

The University of Texas School of Nursing at Houston

# CARINGMinds



THE UNIVERSITY of TEXAS

SCHOOL OF NURSING AT HOUSTON

*A part of The University of Texas Health Science Center at Houston*

CONSISTENT WITH THE MISSION OF ITS

PARENT ORGANIZATION, THE SCHOOL OF  
NURSING WILL BE A MODEL OF EXCELLENCE.

THE SCHOOL OF NURSING IS DEDICATED  
TO IMPROVING THE HEALTH OF THE PEOPLE  
OF THE STATE OF TEXAS, THE NATION,  
AND OUR GLOBAL COMMUNITY THROUGH  
EDUCATING PROFESSIONAL NURSES AND  
INNOVATIVE SCIENTISTS WHO DISCOVER,  
APPLY, AND TRANSLATE ADVANCES IN  
NURSING AS WELL AS IN THE SOCIAL AND  
BIOMEDICAL SCIENCES.

***About the Cover:***

*L. Kian Granmayeh, Senior Research Assistant, tests pipet calibration in the 3,300-square-foot lab space in the Center for Nursing Research at the UT School of Nursing at Houston. More than \$1 million raised through philanthropy equipped the biomedical laboratory.*

WE ARE



## Welcome from Dean Patricia Starck



We are the face of health care. We have far more contact with the patients than any other health professional. Patients look to us to have clinical knowledge, skill with technology and the ability to educate and explain what is happening. And we do all this with the understanding that they are humans in need of care. We are called to service because we are drawn to alleviate pain and suffering, and to promote health and well-being. And those of us who are called to it know that there is no more

noble or rewarding profession in the world.

I have been proud to serve as the Dean of the UT School of Nursing at Houston since 1984, and I have made it my mission to attract the diverse, dedicated and caring individuals our nursing profession needs. I have worked to recruit qualified students to our programs and make our school a model innovator for attracting nontraditional students. Today, our male enrollment is 15 percent higher than the national average, and the number of adults pursuing a second career in nursing is increasing. But it's not enough.

We face an unprecedented shortage of nurses. We know that hospital death rates rise as well-educated nurse-to-patient ratios fall. Ten years ago, 25 percent of the nursing workforce was under age 30. Today, only 9 percent are that young. This translates to a sobering fact: when our older nurses retire, there will be few replacements. Compounding this problem is an 8.6 percent vacancy rate in nursing faculty positions and a significant gap between salaries paid by academic institutions and hospitals. Thus, we must have new incentives to recruit the best nurse scientists as teachers and researchers.

One nursing school cannot solve these problems. They must be addressed on a nationwide level, and involve health care leadership.

# THE FACE OF HEALTH CARE



I was honored to be appointed to the Statewide Health Coordinating Council (SHCC) by Texas Gov. Rick Perry. I also serve as co-chair of the Texas Center for Nursing Workforce Studies, created to address such critical issues as nursing supply and demand. We are committed to ending the shortages that haunt our profession through attention to the workplace environment and the education of qualified nurses in sufficient numbers.

## **UT School of Nursing at Houston — The Best Place To Educate, The Best Place to Be Educated.**

In the past several years, the UT School of Nursing at Houston has achieved several milestones and fulfilled dreams that I've long held for our school. First, we achieved a top 10 percent ranking among all graduate nursing schools in the country (*U.S. News & World Report*). We earned this honor through our faculty's commitment to excellence, the genius of our nurse scholars, and the dedication of our students.

We also have focused on providing our students, faculty and nurse researchers with the innovation and technology they need to achieve their goals. We take it as our solemn responsibility to make sure they have state-of-the-art equipment and technology. In addition, we have created a system of "centers" focused on research, education technology, and health care needs in the community.

Our Center for Nursing Research (CNR) promotes collaborative research and provides a research-centric environment for faculty and students to increase their research productivity. Our primary goals are to enhance the quality of research on both an individual and institutional basis and to attain clinical research leadership that will attract leading nurse researchers and extramural funding to support our research programs. Fully one-third of our faculty is engaged in extramurally-funded research. Currently, annual expenditures average approximately \$1.7 million with the majority funded by the National Institutes of Health (NIH). The Center's 22,000 square feet are dedicated to biomedical laboratories including tissue culture and radioisotope rooms, a support lab, several behavioral labs, a biomedical engineering lab, a controlled environment lab and core support services.

Students and faculty need ready access to high-speed Internet and computer-aided learning programs. Distance Learning owes its success in recent years to high-speed servers and enhanced desktop systems. At the UT School of Nursing's Center for Education and Information Resources (CEIR), we plan, develop and implement education and information technology projects. Our primary purpose within CEIR is to implement technology that enhances teaching excellence and quality learning. Programs and activities include Distance Education; Classroom Services; Learning Resource Center and Student Computer Lab maintenance and support; Education Media Design and training and multimedia development. Other UT School of Nursing centers include the Center on Aging, the Center for Teaching Excellence, UT Health Services at the School of Nursing and the Center for Substance Abuse Education, Prevention and Research.

Another innovation that we've embraced is Accelerated Learning — a nursing degree immersion curriculum that accomplishes in three semesters what would normally take five to complete. This intense didactic and clinical experience can prepare nursing students to excel on several levels — in quality of care, in excellence of skills and in the ability to withstand the stresses of the health care workplace. Our nurses are highly skilled and committed to their calling. They are top-ranked nurse scientists discovering the most effective ways to promote health and care for patients and their families in times of illness; acute or chronic. Here at The University of Texas School of Nursing at Houston, we are committed to the next generation of nursing and the highest standard of care.

*Patricia L. Starck*

Patricia L. Starck, DSN, RN, FAAN

Dean, The University of Texas School of Nursing at Houston

December 2005

# Leading Technology

Students in one geriatric nursing class at The University of Texas School of Nursing at Houston are learning about patient mobility. Their instructor is using Web-based articles and streaming video, depicting geriatric patients learning to use walkers, to illustrate the main concepts of her Power Point lecture.

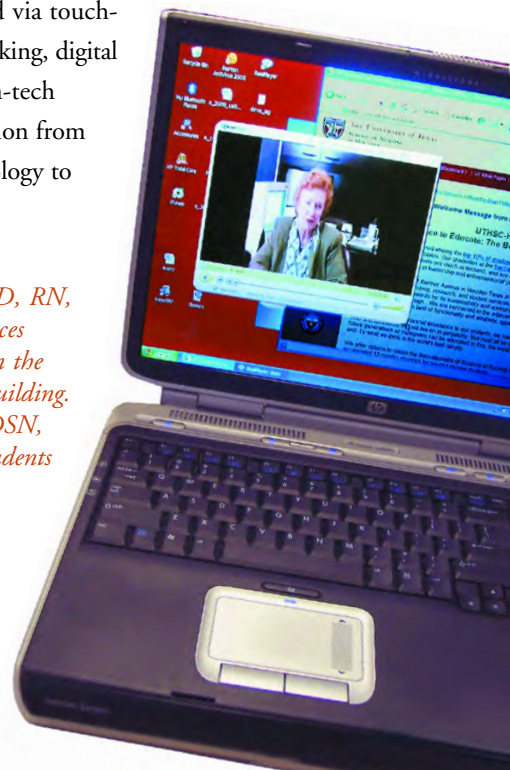
## Today's Assignment

Students are to borrow or rent walkers and use them for one 24-hour period, taking photos of the barriers or problems they encounter during activities of daily living. At the end of the day, students will download their photos and write their observations and comments on the class's Web-based message board.

"This is the rich learning environment we're offering every student," said Janet Johnson, MA, director of the school's Center for Education and Information Resources. "If this same class were being used by students across the state and around the world, it would be even richer and more dynamic because the students would encounter several different obstacles in their various locations."

When the School of Nursing opened its new building in Houston's Texas Medical Center in August 2004, students were immediately plugged into the school's "smart" environment – all 22 classrooms and conference facilities are automated via touch-screen controls, integrating networking, digital visual technologies and other high-tech enhancements. The faculty's transition from "sage on the stage" to using technology to teach has been seamless.

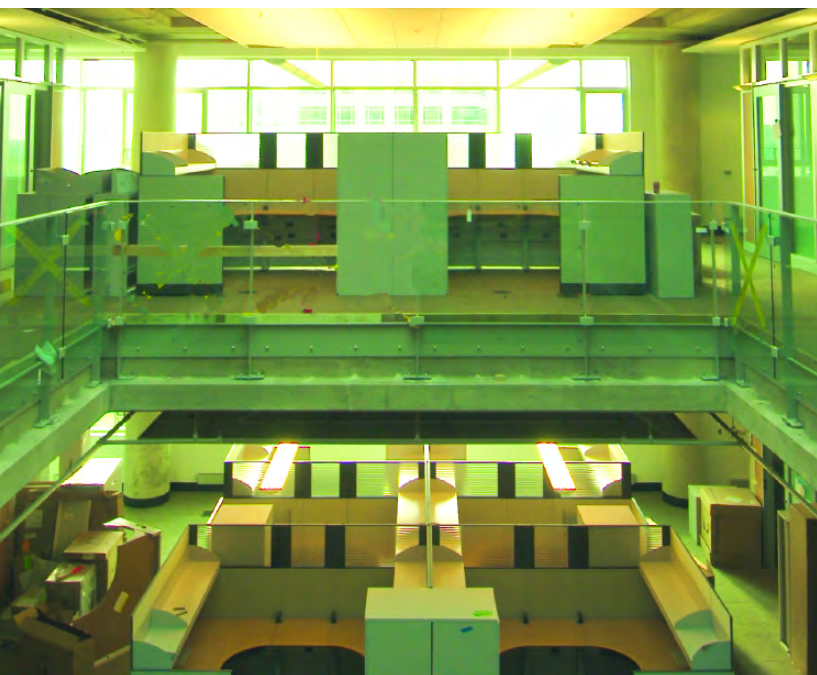
*At left, Sandra K. Hanneman, PhD, RN, FAAN utilizes one of the many spaces available for internet connection in the UT School of Nursing at Houston building. At right, Dean Patricia L. Starck, DSN, RN, FAAN welcomes prospective students via Web site video.*



## Equipping Classrooms with Advanced Technologies

"If you can navigate an ATM machine, you can navigate the technology in these classrooms. It is touch-screen interface with no learning curve," Johnson explained. "These 'smart' classroom tools automatically lead to smarter teaching objectives as the instructor weaves the various technologies into every lecture."

Vaunette P. Fay, PhD, APRN-BC, assistant dean for e-learning and educational technology, is charged with creating additional Web-based programs, expanding distance-learning opportunities and blending other classroom-based programs with Web-focused components. "We're moving courses from a



lecture mentality to Web-based learning where students more actively participate. Our master's program, for example, is blended with a Web-focus," she explained, "so those students meet on campus periodically throughout the semester and obtain the bulk of the course content online."

She noted every student can plug in a laptop computer at each desk in any classroom, conference room or study carrel on campus, interfacing with the Internet and various online resources. "Most of our faculty now provide Power Point presentations or publish class notes prior to each meeting," Dr. Fay said, "so if a student is attending an on-campus class, they have lecture materials prior to each class, and if they need to review the lecture, they can download the lecture from our digital repository."

"We will continue to have some Web-based programs," Fay said, "but we will focus on Web-blended programs, where students are on campus periodically. Some of the content, particularly

clinical skills — like suturing or fetal monitoring, for example, can be offered didactically on the Web, but the actual skills will be taught on campus."

A centerpiece of the new facility is the nursing skills labs featuring four Sim-Men and 1 Medi, full-sized mannequins with technology to simulate blood gases, heart and lung sounds as well as multiple other physiological responses.

In these labs, graduate students as well as undergraduates can practice any number of nursing skills using the available state-of-the-art technology.

Four conference rooms are equipped to run simultaneous conferences to multiple distance sites, so while one program can be beamed to students in Houston, El Paso and Corpus Christi, for example, another class can be shared with students in Oklahoma City or northern California. In each of these classrooms, students in all locations can "see," "hear" and interact with faculty and students in other Web-classroom locations.

"At the same time, we're digitally capturing both audio and video of the classroom discussions," Dr. Fay explained. "After class, students can download the entire lecture and review specific concepts."

## Technology Opens a Door of Opportunity for Nursing Students to Enter

"We envision being able to teach students throughout the state and, ultimately, around the world," she continued. "Our goal is to provide total programs, like our post-master's courses, online so students work online and with preceptors on their home sites for their clinicals and then come to campus once a semester."

The School of Nursing already has had success with similar programs. Linda Dune, PhD, RN who coordinates the school's BACC2 accelerated on-line program, said this 12-month, second-degree Bachelor of Science in Nursing program continues to grow exponentially. "We began the program with 10 students. This year, we have 15," she pointed out. Developed in collaboration with The University of Texas Medical Branch at Galveston (UTMB), 50 miles south of Houston, the accelerated BACC2's high-tech/high touch curriculum is divided between professors at UTMB and UT Health Science Center at Houston. "Students train in clinical settings at each site, meeting with faculty once a week," Dr. Dune explained, "but their campus,



*With high speed internet being so accessible, "We envision being able to teach students throughout the state and, ultimately, around the world,"*

*Vaunette P. Fay, PhD*

otherwise, is without walls because they work on computers at home or at their workplace as their schedules allow.”

Graduates of the program are well-prepared to work in any nursing arena and continue to impress employers with the quality of their training. “Because they have experience beyond nursing when they come into our program, their varied experiences enrich the learning environment for all of us,” Dr. Dune said.

### Offering 24/7 Instructional Programs

In September 2005, the intensive BACC2 program admitted several nursing students from the New Orleans area after Hurricane Katrina. “Socialization has been very important for these students coming into the program,” Dr. Dune pointed out.

“This course has been a sharing experience for all of us. We get to know students, individually and as a group. Every faculty member is available 24/7 via telephone, email or pager, and students feel free to come to us with questions as they arise,” said Dr. Dune. “Because I am a product of accelerated nurses training, I can especially relate to their individual frustrations, find ways to help them streamline their learning. “When Hurricane Rita interrupted clinicals, we all worked together to get those rescheduled immediately, due to the pace of the program.”

Synchronous audio and video allow students to share ideas in real time, campus-to-campus. Periodic simulcast discussions of issues in nursing generate feedback from students and faculty alike, and students continue to interact beyond simulcasts in group projects and message boards.

“The challenge of our transition from traditional to ‘smart’ classrooms has been to design assignments that include components to match the various student learning styles,” Dr. Fay said. “Building the same community among their online students that occurs in a traditional classroom is accomplished through live chats, email, group presentations and other learning reinforcement activities.”

To enter today’s cyber-health care community of paperless records and Palm Pilots, nursing students must have access to high-speed Internet and need the experience of technically-enriched learning opportunities. At the UT School of Nursing, Dean Patricia Starck and her faculty are committed to keep pace with — or stay a few steps ahead of — current practices and the use of the latest technology. ‘Smart’ classrooms, sound clinical training and technically-integrated learning experiences assure achievement of this mission.

To enter today’s  
cyber-health care  
community of  
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# School of Nursing Collaborates to Initiate Texas Medical Center's First Digital Repository

Any academic institution's most unique and valuable asset is the intellectual output of its faculty and students. In many instances, however, lecture notes, research documents and other materials are often filed away or lost.

In an effort to preserve this information and to make it available to students and faculty around the world, The University of Texas School of Nursing is collaborating with the Houston Academy of Medicine - Texas Medical Center (HAM-TMC) Library to initiate the Texas Medical Center's first institutional repository.

An institutional repository is a digitally published collection of an institution's scholarly work and research. Through one website, a worldwide audience can access an institution's collections of theses, dissertations, white papers, post-prints, and other published work.

Janet G. Johnson, director of the School of Nursing's Center for Education and Information Resources, said the new repository is, to her knowledge, the first to be developed by a nursing school. "As we continued to find much of the information generated here was not accessible, the idea of the digital repository began to emerge.

"The people with the most expertise in cataloging assets of this type are librarians, so we went to the Houston Academy of Medicine - Texas Medical Center Library and found they shared the vision of creating a repository for scholarly assets existing across the Medical Center's 42 member institutions," Johnson said.

After developing a strategy in which TMC institutions collect these intellectual assets, HAM-TMC piloted a "proof of concept" - an abbreviated version of the larger initiative to demonstrate its feasibility - with the School of Nursing.

"We're now in our sixth month of the pilot," Johnson explained, "and are now uploading the scholarly works of Dr. Nancy Bergstrom, known internationally for her work in nursing interventions to prevent pressure ulcers in at-risk patients.

"Some of Dr. Bergstrom's work has been translated into a large number of languages, but much of her early research is not public," Johnson pointed out. "She was immediately interested in the project because the process can be as important as the exploration and the outcomes."

When the pilot program was introduced at the School of Nursing, the response was extremely enthusiastic. "The School of Nursing faculty sees the digital repository as a new and dynamic way for their ideas - however raw or advanced - to be assessed and utilized," Johnson said.

To access the Digital Commons at the Texas Medical Center, go to: <http://digitalcommons.library.tmc.edu>.

A screenshot of a web browser displaying the Digital Commons@The Texas Medical Center website. The browser's address bar shows the URL http://digitalcommons.library.tmc.edu/utmsn/ceir/pubs/1/. The website has a blue header with the title "Digital Commons@The Texas Medical Center". Below the header, there is a navigation menu with links: HOME, UTHSON, CEIR, CEIR Pubs, and a page number 1. The main content area is divided into two columns. The left column contains a sidebar with links: home, about, help, my account, notify me, Houston Academy of Medicine-Texas Medical Center Library, and a Page Holder. The right column contains the main content, which includes the title "Center for Education and Information Resources", a search bar, and a list of publications. The first publication is titled "Active Learning in Nursing Education" by Vaunette P. Fay PhD, The University of Texas School of Nursing at Houston, Nina Selz, The University of Texas School of Nursing at Houston, and Jan Johnson, The University of Texas School of Nursing at Houston. The document type is listed as "Article". There are links to "Download the Document" (PDF format - 132 K) and "Tell a colleague about it". An abstract is provided at the bottom, describing the ALINE pedagogical model.

# NURSING RESEARCH, A GROWING FIELD



*Marianne T. Marcus, EdD, RN, FAAN, left, and Sharon K. Ostwald, PhD, RN, FGSA, right, discuss ongoing studies measuring the levels of stress hormones and cytokines, as lab assistant Deidra Carroll prepares a sample in one of the wet labs at The University of Texas School of Nursing at Houston.*

When people think about the nursing profession, they usually envision a caring health care professional, one who often enjoys a closer relationship with patients than anyone else in the medical environment. Nurses visit us regularly in our hospital rooms, give us our immunizations, and assist in our surgeries. Nursing in the 21st century, however, has expanded to include a role many people don't know about – that of the nurse researcher.

Research has always been one of the cornerstones at The University of Texas School of Nursing at Houston. Less than 20 percent of all nursing schools in the country receive funding for research from the National Institutes of Health; the UT nursing school has been a leader in NIH funding for years.

Nursing research is continuous and never-ending. Several faculty members

have recently received funding that has enabled them to embark on interesting new research areas.

## **Lorraine Frazier, RN, DSN Associate Professor of Nursing Systems**

Dr. Frazier recently completed a two-year postdoctoral fellowship in the Human Genetics Center at the UT School of Public Health at Houston and is the recipient of a K23 award from the National Institute of Nursing Research and a faculty training grant from the NIH. She is project director of TexGen, which gathers clinical data and biological samples from cardiovascular and cancer patients in the Texas Medical Center in order to study the outcomes of people being treated for cardiovascular disease, specifically inflammation markers and genes that predict future coronary events in these patients. “The hope is to provide data that could lead to testing of new

therapeutic methods to improve the patients' response to injury and infection,” Dr. Frazier said. “That's what my focus is – secondary prevention; discovering why some patients with heart disease may react to environmental stressors in a certain way that results in poor cardiovascular outcomes.”

## **Sharon K. Ostwald, PhD, RN, FGSA Professor and Isla Carroll Turner Chair in Gerontological Nursing**

In 2001, Dr. Ostwald received a five-year, \$2.2 million grant – the largest the School of Nursing has ever received – from the National Institute for Nursing Research to study the effect of a multidisciplinary intervention on the physical and psychological function of stroke survivors and their spouses during the first year after discharge from the hospital. The intervention provided education, counseling, skill training, and information regarding community resources through either home visits or mailed materials.

“Stroke really happens to the entire family,” Dr. Ostwald said. “We have enrolled 160 couples, and very few fail to complete the study. Because stroke is so disruptive to the family, we have focused much of our intervention on helping reduce stress and develop a variety of coping strategies to adapt to the changes

in their lives. We are also investigating the effect of spousal stress on the immune system by looking at cytokine levels over 12 months. This is one of the first times that this has been done with caregivers of stroke survivors.”

**Marianne T. Marcus, EdD, RN, FAAN**  
**John P. McGovern Professor in**  
**Addiction Nursing and Director of**  
**the Center for Substance Abuse**  
**Education, Prevention and Research**

Since 1982, Dr. Marcus has worked with Cenikor, where a two-year drug recovery program helps people develop social, behavioral, vocational, educational and recreational skills to live a lifestyle free of substance abuse. Ninety percent of those who graduate from Cenikor each year remain clean and sober, but Dr. Marcus has been concerned by the high dropout rate. She has received a four-year \$1.4 million grant from the National Institute on Drug Abuse to look at mindfulness-based meditation as an adjunct therapy to help prevent dropouts. Mindfulness meditation focuses on measured, controlled breathing to maintain a calm, non-judgmental awareness, allowing thoughts, feelings and sensations to come and go without dwelling on them.

“We’re among the first to do this with drug addicts,” Dr. Marcus said.

“We’re measuring the stress levels of everyone in the program by testing their saliva and seeing how they change over the year. The hypothesis is that with lower stress levels, the participants will be able to stick it out and complete the Cenikor program.”

**M. Terese Verklan, PhD, CCNS, RNC**  
**Associate Professor of Nursing Systems**

With her colleague, Nikhil S. Padhye, Dr. Verklan measures the heart rates of both healthy and sick term and pre-term infants as they respond to stress. “We measure the differences and similarities of fetal heart rates during labor and delivery to those at birth and during the first 10 hours of life outside the womb,” said Dr. Verklan. “We may be able to see how both healthy and ill babies transition to life outside of their mother’s bodies, and how they adjust to the stress inherent in such a drastic change in the environment. With this information, we can work toward a better understanding of how to ease the transition.

“We are also using fetal magnetocardiography to capture the magnetic field surrounding the fetal heart,” Dr. Verklan added. “It allows us to obtain a ‘real’ fetal EKG, just as if we attached a fetal scalp electrode to the fetus. Obtaining the heart rate variability in this fashion will, for the first time, provide human data as to how the heart and autonomic nervous system develop during fetal life.”

**Amy Calvin, PhD, RN, Assistant**  
**Professor of Acute and Continuing Care**

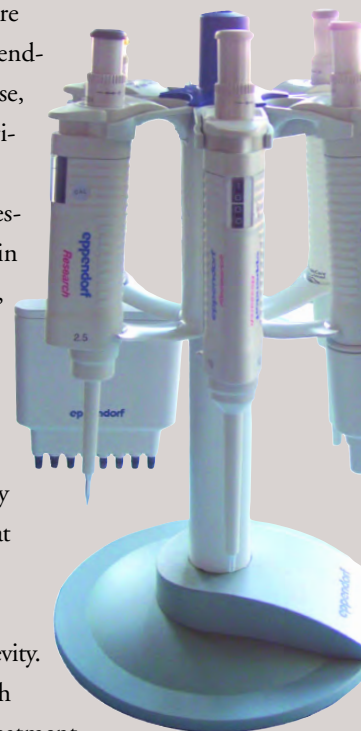
Dr. Calvin’s work focuses on a group no one ever wants to join – those with kidney failure, an irreversible condition. Dr. Calvin ultimately plans to collect data from 330 of these patients, asking about their readiness to make decisions regarding end-of-life care and implement

a directive (living will) or medical power of attorney. Dr. Calvin discusses options such as cardiopulmonary resuscitation, mechanical ventilation, and hemodialysis with the patients as part of the project.

“After patients are diagnosed with end-stage renal disease, they often experience various degrees of depression as they begin dialysis; however, they know their odds for survival,” said Dr. Calvin.

“They realize they have a disease that will significantly affect their lives, health, and longevity. When faced with daily medical treatment decisions and further decisions such as end-of-life treatment, patients progress to the stage of personal preservation, in which they are interested in focusing on life and living. The theory of personal preservation furthers our understanding of illness behavior and the patients’ end-of-life decision-making process. This theory could be used to sensitize health care professionals to patients’ desires and enhance patient-professional communication.”

All of these research programs, as well as dozens of others currently under way at the UT School of Nursing at Houston, have an immediate impact on a wide variety of people. The field of nursing research is wide open, and our faculty, staff and students are dedicated to using their talents to investigate ways to help the patients of today and tomorrow.



# Nursing in the Wake of the Storm

It was a scene Houston had never witnessed before – tens of thousands of Hurricane Katrina evacuees, arriving in our city tired, hungry, thirsty, and often carrying everything they owned. For many, their homes in Louisiana, Alabama and Mississippi were just a memory, washed away by one of the most destructive natural disasters in American history. For many of them, their new home address was the George R. Brown Convention Center in downtown Houston.

By the time many of the evacuees arrived, they were ill – either from exposure to filthy flood waters, lack of nutrition, missing their medication or a variety of other reasons. They came looking for help, care and support. Once they arrived at the convention center, they did not have to look any further.

The University of Texas School of Nursing at Houston's faculty, staff and students put their books, lectures and administrative responsibilities aside in order to concentrate on triaging and managing more than 9,300 clinical visits during the first two weeks of September at the UT Medical Clinic housed in the convention center. Many of the patients treated were those left stranded at the New Orleans Superdome or Convention Center, or were rescued from flooded streets and houses. The evacuees were in dire need of basic medical care and support for a wide variety of chronic medical conditions and trauma.

The UT Medical Clinic began with a call from City of Houston Mayor Bill White to UT Health Science Center officials on Friday, September 2. Within hours the university set up a mini-medical center with trauma, pediatric, obstetric, general practice, mental health and dental care available. Nurses from across Houston, the state and the nation converged on the convention center and were greeted by School of Nursing faculty members Elda Ramirez, MSN, RN, FNP-C, CEN, an assistant clinical professor in the Department of Acute and Continuing Care, and Susan Parnell, MSN, RN, MPH, COHN-S, CIC, associate director of the Occupational Health Nursing Program.

"This was an unbelievable collaborative effort," said Ramirez. "The university created the infrastructure — every

single service, from emergency medicine to obstetrics and gynecology. We even had mental health services and a full pharmacy. Once we had the supplies and staffing ready, Memorial Hermann Healthcare System said, 'Whatever you need, we'll get it.' Even though we are two such different institutions,



Photo by Ester Fant

we worked so well together, side-by-side, in a high-pressure situation. It was so easy. At one point I called Jamie McCarthy, medical director of Memorial Hermann's emergency room, in a panic because I suddenly realized that we didn't have a crash cart. An hour and a half later, a policeman drove up to the convention center with a fully-loaded crash cart in his car. That's how things worked. It was amazing."

Ramirez and Parnell worked almost nonstop throughout the three weeks, supervising and scheduling nurses who had flown in from as far away as Hawaii and New York. Nurses gave up coveted vacation time to come to an unfamiliar city to help strangers. Five emergency room nurses at Cedars-Sinai Hospital in Los Angeles flew to Houston almost immediately after the evacuees began arriving. Diane Pierce, a nurse living in Hawaii and a UT graduate, boarded a plane with four of her nursing friends to volunteer. "I could not stand the thought of staring at the television anymore without doing something to help," she said. Nurses drove in from Wichita Falls with two vans full of medical supplies, and stayed to help.

UT nursing students took the opportunity to get some real-world experience, assisting the faculty in any way they could. "I'm from South Louisiana, and the folks I saw – their feet still filthy from wading through toxic flood waters – were just so thankful to make it to Houston," said nursing student Lisa Odom. "The best thing was seeing everyone – volunteers, doctors, and nurses – walking around saying, 'What can I do to help?'"

**T**he clinic proved to be an emotional experience for many, and nurses certainly weren't exempt from being overcome. "What got to me the most were the lost children, little ones separated from their parents," said Ramirez, emotion clogging her throat. "Kids unable to find their families, with no idea what mommy or daddy's first names are and unable to tell us where they lived. We even had a baby at the center that was brought in by someone on a bus. The baby's mother was so desperate to get her child out of New Orleans that she gave him to a complete stranger for safekeeping. It was heartbreaking."

In the end, working at the convention center proved to be a welcome reminder of what nursing is all about – helping those in need, whether they need serious medical intervention or just someone to hold their hand and listen. "I started off my volunteer experience by mopping floors and scrubbing the showers," laughed Susan Cooley King, PhD, RN, director of the university's Reach Out and Read program. "Then I spent time helping individuals, one person at a time, and read to the children. I was amazed by the whole experience. It's something I will never forget."



## Profile

### Huaping Liu, RN, PhD

*Dean and Associate Professor, School of Nursing  
at Peking Union Medical College*

Huaping Liu came to the UT School of Nursing at Houston from Beijing, China, in 1990-1992 to complete her master's as part of a faculty development initiative through the China Medical Board (CMB) in New York. She subsequently received a CMB scholarship to complete her PhD in nursing from George Mason University from 1998 to 2002. Huaping then returned to her home school, Peking Union Medical College (PUMC) as Associate Dean for Research and educational outreach. PUMC is the premier nursing school in China, with historical roots for baccalaureate education back to 1920.

It was announced in August 2005 that Huaping Lui had been named Dean of the School of Nursing at PUMC. She is the first nurse with a doctorate in nursing to return to China, and now is the first nursing dean there with a PhD in nursing. Her predecessor was a physician.

UT School of Nursing is proud of her many accomplishments and the role the school played in her development.

## Newsbrief

# Planning for the Future with a New Doctor of Nursing Practice Program in Fall 2006

Designed to educate nurses for the highest level of clinical practice, the new Doctor of Nursing Practice program at The University of Texas School of Nursing at Houston will launch in the Fall 2006, pending all state approvals. Ten advanced practice nurses will be accepted for the first year of the program.

The DNP program will prepare clinical experts with high level clinical knowledge and competencies to address the increasingly complex health care needs of a diverse and aging population across the health and illness continuum, thereby improving health outcomes. The overwhelming response from advanced practice nurses to enroll in the program speaks to the commitment of nurses to meet the needs of society for quality health care in new ways.

The new doctoral program, one of only a few offered in the country and the first established in Texas, requires 46 credit hours earned through didactic instruction, supervised practice, two capstone practicum, and the submission of a professional portfolio, which includes case study analysis, scholarly papers, and published articles. Graduates will be prepared to work independently and collaboratively with other health providers, and to lead interdisciplinary practice teams of the future.

The final DNP practica and seminar courses, which are supervised and mentored experiences, require students to assume practice as a DNP to master the national competencies outlined for the DNP within the scope of practice. The practicum experiences will vary depending on the student's special interest and include hospital-based clinics, ambulatory centers, emergency rooms, acute care units, hospice care, home care, rehabilitation and assisted living settings.

Joanne V. Hickey, PhD, RN, ACNP, BC, FAAN, Professor of Nursing and coordinator of the program, said that the DNP is a new career path for nurses driven by the needs of society for high level comprehensive, coordinated and cost-effective care. The UT School of Nursing's new DNP is innovative in that it prepares nurses to practice at this high level not only in primary care settings, but also in acute care and long-term care facilities.

"We believe that we are leading into the future. The unique education will prepare clinical leaders as direct care providers who will translate science into practice that will mean better health and quality of life outcomes for Texans. Graduates will fill the gaps in underserved areas and address inequities of access to care," Dr. Hickey said. "Our view is that a DNP degree will provide a new level of quality care needed by patient populations today and in the future."

## Newsbrief

# Fast Track Nursing Program Gives Students a Speedy Start

All 10 students enrolled in the UT School of Nursing's first Fast Track Program, an intense accelerated training program open to students who have already earned degrees in other disciplines, passed their RN Boards (NCLEX) in 2005.

The new Fast Track Program (also called BACC2), which leads to a Bachelor of Science in Nursing degree, is a three-semester program of study initiated in 2004. Teaching responsibilities are divided between The University of Texas School of Nursing at Houston and The University of Texas Medical Branch at Galveston.

Students coming into the 12-month program are required to have a minimum of 60 semester hours or 90 quarter hours of prerequisite and elective work. During a year of intensive study, they complete online theory classes in addition to supervised clinical hours, and a weekly on-campus seminar.

"Because the accelerated program is extremely intense, faculty at both schools are available to students beyond the traditional classroom experiences," explained Linda Dune, PhD, RN, Assistant Professor of Clinical Nursing who coordinates the UT School of Nursing's Fast Track program. "Those of us involved in the program have been accused of never sleeping because we make it a point to spend as much time as possible with our students during clinical hours as well as online and at the weekly seminars."

From its first class of 10 students, the Fast Track program has expanded to 15 students on each campus this year, and the possibility of even larger classes is currently under discussion.

"Graduates of this intensive degree program are well-prepared and qualified to work in any nursing arena," Dr. Dune pointed out, "and employers are impressed with the quality of these graduates and their on-the-job performance."

*UT School of Nursing alumna Lara Rhodes (formerly Lara Llewellyn) graduated with a BSN in 1995 and then joined the U.S. Navy. Since then she has earned her MSN in nurse anesthesia. She has been stationed in Iraq with a surgical detachment and was to be there for six more months when this snapshot was taken, summer of 2005.*





## Profile

### Susan Bankston, RN, BSN

*Psychiatric Nursing, Currently enrolled in the MSN to DSN track*

September 11 had a profound effect on Susan Bankston. She was a successful residential real estate agent, but following that event she applied to the UT School of Nursing. When she learned she was on a waiting list, Bankston was devastated. As she said, "I was so sure that nursing was the right place for me." But then she was called two weeks later and told the school had a place for her in the class of 2005. She enrolled and never looked back.

Bankston graduated with a 4.0 GPA and was president of her UT School of Nursing class. The administration and faculty view her as one of the school's

most outstanding graduates in recent years. She co-authored *Life after stroke: Health and recovery* with Sandy McNeely, RN, MSN, and is a contributing author of *Nursing research: Methods, critical appraisal, and utilization* (6th ed.) by Geri LoBiondo-Wood and Judith Haber. She currently works as an emergency nurse at Memorial Hermann Hospital in the Texas Medical Center. She is also a full-time graduate student at the UT School of Nursing with the goal of earning a Doctor of Science in Nursing. Her special interest is interventions to prevent intimate partner violence.

## Newsbrief

### University of Texas Health Services Reports Outstanding Achievements in FY'05

When the University of Texas Health Services (UTHS) opened in February 1991, its mission was simple – to become a model in the areas of patient care, education and research. The care provided by UTHS, a center of excellence within the UT School of Nursing, also has become a means to enhance teaching and research opportunities for graduate students, residents and faculty.

"We serve faculty and students with experiences in the areas of health care delivery, patient outcome studies and behavioral research," said Thomas A. Mackey, PhD, NP-C, FAAN, FAANP, Associate Dean for Practice and former director of UT Health Services, "and offer opportunities for students from the schools of nursing, medicine and public health to work in an interdisciplinary approach to patient care."

During Fiscal Year 2005, the clinic had 12,732 patient visits for primary care and occupational health care. These occupational health services are provided to some 44 employers including private and public agencies as well as local businesses and corporations. In addition, another 4,000 patient visits occurred at other facilities throughout the greater Houston

area: Cenikor, Harris County Psychiatric Center, Coca Cola of North America, and Unocal.

Revenues for the year totaled \$1,179,540 with a net collection rate above 95 percent and gross collections increasing to 85 percent, figures considered to be outstanding within the healthcare industry. "UTHS has no debt and a cash reserve of \$583,742," Dr. Mackey reported, "figures that underscore the strength of our business model and the success of our operations."

Studies and programs based within UTHS ranged from primary care, such as smoking cessation and proactive health initiatives, to work in the areas of ergonomics, mental health, West Nile Virus, heart disease and hypertension, weight control, travel medicine policies for employees, bioterrorism and a host of other areas.

"I am extremely proud of the staff at UTHS and feel our efforts to address the educational, service and research elements of our mission continue to achieve our mission as a model health services center for the 21st century," Dr. Mackey said.



## Mary Pat Rapp, MSN, RN

One of the most common challenges faced by immobile nursing home residents are pressure ulcers, caused by a lack of blood flow to the skin and tissues over a bony area that has been under pressure for a prolonged period of time. The health burden of pressure ulcers is significant and prevention is labor intensive, requiring relentless concentrated efforts.



Mary Pat Rapp, a doctoral student at The University of Texas School of Nursing at Houston, is trying to help those at risk for pressure ulcers. The recipient of a \$70,000 John A. Hartford Building Academic Geriatric Nursing Capacity pre-doctoral scholarship, Rapp is leading a study to learn more about mobility and the changes in aging skin.

"Most studies have suggested that pressure ulcer prevention strategies are effective in reducing but not eliminating their incidence," said Rapp. "Since maintenance of skin health is so important, a greater understanding of aging and disease-related changes in the skin may lead to more effective prevention."

*Financial support from both public and private entities is necessary to advance science. Without these monetary grants, scholars would not be able to pursue answers to the most important health questions we face. Faculty members, however, are not the only people who rely on this support. Some students also depend on grants in order to study health topics of particular interest.*

## Connie Sixta, MSN, RN

Two million Hispanic adults in the United States, the majority of them senior citizens, have diabetes. And the death rate for Hispanics from diabetes-related illnesses is 60 percent higher than the rate for non-Hispanic Whites.

Connie Sixta, a doctoral student at The University of Texas School of Nursing at Houston, is interested in educating Hispanics about the threat of diabetes. The recipient of a \$58,000 grant from the National Institute of Nursing Research, Sixta is conducting a study in Laredo, Texas, to determine what effect, if any, special diabetes classes and support groups have on Hispanics suffering from the disease.

"Despite rapid advances in the clinical and psycho-educational management of diabetes, the quality of care received by the average patient with diabetes remains lackluster," said Sixta. "In addition, this is an area of the United States that is underserved by health care professionals and has an escalating number of patients that have diabetes. My project is based on multiple studies that have demonstrated that patients who are involved with their care decisions and management have better outcomes than those who are not. Patient self-management, particularly for chronic conditions such as diabetes, has been shown to be associated with improvements in health status and decreased utilization of services."

## Tom Rodriguez, DSN, RN

Hypothyroidism, when the thyroid gland doesn't produce enough hormones, affects almost 10 percent of the American population. Side effects include thinning hair, brittle nails, dry skin, fatigue, and weight gain. The only treatment is a synthetic hormone called levothyroxine. But for many hypothyroid patients, that alone doesn't help.



Tom Rodriguez, DSN, RN, received support from the American Nurses Association's Ethnic Minority Fellowship Program to fund his doctoral education at The University of Texas School of Nursing at Houston. For his dissertation, Rodriguez conducted a trial to determine if hypothyroidism would be better treated with a combination of synthetic hormones, liothyronine and levothyroxine, instead of levothyroxine alone. His study was supported in part by the University's General Clinical Research Center (GCRC) that is funded by the National Institutes of Health, National Center for Research Resources.

Rodriguez is still searching for an answer. "Unfortunately, the combined treatment yielded about the same results as levothyroxine alone," he said. "I haven't given up, though. Somehow, we can improve the treatment of hypothyroid patients, and we'll find it through research."

## Newsbrief

### New Degree Program

#### *Develops Leadership and Business Skills for Today's Nurses*

Nursing has changed dramatically over the years. Today's nurses play a vital role on the health care team and are on the front line of support for patient care.

Nurses at the point of care are also finding it important to understand the application of research and best practices to the health care setting, staffing standards and formulas, the financing of health care, how excellence is built in cultures, and how quality is measured in patient care and in the profession of nursing. In response to this growing need for expanded nursing education, The University of Texas School of Nursing at Houston developed the Nursing Leadership and Administration in Health Services Master's Program.

This special advanced, non-clinical degree — rooted in organizational development and psychology and other business sciences, as well as nursing — aims to develop the leadership skills and abilities in nurses in both the clinical setting and the academic world. It focuses on educating nurses to work in teams through customized, guided learning of contemporary leadership and business practices, using case studies, projects and program evaluation.

"The program was developed after an analysis of the top 10 nursing administration programs in the country," said Pamela Klauer Triolo, PhD, RN, FAAN, program designer and director. "We took the best practices of leadership development from around the nation, in both the hospital sector, the for-profit sector, and the academic world, and integrated them into our program."

Totaling 36-39 hours, the program includes classic courses in statistics, research and theory. The focus of the 14 hours in leadership is on organizational development, performance improvement, leadership science and managing human resources. Six hours of elective courses in business, informatics, instructional design, or finance can be taken at other universities around the country.

"This program is phenomenal," said Rose-Mary Ashworth, senior clinical research specialist at The University of Texas M. D. Anderson Cancer Center. "Nurses need to be leaders, and to be a good leader you must not only look, listen, and act, you must also continually learn. This course has stretched me far beyond what I thought I could do, and I have learned and grown so much as a result," she said.

"We are looking for high-performing, committed nurses who want to make a difference in health care, either in formal management positions or in clinical and teaching roles," Dr. Triolo said.

## Profile

### Pamela Klauer Triolo, PhD, RN, FAAN

#### *Clinical Professor of Nursing Director, Nursing Leadership and Administration in Health Systems*

Citing her extensive experience in hospitals and program evaluation and as a trained appraiser, Dr. Pamela Triolo, clinical professor of nursing, was asked late in 2004 by the executive director of the American Nurses Credentialing Center (ANCC), a branch of the American Nurses Association, and the director of the Magnet Recognition Program to conduct a comprehensive program evaluation of the Magnet

Recognition Program. Dr. Triolo, a former chief nursing executive and senior vice president of a magnet hospital, was asked to evaluate the appraisal process, interview key stakeholders for issues, and develop recommendations for program excellence.

The leadership of ANCC felt the Magnet Recognition Program had reached a "tipping point" where the program was no longer a new program but a complex business. With the volume of applicants increasing, and the focus on excellence, there was concern about the quality of the appraisal process. The original research that formed the template for the magnet standards was developed in the early 1980s. In the midst of a national nursing shortage, certain hospitals appeared to have no difficulty attracting and retaining nurses. These key attributes became the foundation for the magnet standards. Magnet is synonymous with "where the best nurses work." This international recognition is the highest award for nursing.

Dr. Triolo benchmarked the existing appraisal process against six national accreditation recognition programs, including Baldrige, and made recommendations based on best practices. The work included 25 recommendations designed to transform the appraisal process. All of the recommendations were accepted by the Commission on Magnet. A manuscript, written by Elaine Scherer, director of the Magnet Recognition Program, Jeanne Floyd, executive director of ANCC, and Dr. Triolo, will be published in the January 2006 issue of *The Journal of Nursing Administration*.

Photo by Ester Fant



# Successful Luncheon Completes \$1 Million Endowment

Record-setting net proceeds from the PARTNERS Spring 2005 luncheon helped the UT School of Nursing at Houston fund-raising organization complete its \$1 million endowment. This endowment will generate enough interest to fund many nursing scholarships in the years to come.

PARTNERS, organized in 1994 as a support group for students and faculty, raises funds through an annual membership drive and luncheon to provide nursing scholarships, faculty research grants and special project funding. The PARTNERS Scholarship Endowment has awarded more than 50 full-tuition and fees nursing scholarships to students enrolled in the MSN, BSN and BSN-RN, Accelerated BSN, DSN and Nursing Anesthesia Programs. In support of faculty members at UT School of Nursing, the organization has awarded 27 faculty research grants to support the quest for new knowledge to enhance patient care. This includes seed money grants to assist faculty in pilot projects that can lead to the development of research grant proposals submitted for external funding.

PARTNERS also sponsors a free, open to the public, health-related lecture series that features nurses and physicians from the UT Health Science Center at Houston.



*UT School of Nursing at Houston Dean Patricia L. Starck, DSN, RN, FAAN, second from left, is shown with PARTNERS 11th annual luncheon chairman Betty Hope, guest speaker Nicholas Perricone, MD, and PARTNERS chairman Ann Ahuero.*



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## UT School of Nursing Building Recognized as Blending Form and Function

Since its opening in August 2004, the School of Nursing and Student Community Center has been recognized in publications and with awards for its architectural design and sustainable achievements. Designed by the collaborative team of BNIM Architects in Houston and Lake | Flato Architects in San Antonio, it is anticipated the building will receive a LEED® Gold rating from the United States Green Building Council based on its high level of sustainable performance.

Following are some of the honors the building had received at printing deadline, November 2005.

### AWARDS

**2005 Recognized Value Award**  
DesignShare International Award  
for Innovative Schools

**2005 Honor Award, Architecture**  
AIA Houston Design Award

**2005 Honor Award  
in Sustainable Architecture**  
AIA Houston Design Award

**2004 Honor Award for Excellence  
Sustainable Design**  
AIA Kansas City COTE  
(Committee on the Environment)

**2004 Honor Award for  
Excellence in Architecture**  
AIA Kansas City Design Award

**2004 Honor Award**  
AIA Kansas Design Award

**2004 Honor Award**  
AIA San Antonio Design Award

**2004 Merit Award**  
AIA Central States Design Award

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"Clinical Trial,"  
pp. 52-57, by Larry Albert.

**Contract**, April 2005  
"Healing Space,"  
pp. 74-78, by Katie Weeks.

**Texas Architect**  
January/ February 2005  
"Smart and Lean Machine,"  
pp. 34-39, by Mark Lam, AIA.

**Houston Chronicle - Zest**  
January 9, 2005.  
"A Shot in the Arm,"  
pp. 6-8, by Clifford Pugh.

**Cite 64**, Summer 2005.  
"A Natural Pleasure - Seeking  
Ecological Balance at The  
University of Texas School  
of Nursing Building"  
pp. 24-27, by Mark Oberholzer.

# Faculty Scholarship

THE UNIVERSITY OF TEXAS SCHOOL OF NURSING AT HOUSTON  
2004 - 2005

## FACULTY HONORS AND AWARDS

**Nancy Bergstrom, PhD, RN, FAAN**  
member of the Board of Trustees of the American Nurses Foundation (2003-2005)

**Amy Calvin, PhD, RN**  
2004 John P. McGovern Outstanding Teacher Award

2006 New Investigator Award, Hospice and Palliative Nurses Association

**Frank L. Cole, PhD, RN, CEN, CS, FNP, FAAN, FAANP, FAEN**  
2005 award from the Texas Nurse Practitioners for outstanding contribution and commitment to the education of advanced practice nurses  
2005 fellowship in the Academy of Emergency Nursing

**Sandra K. Hanneman, PhD, RN, FAAN**  
2004 appointed to the Jerold B. Katz Distinguished Professorship for Nursing Research

**Thomas A. Mackey, PhD, NP-C, FAAN, FAANP**  
2005 research award from the American Academy of Nurse Practitioners for the study "Quality improvement and changes in diabetic patient outcomes in an academic nurse practitioner primary care practice."

**Sharon K. Ostwald, PhD, RN, FGSA**  
2004 Stroke Manuscript of the Year, American Heart Association, CV Nursing Council

**Dorothy Otto, EdD, RN**  
Selected to a 3-year term on the Nursing Education Advisory Council Executive Committee, National League for Nursing

**Patricia L. Starck, DSN, RN, FAAN**  
2005 Health Policy Award, Health Access Texas

**Shyang-Yun Pamela K. Shiao, PhD, RN, FAAN**  
2004 Fellowship, American Academy of Nursing

**M. Terese Verklan, PhD, RNC, CCNS**  
2004-2005 appointed to the Ethics Integration Work Group, National Organization of Nurse Practitioner Faculties

2007 Convention Program Planning Committee, National Perinatal Association

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## RESEARCH

**Bergstrom, N.** (Mentor), **Rapp, M.P.** (Fellow). (2004-2006) Skin Failure in the Elderly at the End of Life. American Academy of Nursing/The Hartford Foundation. (\$70,931)

**Cohen, M.** (2002-2005) Symptom Management in Blood and Marrow Transplantation. Grant# RO1NR05188 National Institutes of Health, National Institute of Nursing Research. (\$700,575)

**Frazier, L.** (2003-2006) Inflammatory Markers and Cardiovascular Patient Outcomes. Grant# K23NR08427 National Institutes of Health, National Institute of Nursing Research. (\$337,567)

**Frazier, L.** (2004) Inflammatory Markers and Cardiovascular Patient Outcome. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$10,000)

**Frazier, L.** (2004) Genetics Education. Genetics Interdisciplinary Faculty Training. Duke University. (\$7,000)

**Frazier, L., Cohen, M., Calvin, A.** (2002-2004) Understanding Genetics by the Older Adult. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$3,490)

Cassells, S. W., (Program PI) Willerson, J. T., **Frazier, L.** (Genomics Core Project 14). (2004-2007) The University of Texas Center of Biosecurity and Public Health Preparedness: Genomics Core, Project #14. Grant # CFDA 12.420 DAMD Military Medical Research Development. (\$1,199,331)

**Hanneman, S. K.** (2005) Comparison of Circadian Biomarkers in Women: Pilot Study. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$19,200)

**Hanneman, S. K.** (2005-2007) Multi-site randomized clinical trial of horizontal positioning to prevent and treat pulmonary complications in mechanically ventilated critically ill patients: A feasibility study. Howell Nursing Research Grants Program, Texas Medical Center, Houston. (\$15,000)

**Mackey, T., Cole, F. L., Lindenberg, J.** (2003-2004) A Nurse Practitioner-Based Quality Improvement Program for Patients with Diabetes Mellitus. American Academy of Nurse Practitioners Foundation. (\$6,000)

**Marcus, M. T.** (2004-2008) Stress Reduction in Therapeutic Community Treatment. Grant# R01DA17719 National Institutes of Health, National Institute on Drug Abuse. (\$1,407,453)

**Marcus, M. T.** (2005-2009) Group Therapy for Nicotine Dependence, Subcontract through M.D. Anderson Cancer Center. (\$105,861)

**Marcus, M. T.** (2004-2007) Consortium for Research in Self-Neglect in Texas (CREST), Subcontract through Baylor College of Medicine. (\$70,702)

**McEwen, M. M.** (2005) An Analysis of Spirituality and Spiritual Care Content in Undergraduate Nursing Programs. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$1,500)

**Meininger, J. C., Brosnan, C., Upchurch, S.** (2005-2007) Aldine-UT Partnership to Prevent Obesity in Youth. Grant# R21NR09288 National Institutes of Health, National Institute of Nursing Research. (\$442,954)

**Ostwald, S.** (2001-2006) Intervention for Stroke Survivors and Spousal Caregivers. Grant# R01NR05316 National Institutes of Health, National Institute of Nursing Research. (\$2,226,669)

**Ostwald, S. K.** (Mentor), Sixta, C.S. (Fellow). (2004-2006) Border Intervention by Promotores for Type 2 Diabetes. Grant# 1F31NR09340 National Institutes of Health, National Institute of Nursing Research. (\$57,995)

**Ownby, K.** (2003) Biochemical Markers for Symptom Management Research. Oncology Nursing Society Foundation/Aventis Research Fellowship. (\$13,700)

**Reeve, K., Bailes, B. K., Ownby, K.** (2004-2005) Knowledge/Attitudes Toward Palliative Care in a Skilled Nursing Facility. American Medical Director's Association. (\$6,812)

**Shiao, S-Y. P. K.** (1998-2004) Oxygen Saturation Monitoring in Neonates. Grant# RO1NR04447, National Institutes of Health, National Institute of Nursing Research. (\$1,739,703)

Lasky, R. E., **Verklan, M. T., Padhye, N. S.** (2004-2008) Effects of Noise on Newborns<1000g Birthweight. Grant# RO1HD42639 National Institutes of Health, National Institute of Child Health and Human Development. (\$163,813)

**Wardell, D. W., McNiell, J. A., Mahoney, J., Marfurt, S., Engebretson, J.** (2005) Labyrinth Walk Integration Project. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$2,100)

**Wasserman, J., Ostwald, S. K.** (2005) Measuring Health Related Quality of Life in Stroke Survivors. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$7,311)

**Wasserman, J., Ostwald, S. K.** (2005) Capturing Costs for Outpatient Rehabilitative Stroke Care. American Nurses Foundation. (\$7,500)

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## TRAINING

**Bailes, B.K.** (2004-2007) New ANP Track & Diversity, HPDIP, Web-Enhanced & Telehealth for All, Subcontract through University of Oklahoma. (\$139,497)

**Carroll, T.L.** (2004-2007) Consortium to Advance Nursing Diversity and Opportunity (CANDO). Grant# 5D19HP02641-02-00 Health Resources and Services Administration (HRSA). (\$960,921)

**Cole, F.L.** (2001-2005) Advanced Nurse Education. Grant# 5D09HP00181-03 Health Resources and Services Administration (HRSA). (\$550,081)

**da Cunha, M.** (2004-2005) Center for Teaching Excellence: A Proposal. Grant# NIGP/BUF6 Texas Higher Education Coordinating Board. (\$47,746)

**Fair, B. S.** (2003-2008) Tuberculosis Curriculum Coordinating Center (TCCC). Subcontract with University of California, San Diego. (\$842,335)

**Fay, V. P.** (2000-2006) Texas Consortium of Geriatric Education Centers. Subcontract with Baylor College of Medicine. (\$114,080)

**Grimes, D. E.** (2005) Nurses' Intentions to Respond to a Bioterrorism Event. PARTNERS Research Award, University of Texas Nursing School at Houston. (\$5,012)

Lillibridge, S. R., **Grimes, D. E.** (2003-2005) Texas State Wide Bioterrorism Continuing Education. Grant# 6T01HP01393-02-01 Health Resources and Services Administration (HRSA). (\$440,892)

Lillibridge, S. R., **Grimes, D. E.** (2005-2008) Texas Bioterrorism Continuing Education Program. Grant# 2T01HP01393-03-00 Health Resources and Services Administration (HRSA). (\$450,000)

**Ownby, K., Schumann, R. R., Dune, L. S.** (2003) Baccalaureate and Graduate Nursing Education: An Innovative Collaboration. Grant# CUS8/NIGP Texas Higher Education Coordinating Board. (\$251,162)

**Schumann, R. R., Dune, L. S.** (2004-2007) Workforce Increases in Nurses and Nursing Faculty: Excellence in Resource Collaboration. Grant# NIGP D-06 Texas Higher Education Coordinating Board. (\$1,563,108)

**Schumann, R. R., Ownby, K., Dune, L. S.** (2003-2006) Providing Internships for Nurse Education (PINE). Grant# 5D64HP01664-03-00 Health Resources and Services Administration (HRSA). (\$283,964)

**Stafford, L.** (2004-2006) Gulf Coast Addiction Technology Transfer Contract, Subcontract through University of Texas at Austin. (\$54,000)

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## OTHER GRANTS

**Persson, D.** (2004-2006) Ombudsman Program (Ombudsman, Caregiver, Assisted-Living). Grant# FC55472/05/06 City of Houston Health & Human Services. (\$1,073,642)

# Endowed Faculty Positions

## THE UNIVERSITY OF TEXAS SCHOOL OF NURSING AT HOUSTON

as of December 2005

### Chair

**Sharon K. Ostwald, PhD, RN**

*Isla Carroll Turner Chair in Gerontological Nursing*

### Distinguished Professor

**Patricia L. Starck, DSN, RN, FAAN**

*John P. McGovern Distinguished Professor*

**Sandra K. Hanneman, PhD, RN, FAAN**

*Jerold B. Katz Distinguished Professor  
for Nursing Research*

**Mara Baun, DNSc, RN, FAAN**

*Lee and Joseph D. Jamail  
Distinguished Professor*

**Janet C. Meininger, PhD, RN, FAAN**

*Lee and Joseph D. Jamail  
Distinguished Professor*

### OPEN

*Lee and Joseph D. Jamail  
Distinguished Professorship*

**Marlene Z. Cohen, PhD, RN, FAAN**

*John S. Dunn, Sr. Distinguished Professor  
in Oncology Nursing*

### Professor

**Nancy Bergstrom, PhD, RN, FAAN**

*Theodore J. and Mary E. Trumble Professor  
in Aging Research*

**Marianne T. Marcus, EdD, RN, FAAN**

*John P. McGovern Professor in Addiction Nursing*

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### The University of Texas Health Science Center at Houston

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**Michael D. McKinney, MD**

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**Patricia L. Starck, DSN, RN, FAAN**

*Dean*

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Office of Public Affairs, The University of Texas  
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