Most recently, they serve as joint principal investigators on a newly funded $2.9 million, five-year grant from the National Cancer Institute. They will investigate epigenetic processes hypothesized to explain how behavioral factors like psychological stress, depression, disturbed sleep and fatigue influence immune function in women recently diagnosed with breast cancer.

A surge of research in epigenetics has put a new twist on the age-old nature-versus-nurture or genes-versus-environment debate. Epigenetics is an emerging frontier of science defined as the study of alterations in gene expression that do not result from alterations in DNA sequence and which arise during development, differentiation and from the influence of the environment throughout the lifespan. Although use of the term “epigenetics” can be traced as far back as Aristotle, fresh insight and the tools of modern molecular biology are dramatically changing our view of how our environment and behavior influence genetic expression and our health. In fact, the field of epigenetics may explain how psychosocial stressors affect us and place us at risk for stress-related disease.

The epigene literally refers to the collection of coordinated epigenetic marks, or chemical tags, placed “on top” of the genome. This so-called “epigenetic code” then regulates the accessibility of DNA to the machinery that drives genetic expression. Epigenetic mechanisms provide a more rapid way for organisms to adapt to a changing environment than that provided by genetic mechanisms. It is this dynamic interplay between the epigenome and the environment, including the psychosocial environment, which may explain how environmental context influences our health.

In their newly funded study, Drs. Janusek and Mathews are evaluating women with breast cancer from diagnosis through post-treatment follow-up. They will evaluate whether stress-induced immune dysregulation observed in women with breast cancer produces epigenetic modifications that reduce accessibility to genes that encode for immune-effector molecules with known function against cancer cells. Further, it also is known that there is individual variation in the psycho-immune response to stressful experiences. Based on current thinking in the field of behavioral epigenetics, it is likely that each woman diagnosed with breast cancer confronts this life challenge with a unique pre-existing immune epigenetic profile, shaped by her previous life experiences. Findings from this study will provide new insight as to whether there are distinct immune cell epigenetic patterns that contribute to individual differences in risk for the development and persistence of stress-induced immune dysregulation, and perhaps portend worse health outcomes.
Belize Update: Something New in Corozal
The connection between Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) and the tiny South American country of Belize now spans nearly 20 years. For the past three years, Loyola nurses and Belizean health-care providers have discussed the need for a community health and wellness library accessible to all. Many donated books, journals and pamphlets are shipped to the Corozal Hospital for health-care workers, and many more are carried down by student volunteers each March to use in their health teaching work with the general population. Topics of great interest are those related to diabetes, heart disease and cancer, and how to lead healthy lives, have good pregnancies and raise healthy children. Most of these teaching aids are housed in the Corozal hospital or clinic, which is useful for the nurses and doctors, but not for people in the community.

Last year, the hospital director agreed to create a center for the books, pamphlets and media that everyone could use, but the people needed help in building the collection.

“How things work in mysterious ways!” said Judi Jennrich, PhD, RN, associate professor, MNSON.

“Lutheran General Hospital Wellness Library in Park Ridge, Illinois, was downsizing and, happily, the librarian was in the habit of thinking of Belize when she was cleaning the library.” What ensued was a shipment of more than 30 cases of books, pamphlets, health models and audiovisual aids and the necessary players.

When Loyola faculty and students arrived in Corozal this year, they sorted the donations with an eye to the needs of community health-care providers, with a special emphasis on cancer-related materials. “The enthusiasm and desire for this was palpable; everyone worked hard to ensure that the center’s opening was a full day of cancer-awareness talks, information and a ribbon-cutting by Belize’s Prime Minister for Health,” said Dr. Jennrich. The local Chicago Oncology Nursing Society chapters have committed to helping the Corozal Cancer Center with books and teaching aids to continue building the collection.

Loyola Nursing to Explore Collaboration with Vietnam
Faculty from Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) and Stritch School of Medicine (SSOM) traveled to Vietnam earlier this year to learn about the social, cultural, political and economic dynamics shaping that nation’s health-care system.

“Our group spent several days touring hospitals, private clinics and universities to gain a better understanding of how nursing education and practice influences patient care,” said Vicki A. Keough, (MSN ’91, PhD ’98), RN, ACNP, CCRN, dean, MNSON. “We plan to summarize our findings and look at ways that we can share nursing information and resources with our Vietnamese counterparts.”

Loyola may initiate these efforts by extending the university’s study abroad program in Ho Chi Minh City to nursing faculty. The group will explore ways for faculty members to help Vietnamese nurse educators earn master’s degrees, which would advance the standards of nursing education in the country.

Currently, approximately half of Vietnamese nursing faculty have baccalaureate degrees and only 15-20 nurses in the country have master’s degrees. Nursing education in Vietnam is
typically only two years in the hospital setting, with no licensure required for entry into practice.

“The world stage of nursing education is shifting to standardized, baccalaureate programs,” said Karen Egenes, EdD, RN, associate professor, MNSON. “Loyola faculty hope to share our learnings and assist Vietnamese nursing faculty as they transition to a formalized educational system.”

The England Program
Twelve senior nursing students participated in the England Program in February, a study-abroad option allowing them to complete their required community health nursing requirement. Students made home visits with British community nurses and visited a recently constructed community hospital, a daycare unit for senior citizens, a palliative care day-hospital program, a pediatric hospice and the health-service nurses at a women’s prison.

Journeying With Those Who Hope
“While I was challenged by the language barrier in the baths, I grew to understand the importance and true meaning of human touch. This trip demonstrated what St. Ignatius meant by ‘setting the world on fire.’”

“We were able to meet people from all over the world and connect with them through the bond of faith.” These comments by MNSON undergraduates who journeyed to France on the second annual Lourdes Service Immersion trip illustrate the significance of the experience. From May 24 to June 2, 11 students, two nursing faculty and a Jesuit priest served at the Sanctuary of Lourdes. All participants served in the “les piscines” (baths) for five days; some students sang in the choir and did the English readings for the Candlelight Procession; others secured spaces for the sick in the procession. For the International Mass, students sang in the choir, secured seats for the clergy so they had somewhere to sit following the entrance procession, and assisted the clergy with Holy Communion. All participated in the Eucharistic Procession with medical professionals from around the world. For most, this experience assisting the sick was life-changing.

The pilgrimage included a day trip to Loyola, Spain, where students visited the grounds, museum and Basilica of St. Ignatius and attended Mass in the chapel located in the room where St. Ignatius experienced his conversion. The Mass was offered by Rev. Justin Daffron, SJ, associate provost for academic services, Loyola University Chicago (LUC). Fr. Daffron also served alongside the students in the baths and led the reflection groups together with the attending nursing faculty. The return trip to Lourdes featured a stop at the ocean town of St. Jean De Luz, a brief respite from providing service to the sick.

This unique international service experience directly reflects the vocation and calling of nursing and was the vision of the Rev. Michael Garanzini, SJ, president, LUC. It is realized through the collaboration of LUC’s Marcella Niehoff School of Nursing, University Ministry and EVOKE (Encouraging Vocation Through Knowledge & Experience) and the financial support of university trustees. Just as the sick were touched by the care the students provided, those who served the sick were humbled by the opportunity to experience their faith and the faith of their families.

Faculty member Gail Hanson and Ann Solari-Twadell with Fr. Daffron and Loyola nursing students at Lourdes Basilica of the Immaculate Conception.
Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) is proud of its long-standing tradition as a pioneer in nursing education, marked throughout its history by a commitment to excellence in education, research, service and clinical practice. Last fiscal year, 10 percent of MNSON alumni made gifts in support of the mission to provide an excellent Jesuit nursing education to a new generation of students, a mission that would not be possible without the philanthropic commitment of dedicated alumni and friends.

As the school moves into the next 75 years of excellence in nursing education, you're invited to partner with friends and alumni in supporting the next generation of Loyola nurses.

Annual donors of $1,000 or more to Loyola University Chicago Marcella Niehoff School of Nursing are recognized as members of the Nightingale Circle. These individuals, who made donations between July 1, 2009 and June 30, 2009, have made a significant financial commitment to advancing nursing education at Loyola.

To learn more about philanthropy and nursing at Loyola, or to join this distinguished group of supporters, please visit www.nursing.luc.edu/giving, e-mail development@lumc.edu or contact the Office of Development & Alumni Relations at (708) 216-3204.

Helen Jarrell, BVM
Associates
(Gifts of $5,000 and above)
Anonymous
Ann Blouin (MSN '80) PhD and Robert Blouin
Helen Grace (BSN '63) PhD
Carrie Kelly (BSN '81) and Timothy Kelly
Claire Speh and Albert Speh*
Lawrence Speh

Gladys Kinyery, RN, MS
Associates
(Gifts of $2,500 - $4,999)
Ida Androwich (BSN '78) PhD
Camilla Clarke (BSN '68) PhD and John Clarke

Elaine Newman (BSN '78) and Thomas Newman Jr. (BA '76)
Mary Jane Sauve (BSN '61) and John Sauve
Patricia Wozniak (BSN '59)

Julia Lane, PhD, RN
Associates
(Gifts of $1,000 - $2,499)
Anonymous
Wendy Barr (BSN '69) PhD and Vincent Barr, MD
Suzanne Becker (BSN '77) and Norbert Becker (BS '77) MD
Barbara Brodie (BSN '57) PhD
Olaronke Champion (BSN '95)
Carmencita Duffy and William Duffy (BSN '80, MJ '92)

Kelli Ettelbrick, DDS
Betty Fuentes (BSN '55, Med '70)
Sheila Haas (MSN '74) PhD and Timothy Haas
Gail Hanson (BS '70, BSN '80, MSN '89)
Laureen Higgins (BSN '77)
Susan Horton (BSN '77) and Daniel Horton (BBA '77)
Mary Frances Jablonskis (BSN '62)
Belen Jaquez (BSN '63)
Joan Joyce (BSN '54) and John Joyce (MD '85)
Vicki Keough (MSN '91, PhD '98)

Mary Ann McDermott (BSN '60, MSN '69) PhD and Dennis McDermott
Sharon O’Keefe (MSN '76) and Harold Moore
Louise Rzeszewski (BSN '58)
Theresa Tse (BSN '75) and Mario Tse (BS '77, DDS '81)
Frances Vlasses (PhD '97) and Peter Vlasses, PharmD
Joanne Whiteside (BSN '94) and Daryl Wilson (MD '96)
Marianne Zelewsky (MSN '76) and Theodore Zelewsky

* Deceased
Loyola University Chicago School of Nursing becomes the first baccalaureate nursing program in Illinois through the union of five hospital-based schools. Sister Helen Jarrell becomes the first dean of Loyola University Chicago School of Nursing.

1935 – 1938
Loyola University Chicago offers a bachelor of science in nursing and a bachelor of science in nursing education degree.

1937
Loyola University Chicago creates the first public health nursing program.

1939
Loyola University Chicago offers a bachelor of science in nursing and a bachelor of science in nursing education degree.

1947
Sister Helen Jarrell retires and Loyola University Chicago appoints Gladys Kiniery as dean.

1948
Loyola University Chicago assumes full responsibility for the school of nursing and establishes the four-year curriculum that exists today.

1949
Nursing students enter the new four-year baccalaureate program.

1950 – 1953
Loyola nurses serve in the Korean War.

1952
Loyola University Chicago School of Nursing begins offering classes at the Lake Shore Campus, which bring the first women students to campus.

1953
The first four-year nursing students receive a bachelor of science degree in nursing.

1954
Loyola University Chicago School of Nursing is accredited by the National League of Nursing.

1955
Loyola University Chicago School of Nursing receives a five-year grant from the National Institute of Mental Health for further development of a psychiatric-mental health curriculum.

1960
Loyola University Chicago School of Nursing celebrates its 25th anniversary.

1963
Alpha Beta Chapter of Sigma Theta Tau is established on campus.

The graduate program is established and the first students are admitted in 1964.
1966
Damen Hall completed with the support of federal funding intended to attract nursing students and assuage the nursing shortage.

1966
Dean Gladys Kiniery retires.

1969
Loyola University Chicago School of Nursing students begin clinical experiences at the new Foster G. McGaw 451-bed teaching hospital in Maywood.

1975
Dr. Julia Lane becomes dean and serves for more than 15 years.

1979
Marcella Niehoff gives $1M and pledges $2M through her estate to name the School of Nursing and establish the Marcella Niehoff Endowed Chair.

1981
Loyola University Chicago Nursing Center is founded for students to serve community health needs.

1985
Loyola University Chicago School of Nursing celebrates its 50th anniversary.

1988
Gladys Kiniery establishes an endowment to advance nursing research in her sister’s name, and the first Ruth K. Palmer Research Symposium is held. The PhD program is established. Dr. Dorothy Lanuza is appointed as the first nurse scientist at Loyola University Medical Center.

1992
Eileen Dvorak, PhD, RN becomes dean.

1995
Shirley Dooling, EdD becomes dean.

1999
Sheila Haas, PhD, RN, FAAN becomes dean.

2007
Mary K. Walker, PhD, RN, FAAN becomes dean.

2006
The undergraduate Health Systems Management Program is established.

2009
The Annual Alumni Awards Brunch is established to honor distinguished alumni for professional accomplishments and service to others. The Doctor of Nursing Practice Program is established.

Circa 1966

Circa 1934
While nursing has long been considered an art, formal education for the profession is relatively new, and not something that has developed without turmoil.

At the turn of the century, Catholic nursing schools in Chicago were established in the hospital setting out of necessity. Nursing students were desperately needed to compensate for a shortage in religious sisters available to care for an increasing number of patients. Despite their varying skill levels, students were given hands-on experience from their first day in school to meet the growing health-care needs of the time.

Nursing was considered to be a role that did not require rigorous training and clinical practice. This assumption resulted in varying expertise. Nurses who had studied and practiced became concerned with the lack of standardization and quality in nursing education. This led them to organize through state associations and create standards to level the playing field.

The Illinois State Association of Graduate Nurses proposed State Bill Number 33 in 1903 mandating that a biannual examination be given “to determine the fitness of the applicants to practice professional nursing.” The Board of Examiners of Registered Nurses determined that nursing applicants must first have satisfactory schoolwork; be at least 21; have good moral character; and be a graduate of a two-year board-approved school. Once these criteria were met, the applicant passed the State Board Exam and paid a $10 fee to become a licensed registered nurse.

A movement was later established wherein hospital-training schools for nurses aligned with universities. Loyola's nursing school was founded on March 3, 1935, as the first baccalaureate nursing program in Illinois. It was one such program that evolved from five unit hospitals: St. Bernard's, St. Elizabeth's, St. Anne's, Oak Park and Columbus. St. Francis Hospital in Evanston joined the program one year later.

The late Sister Helen Jarrell, RN, BS, from St. Bernard's Hospital, appointed the school's first director, was known for her experience and national reputation in nursing circles. Sr. Jarrell helped organize the admissions, curriculum and graduation requirements in each unit. This raised the school's educational standards and distinction. During this time, students earned registered nurse certificates.

Sr. Jarrell was described as strict, but beloved. “She was very well respected, and there will never be another one like her,” said Zita Asay ('45), a student during Sr. Jarrell's tenure.

Sr. Jarrell made certain that her students interacted with patients from their first day in school. “Sr. Jarrell insisted that our instructors march us onto the units on the very first day to meet our patients,” Asay said. “We rotated to all units so that we were prepared to handle patients at all levels. This gave Loyola nurses a head start over others.”

In 1935, the Social Security Act was passed, which expanded public health facilities throughout the country. The need to educate nurses for this care led Loyola to establish the first public
health nursing program in the state, under Sr. Jarrell's direction.

It was this type of leadership by women like Sr. Jarrell and her successor, Ms. Gladys Kiniery, which created the high-caliber education, research, clinical practice and service that continues to drive the school.

Under Kiniery’s direction, the school reorganized in 1949 to the four-year bachelor of science in nursing program that remains today. The program was the first in the state in which nurses could take university courses along with their nursing classes. This was a significant decision, which gave the university full responsibility for the nursing education of its students, as opposed to the segmented system used in the hospital-based unit schools.

This move brought some of the first women students to campus. In reflecting on this, Rev. Michael J. Garanzini, SJ, president, LUC, reported that the Jesuits likely would have had to receive permission from the Vatican to move women to the Lake Shore Campus, which would not have been an easy feat.

The strides that Loyola made to break down barriers in nursing education were complemented by the school’s mission of service. This service has been an integral aspect of nursing education at Loyola, and it is apparent in the care current and former faculty, along with alumni, have provided to soldiers from World War II to today.

Asay recalled caring for enemy troops before fleeing Korea during the war. Loyola taught her values that made her see all soldiers as patients no matter what side they were on. She believed that it was a nurse’s duty to care for all of God’s children.

“In Korea, there were bodies all over the battlefield, and I came across one soldier who was moaning,” Asay said. “I knelt down and saw that half of his face had been destroyed in combat. I gave him some morphine to ease his pain and then whispered the Lord’s Prayer in his ear and asked God to take him. I stayed with the soldier until he passed away.”

Service and compassion such as this is woven throughout the school’s 75-year history. These principles have guided more than 6,000 alumni to live and care for others in the classroom, at the bedside and beyond.

As the school celebrates its 75th anniversary, it is well positioned to advance nursing, dietetics and health systems management both educationally and professionally. A goal of the MNSON strategic plan is to maximize interdisciplinary education, not only across these various programs within the school, but also across the various schools within the University.

Evidence of this commitment to interdisciplinary collaboration exists in the planning for the $26 million-dollar building that will attend nursing education on the health sciences campus in Maywood. This will provide state-of-the-art facilities for Loyola nursing students. In addition to offices and classrooms, the structure will include an information commons with a new library, and a Center for Collaborative Learning with clinical simulation labs. The proximity of this facility to the Stritch School of Medicine will allow health professions’ students from both institutions to learn together, partner more effectively and share resources.

“This partnership represents a new national model for excellence and a progressive approach to education based on the notion that health-care professionals, educated together, learn to work more effectively side by side to achieve better outcomes for patients,” said Vicki Keough (MSN ’91, PhD ’98) RN-BC, ACNP dean, MNSON. “Collaborative patient-centered education and care have the potential to address serious issues, particularly given the growing demands of our health-care system and the increasing complexity of patient care moving forward.”

“I gave him some morphine to ease his pain and then whispered the Lord’s Prayer in his ear.”

Circa 1938
The Student Nurse Association of Illinois at Loyola (SNAI-L)

Throughout the 2009-2010 academic year, the Loyola University Chicago branch of the Student Nurse Association of Illinois (SNAI) and the National Student Nurses’ Association (NSNA) sponsored a variety of activities. These included welcoming incoming undergraduates by distributing welcome “goodie” bags to their dormitory rooms and classrooms, hosting an ice cream social and sponsoring its fourth annual job fair. In addition, SNAI-L members represented Loyola at the SNAI convention in Chicago (where SNAI-L president, Katie Morton, received the prestigious Alma Labunski Award) and at the annual NSNA convention in Orlando, Florida.

Dissertations


Savoy, Suzanne. Depressive Symptoms in Women Being Screened for Cardiovascular Disease.

Manion, Amy. Quality of Life and Health Outcomes in Overweight and Non-overweight Children with Asthma.

McBride, Mary Ellen. Historical Analysis of a Theory-Based Baccalaureate Nursing Curriculum.

Honors and Awards


McNatt, G. (2009) Accepted for membership into the American Society of Transplantation, American Society of Transplantation.


Funding

Morby, S. ARRA-WIA Section-Based Initiative Grant. State of Illinois Department of Commerce & Economic Opportunity (applied for through the Workforce Investment Act): $323,290.00.

Morby, S. How Board Certification Impacts Nurse Sensitive Quality Indicators. Academy of Medical Surgical Nursing: $5,000.00.

Mydral, M. American Dietetic Association Foundation scholarship. American Dietetic Association Foundation: $1,000.00.

Savoy, S.M. Depressive Symptoms in Women Being Screened for Cardiovascular Disease Risk. Saginaw Valley State University, University Ctr, MI: $1,500.00.

Savoy, S.M. Depressive Symptoms in Women Being Screened for Cardiovascular Disease Risk. Thea Chi Chapter, Sigma Theta Tau Int’l: $1,000.00.


Southwood, C. American Dietetic Association Foundation scholarship. American Dietetic Association Foundation: $1,000.00.


Vincensi, B. Spiritual Care in Nurse Practitioner Practice. Kappa Epsilon, Sigma Theta Tau: $1,000.00.
JOURNAL ARTICLES


PRESENTATIONS


Havey, J. (Apr. 2010) Use of Electronic Documentation Tool for Pneumococcal Screening. 17th Annual Conference, Evidence-Based Practice, Technological Innovations for Evidence-based Practice. Iowa City, IA.


A Lesson on How to Reduce 70 Million Words to 17 Syllables

At the start of the spring 2010 semester, Mary Margaret Sharp-Pucci, PhD, gave a challenge to the undergraduate Health Systems Management students enrolled in her class. These senior students had spent three years living through health-care reform election rhetoric, debates and policy formation. In total, by the time these students reached their final semester in the program, more than 70 million words had been written about health-care reform. Her challenge? Write about health-care reform in haiku, a 17-syllable poem. The insightful results show the passion with which these students view the need for health-care reform.

Amanda (Wessman) Hansen
A complex system
No politician can solve
Let your voice be heard!

Leslie Dawes
ERs filled to max
Insurers sit back and laugh
What a great big mess!

Sophia Hoesch
A million plus without
Those who have it-broke when they use it
Insurance for life

Leslie Smith
The public option
gives healthcare to those in need.
Will it be approved?

Maggie Bochnak
Healthcare is a must
No matter if rich or poor
It’s time for a change

Aneta Romaen
Everyone needs care
Quality health is a must
Let’s lower the price

Sanda Dracic
World’s richest country
Too poor to grant its people
What they wish for most!

Catherine Bartlett
Patients cry “Save Us!”
Waiting on bureaucracy
Will we protect them?

Jennifer Santos
Insurance for all
Why can’t we all just agree?
Health for you and me!

Najahla Williams
Dad covers me now
Soon, I will cover myself
Hopes for cheap options

Venkata Srikakolapu
Our hearts filled with joy
For promises in healthcare
Are slowly dying

Pik Ki Tang
Healthcare is for all
Should be no disparities
We shall work as one

Alexandra Johnson
Healthcare is a game
Spin the wheel of misfortune
Is this really fair?

Jennifer Ruvalcaba
The healthcare reform
Tortures us with hope and change
What a poor future

Undergraduate Health Systems Management Program
The Undergraduate Health Systems Management Program (UHSM) has grown to include nearly 90 enrolled students since its inception in 2006. Faculty members believe the program’s structure, including service-learning and an internship, draws students to the program, and its success demonstrates that students recognize the health-care career opportunities available to them beyond traditional clinical roles. Supported both by full-time faculty within the MNSON and part-time faculty drawn from throughout the health-care industry, the program prepares students to work alongside our nursing graduates to assure that costs are contained and that we maximize access to quality health care.

Second BSHSM Graduating Class Celebrated
Faculty, administration, staff, families and friends recognized the 12 members of the Bachelor of Science in Health Systems Management Class of 2010 at the UHSM Honors and Recognition Reception in May. This year, Sanda Dracic (BSHSM’10) received the UHSM Advocacy and Leadership in Health Care Award, bestowed upon the student who best demonstrates the leadership and advocacy traits essential to successful careers in health-care management. Pik Ki (Kim) Tang was specially recognized for her leadership in developing a poster describing the senior students’ research on childhood obesity in Chicago and presenting it at the Ruth K. Palmer Research Symposium and the LUC Undergraduate Research Symposium. Alexandra Johnson was also specially recognized for her work in invigorating the UHSM Student Council.
**Newly Formed Chapter of Upsilon Phi Delta**

Upsilon Phi Delta (UPD) is the National Academic Honor Society for students in health-care management. The society’s name comes from the Greek words for “health,” “care” and “leadership.” According to the Association of University Programs in Health-care Administration (AUPHA), the founders of the society believe that health is the objective of all their work; that caring is an essential attribute of all who work in health care; and that leadership is an essential trait of all those who would lead our health-care system. This year, the Loyola University Chicago chapter inducted the charter members, who must achieve a cumulative GPA of 3.25 or greater. At this year’s UHSM Honors and Recognition Ceremony and Reception, five BSHSM 2010 graduating seniors were inducted into the LUC chapter of UPD: Leslie Smith, Catherine Bartlett, Pik Ki (Kim) Tang, Sanda Dracic and Najahla Williams. Plans are underway for a second induction in the Fall of 2011.

**Commission Awards Continuing Dietetic Internship Accreditation**

Representatives of the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association reviewed the Loyola Dietetic Internship (LDI) during a three-day site visit in October of 2009 and awarded the internship continuing accreditation for 10 years in July 2010. The program is directed by Joanne Koub, PhD, RD, assistant professor, Marcella Niehoff School of Nursing. CADE representatives met with current students, program graduates, preceptors, advisory board members, faculty and administrators. The review also included proposed revisions to incorporate changes in the standards of education and the establishment of two tracks of the LDI. One track will be a combined Master of Science and Dietetic Internship Program while the other will provide for continuation of the certificate-only dietetic internship. Supervised practice requirements will be expanded to 1200 hours and each track will admit 10 students annually.

**Service-Learning: Innovation in Teaching**

For the second consecutive year, the faculty of the UHSM program, including MaryMargaret Sharp-Pucci, PhD, Mary Dominiak (BSN ’75, MSN ’81, MBA ’90, PhD ’06) director, UHSM Program and Camilla (Katie) Clarke (BSN ’68) PhD, along with Chris Skrable, MA, service-learning coordinator, LUC Center for Experiential Learning, won an award in the AUPHA Annual Meeting Poster Contest, showcasing their work in service-learning as a teaching/learning tool in the UHSM program.

**Loyola Student Named “Outstanding Dietetic Intern”**

The ability to integrate both the vision of the American Dietetic Association, to “optimize the nation’s health through food and nutrition,” and the mission of Loyola University Chicago, “working to expand knowledge in the service of humanity through learning, justice and faith,” earned Kelly Sierra, Loyola dietetic intern, recognition by the Illinois Dietetic Association with presentation of the “Outstanding Dietetic Intern” award at the group’s spring assembly on April 16, 2010. During her 1,200 hours of supervised practice in dietetics, Ms. Sierra participated in a number of service-learning projects in a manner that exemplified the values of both organizations. In particular, her efforts at the Loyola-sponsored health fair at Cristo Rey Jesuit High School, Chicago were noted. At the event, Ms. Sierra delivered health messages about diabetes prevention and management through optimal food choices, in both English and Spanish, to several hundred participants.
Vulnerable Populations and Health Policy

The 22nd Annual Ruth. K. Palmer Nursing Research Symposium, “Vulnerable Populations: Impacting Policy through Health Care Research” was held in Oak Brook, IL, March 26, 2010.

Research presentations by healthcare program directors, researchers, clinicians, caregivers and educators focused on public health priorities and nursing efforts directed towards improving the health of people who live outside the economic and medical mainstream. Keynote speaker Rear Adm. Kerry Paige Nesseler, MS, RN, assistant surgeon general, U.S. Public Health Service, and director, Office of International Health and Commissioned Corps Affairs and Health Resources and Services Administration, addressed an audience of local and regional researchers, teachers and students.

Nesseler, the chief nurse officer for the United States Public Health Service, provides guidance and advice to the Surgeon General and to the nation’s nursing community on matters including prevention, primary care, health systems development, recruitment, retention and readiness.

Pinning 2010

Leisa Krull
Pinned by: John Krull, brother
Chosen for representing Leisa’s family and their support of her decision to go back to school

Sophie Dlugopolski
Pinned by: Andrzej Dlugopolski, husband
Chosen for supporting her decision to go back to school

Elisha Sanchez
Pinned by: Lewis Kay
Chosen for his unwavering support of Elisha’s goals and ambitions and commitment to her excellence

Maggie Tyler
Pinned by: Gina Evans, mother
Chosen for supporting her decision to go back to school

Lindsay Ehrlich
Pinned by: Ryan Ehrlich, husband
Chosen for supporting and encouraging her to never give up on her dream

Kate Darmody
Pinned by: Andrew Curran, fiancé
Chosen for his unwavering support, faith and love on this journey

Amy Hendrixson
Pinned by: Cheryl Hendrixson, mother
Chosen for the comfort, compassion and care she has modeled for Amy throughout her life

Elizabeth Deligiannis
Pinned by: Sophia Deligiannis, mother
Chosen for always providing love, support and guidance, especially throughout this past year in nursing school

Frank Umbriaco
Pinned by: Eileen Mascha, grandmother
Chosen for being the first of three generations of Loyola nurses in the family

Matthew Handler
Pinned by: Gail Hanson, professor
Chosen for providing support and encouragement during his psychiatric clinical experience

Lindsey Merrick
Pinned by: Melodie Merrick, mother and RN
Chosen for being an amazing mother, nurse and woman, and making Lindsey who she is today
The first cohort of Doctor of Nursing Practice (DNP) students at Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) has completed a year of DNP coursework. Students — all advanced practice nurses—were admitted to the program after having achieved exemplary careers in a variety of practice settings including acute care, anesthesiology, education, transplantation, infection prevention and quality improvement. The program expands each student’s focus from the individual to populations.

This first cohort of students has completed its Leadership and Population-Focused Health courses, along with the Health Care Systems/ Policy-Making, Biostatistics and Translational Research courses. Each of these courses provides the foundation for the second year of study, where students will continue with two additional theory courses: Epidemiology and Health-care Finance. Simultaneously, they will be immersing themselves in Clinical Practicum experiences to guide the translation of evidence and theoretical knowledge into practice. The practicum experiences are tailored to fit students’ learning needs and schedules and are jointly planned by the student and academic advisor. This second year also allows students to individualize their learning by selecting an elective from a variety of offerings within nursing or other disciplines. By developing further expertise in a focused area, students will be prepared to embark on their final capstone project that demonstrates how evidence can be used to change or improve practice and outcomes for patients, families and/or populations.
Honors And Awards

Androwich, I. 2009 Nursing Informatics Leader of the Year. Awarded to a nurse who has demonstrated significant leadership in the area of Nursing Informatics within the Society and the industry. Health Information Management Systems Society.

Gulаниц, M. Inducted as a fellow in the Preventive Cardiovascular Nurses Association.


Letizia, M. Advanced Certified Hospice and Palliative Care Nurse (ACHPN). Obtained additional national APN certification. National Board for Certification of Hospice and Palliative Care Nurses (NBCHPN).

Penckofer, S. Graduate Faculty Member of the Year 2010. Given for outstanding graduate service to the University. Loyola University Chicago.

Rutherford-Hemming, T. Nurse Faculty Mentored Leadership Development Program. NFMLD is an experiential learning program for new nurse faculty members committed to developing their leadership skills. By enhancing the personal leadership development of new nurse faculty, the program designed by Sigma Theta Tau International in partnership with the Elsevier Foundation will promote faculty retention and cultivate high-performing, supportive work environments in academe. Sigma Theta Tau International.

Books and Chapters


Funding


Janusek, L. Immune Dysregulation by Psychosocial Stress. National Cancer Institute: $2.9 million.


Kouba, J. Nutrition Revolution at Proviso East High School. Westlake Health Foundation: $170,000 over 3 years.

Letizia, M. An Educational Intervention for Nurse Practitioners Providing Palliative Care in Nursing Homes. Research Retirement Foundation (RRF): $76,496.


Saban, K.L., Janusek, L., Mathews, H. & Bryant, F. Stress and Inflammation in Caregivers of Stroke Survivors. Loyola University Multidisciplinary Award: $17,000.


Schmidt, L. Nurse Faculty Loan Program. Health Resources Services Administration: $101,296.


Schmidt, L. Registered Nurses Watching Over their Patients: Testing a Theoretical Model. Florida Organization of Nurse Executives: $1,000.


Velsor-Friedrich, B.F. Multidisciplinary Grant Enhancing Resilience to Stress and Violence Exposure in Low Income Urban African-American Youth. Graduate School, Loyola University Chicago: $17,000.

Velsor-Friedrich, B.F. Palmer Award Enhancing Resilience to Stress and Violence Exposure in Low Income Urban African-American Youth. Loyola University Chicago Marcella Niehoff School of Nursing: $4,500.
Notable Achievements

Dina Tell Cooper, PhD, National Cancer Institute Postdoctoral Fellow, joined the research group of Linda Janusek, PhD, RN, and Herbert Mathews, PhD, at the Marcella Niehoff School of Nursing in October of 2009. Dr. Tell immigrated to the United States from Kazakhstan as an adolescent. She received her BA in psychology, graduating with honors from Case Western Reserve University, and her master's and doctorate in developmental psychology from Loyola University Chicago. As part of her postdoctoral training, Dr. Tell directs a National Cancer Institute-funded study that examines the effectiveness of mindfulness-based stress reduction (MBSR) on reducing stress reactivity in women with breast cancer. This project is a companion study to the parent R01 conducted by Drs. Janusek and Mathews that evaluates the effect of MBSR on psychosocial well-being, sleep, depression, cortisol diurnal rhythm and immune function relevant to cancer control.

Since joining Drs. Janusek and Mathew's research team, Dr. Tell has further developed her interest in psychoneuroimmunology and behavioral epigenetics, including investigating how early-life experiences contribute to the changes in epigenetic mechanism of gene regulation and influence behavior and health later in life. She wishes to contribute to understanding biological mechanisms that link psychosocial experiences, often perceived as intangible, to later health outcomes.

Loyola University Chicago
Marcella Niehoff School of Nursing
Faculty Achievements


PRESENTATIONS


Notable Achievements

Susan Penckofer, PhD, RN, received the 2010 Graduate Faculty Member of the Year Award from the Loyola University Chicago Graduate School. The award recognizes significant commitment to graduate education, research and service to students and the university. This is the second time in three years that a faculty member from the school of nursing has received this prestigious award.


Faculty Achievements


Sojka, S.A. (2010). Nursing Certification: To Be or Not to Be? Evidence-Based Practice on Trial. Loyola University Health System Nursing Grand Rounds. Maywood, IL.


Notable Achievements

Ida Androwich, PhD, RN, BC, FAAN, professor, Loyola University Chicago Marcella Niehoff School of Nursing, received national recognition as the 2009 Healthcare Information and Management Systems Society (HIMSS) Nursing Informatics Leadership Award winner.


Faculty/Staff Lists

Professors
Ida M. Androwich, PhD, RN, BC, FAAN
Meg Gulanick, PhD, RN, FAAN, FAHA
Sheila Haas, PhD, RN, FAAN
Diana Hackabeth, PhD, RN, FAAN
Linda Janusek, PhD, RN
Vicki Keough, PhD, RN-BC, ACNP
Herbert Mathews, PhD
Susan Penckofer, PhD, RN
Barbara Velsor-Friedrich, PhD, RN
Mary Walker, PhD, RN, FAAN

Distinguished Professors
Nancy Hogan, PhD, RN, FAAN
Nola Pender, PhD, RN, FAAN

Associate Professors
Pamela Andresen, PhD, RN
Elizabeth Burkhart, PhD, MPH, RN
Holli DeVon, PhD, RN
Karen Egenes, EdD, RN
Judith Jennrich, PhD, RN, ACNP, CCRN
Diane Klein, PhD, RN
Beverly Kopala, PhD, RN
Maria Letizia, PhD, RN
APRN-BC
P. Ann Solari-Twadell, PhD, RN, MPA, FAAN
Frances R. Vlasses, PhD, RN

Assistant Professors
Colleen Andreoni, MSN, APRN, BC-NP
Shirley Butler, PhD, RN
Linda Cassata, PhD, RN
Ellen Chiocca, MSN, RNC, APN, CPNP
Mary Dominik, PhD, MSN, MBA, RN
Kristi Feutz, MS, ARNP, FNP-C
Patricia Friend, PhD, RN, AOCN
Joanne Kouba, PhD, RD, LDN
Margaret Kraft, PhD, RN
Lucy Martinez-Schallmoser, PhD, RN
Penny Marzialik, PhD, RN
Constance Ritzman, MSN, RN, CLNC
Tonya Rutherford-Hemming, MSN, RN, ANP-BC
Karen Saban, PhD, RN, APRN, CNRN
Lee Schmidt, PhD, RN
Mary Margaret Sharp-Pucci, EdD, MPH
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Sandi Tenfelde, PhD, RN, APN
Annie Thomas, PhD, RN
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Monique Ridosh
 Ranell Sloman
Marisol Solis
Lenore Urbanski
James Walsh
Peggie Young

Instructors
Linda Bensfield, MSN, RN
Gay Hanson, MSN, RN
Janet McCarron, MSN, RN
Janet McCarthy, MSN, MBA, RN

Emeritus Faculty
Ardelina Baldonado, PhD, RN
Marilyn Birchfield, MA, RN
Diane Boyer, PhD, RN, FACNM
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Margaret Freer, MSN, RN
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Avis McDonald, PhD, RN
Mary Ann Noonan, MSN, RN
Rosemanie Parsee, PhD, RN, FAAN
Donna Rankin, DNSc, RN
Mary Pat Ryan, PhD, RN
Judy Scully, PhD, RN
Donna Snyder, PhD, RN
Katherine Wiley, EdD, RN
Marybeth Young, PhD, RN
MariJen Zelewska, MSN, RN

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Cathleen O’Very
Michelle Olech
Nicole Ozturk-Kaminski
Nancy Parolin

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Years of Nursing at Loyola

Loyola University Chicago Marcella Niehoff School of Nursing
The Marcella Niehoff School of Nursing (MNSON) Dean's Council supports MNSON's mission to graduate caring, skilled and culturally-competent nurses who will lead tomorrow’s health-care innovation. At its core, the Dean’s Council will provide advocacy, outreach and philanthropic support to the school. Consisting of alumni donors, business and community leaders, and other friends of the school, the council provides advice, perspective, and direction on such school-related activities as fundraising, strategic initiatives, campaign planning, and community visibility.