Dear Alumni and Friends,

As you browse this year's annual report, you will read about the Marcella Niehoff School of Nursing's (MNSON) growth and expansion as we extend our reach across the Chicago metro area and around the globe in our mission to educate without boundaries.

I am especially excited about the groundbreaking this past spring in Maywood for the first building dedicated to the School of Nursing in its 76-year history. The building's design grows out of the conviction that excellence in healthcare can only happen through interdisciplinary collaboration. And in the best Jesuit tradition, the design focuses on healthcare education as a place for students to learn to respect the values of all healthcare professionals, to see patients as part of a community, and to learn how to work as a team in the delivery of healthcare, health promotion, disease prevention, and in the management of health systems.

Appropriate infrastructure is critical to advancing our vision of healthcare education, but we have been focusing equally this year on the quality of our programs. On the Lake Shore Campus, we continue to see robust enrollment in our traditional BSN and Accelerated BSN programs. We also have redesigned our RN-BSN program into a totally online, 12-month program and enrolled 25 students in our fall cohort with a waiting list for a spring 2012 cohort. We have updated our clinical simulation lab on the Lake Shore Campus and have seen an enormous growth in our Health Systems Management undergraduate program. We've expanded our global reach to Vietnam and Indonesia as we welcomed 11 nursing faculty for five weeks this last summer as part of our international MSN initiative. I am delighted to note that Loyola achieved another milestone this year when we graduated our first Doctor of Nursing Practice student, Patricia Gessner, in June.

I hope you enjoy reading about developments at the MNSON in this report and encourage you to consider a campus visit to experience the energy that imbues our faculty and students as they write another chapter in the proud tradition of the Marcella Niehoff School of Nursing.

Sincerely,

Vicki A. Keough, PhD, APRN-BC, ACNP
Dear Alumni and Friends,

I am pleased to share with you this year’s annual report of the Marcella Niehoff School of Nursing (MNSON). Throughout 2011, the faculty, students, and administration of the MNSON continued to build on their excellence in nursing, dietetics, health systems management education, research, and service. Our new MNSON building, slated to open in fall, 2012, along with the Center for Collaborative Learning, will further strengthen our educational and research enterprise.

As you may know, in June Loyola University Health System merged with Trinity Health, based in Novi, Michigan. This consolidation will strengthen Catholic healthcare and health sciences education on our Maywood campus. The MNSON is part of Loyola University’s new Health Sciences Division, which also includes the Stritch School of Medicine (SSOM), the Neiswanger Institute for Bioethics & Health Policy, the Center for Service & Global Health, a new Institute of Public Health, and the graduate school of biomedical sciences programs. This array of research and education programs will enrich the learning experiences for all health sciences students, and will serve to enhance the breadth and depth of our faculty’s interdisciplinary research.

Our partnership with Trinity Health, and the ongoing support of our alumni and friends such as you, are critical to MNSON’s success. We are grateful for your commitment to our students and their efforts to become leaders in health sciences education and healthcare. I hope you enjoy reading this year’s annual report, which details much of the work and success already garnered at the Marcella Niehoff School of Nursing this past year.

Sincerely,

Michael J. Garanzini, S.J.
Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) celebrated the school’s 75th anniversary Oct. 1, 2010, at The Drake Hotel in Chicago. Five alumnæ were recognized at the gala event for their contributions to nursing:

**Excellence in Teaching**
Linda Dotson, RN  
(BSN ’80, MSN ’87)

**Excellence in Service**
Susan Finn, MSN, CPNP  
(BSN ’77, MSN ’86)

**Excellence in Practice**
Carol A. Gouty, RN  
(MSN ’77, PhD ’96)

**Excellence in Research**
Barbara Velsor-Friedrich, PhD, RN  
(BSN ’74, MSN ’78)

**Young Alumni Award**
Jessica Shore Bagley, RN  
(BSN ’02)

Loyola University Chicago Marcella Niehoff School of Nursing named Linda Janusek the Marcella Niehoff Endowed Chair in Research.

101 Bachelor of Science, Nursing; 18 Accelerated Bachelor of Science, Nursing; 77 Master of Science in Nursing; and 3 Doctor of Philosophy students earned their degrees in the 2010-2011 academic year, joining the ranks of more than 7,500 Loyola University Chicago Marcella Niehoff School of Nursing alumni.

Nineteen students were awarded the Bachelor of Science in Health Systems Management and 10 dietetics interns graduated in May.

The new Health Sciences Division of Loyola University Chicago was established on the Maywood campus. The new Vice President and Provost of the Health Sciences Division is Richard L. Gamelli, MD, FACS.

Senior student retreats for both the nursing and undergraduate health systems management programs were held at the Loyola University Retreat & Ecology Campus in Woodstock, Ill.

Undergraduate nursing students traveled to Springfield, Ill. to participate in a political action day.

The Doctor of Nursing Practice program hosted a successful accreditation visit from the Commission on Collegiate Nursing Education and graduated the program’s first DNP student.

The new Health Sciences Division of Loyola University Chicago was established on the Maywood campus. The new Vice President and Provost of the Health Sciences Division is Richard L. Gamelli, MD, FACS.
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*Loyola University Chicago Marcella Niehoff School of Nursing*
Since becoming the first accredited collegiate nursing school in Illinois to offer BSN degrees in 1935, Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) has continued to pioneer advancements in nursing education.
MNSON is now embarking on a new challenge – to provide students with an “interprofessional education.” This collaborative, innovative approach is focused on teaching and demonstrating that healthcare is not a solitary process but a partnership shared by nurses, physicians, dietitians, and other clinicians and caregivers. “Its goal is to tap into each other’s strengths in order to improve patient outcomes, increase communications, and reduce errors,” says Fran R. Vlasses, PhD, RN, NEA-BC, associate professor and chair, Department of Health Systems Leadership & Policy, MNSON.

One student benefiting from this approach is Michele Knappe, APN, who is enrolled in MNSON’s Doctor of Nursing Practice (DNP) program. As part of her education, she became the first DNP student to complete her clinical hours at the school-based health center operated by the nursing school at Proviso East High School in Maywood, Ill. Its focus: to help the school’s 1,900 teens learn how to improve their physical and emotional health and to adopt positive lifelong behaviors.

Compared with her six years of experience working as an emergency room nurse practitioner, this was “a culture shock,” says Ms. Knappe, treating teens and their families, many of them uninsured or under-insured and challenged by the disparities in healthcare.

As a result of the Proviso program, undergraduate nursing students can also benefit from early exposure to collaborative practices. During their clinical experiences at the center, they work and learn from the center’s multidisciplinary team of nurse practitioners, dietitians, nutritionists, social psychologists, and pediatric and family medicine physicians.

MNSON assistant professor Colleen Andreoni, DNP, FNP-BC, ANP-BC, CEN, a nurse practitioner, serves as Ms. Knappe’s preceptor. Dr. Andreoni has more than 18 years of experience as an advanced practice nurse, of which the past four have been split equally between managing the center and serving as a MNSON faculty member. As the center’s clinical manager, she ensures that “daily operations go smoothly, our staff has the resources they require, and we practice evidence-based healthcare in line with clinical guidelines and policies and procedures,” she says.

“I firmly believe in our interprofessional team model of management,” adds Dr. Andreoni. “We are all members of the same team, and no one position is more important than another. Our goal is to provide students with the best opportunities for physical and mental health, nutrition, fitness, and education.”

Not only does this joint effort benefit teens at the school, but it demonstrates the interprofessional, collaborative approach enabling Loyola’s nursing, dietetics, social work, and medical students to experience another healthcare provider’s unique capabilities. Ultimately, this approach can help alleviate the barriers and professional tensions that have historically existed between physicians and nurses, thereby enhancing the quality of care. “There’s no longer the assumption that a physician serves as the leader in all patient care situations,” says Dr. Vlasses. “A perfect example is the center at Proviso, which is managed not by a physician but by a nurse practitioner.”

To help extend that learning model campus-wide, is the new Interprofessional Leadership Committee (ILC). A joint effort between faculty members of Loyola’s nursing and medical schools, the ILC is co-chaired by Drs. Vlasses and Aaron Michelfelder, MD, FAAFP, FAAMA, vice chair and medical student education director, Department of Family Medicine; chair, Central Curricular Authority; and associate professor of Family Medicine, Bioethics & Health Policy at Loyola’s Stritch School of Medicine (SSOM). The group’s purpose is to provide students with a transformative educational experience and to prepare them to be healthcare team members who respect each other and work together toward creating safer and better quality care.

The ILC sprang from a grass-roots effort by a core group of MNSON and SSOM faculty members four years ago who wanted to collaborate and co-teach, “but there was nothing in place enabling us to do that,” says Dr. Michelfelder. To pursue the concept, Drs. Vlasses and Michelfelder pulled in additional faculty members and started meeting every three months. MNSON Dean Vicki A. Keough, PhD, APRN-BC, ACNP, and former SSOM Dean Richard L. Gamelli, MD, FACS, who now serves as Provost of Loyola’s new Health Sciences Division, endorsed the ILC.
group a year later. “It’s taken off ever since,” says Dr. Michelfelder, noting that faculty members and administrators now work side-by-side on a variety of initiatives based on a joint mission statement and goals.

The group is now in the process of developing a joint curriculum in which select classes are co-taught by faculty members from each school and students from both schools are enrolled in the courses. “It makes sense,” says Dr. Andreoni. “What medical students learn in advanced health assessments, for example, is no different than what advanced practice nursing students learn.”

While interprofessional education may sound new, it’s very similar to cockpit resource management (CRM), a system of using all available resources—equipment, procedures and people—to promote air safety and enhance the efficiency of operations. It was adopted more than 30 years ago by NASA, when the agency found that the primary cause of most aviation accidents was avoidable human error. CRM training emphasizes communications, situational awareness, problem solving, decision-making, teamwork, and the freedom to respectfully question authority when needed.

“It’s exactly where we’re moving in patient care,” says Dr. Michelfelder, noting that it is a major shift from the traditional healthcare setting in which residents, consulting physicians, and nurses suppressed their opinions and deferred to the attending physician. “But that can lead to medical mistakes,” he adds. “Our culture of interprofessional education is based on a healthcare team in which all members—nurses, physicians, and other clinicians—provide input, make decisions, and work together on developing the plan best for treating each patient,” says Dr. Vlasses.

That message was driven home with students this academic year through the Interprofessional Education Day in December, which brought approximately 60 ABSN students together with 150 third-year SSOM students for joint learning modules co-led by faculty members from both schools.

“"There’s no longer the assumption that a physician serves as the leader in all patient care situations.”
— Dr. Vlasses

Even more collaborative learning opportunities are expected, thanks to the new Center for Collaborative Learning and the new school of nursing building under construction on the Maywood campus. Among the new building’s features will be a state-of-the-art clinical simulation center with a six-bed virtual hospital and home-care environment where teams of nursing, medical, and health-science students learn how to better care for patients. “The new Center will significantly enhance what we’re already doing,” says Dr. Vlasses. Also in development is a new initiative being spearheaded by Dr. Gamelli which will focus on interprofessional education.

The initiatives now being taken to create a more collaborative, interprofessional educational environment will provide students with a richer learning experience, exposing them to other healthcare professions at a much earlier stage in their education. “Moving away from traditional gender-based roles also will result in a better arena for team functioning and respect, ultimately enhancing patient care,” observes Dr. Vlasses.

They also may influence a student’s career direction. Ms. Knappe, for example, is considering a switch to public health, something she may not have done had she not had the opportunity to join and learn from the interdisciplinary team at MNSON’s school-based health center.

It’s a credit to the advancements underway at Loyola in healthcare education. “There aren’t many nursing schools that can say they have a great collegial relationship with an energetic, forward-thinking medical school,” adds Dr. Vlasses. “This is what sets us apart.”
**DIETETIC INTERNS EARN REGIONAL AWARDS**

Four awards were bestowed on students in the MNSON’s Dietetic Internship Program in 2011. Chelsey Seger received the Outstanding Dietetic Internship award from the Chicago Dietetic Association. Alexandra Nelson received a similar honor from the West Suburban Dietetic Association. The North Suburban Dietetic Association followed by recognizing Jodi Blondell with its comparable award. The Illinois Dietetic Association reviewed all candidates from the local affiliates and named Chelsey Seger as the Outstanding Dietetic Intern from the state at the Annual Spring Assembly, April 8, 2011, Oak Brook, Ill. Joanne Kouba, PhD, RD, LDN, directs the program.

**DEMAND IS STRONG FOR NEW ONLINE RN TO BSN PROGRAM**

The Marcella Niehoff School of Nursing (MNSON) has redesigned its undergraduate RN to BSN program into an online educational opportunity. The program is designed so that working nurses educated in diploma or associate’s degree programs can earn a baccalaureate degree without interrupting their careers. The program responds to the increasing demand for baccalaureate-level trained nurses nationwide. A growing body of research shows a strong relationship between improved patient care and higher levels of education: multiple studies have demonstrated that patients attended by nurses with a bachelor’s degree or higher statistically show lower mortality, higher-quality outcomes, and fewer adverse events, and employers are increasingly demanding this level of training for newly hired nurses. The 2010 Institute of Medicine Future of Nursing Report recommends an increase in percentage of nurses with a minimum of a BSN degree from 50 percent to 80 percent by 2020. Program director Monique Ridosh, MSN, RN, reports high demand for the program in its first year, with hundreds of applications received for the available 25 spots in the 2011 cohort, and plans to enroll additional cohorts for upcoming spring and summer semesters.
They had treated patients in public hospitals, inner-city schools and storefront clinics across Chicago. But nurses from Loyola University Chicago's Marcella Niehoff School of Nursing (MNSON) expanded their public service mission to the world in the 1940s when they volunteered to go overseas to treat U.S. service-men during World War II. They were part of the 108th General Hospital, a medical unit that served in England and France that included 55 physicians and 99 nurses, many of whom were Loyola graduates.

Their remarkable history lay in bits and pieces within the university archives until Karen Egenes, EdD, MS, (MA ’98) RN, associate professor and chair of the Department of Health Promotion at MNSON, along with Kathy Young, university archivist, collaborated to bring the story to light. Documents in the university archives and Dr. Egenes’s personal interviews with former nurses from the 108th brought the past to life. “The story of the 108th not only shows that the Loyola nurses had a sense of community and of service to mankind, but they were heeding the call to serve the world during an important time in history,” Dr. Egenes says.

Originally established during World War I, the 108th General Hospital was deactivated until February 1942 when it was re-established, composed of graduates and faculty of both Loyola's medical school and the six hospital-based schools of nursing that had affiliated to become Loyola's School of Nursing. The Army had encouraged the formation of hospital units such as the 108th at academic medical centers, with the idea that physicians and nurses who had worked together in their civilian roles would more easily coalesce and function efficiently in field hospitals under battle conditions. The first program in public health nursing had been established at Loyola in 1938. Although most graduates of the program were forbidden from enlistment for military duty because their service on the home front was considered vital for the national defense, a few graduates of the program, such as Gertrude McMorrow, (BSN ’49) were able to sign up.

Beginning in late 1943 in Sudbury, England, and later, after the D-Day invasion, in Clichy, just north of Paris, Loyola nurses played a critical role in the 108th. In an interview, McMorrow recalled being warned at the time she volunteered to care for inmates who had recently been liberated from concentration camps that the work would be difficult and heartbreaking. Her reply: “Honey, before the war I was a public health nurse in the slums of Chicago: I've seen it all.” But there and elsewhere, McMorrow and other Loyola nurses saw more than they may have bargained for. The
long hours and intensity of treating the wounded was challenging, but something that built character. During her interview, nurse Cecelia Fennessy (BSN '48) summed it up this way: “I didn’t really think about courage. It was mostly trust; trust in other human beings, your co-workers.”

In order to reconstruct the story of the 108th, Ms. Young and Dr. Egenes unearthed documents, letters, and photographs that existed in the university archives in various records, but weren’t catalogued. Much of the school’s history is filed under each university president, so Young needed to search the files of the Rev. Samuel Knox Wilson, S.J., who served as Loyola’s president from 1933-1942, and his successors, the Rev. Joseph M. Egan. S.J. (president from 1942-1945) and the Rev. James T. Hussey, S.J. (president from 1945-1955). But Young also found key documents in the files of the Rev. Raymond Baumhart, S.J., who served as president from 1970-1993. That file contained reports and photographs sent to Fr. Baumhart by Col. Stanley C.W. Fahlstrom, the 108th’s chief of medical service. “Sometimes in archival research you have to search for something piece by piece, Young says. “This was an enjoyable project because it was so interesting that Loyola had a nursing unit in World War II.”

Dr. Egenes stresses the patience and collaboration needed to complete the story of the 108th: “Historical research is like being on a treasure hunt, and you have an incredible feeling of joy when you stumble onto something.”

Photos courtesy of Robert Lauterbach and LUC archives.
The undergraduate health systems management (UHSM) program at MNSON, now entering its sixth year, has graduated three classes. The program utilizes extensive experiential learning to prepare students for careers and/or graduate school. “Students tell us that the small class sizes, faculty experience, innovative teaching methods, and availability to students, along with the breadth of experiential learning and the career prospects make the UHSM major very attractive,” notes Joan Bufalino, MSN, MS (BSN ’74) RN.

Peggy Kraft, PhD, says she “loves the diversity of the students in the UHSM major, which reflects the diversity of the people they will serve and provides them the opportunity to develop the cultural competence that will be a key driver of their success as healthcare leaders.”

Program growth is expected to continue strong; a program of 100 students may occur as early as spring, 2012. “Current students are our best recruiters for the major. There are several that I wish I could hire just to do recruiting!” says Mary Dominiak, PhD, MBA, RN, program director.

UHSM Major Gives from the Heart

As an audience member at one of Oprah Winfrey’s final shows, Alesia Vargas-Martin (BSHSM’11) found herself the recipient of a $1,000 prize. Each audience member was asked to “pay it forward” by passing the gift on to a charitable organization. Ms. Vargas-Martin consulted with Mary-Margaret Sharp-Pucci, ED, MPH about where the $1,000 would do the most good; Dr. Sharp-Pucci turned the question into a class exercise where students presented a business case for an organization and voted on the most deserving one. Athena Karageorgiou’s (BSHSM’11) case for The Heartland Alliance Marjorie Kovler Center, in Roger’s Park, won. The organization supports the medical, rehabilitative, mental health, and social service needs of torture survivors from all over the world.

Introduced to the center through her LUC service-learning experience, Ms. Karageorgiou remained active as a translator throughout her undergraduate years. Her passion for the center helped the 2011 UHSM graduating class live out the Jesuit values that form the foundation of their education.

UHSM Student Achievements

2011 graduates Jake Harbert, Vikas Gandhi, Jennifer Heiss, Alyssa Ryan, Carly Metzger, Kimberly Nyquist, Edin Kahramonovic, and Chrissy Matthews were inducted into Upsilon Phi Delta, the National Honor Society for students in Healthcare Administration/Management.

Kim Nyquist (BSHSM ’11) received the UHSM Healthcare Leadership and Advocacy Award. Kim Nyquist, Alesia Vargas-Martin, Ashley Werth, and Elizabeth Kochitty were awarded the new UHSM Spirit Award.
During academic 2010-1011, Marcella Niehoff School of Nursing (MNSON) continued to support activities to enhance undergraduate education and also promoted a number of new initiatives. Fall 2011 ushered in Loyola's first Learning Community specific to nursing. Twenty-eight freshmen elected to participate in the experience, which is designed to build an environment that enriches the academic and collegiate experience. Ann Solari-Twadell, PhD, met with students to guide them through meaningful community service opportunities and engagement with faculty throughout their first year at Loyola.

“Talk and Tea,” another new program supporting a superior undergraduate nursing experience, offers students and faculty the chance to gather every two weeks in the Granada Center to discuss career goals as well as for faculty and students to socialize outside the classroom. Plans are being made to include MNSON alumni in the gatherings.

Under the auspices of the Loyola chapter of the Student Nurse Association-Illinois (SNA-IL) and the Nursing Student Council, a number of speakers were invited to campus this year. Among them, a photo journalist described tuberculosis across the world and faculty member Amy Becklenberg, MSN, RN, discussed her work with Doctors without Borders.

Despite demanding academic schedules, nursing students volunteered throughout the year for fundraisers to promote health. In a first at Loyola, nursing students and faculty joined medical students and faculty for a joint Inter-professional Education Day. Case studies were used as a method to discuss how patient and family outcomes can be enhanced through a collaborative approach to ethical issues in healthcare.

**SCHOLARSHIPS AND AWARDS**

**Honors and Awards**

**Dean’s Gold Key**
Rene Thomas (Nursing)
Alyssa Ryan (Health Systems Management)

**Gladys Kiener**
Clinical Excellence Award
Bridget O’Malley (Nursing)
Karianne McDonald (Accelerated BSN)

**Carol Kraft Memorial Award**
Kyle Noe (Nursing Alumni Board Awards)
Brittany Bill (BSN Student Alumni Award)
Sarah De Pasa (Accelerated BSN Student Alumni Award)

**UHSM Advocacy and Leadership Award**
Kimberly Nyquist

**Scholastic Silver Keys**
(Cumulative GPA 3.7 and above)
Based on Fall 2010 Cumulative GPA
Anderson, Kate R.
Bill, Brittany Nicole
Indurante, Kimberly
Klotz, Jennifer Nicole
Kurth, Andrea L.
Lazzara, Gina Elizabeth
Mielke, Dina
Nowak, Josephine Claire
O’Malley, Bridget Maureen
O’Toole, Alison E.
Patel, Sonal Bhanubhai
Read, Kathryn Sylvia
Ribaudo, Jessica A.
Rosenthal, Brittany Elise
Ryan, Alyssa Jeanne, UHSM
Thomas, Rene

**Scholastic Honors Certificates**
(Cumulative GPA of 3.5-3.69)
Based on Fall 2010 Cumulative GPA
Anaya, Brittany Christine
Ballard, Michelle Ashley
Bazur-Leidy, Hannah
Bums, Darby A.
Carney, Mary Lorelei
Dropcho, Caroline Jean
Hamblin, Caryl Ann
Harbert, Jake Austin, UHSM
Henselman, Debra Lyn
Jenisch, Anne Threse
Leal-Cherone, Alma
Lelic, Rijada
Martin, Sarah Lynn
McLean, Katharine F
Metczer, Carly Jane, UHSM
Nyquist, Kimberly Renee, UHSM
Thompson-Hollands, Elizabeth
Unzueta, Angelica
Vanek, Katie Marie

**High Honors**
Annette Sereka
Susan Morby
Allison Henke
Michelle Dardis
Barbara Everett
Susan Hawbaker
Soo Howell
Suzanne Lange
Anna O’Donnell
Gail Prokop
Kimberly Reeks
Sheila Shipley
Norelle Torno
Rachel Zastrow

**Clinical Excellence Award**
Deborah Ann Farrell

**Professional/Community Service Award**
Ann Lau Clark

**Scholarships**

**Nursing General**
Lindsay Carey
Maria Kogel
Rachel Palkoska

**Robert Wood Johnson Nursing Scholarship**
Ashley Wagner
Michelle Williams

**Dr. John N. Nicholson Scholarship**
Kate Anderson

**ABSN Scholarships**

**Arthur J. and Glenna B. Collins Scholarship Fund**
Dawn Abbott
Raul Micu
Bhavini Patel
Laura Difiglio Klink Scholarship
Allison B. Clark
Elks National Foundation Scholarship
Nathan O. Noah Scholarship
Elizabeth McNerney

Loyola University Chicago Marcella Niehoff School of Nursing
Pinning Ceremony

Pinning, a symbolic welcome of newly graduated nurses into the nursing profession, dates back to 1880. It signifies the integrity and tradition of badges worn by the healers and crusaders of care. Held on the Loyola University Chicago Lake Shore Campus, the ceremony involves students being pinned by a family member, friend, or mentor.
Commencement

The school of nursing conferred 148 undergraduate and 80 graduate degrees in 2010-2011. Jake Harbert (BSHSM ’11) delivered the commencement address, noting that “although we might not know where we will be in a year or who we will be serving, we do know we are bringing one of the most thorough educations we could have received.”
In 2011, the MNSON awarded its first Doctor of Nursing Practice (DNP) degree to Patty Gessner. This new program was initiated in the fall of 2009. Its goals are to create highly educated, innovative leaders in the profession, and to promote high-quality healthcare across all settings through the dissemination of evidence-based practice initiatives to patients, families, communities, and populations. DNP graduates are well positioned to advance the practice and translate the science of nursing as leaders, academic faculty, and practitioners.

Dr. Gessner completed her BSN from North Park College, Chicago, in 1990, subsequently earning her MSN from Loyola University Chicago in 2005. As a nationally certified and state-licensed acute-care nurse practitioner, she provides direct evaluation and management in the neurocritical care and cardiovascular intensive care unit at Alexian Brothers Medical Center in Elk Grove Village, Ill. She also coordinates the Continuous Renal Replacement program and the Rapid Response Team there. She has lectured on various critical care topics at local, national, and international conferences.

Dr. Gessner completed a capstone project, “Achieving Target Temperature: A Community Hospital’s Experience with Targeted Temperature Management and Shiver Prevention” as part of her degree requirements. Her capstone project committee included Linda Janusek, PhD, chair; Sheila Haas, PhD, and Guy Dugan, PhD. Targeted temperature management after cardiac arrest is becoming the standard of post-resuscitation care; she developed, implemented, and evaluated an evidence-based protocol with the purpose of improving patient outcomes. Dr. Gessner will continue to translate research into practice. As a scholar, she intends to continue to publish and to make presentations to nursing and medical communities around the country. She will be presenting a poster on her DNP capstone project in September at the Neurocritical Care Society in Montreal.

**PhD Dissertations**

**Cheung, Henry Christian.**
“The Study of Stress, Housing Program Use, and Nursing Usage Among Homeless in Chicago”

**Conway-Phillips, Regina.**
“A Salutogenic Framework to Understand Disparity in Breast Cancer Screening Behavior in African-American Women”

**DeVillers, Mary Jo.**
“Moral Distress, Spiritual Well-Being, and Avoidance Behavior in Nurses Working in Critical Care and Non-Critical Care Units”
The Marcella Niehoff School of Nursing master's level programs fully subscribe to Loyola University Chicago's philosophy of transformative education. Graduate students learn the value of expanding their perspectives, deepening their values, and formulating their convictions. Transformative education challenges students to attain professional competence and leadership skills while developing a strong sense of responsibility to make an impact in their communities and the world.

Measurable outcomes demonstrate the success of the focus on transformative education. Students have achieved a near 100 percent pass rate on national advanced practice certification exams. Master's level nursing and dietetic students publish in refereed professional journals and present at local, regional, and national conferences. Currently, 365 students are pursing the MSN degree and 18 students are pursuing the Master of Science in Dietetics degree.

Student achievement can also be attributed in part to the high degree of faculty-student interaction throughout the masters’ programs. Faculty advisors work closely with each graduate student to develop a personalized plan of study and maintain an extensive network of dedicated preceptors carefully selected and evaluated in their work with students in each clinical course.

The “Day of Scholarship” is the final celebratory event held at the end of each fall and spring semesters, where students completing a master's degree program deliver a 20 minute presentation on their comprehensive examination paper topic.

ALUMNAE AMONG CHICAGO’S BEST RNS

Marcella Niehoff School of Nursing alumnae Susan K. Morby, RN (MSN ’11) NE-BC, and Cheryl Lefaiver (PhD ’06, MSN ’98, BSN ’91) were among the award recipients at Nursing Spectrum magazine’s 2011 Nursing Excellence Awards gala, held in May at the Chicago Marriott Schaumburg. Morby, director of professional practice at MacNeal Hospital in suburban Berwyn, Ill., was recognized with the Advancing and Leading the Profession Award. Lefaiver, a professional nurse researcher at Advocate-Christ Medical Center in Oak Lawn, Ill., was recognized with the Mentoring Award.

The annual event, which included about 300 attendees this year, is an opportunity to celebrate the greater Chicago region’s most accomplished nurses. Twenty-nine finalists in six categories were recognized and the event culminated in the announcement of the six regional winners, who will go on to compete in Nursing Spectrum magazine’s national competition.

Lefaiver has encouraged nurses to take a leadership role in nursing research and enhanced the knowledge and depth of nursing research at her facility. Morby has helped MacNeal receive nearly $500,000 in grants since January, 2010 to help support the educational pursuits of nurses. Morby said of the recognition: “Quite honestly, no one does this work for an award. So when it happens, it’s just so unbelievable. To be able to work with nurses and help them achieve their goals, it’s a pretty good job.”
Annual Nursing Brunch

The Third Annual Nursing Alumni Awards Mass & Brunch was held on the Lake Shore Campus in February. The program included honoring Distinguished Alumnus Award Recipient Sandra Millon Underwood, PhD (MSN ’79, BSN ’75) RN, FAAN and Spirit of Ignatius Award Recipient Cheryl McLean (MSN ’99, BSN ’96) RN, MSN, WHNP.
Dedication to the Profession

At the start of each academic year at Loyola University Chicago Marcella Niehoff School of Nursing, the current junior class of nursing students and dietetic students participate in the Dedication to the Profession ceremony. As a part of this occasion, students hands are blessed and they pledge themselves to their profession.
Imagine yourself a nurse educator from Vietnam or Indonesia. You’ve never been to America, yet here you are in Chicago, halfway around the world from all that’s dear and familiar to you — shopping, cooking, doing laundry, and dining on unfamiliar food — where only a handful of people speak your language. Your English is improving but still a challenge. Meanwhile, you’re observing Western nursing practices, studying leadership, and enrolled in a program of total immersion to learn English. Exhilarating? Daunting? Absolutely.

In June 2011, six nurse educators from Yersin University School of Nursing in Dalat and the Lam Dong Province Nursing Association in Vietnam, along with five nurses from nursing schools in Jakarta and Jogjakarta in Indonesia, began their journey to the Loyola University Chicago Marcella Niehoff School of Nursing (MNSON) and Loyola’s Lake Shore Campus. The groups were here to begin a three-part Master of Science in Nursing program. Their five-week stay was dedicated to learning English as a second language, beginning their first course in the program, and learning about healthcare in the United States.

During the next two years they’ll pursue their Loyola degree program online in Vietnam and Indonesia. For that part of the program, MNSON faculty members will go to Vietnam and to Indonesia to conduct intensive courses on specific areas of nursing science. In June 2013, the two groups of nurses will return to Chicago to complete their clinical time and their American nursing education. Then, after three years of study, work, and effort, the 11 Asian teachers of nursing will receive a unique master’s degree from Loyola University Chicago enabling them to advance the level of nursing education in their respective countries.

The need for their advanced teaching skills couldn’t be stronger. Few Vietnamese nursing faculty have baccalaureate degrees, and only 15-20 nurses in Vietnam have master’s degrees. Nursing education in Vietnam is typically a two-year program in a hospital setting, with no licensure required to begin practicing. In Indonesia, some nursing students will advance from a BSN to a master’s degree. Nursing education in Indonesia is larger than in Vietnam, the need exists for a more
highly trained faculty in both countries. A core of educators with the latest teaching standards and a rigorous scientific approach to nursing will help, ultimately, to advance the nursing profession in those countries.

One of their mentors in Chicago was MNSON’s Judi Jennrich, PhD, RN. “I think that speaking English was definitely the most challenging aspect of their stay here,” says Dr. Jennrich. “Most of the students knew only a little English before they left their countries. Then in Chicago they were immersed in the language, with three seven-hour ESL (English as a second language) classes a week. They learned both conversational and medical English, then translated information from English back into Vietnamese or Indonesian.”

The nurse educators started their master’s studies by focusing on how to recognize their strengths as leaders and to create a plan for developing those strengths. So in addition to intensive English studies, they took a five-week course in leadership taught by Patricia McNally, EdD, MSM, assistant dean for educational affairs at Loyola’s Stritch School of Medicine. “Educators need to know themselves before they can be effective leaders or educators.

This course encouraged these learners to reflect critically on their personal skills as well as their ability to convey those skills to others.”

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I know that Loyola has good values, the tradition of caring for vulnerable populations. I will choose the best things about nursing in the U.S. that can be applied in my school or in my country.

Ekatrina Wijayanti
Academy Nursing Panti Rapih, Jakarta, Indonesia

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As for the nurse educators themselves, McNally found them to be focused and diligent in every aspect of their lives. “They had to work hard to structure their work life and family life so they could be away from home for six weeks. Once they got here, I asked a lot from them. We met twice a week, and I know they stayed up late in order to study and complete their assignments.”

The commitment of the nurse educators is admirable, agrees Julio Giulietti, S.J., who heads up the Loyola Vietnam Center in Ho Chi Minh City, through which the Vietnamese program was organized. Giulietti points out that these educators, with their baccalaureate degrees in nursing, are just 5 percent of all Vietnamese nurses and are in demand as instructors of other nurses. “They’ve developed a deep respect for their profession, and they know how important it is for their country, where nurses are in constant demand. These six have a real sense of self-esteem and self-worth and an appreciation for the common good,” he says.

Senior Associate Provost and Assistant to the President for Global Affairs and Initiatives Patrick M. Boyle has seen the Indonesia program up close and in action. “The nursing program combines a high level of academic quality with a way of delivering learning that respects the nurse/educators’ cultures, their jobs, and their placement in their own schools. Perhaps what is most important is that it features care for the whole person, and we’ve incorporated that care into the curriculum design.”

Delighted to be in Chicago and honored to be part of the program, the nurse educators agree that learning new listening skills, new teaching methods, and new ways of keeping their students involved and interested are key lessons they’ll take away. They are eager to continue improving their nursing skills and to learn evidence-based nursing. They found a workshop in nursing skills especially useful. The concept of using a lesson plan was also helpful, and they intend to improve their ability to connect interpersonally in order to bring out the best in themselves and others. All were grateful to have learned a teaching methodology that will help them be more effective teachers.

Giulietti contextualizes the Vietnam and Indonesia Nursing Program as a direct outgrowth of Loyola’s educational philosophy. “Knowledge is part of growth and development in the human mind and heart,” he says. “Not just intellectual and cognitive knowledge, or knowledge about how the world operates, but also the knowledge of how to ask the right questions about who I am as a person: not only my name, address and family name, but also ‘How do I think and feel about myself? What brings me joy in my life and in what way have I been led to experience the gifts that I have?’"
Marcella Niehoff School of Nursing’s first cohort of Indonesian master’s degree students.

MNSON student volunteers at Lourdes, France.

Jan Harbor, a nurse employed by the Surrey Primary Care Trust, Community Nursing Service, Guildford, England, with Marcella Niehoff School of Nursing undergraduates.
Students from MNSON’s Introduction to Spiritual Care class in Rome, spring of 2011.

MNSON professor Judi Jennrich, PhD, doing a preschool check, Belize.

MNSON student Christiana Prucnal with a patient in Belize.
Two outdoor experiential programs were offered to Loyola nursing students in 2011 through the efforts of Paul Miller, director, Office Outdoor Experiential Education at Loyola and MNSON graduate intern Emily Wilks.

In October, “Self-Care and Nursing: Fun and Exercise on the Water” offered 11 sophomore, junior, and senior nursing students and faculty a half-day kayaking experience at Skokie Lagoons in suburban Winnetka, Ill. The outing connected students from all three undergraduate classes through kayaking instruction and reflection on questions related to self care and taking time to be in the outdoors. “I didn’t expect the great conversations I had with the other participants” one student observed, while another said, “This was a wonderful experience and it helped me to slow down and feel at peace in the midst of my busy life.”

Following the success of the fall program, a winter cross country skiing trip for faculty and students, also focused on self care, was held in January at the Loyola University Retreat & Ecology Campus (LUREC) in Woodstock, Ill. Nursing students and faculty learned how to cross country ski and to snowshoe; the highlight of the trip was a peaceful night ski using headlamps.

A grounds and high-rope challenge course being constructed at LUREC will provide opportunities for students to challenge themselves. Use of the challenge course in the orientation of accelerated nursing students is planned and the kayaking and cross country skiing events will be offered again.
The Marcella Niehoff School of Nursing held its first undergraduate nursing student senior retreat in April at the Loyola University Retreat & Ecology Campus (LUREC) in Woodstock, Ill. Seniors and accelerated nursing students who were graduating in May, 2011 were ushered in a limo-bus for an overnight experience to celebrate their accomplishments and reflect on their Loyola nursing journey. The retreat provided participants the opportunity for fellowship and for reflection on how important the influence of their Jesuit education would be to the countless patients and families they will serve. Students remembered both the difficult and sad, as well as the funny and memorable. The faculty led a discussion section as well, sharing stories that revealed their own multifaceted experiences while at Loyola. Guest speaker Jed Klink spoke of his journey as a patient in the years following a terrible accident that left him critically injured and took the life of his wife, Laura DiFiglio Klink, a graduate of the school of nursing. Despite the years of recovery and grief he experienced, he spoke of his intentional choices, encouraging graduates to seek goodness and to be mindful of life’s blessings. He emphasized especially the difference that nurses had made in his recovery and of how proud his wife had been to be a Loyola nurse. In addition to discussions and the guest presentation, the retreat included games, films, and a late night fireside chat—with, of course, s’mores.

By P. Ann Solari-Twadell, PhD, RN, MPA, FAAN
The 23rd Annual Ruth K. Palmer Research Symposium, “Framing Health through Nursing Research,” was held in April at the Loyola University Health Sciences campus in Maywood, Ill. The symposium focused on multidisciplinary approaches directed at understanding an individual's illness experience and the impact of the environment on health. Keynote speaker Frances Marcus Lewis, PhD, RN, FAAN, Professor and Virginia and Prentice Bloedell Professor, School of Nursing, University of Washington, presented her research on reframing cancer as a family experience and not a patient disease. Marcella Niehoff School of Nursing faculty speakers included: Patricia Friend, PhD, RN; Karen Saban, PhD, RN; Linda Janusek, PhD, RN; Sandra Sojka, PhD, RN; and Barbara Velsor-Friedrich, PhD, RN. Nancy Tuchman, PhD, director, Loyola University Center for Urban Environmental Research & Policy; and Deborah Jasovsky, PhD, RN, associate chief nurse executive, Loyola University Health System also spoke. Fourteen posters representing 51 researchers were presented.
Loyola University Chicago Marcella Niehoff School of Nursing is committed to providing students with an exceptional Catholic, Jesuit education. The school of nursing accomplishes its mission with the generous monetary support of alumni and friends.

Named for Florence Nightingale, a pioneer in the nursing field, the Nightingale Circle honors her compassion and commitment to those in need of healthcare. The Nightingale Circle is composed of individuals who have made a significant financial commitment to advancing the future of nursing education at Loyola.

The donors listed supported the Marcella Niehoff School of Nursing with a gift of $1,000 or more between July 1, 2010 and June 30, 2011. Their gifts helped provide important resources to fund critical needs including capital projects, leading-edge medical research and scholarship support for deserving students.

To learn more about philanthropy’s impact on the school of nursing and how you can influence the next generation of nursing leaders, please contact development@lumc.edu or call 708.216.4607.

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### Frances (PhD ’97) and Peter Vlasses, PharmD

### Sharon Zandell, PhD (BSN ’63)

* Deceased
Andreoni, C.P. Earned Doctor of Nursing Practice (DNP) from Governors State University.

Egenes, K.J. Received Star Award from the University of Illinois. Presented to a member of a participating organization who has been voted a leader worthy of recognition by members of her/his organization.

Haas, S. Received Margaret Sovie Writer's Award from the Nursing Economic$ journal. Presented for outstanding contributions to nursing leadership, healthcare quality and cost.

Keough, V.A. Appointed Fellow of the Institute of Medicine of Chicago.

Letizia, M. Received Marie Lindsey Spirit of Advanced Practice Nursing Award from Illinois Society of Advance Practice Nurses. Awarded annually to a licensed advanced practice nurse in Illinois who exemplifies the characteristics of leadership, commitment, and achievement in advanced practice nursing.

Sharp-Pucci, M.M. Received Marion Goldman Award for Exceptional Achievements & Volunteer Service from Chicago Hearing Society.

Vlasses, F.R. Received Sigma Theta Tau International (STTI) Practice-Academe Innovative Collaboration Award and CHI Collaborative Honorable Mention from STTI Honor Society.

Haas, S. Elected treasurer of American Nurses Credentialing Center.

Hogan, N.S. Elected to Board of Directors of International Work Group for Death and Dying.

Janusek, L.W. Appointed Niehoff Endowed Chair for Research of Loyola University Chicago.

Keough, V.A. Appointed Fellow of the Institute of Medicine of Chicago.

Letizia, M. An Educational Intervention for Nurse Practitioners Providing Palliative Care in Nursing Homes. Research Retirement Foundation (RRF): $92,146.

Schmidt, L.A. Nurse Faculty Loan Program 2010-2011. Health Resources and Services Administration, Bureau of Health Professions: $121,689.

Solari-Twadell, P.A., Schmidt, W., Overstreet, D., and Murphy, C. The Meaning and Impact of a Service Immersion: A Pilgrimage of Nursing Students Serving the Sick in Lourdes, France. The Joan and Bill Hank Center for the Catholic Intellectual Heritage: $6,500.

Tenfelde, S.M. Quality of Life in Women Who Use Pessaries. Palmer: $5,000.

Tenfelde, S.M. Perception of Insufficient Milk in a Sample of WIC Participants. International Sigma Theta Tau: $1,125.

Burkhart, L. and Hogan, N.S. Investigation of Trauma Stress Response in Female Veterans. Koziol Family Foundation: $30,000.


Hack Barth, D. Improving Access and Health Outcomes for Children and Youth through Expansion of a SBHC. HRSA: $387,011.

Hack Barth, D. Maintaining a School-based Health Center Serving Minority Youth. Illinois Department of Human Services: $123,000.


JOURNALS AND ARTICLES


BOOKS AND CHAPTERS


The Niehoff External Research Mentorship Program, aimed at accelerating faculty capacity to build sustainable, externally funded programs of research, was launched in 2011. “The goal is to enhance faculty research potential by supporting collaborative opportunities and alternative insight regarding their research,” says Linda Janusek, PhD, RN, the Niehoff Endowed Chair for Research, who initiated the program. The mentorship provides funds for a faculty member to be mentored by an eminent researcher in his/her area of scholarship for one year. Recipients of 2010-2011 mentorship awards were: Sandi Tenfelde, PhD, RN; Joanne Kouba, PhD, RD; Annie Thomas, PhD, RN; and Tonya Rutherford-Hemmings, MSN, RN. Dr. Janusek also initiated the Niehoff Writing Institute to increase faculty dissemination of research findings and other scholarly works. Eleven faculty members participated in the writing institute, which culminated in a 2.5 day intensive writing session at the Loyola University Retreat & Ecology Campus. Marilyn Oermann, PhD, RN, author of Writing for Publication in Nursing, facilitated the program. She is professor and chair, adult/geriatric nursing, University of North Carolina, Chapel Hill.


Burkhart, L. (April 2011) Feeding your Spirit: A Discussion of Spirituality and Spiritual Care. *Academy of Medical Surgical Nursing, Chapter 317 meeting*. Chicago, IL.


Egenes, K.J. Nurses on the Silver Screen: A History of the Presentation of the Image of Nursing in Films.


Jennrich, J. (March 2011) Oh the Places You’ll Go. World of Nursing Loyola University Chicago (keynote address). Chicago, IL.


Letizia, M. Developing and Delivering Online Palliative Care Education for NPs in Nursing Home Settings. The Gerontological Society of America’s 63rd Annual Meeting. New Orleans, LA.


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The groundbreaking ceremony for The Marcella Niehoff School of Nursing building and Center for Collaborative Learning took place on the Maywood campus in April. The building is expected to be completed in the summer of 2012, a joint venture of Loyola’s medical and nursing schools. The project will facilitate the interdisciplinary educational emphasis of the new health sciences division and address the needs of both undergraduate and graduate students, including students enrolled in the Accelerated Bachelor of Science Nursing program. The building will feature classrooms and administrative space for the school of nursing as well as shared learning space for both nursing and medical students. It also will include a virtual information commons; a state-of-the-art clinical simulation lab that includes a six-bed virtual hospital; and a simulated home-care environment.