From the Head

The most important contribution we make as nursing faculty is the education of bright, compassionate, caring students who will improve systems of healthcare delivery in our global community. They will become the future leaders of innovative delivery systems. This issue of Purdue Nurse recognizes some of our students who are already leaders in the university community and the many arenas in which they excel.

As we celebrate the accomplishments of our students, we also honor our retirees, Professor Colleen De’Turk and Dr. Ruth Wukasch, who have collectively contributed 40 years to the School’s excellence.

We also recognize Linda Rohrman, a wonderful community leader who has stepped forward with a generous gift. We are grateful for the investment she has made in our programs. She is truly making it possible for us to further enhance the quality of our students and our programs and to improve the lives of others.

2003 - 2004 was a year of significant achievement for the Purdue School of Nursing faculty and staff as well. A sampling in the areas of discovery, learning, and engagement includes:

Discovery
- Federal grant from the National Institutes of Health, Dr. Laura Sands, Principal Investigator
- Purdue/ANA Symposium on Ethics and Human Rights in Healthcare, co-chairs Drs. Pat Coyle-Rogers and Julie Novak
- Designation of the Purdue University Center for Nursing History, Ethics, and Human Rights, Dr. Barbra Wall, Director
- Significant increase in faculty scholarship, grant submissions, funding, invited presentations, and awards (see pages 26-29)
- Increased collaboration with our multidisciplinary colleagues
- Initiation of the Research In Progress Series
- New Grants/Research Secretary, Melissa Danner
- Expansion of the TobaccO User’s Cessation Helpline (TOUCH) to faculty and staff
- Further implementation of the 2001-2006 Strategic Plan

Learning
- Graduation of 99 baccalaureate and master’s students
- 94% 2004 NCLEX pass rate (85% national average)
- Four qualified applicants for each nursing student admitted: expansion of class size from 100 to 140
- Greatest two-year increase in SAT scores of any Purdue school: SON SAT scores rank sixth among all Purdue schools

Engagement
- Successful clinical outreach experiences: Brigada de Salud in Honduras and Kayenta Navajo Nation, Yuma, AZ
- Incoming fall class high school GPA average of 3.7
- New independent MS/Adult Nurse Practitioner program launched
- Five new clinical track faculty appointed
- New position secured and appointment of Director of Student Services and Diversity Enhancement, Dr. Mary Ilu Altman
- New Academic Advisor, Mary Musselman, and new Faculty Secretary, Barb Loerbs
- The Helen R. Johnson Leadership Conference with internationally known speakers, Dr. Chris Pacini and Dr. Gwen Sherwood
- Doctoral and Second Degree Accelerated Baccalaureate Program proposals submitted for review

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Purdue is an equal access/equal opportunity university.

Julie Cowan Novak, DNSc, RN, CPNP
Professor and Head, School of Nursing
Associate Dean, Schools of Pharmacy, Nursing, and Health Sciences
Engagement activities in the university and wider communities provide rich opportunities for Purdue’s nursing students.

This spring, Professor Clara Richardson won a university Service Learning Faculty Development Grant, for innovative, student-centered instruction.

With the grant, she and a clinical group of seven senior students planned, organized, implemented, and evaluated a health fair for a group of 60 home-schooled children from rural Delphi, IN.

The nursing students provided health screenings including height, weight, blood pressure, vision, hearing, and scoliosis.

The health fair also included education on handwashing, nutrition, dental care, and physical activity.

“These home schooled children really needed the basic screenings that are normally provided in public schools,” said nursing student Devan Smith.

“They seemed to enjoy it and learn from it. I learned that presentation means a lot when you’re trying to teach children. This experience also makes me want to do more teaching with my patients and with my family.

“I notice there are little moments when people give you a clue and you can either use that moment to educate, or you can let it pass by. I want to work harder at using these teachable moments when they present themselves.”
Student Athletes Set High Standards

Nursing students who are also athletes take on a double challenge—a sports training and game schedule in addition to a rigorous academic program.

That challenge helps them develop academically, athletically, and personally. Athletic participation means working as a team member, which is vital in almost every profession, especially nursing.

Student-athletes also develop leadership skills and learn practical life lessons about sportsmanship, winning and losing, hard work, self-discipline, and self-confidence.

In addition to softball standout Angela Knight, other current nursing student players include soccer player Lindsey Haag and track and field athletes Carrie Fett and Laura Farley.

Nursing senior Angela Knight celebrates a win with her fan and nursing professor, Karen Yehle. Knight, from Granger, IN, has played for the Boilermakers since her freshman year, playing shortstop as a rookie before moving around the outfield over the last three years. A three-time Academic All-Big Ten honoree, she has been a part of 132 victories, while compiling a .277 batting average to go with 78 runs, 38 RBI and 21 stolen bases.

Her goal: “To not just witness a miracle; I will be part of one.”

Runner Carrie Fett, a sophomore from Bluffton, OH, says being in a sport helps her work well under pressure. “That will be critical when I start my nursing career,” she says.

“Running helps me to be disciplined with my school work; being an athlete helps me bring a positive attitude and encouragement for others,” says Laura Farley, a sophomore from Indianapolis. “Running teaches me to be mentally tough and to persevere.”

Lindsey Haag, a May 2004 graduate from Cincinnati, OH, played soccer at Purdue for four years. “The biggest thing I learned was time management,” she says. “It makes you realize how much you need to get done in a little amount of time. I also felt like I was training to be a nurse at practice because my teammates would ask me anything, as if I should know everything and be able to treat them as well.”
Jainie Ehrenzeller vividly remembers the first day she came to Purdue as a freshman.

“I was scared and shy, and had difficulty approaching people I didn’t know,” she says. But three years later, this nursing student from St. John, IN feels like she can approach anyone and start a conversation. In fact, last summer she spoke in front of 5,000 people in Elliott Hall of Music.

“This incredible degree of self-improvement came from my involvement in a variety of different organizations, particularly Boiler Gold Rush,” she says.

Boiler Gold Rush is a student-run freshman orientation program that takes place the week before classes start each year. It has one of the largest volunteer staffs in the country with more than 400 student leaders who work year-round to prepare for the new class of Boilermakers.

Ehrenzeller became involved with Boiler Gold Rush when she was a sophomore and each year moved up through the ranks of staff positions. This year she holds the top job of student chairman, working with all aspects of the program from planning to implementation.

“In order to reach the position of Student Orientation Committee Chair, I have had to experience all of the Boiler Gold Rush student positions so that I understand the problems and issues faced by the students who I am leading,” she says.

“This helps me to connect with each person. Leading by example and serving as a role model helps me to gain the respect of those around me because they know I am not asking them to do anything I would not do myself. I believe it is important to empower others and motivate them to lead. I make a concerted effort to help those around me develop their own unique style of leadership,” she says.

Leadership in Nursing

Ehrenzeller believes that her leadership experiences have taught her things that will help her in the nursing profession.

“I have learned how to effectively communicate and work with all different types of people,” she says. “I have also found the importance of holding myself and others accountable for their actions, even though it is not always easy to do.

“I developed my style of leadership by watching others and trying different ways to see what worked best for me. My personal philosophy on leadership can be best described as leading by example. I have found that by doing what I would expect others to do helps me gain an understanding of others and also helps me to empathize.”

Ehrenzeller says two of the most important skills she has learned are flexibility and time management. “In Boiler Gold Rush, plans change all the time,” she says.

“Learning to be flexible helped me in my nursing clinicals. Even though I have a plan of care to follow for my patients does not mean that it will happen the way I would anticipate. Now I know how to work through those situations effectively.”

Time management is another area that Ehrenzeller has been able to develop. “Time management skills were a necessity in order to be involved at Purdue,” she says. “I have had to manage my time by finding the balance between my nursing academics, organizations, friends, and personal time.

“All of these skills will help me succeed as a nurse.”
Michelle Barszczowski is the kind of person who wants others to succeed—and is willing to do what she can to help that happen.

For five semesters, she served as Supplemental Instruction Leader for BIO 203 and BIO 204, parts one and two of “Human Anatomy and Physiology.”

As she graduates and takes her first professional nursing job, she is being recognized for her work as the recipient of the Outstanding Supplemental Instruction Leader Award. The national award is given every two years and because Supplemental Instruction is a program in more than 900 institutions, there is a great deal of competition.

Supplemental Instruction at Purdue is part of the Academic Success Center in the School of Liberal Arts and provides free help for students in a dozen difficult courses. Supplemental Instruction leaders attend every lecture for a course and hold study sessions multiple times each week.

**Good Parental Example**

Barszczowski had a good example of helping others from her mother. Her parents immigrated to the United States from Poland in their 20s to give their children better opportunities.

“My mom was a surgical nurse in Poland but she couldn’t be a nurse here because of the language barrier. She gave up her nursing career for a factory job in Indiana,” Barszczowski says.

“That history is something that makes me want to work harder. I think that’s a hidden factor in my success,” she says.

“Being a leader has also helped me remember the fundamentals for later nursing courses and also helped me develop my personal time management,” Barszczowski says.

“As I’m about to graduate, I look back on my times at Purdue and remember those who took the extra step in making my experience more memorable. I’ll never forget the professors who took the extra time to explain or had the extra patience showing me a certain skill.

“I’ll always cherish the nurses at our clinical locations who remembered what it was like to be in nursing school and put themselves back in our shoes.

“But most of all I’ll never forget the light bulbs I was able to turn on while giving back to other students.”

Barszczowski plans on taking her passion for nursing and the lessons she’s learned at Purdue to Children’s Memorial Hospital in Chicago where she will be working in the pediatric intensive care unit.

“There I hope to gain more skills and nursing knowledge and attend graduate school to become a family nurse practitioner. I hope to fulfill my dream of giving back to all those who have given to me, especially my parents,” she says.

“Nursing is an amazing calling that draws you in for a lifetime.”

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Foreign Experience An Eye-Opener

Alexandra Parker, a senior nursing student from Mount Pleasant, MI, recently spent time in Singapore. She gained a deeper appreciation for nursing as a worldwide community.

By Alexandra Parker

I thought I knew what I was getting into when I asked for an attachment to Singapore General Hospital. It turned out to be an unforgettable experience that taught me a lot about nursing and about myself.

The Institute of Advanced Nursing worked with me to set up a program. It included informational sessions at the hospital and Singapore as a whole and also observation of several units.

Singapore is a small nation off the southern tip of Malaysia in southeast Asia. It is similar to the United States in the fact that it is a melting pot. The population is composed primarily of descendents of Chinese, Malays, Indians, and other Asians and Eurasians.

English is generally spoken by everyone and is the language of business and government. Singapore is very technologically advanced and always up on the latest computer and mobile phone products.

In the public health system, 20% of services are for primary care and 80% for hospital care. The private health system serves 75% of primary care and 25% of hospital care.

To pay for most healthcare, there is a mandatory personal savings called the Central Provident Fund. There are three parts: Medisave (health savings), special account (primarily for old age), and ordinary account (for big purchases).

Nursing school in Singapore is similar to American associate degree programs, however, the course lasts for three years. Many nursing students are sponsored by a hospital that will pay for their education. The student is under contract to work for that hospital upon graduation.

The only degree program available is through a university in Sydney, Australia. After getting a diploma, most people work for several years and then get their advanced diploma (specialty).

Around 40% of the nurses in Singapore are from the Philippines, India, China, and Malaysia. Many Filipinos use Singapore as a “stepping stone” to getting to the United States.

The view of nursing in Singapore is much different than in the United States. In the United States nurses are ranked in national surveys as one of the most trusted professions and are well respected; in Singapore nurses are viewed similarly to maids. The result is much less autonomy in the profession and much lower pay.

This trip was an incredible experience for me. It opened my eyes not only to nursing in Singapore, but also nursing in America.

I have learned to truly value my education and profession in the United States. I have gained the confidence to know I can enter a hospital in our global community and be able to apply my nursing knowledge. I learned how to better communicate with patients of another culture and understand their needs.

From a societal perspective, I learned what it truly means to be a minority and the challenges of living and practicing in a foreign country. I’ve learned that there are many ways to do things, and just because I’m from an international superpower doesn’t necessarily mean that our way is the only way or the best way of providing healthcare.

I’ve learned the value of extended family and spirituality in a society where those remain a priority. I’ve gained a deeper appreciation for nursing as a worldwide community.
Students Learn About Cultural Differences During Public Health Clinical Experience

Elimination of persistent, troubling health disparities among American Indians and other minority populations in the United States is a major focus of Healthy People 2010 goals for the nation. Purdue senior nursing students traveling to Kayenta, Arizona to work with the Navajo Nation’s public health nursing staff have an opportunity to examine these disparities more closely and explore ways that nurses can collaborate with the Navajo population to improve their health outcomes.

The students in this year’s Kayenta public health clinical participated in a wide range of activities including car seat clinics, seatbelt utilization studies, school health screenings, public health nursing home visits, and rabies vaccination clinics.

They also participated in sewage and water systems inspections, tuberculosis clinics, teen school clinics, prenatal clinics, teen mom WIC clinic, and educational offerings for diabetics and caregivers.

“The experiences the students have on the reservation elicit a sense of awe for what they are seeing, learning, and accomplishing,” says Professor Sharon Posey, who led the group for 12 years until her retirement last summer.

“The reservation experience is most valuable for imparting confidence building in working with new cultures, new belief systems, new languages, and new ways of relating to one another, all of which offer challenges to the delivery of effective healthcare,” she says.

Professor Pam Aaltonen, who took over the supervision of the Kayenta experience this year after Professor Posey’s retirement, relates student comments on the experience.

- “I discovered that public health nurses need to remain flexible as one day is not like the next and one never knows what one will encounter when making home visits.”
- “I was impressed by the clarity of respect and honor for elders, the value of silence in interactions, the emphasis on the importance of living in harmony with the earth, the blending of traditional healers and Western medicine, and the need for enhanced understanding of traditional approaches.”
- “I had to learn to accept a difference sense of time, to understand that a task-conscious individual versus time-conscious individual needs different cues to establish a medication schedule.”
- “We had to modify care plans to take into account potential environmental conditions such as no electricity or running water in remote, isolated areas.”
- “I was interested in the traditions and beliefs surrounding maternity and the use of a cradle board with infants.”
- “We learned a lot about the role of reservation dogs and the need to immunize animals (horses, dogs, cats) in order to decrease human exposure to rabies, West Nile virus, and other diseases.”
By Kristin Hittle, RN (BS’03)

Last May, after formal graduation but before moving on to the “real world,” four classmates and I had the opportunity to travel to Kayenta, Arizona for a public health clinical.

We spent most of our time working with the public health nurses. We visited patients as they worked on their land herding sheep or in their homes as they made lunch on wood burning stoves.

During these patient encounters and through discussions with the public health nurses we learned about the values and traditions of the Navajo people. We saw the compassion with which the Navajo cared for each other and the skepticism they have for “traditional” American healthcare providers.

In addition to visiting homes, we spent time in the healthcare clinics working with the physicians as they provided evidenced-based healthcare that was culturally sensitive to the clients’ needs.

Observing how these healthcare providers respected family members’ roles and Navajo beliefs in spirits and the powers of medicine men made it apparent how the results were influenced by the way in which healthcare was delivered.

This trip was full of fascinating opportunities to provide healthcare to an underserved population while gaining respect and true appreciation for a culture vastly different from that of the clients around Tippecanoe County.

Since my experience at Purdue and in Kayenta I have moved away from Indiana, where I was born and raised, to an altogether different kind of “culture,” the East Coast. I currently live in Philadelphia, where I work as a staff nurse in the Cardiac Intensive Care Unit at the Children’s Hospital of Philadelphia. My job is to care for children with congenital heart defects and acquired heart disease before and after surgical repairs.

I love what I do and look forward to going to work. I am thankful for my Purdue education and the ease I have had building upon what I learned there. I have enjoyed experiencing the true meaning of all the nursing roles we started learning about in Nursing 102.

Becoming the patient’s advocate, caregiver, and family educator have made my job both challenging and satisfying. I look forward to the opportunities nursing provides to advance my knowledge, expand my patient care abilities, and further educate families and other nurses in my area of practice.

With such a diverse clinical and classroom foundation from Purdue, I believe my future nursing opportunities are limitless.

By Connie Larkin, MS, RN

My career as a nurse with the Indian Health Service has been incredibly rewarding.

It was while working on my bachelor’s degree from Purdue University that I was introduced to the Indian Health Service, when I had the opportunity to spend three weeks in Sells, Arizona. We were exposed to Native American cultures and beliefs, and given the opportunity to learn about the various aspects of public health.

I was lucky enough to follow a patient on home visits for the three weeks we were there. Hospital nursing provides a controlled environment and now I was a guest in the patient’s home and had very little control over that environment. It was fantastic to think I had a chance to influence his care and lifestyle choices through education.

I started my nursing career in 1967 as a LPN in McAlester, Oklahoma and started working on the Navajo Reservation in 1993. I now have been with the federal government for 10 years. I currently work with the Ioway Tribe of Kansas and Nebraska, as the Advance Nurse Practitioner, providing care to the Native Americans living within the area.

It is a relaxed atmosphere, but one that is much geared to education. I have learned a lot in the eight years on the Navajo Reservation about epidemic diseases and how a group of people, from various fields of health, working together, can put all the pieces together to come up with a complete picture of where the epidemic started and what is needed to prevent it from spreading.

My personal experience of a small service unit in the middle of nowhere has been a strong feeling of teamwork between the medical and nursing staff. I feel my nursing knowledge is respected and I am valued as a critical member of a team providing healthcare to the patients of this unique community.

The vacancy rate for Indian Health Service nurses is slightly higher than the national figure (14% versus 13%), with the average age of an IHS nurse being 48 years (national, 43 years). There are more than 2,500 nurses in the Indian Health Service. One of those is Connie Larkin (BS’92) who shares the story of her life’s work.
Brigada de Salud provides services including screening and treatment clinics, educational programming, and distribution of medical supplies. Team members travel to a different village every day, providing healthcare to about 300 people daily.

“Our purpose is to provide an opportunity for people from the United States to serve others by providing healthcare to the most vulnerable groups of people of Honduras,” says nursing professor Nancy Crigger, who was one of the original founders of Brigada de Salud.

The experience is particularly beneficial to students, according to Purdue School of Nursing head Julie Novak.

“With the changing demographics in Indiana, it is so important for our students to have an international experience,” she says. “It increases their cultural awareness and competence and helps them be more understanding of the significant adjustments and adaptation that immigrants make in the United States.”

This year’s team included two Purdue nursing professors, as well as two graduate and six undergraduate nursing students.

This was Liz O’Neil’s eighth trip to Honduras. The Purdue Nursing professor had participated in a Brigada de Salud trip once before as a student, and had volunteered in various health brigades and in a local health clinic during her husband’s two sabbaticals in Honduras.

“It was my experience during the first sabbatical (in 1992) that inspired me to return to school to obtain a bachelor’s degree and subsequently a master’s degree in nursing at Purdue,” she says.

“I knew this would be a very valuable learning experience for the undergraduate students. I was particularly impressed with the students’ level of compassion and desire to understand the culture of this country. It is overwhelming to see the health problems in a developing country and our students did not back down from this challenge.”

Undergraduate nursing student Maribel Alvarado (a junior from Bremen, IN) counts her experience in Honduras as one of the most important of her life.

“The people in Honduras are in desperate need of healthcare and medicine,” she says. “We went to see the Honduran doctor who worked with us in the Centro de Salud (free health clinic). I was heart broken. Their facilities were in terrible shape, and they had very little medicine in their pharmacy. Yet the doctor was so proud of his facility, even in the shape it was in and with what little supply he had.

“I realized that this is what healthcare is all about—no matter how little your supplies are or how seemingly inadequate your
facility is, you work to make a difference in people’s lives.”

Kelli Saunders (a junior from Sandborn, IN) went to Honduras expecting to treat patients, but came back with the realization that health education was the most essential part of the week.

“The team I was on certified 16 people as health promoters in the town of San Juan,” she recalls.

“The goal for the health promoters was to serve as the initial source of diagnosis, treatment, education, and prevention of common conditions, as well as determine if professional healthcare is needed. At the completion of the class, each student was given a bag containing basic medical equipment and supplies.

“When we had a clinic in San Juan, I was able to see the impact of this effort. The health promoters helped us take vital signs and explained the results to the patients. I was able to see that treating a patient may help them for a few weeks, but educating people provides long-term benefits.”

Susan Evans, a junior from Dayton, IN, agrees. “The lessons I learned from this time in Honduras are lifelong and life-changing,” she says.

“Perhaps one of the most important things I learned is that the respect and appreciation nurses receive is a worldwide phenomenon.

“I found the people in Honduras to be respectful, friendly and so very appreciative of the care we were providing. I cannot count how many times I was blessed or hugged by whole families. It was a great feeling.

“I also have a new appreciation for the benefits and opportunities of my lifestyle and an understanding about why different cultural and ethnic groups choose to come to America.

“Perhaps the saddest thing I found was that Honduran people spend up to a third of their limited income on pharmaceuticals. Many Hondurans (as many Americans) believe that pills are a cure-all for illnesses. If a portion of that money were spent on sanitation and water purification, many of the illnesses could be eliminated.

Evans tells of seeing infants who were dehydrated and malnourished—something that could be prevented if purified water were cheaper than soda pop, she says.

“I challenge healthcare professionals, or Americans for that matter, to take a trip to a third-world country,” Evans says. “I think this is the only way to gain real perspective on the world around us and hopefully begin to dispel the ethnic discrimination we see here in the United States.”

Other members of the team included Purdue graduate nursing students Tina McIntyre, RN, Battle Ground; Danielle Davidson, RN, Lafayette; and undergraduate nursing students Amanda Begley, (senior from Indianapolis); Shannon Burns, (sophomore from Delphi, IN); Michelle Meador, (senior from Rossville, IN).

The School of Nursing accepts financial contributions and donations of medical supplies for this and other international programs and scholarships for student participation. For information, contact Shari Schrader, Director of Development, at (765) 494-4003 or schrader@pnhs.purdue.edu.
The office of Student Services provides guidance, support and resources to nursing students, as well as to parents, prospective students and to faculty and staff. We are committed to supporting each student in developing and implementing an individualized plan for academic success and career development.

What Makes Purdue Nursing Unique

By Eleanor Stephan
School of Nursing Academic Advisor

Nestled in the heart of one of the largest universities in the United States is a microcosm of energy, dedication, and a commitment to excellence—Purdue’s School of Nursing.

This school, perhaps because of its small population of 500 students, may be one of Purdue’s best-kept secrets.

But in the arena of healthcare professionals, the graduates of this program command respect, awe, and a reputation of superior competence.

Many recruiters say that when they receive an application from a Purdue nurse, that application would definitely receive an offer for a position.

The uniqueness of the program is many-faceted. Students speak highly of the nursing faculty that guides, mentors, and provides an environment of care and commitment for their learning experiences.

The challenge of a demanding curriculum is the strength of the program. Students learn to expect that their talents and abilities will be stretched as far as possible, that they will be challenged in order that they may develop into the innovative leaders that the program is designed to produce.

There is a willingness to accept the challenge as they find it purposeful and relevant to their goals of becoming a highly competent professional nurse.

The camaraderie which envelopes the student body is what the students remember long after graduating from the program.

The School of Nursing is unique in that it provides the personal atmosphere of a small college within a large university with all its opportunities.

Students build their study groups among their colleagues. The social interaction is high. Many are roommates. Lifelong friendships begin as nursing majors. Alumni return with fond memories of the undergraduate days. A nursing student is valued as a person.

A Purdue nursing student is unique.
Dr. Mary Ilu Altman, Nicaraguan-born, immigrated to the United States in 1978. She attended Purdue University-West Lafayette where she earned a bachelor’s degree in Secondary Teaching Education, a master’s and a Ph.D. in Spanish American Literature. Currently, she is the Purdue School of Nursing Director for Student Services and Diversity Enhancement. She has been nominated by Indiana Governor Kernan to serve as member of the Indiana Hispanic and Latino Affairs Commission and the Commission on Rehabilitation Services.

Dr. Altman is a board member of Leadership Lafayette, Greater Lafayette Community Development Corporation, Lafayette Adult Resource Academy (LARA), Richard G. Lugar Excellence in Public Service Series, Vision 2020 Implementation Committee, Greater Lafayette Community Foundation, and Vision 2020 Diversity Roundtable.

She writes poetry, enjoys reading, hiking, and volunteering for community projects.

How has your experience prepared you for this position?

For the past 17 years, I have been immersed in different areas of academia. First, I worked as teaching assistant while I completed my master’s and doctoral degrees at Purdue University. For several summers, I worked as a consultant for the Indiana Department of Education as a tutor / recruiter for the Migrant Workers program. Also, I had the opportunity to get involved with the Purdue MARC-AIM program, a summer research experience geared to attract young people from underrepresented populations to pursue a graduate program.

During this remarkable time of my life, I was mentored by outstanding Purdue faculty from several disciplines. Simultaneously, I developed a valuable network of resources which has been a critical asset to my current position on campus.

How will your work in the School of Nursing relate to the university’s overall diversity initiative?

President Jischke, through his 2003 Strategic Plan, has called all of us at Purdue to invest our time, energy, and resources to make higher education accessible to everyone, Hoosiers as well as people from different states and countries. The president has identified three key areas in his strategic plan: discovery, engagement, and learning.

In the area of learning, he has challenged us to provide “a more culturally diverse learning environment and a more diverse student body.” The School of Nursing Strategic Plan further delineates our diversity goals, strategies, and metrics. I will do my part to achieve a successful implementation of the plan.
Center for Nursing Education Helps Students Learn

The Center for Nursing Education (CNE) provides an active learning environment that replicates the healthcare settings in which graduates practice.

Faculty teach clinical/technological skills in the lab. Students then practice and develop these skills through simulated, hands-on learning experiences using a variety of instructional support methods and resources.

RuthAnn Smolen, RN, MSN, is director of the CNE. This year she was honored with the Chapter Excellence Award for Delta Omicron chapter of Sigma Theta Tau International, and recognized for Distinguished Service for the University Administrative and Professional Advisory Committee. She works with a team of student assistants, one of whom, Megan Mutz, received the Indiana State Nursing Association Spirit of Nursing award this year.

The lab is divided into a central area and six adjoining classrooms. The central core includes study areas, a copy machine, and computers with interactive technology programs such as Gestational Age: Apgar Scoring System, AWHONN programs, nutritional analysis of clients’ diets, adult and pediatric clinical reference systems, NCLEX review programs, AACN computer assisted instruction, IVD programs from FITNE, and Internet applications.

The Basic Skills Nursing Lab is equipped with hospital beds and life-size mannequins. It provides an area for demonstration and practice of basic nursing skills.

Two Health Assessment Labs with six examination bays equipped with patient assessment equipment and videotaping capability are available for practice and formative/summative evaluations.

The Helene Fuld Critical Care Patient Simulation Lab with Crisis Mannequin and Critical Care Monitor (neonatal/adult), Laerdal Heart-Sims arrhythmia simulator, defibrillator, Abbott IV/syringe pumps, PCA machine, blood pressure simulator, pulse oximeter, central line and tracheotomy simulators, wall oxygen and suction, provides simulated instruction in critical care nursing.

The clinical simulation lab provides a safe teaching and learning environment for students to practice critical thinking and decision-making via simulations. The IV, B/P and NOELLE Childbirth simulators provides further opportunities for students to develop their skills with simulation.

The Hewlett-Packard Instructional Equipment Grant provided a simulated medical/surgical unit with Cardiac Monitors and other specialized equipment found in clinical experiences. This enhances the development of student skills in a highly sophisticated and technically integrated learning lab prior to hands-on clinical rotations with patients.

These experiences with advanced technology in a controlled, non-threatening learning lab reduces student anxiety and facilitates a focus on the client rather that the technology once clinical rotations begin.

The website http://www.nursing.purdue.edu/centersandclinics/cnerp/ has photographs and more information on the CNE. A virtual tour is being developed and will be online in August.
**Conference Focuses on Nursing History, Ethics, and Human Rights**

**“Cooperative Approaches to Healthcare In a Changing World”**

Friday, September 10, 2004
Fowler Hall, Stewart Center
Purdue University
8 a.m.- Noon

The 2004 Conference on Nursing History, Ethics, and Human Rights is sponsored by the Purdue School of Nursing in partnership with the Purdue Center on Nursing History, Ethics, and Human Rights, Arnett Health Systems, Clarian Health Systems, and Sigma Theta Tau, Delta Omicron chapter.

This conference, now in its second year, contributes to the professional growth of nurses and caregivers. The conference brings experts to Purdue who are pioneers and leaders in their chosen fields, have proven presentation credentials, and are known for their contributions at national and international levels. Program content is designed for nurses engaged in clinical practice to improve patient-centered, family-focused care across settings.

**Program Description**
This conference is intended to describe cooperative approaches to patient care in a changing world.

**Program Objectives**
At the end of this conference, the participant will be able to:
1. Examine historical and current scholarship on the healthcare delivery system in the United States.
2. Identify key ethical and human rights issues that are raised as one delivers nursing care in a changing world.
3. Discuss the role of collaboration and cooperation in patient care delivery.
4. Describe the changing boundaries delineating healthcare delivery and how these boundaries influence the healthcare system.

For more information about the conference or registration, contact Roxanne Martin at (765) 494-6644 or rmartin@nursing.purdue.edu

**Speakers**

**Julie A. Fairman**, PhD, RN, FAAN, Associate Professor of Nursing at the University of Pennsylvania School of Nursing, is a nurse historian whose research revolves around the history of 20th century healthcare issues. Much of her recent work addresses the relationship between gender, nursing and technology (critical care) and the history of the social construction of professional boundaries (the history of the nurse practitioner movement). Dr. Fairman currently teaches a community-based service learning course that places students in settings such as local public and charter schools and senior centers, and that supports volunteer activities in the same community.

**JoEllen Koerner**, PhD, RN, FAAN, is past president of the American Organization of Nurse Executives and an originating member of the Center for Nursing Leadership. Her professional background ranges from healthcare administration and education to regulation in many diverse healthcare settings. Dr. Koerner is co-founder of the Healing Web, a collaborative education-service model that facilitates service learning in the community, and a principal of Makoe: Whole Earth Health, an interdisciplinary, transcultural-healing community focused on integration of body, mind, spirit and environment.

**Alysa C. Rollock** received her undergraduate degree from Princeton in 1981 and her law degree from Yale in 1984. She worked as an associate with the New York City law firms of Cahill Gordon & Reindell and Battle Fowler. In 1988, she became associated with the Indianapolis law firm of Ice Miller. In 1992, she was appointed Associate Professor of Law at Indiana University-Bloomington. In 1998, she joined Purdue as Interim Vice President for Human Relations and an Associate Professor of Management. She became Vice President for Human Relations in 1999.

**Speaker Set for 2005 Leadership Conference**

Bernadette Melnyk, PhD, CPNP, NPP, FAAN, Associate Dean for Research and Director, Center for Research and Evidence-Based Practice and Pediatric Nurse Practitioner Program at the University of Rochester School of Nursing, will be the keynote speaker for the 2005 Helen R. Johnson Leadership Conference at Purdue University on April 15, 2005. Mark your calendar now to join us for continuing education and networking.
“Serving on the Campaign for Purdue has truly been an eye-opening and educational experience for me,” says Lafayette resident Linda Rohrman. “I have had the pleasure to learn more about the many wonderful and exciting things happening at Purdue and how the research and teaching is touching people’s lives in a direct way. I wanted my gift to help those who are reaching out to improve the lives of others.”

Gift Benefits Two Areas

Of Rohrman’s $650,000 gift, $100,000 is designated to the School of Nursing to benefit two areas. $80,000 is designated to the mental health research and programming including administering the Keep Your Children/Yourself Safe and Secure (KySS) survey. Another $20,000 is earmarked for the Center for Nursing History, Ethics, and Human Rights.

Using data and interventions developed through KySS (a program run by the National Association of Pediatric Nurse Practitioners), Purdue will partner with the Mental Health Association of Lafayette to promote community education to help destigmatize mental illness and fund research to survey surrounding underserved rural counties.

The chair and founder of KySS, Dr. Bernadette Melnyk, will keynote the School of Nursing’s Helen R. Johnson Leadership Conference on April 15, 2005.

“The KySS Campaign focuses on mental health promotion and illness prevention, preventing stigma, and interventions for identified disorders,” says Dr. Julie Novak, co-project director, and head of the School of Nursing.

“These interventions target enhancing resiliency in children, teens, and families; developing healthy parenting programs; preventing violence; eating disorders, and substance abuse; identifying and treating depression, and preventing suicide,” she adds.

Thus far, data have been analyzed on 1,800 children, parents, and healthcare providers from mostly urban settings. The survey will also be administered in Tippecanoe and surrounding counties.

A highlight of the program will also be a national media campaign to increase community awareness and reduce stigma. This includes a walk entitled KySS Across America, which will take place the weekend of Oct. 24, 2004. The walk will be coordinated in collaboration with NAPNAP Indiana.

“We look forward to collaborating with agencies that provide a safety net for members of our community,” Novak adds.

“This gift will allow Purdue faculty and students to make a significant impact, particularly in community education to reduce stigma related to mental illness.

Center for Nursing History, Ethics, and Human Rights

Rohrman’s gift will also help launch the School of Nursing’s Center for Nursing History, Ethics, and Human Rights. The Center provides a repository for historical documents and artifacts for teaching and research purposes.

“History is a means for understanding and critiquing various practices today,” says nurse historian Dr. Barbra Wall, director of the Center.

“Modern analyses and future planning of institutions and social systems are foolishly undertaken unless those practices also include an understanding of past successes and failures,” she explains.

“For example, one of the areas that needs focus today is the mental health system, which is a relatively young field of study.

“Our Center will be a valuable resource in designing future educational offerings that will focus on the ethical treatment of individuals who experience psychosocial and mental disorders.”

By helping the School of Nursing, Linda Rohrman has helped our community as a whole. Faculty can expand research and, like Rohrman, “reach out to improve the lives of others.”
President’s Council Provides Guidance, Leadership

A vision for Purdue’s future and a deep desire to have a role in that future drive members of the Purdue President’s Council in their roles as leaders and supporters of the University. The group of donors, all of whom give at least $1,000 annually to Purdue, are nurses, teachers, engineers, farmers, scientists, business owners, pharmacists and others … just like all other Purdue alumni and friends. Their commitment is great, their guidance and counsel to the University immense and needed.

“Council members are leaders in so many ways,” says Carolyn Gery, executive director of the President’s Council and associate vice president for development. “Their vision, their involvement, their questions and suggestions are essential as the University strives to meet its goals and objectives.”

The President’s Council includes more than 13,000 individuals and almost 8,000 households. Members are included in events throughout the year and are invited to participate in various initiatives toward the University’s goals.

Members of the President’s Council donated $273.9 million to the University in fiscal year 2002-03. As of May 31, 2003-04, donations had reached $184.5 million. Since 1972, when the President’s Council was started, members have contributed $1.3 billion.

Those individual donations, which make up more than half of total giving, are key to the University’s future successes. Looking to build toward the future of the President’s Council is key as well.

President Martin Jischke recently has challenged the President’s Council to raise its membership to 16,000 individuals by 2005. The President’s Challenge Match is designed to help build membership and to help donors move into the President’s Council.

By making a three-year pledge, donors who are not yet President’s Council members can receive matching funds from the president that will qualify them for membership.

To take advantage of the challenge, donors must commit to a $500 gift the first year, $750 the second year, and $1,000 in the third year of the pledge. The president will contribute $500 the first year and $250 the second year, raising the donor to the President’s Council level of giving in each of the three years.

Gifts can be designated to any department or program. For more information about the President’s Council or the President’s Matching Challenge, contact Shari Schrader, School of Nursing Director of Development, (765) 494-4003 or schrader@pnhs.purdue.edu.

Reprinted from Summer 2004 issue of Purdue Perspective.

School of Nursing President’s Council Members
(The following donors are President’s Council members and have made a gift to the School of Nursing in the last 18 months.)

Mary Keller Ade, M.D.
Donna & Eldon Aldred
Joy (AAS ’75, BS ’77) & Thomas Atkinson
Judith (AAS ’72, BS ’74) & Micheal Baldwin
Cathy (AAS ’75) & Steven Barnhart
James & Leocadie Bien
Susan (AAS ’80) & Marcus Blaskie
Jo (AAS ’65) & Earl Brooks
Ellen Butz (BS ’82)
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Kathleen (AAS ’68) & Steven Wodicka
Charles & Kathleen Wolf
Ruth Wukasch (BS ’80)
The goals of the new Center for Nursing History, Ethics, and Human Rights include:

- Promoting scholarship and teaching in history, ethics, and human rights, with an emphasis on issues associated with technological, socio-political, cultural, economic, and scientific developments influencing healthcare.
- Supporting the preservation and study of nursing history, ethics, and human rights in the United States, with a special emphasis on rural history and underserved populations.
- Disseminating historical research findings that propose ethical decisions and policy solutions to healthcare dilemmas.
- Collaborating with persons inside and outside of Purdue University who are committed to the analysis and resolution of historical, ethical, and human rights dilemmas.

The Center will collect, process, and catalogue exceptional primary source materials related to nursing student days and nursing careers.

These include letters, yearbooks, photographs, teaching materials, reports, manuscripts, and research notes. Agency, school, and organizational papers or publications, such as minutes, records, newsletters, photographs, and brochures are also sought to help document the institutional history of nursing.

The Center received a jump start thanks to a $20,000 gift from Linda Rohrman. Her gift will be used for supplies and furnishings for the Center and as start-up funding for educational and research programs.

Activities of the Center have included:

- The first annual Ethics and Human Rights Conference in the fall of 2003, co-sponsored by the American Nurses Association.
- Professor Clara Richardson, assistant clinical professor in nursing, and Dr. Wall are planning a series of lectures on domestic, veterinary, and Native American medicine at the Prophetstown Living History Museum in the Spring of 2005. This will be done in collaboration with the School of Veterinary Medicine and Dr. Alan Beck, a member of the Center’s Advisory Board.
- Dr. Nancy Edwards, associate professor in nursing, and Dr. Wall are taking oral histories of retired nurses. These histories will become a permanent part of the Center.
- Professor Richardson, Kathleen Whitaker, a graduate student in the School of Nursing, and Dr. Wall will be researching the history of St. Elizabeth Medical Center in Lafayette.
- Collection of historical books, videotapes, manuscripts, and other artifacts for the Center is ongoing.

Dr. Wall received her BS in Nursing from the University of Texas at Austin, MS from Texas Woman’s University, and PhD in history from the University of Notre Dame.

She has published a number of articles on nursing history, and she is the book review editor of Nursing History Review, the official journal of the American Association for the History of Nursing. She will be publishing a book, Unlikely Entrepreneurs: Catholic Sisters and the Hospital Marketplace, 1865-1925 with the Ohio State University Press.

The Advisory Board for the Center consists of Dr. Julie Novak, Head of the School of Nursing and Associate Dean of the Schools of Pharmacy, Nursing, and Health Sciences; Dr. John J. Contreni, historian and Dean of the Graduate School; Dr. Alan Beck from the Veterinary Pathobiology Department; Mrs. Varro Tyler; Dr. Karol Weaver from the History Department; Maricela Alvarado, Director of the Latino Cultural Center; Ruth Ann Smolen, Director of the School of Nursing’s Center for Nursing Education; and Dr. Marjorie Porter, nurse historian from the University of Indianapolis.

Collaboration and consultation will come from the Poynter Center for the Study of Ethics and American Institutions at Indiana University, Bloomington; Connie Rendfeld, Associate Director of the Local History Services Office, Indiana Historical Society (Indianapolis); the American Association for the History of Nursing; and the American Association for the History of Medicine.
Congratulations
May 2004 Graduates

Janelle Andruskiewicz
Riley Children’s Hospital
Heart Center (Indianapolis)

Veronica Heath
UCLA Medical Center

Rachel Cullison
Mississippi

Rachel Danks
Chicago

Amie Dick
St. Vincent Women’s Surgery
(Indianapolis)

Suzanne Drum
Columbus Regional Hospital

Mindy Meckstroth
Brooke Army Medical Center
(San Antonio, TX)

Elisa Armstrong
Methodist Hospital NICU
(Indianapolis)

Annalise Hofing
Riley Children’s Hospital
Infant Med/Surg (Indianapolis)

Mellisa Miller
St. Vincent Hospital Pediatrics
(Indianapolis)

Michelle Barszczowski
Children’s Memorial
Hospital PICU (Chicago)

Beth Huber
Riley Children’s Hospital
PICU (Indianapolis)

Kathryn Monhaut
Memorial Hospital NICU
(South Bend, IN)

Beth Kuhn
Indiana University Hospital
(Indianapolis)

Megan Mutz
Vanderbilt to pursue MSN
in women’s health

Mariposa Isaguirre
Sparrow Hospital NICU
(Lansing, MI)

Abigail Nesbitt
Riverview Hospital
(Noblesville, IN)

Jesse Ivantic
Undecided

Elizabeth Ivantic
Undecided

Kristie M. Newton
St. Vincent Hospital
Pediatrics (Indianapolis)

Sarah Bartelmey
Methodist Hospital,
Sports Unit (Indianapolis)

Erin Koehlinger
Undecided

ICU (Columbus, IN)

Julie Killion
St. Francis Ortho/Neuro
(Beech Grove, IN)

Kathleen Nieman
Indiana University Medical
School (Indianapolis)

Sarah Bays
DCH Medical Center
(Tuscaloosa, AL)

Katie Koehler
Barnes-Jewish Hospital
(St. Louis, MO)

Emilee Niemier
Children’s Memorial
Hospital NICU (Chicago)

Amber Benson
Riley Children’s Hospital
Heart Center (Indianapolis)

Beth Kuhn
Indiana University Hospital
(Indianapolis)

Katie Peters
St. Vincent Hospital NICU
(Indianapolis)

Carrie Bishop
University of Colorado
Hospital

Angeline Majerek
Memorial Hospital Mother/
Baby (South Bend, IN)

Rachel Powell
Methodist Hospital
(Indianapolis)

Kelly Burress
Undecided

Kathy McLain
Home Hospital Ortho/Neuro
(Lafayette, IN)

Mary Richard
University of Michigan ER

Kristen Clark
Methodist Hospital
Orthopedics (Indianapolis)

Logansport Memorial
Hospital OB (Logansport, IN)

Kimberly Clayton
Winchester Medical Center
(Winchester, VA)

Lindsey Haag
Cincinnati Children’s
Medical Center PICU

Chris Reitmeier
Memorial Hospital ER
(South Bend, IN)

Kelly Crandall
Riley Children’s Hospital
Heart Center (Indianapolis)

Megan Hanna
Home Hospital Postpartum
(Lafayette, IN)
Nursing Students Attend National Conference

This spring, 14 nursing students and one faculty member traveled to Nashville, TN to attend the National Student Nurse’s Association Annual Conference.

“Attending this conference allowed me to learn and grow not only as a nurse but as a leader and to explore the many areas and aspects of nursing,” said Rachel Powell, president of Nursing Student Council.

The students attended various forum and focus sessions including Pharmacology Made Easy, Emergency Nursing, Good Documentation as a Loss Prevention Technique, Surviving Nursing School, Education Mobility-RN to Baccalaureate to Masters to Doctorate.

“Participating in various workshops and the House of Delegates demonstrated how students could continue to learn and lead throughout their career,” says Dr. Carol Baird, advisor to the Nursing Student Council.

“The Purdue students were visible to all attendees as exemplars in professionalism. They made me proud to be a faculty member at Purdue University.”

Purdue nursing students attending the National Student Nurse’s Association Annual Conference in Nashville, TN, were Rachel Powell, Amie Dick, Kimberly Sexton, Katie Peters, Jessica Koester, Erin McClay, Casey Rutherford, Angi Gunkel, Amanda Nitz, Annalise Hofing, Kathy McLain, Stephanie Shelly, Michelle Barszczowski, Renee Wotkum and Prof. Carol Baird.
Alumni Notes

1960s

Audrey Christy Heasty ('67) has just published a book, “He Heard Him Calling,” a life story of her husband. Copies can be obtained through Barnes and Noble Bookstores or by calling 1-888-280-7715, 1st Book Publishers at Indiana University. heastya@aol.com

1970s

Janet S. Whitehead Kemper ('73) works on the Medical-Surgical floor at Lafayette (IN) Home Hospital. She served on the Purdue Nursing Alumni Board from 1998 to 2003 and is the immediate past President of the board. Janet also serves on the Purdue Nursing Advisory Board. She is married to Alan. They have two children, Crystal and Brian.

Virginia (Ginny) L. Armbruster Nigh ('73) is a staff nurse at Major Hospital Outpatient Oncology in Shelbyville, IN. She is certified in Oncology and Manual Lymph Drainage, complete decongestive therapy for Lymphedema, and is also a member of the Oncology Nursing Society. Virginia and her husband, Richard, have four children, Renee, age 25, Anita, age 22, Lisa, age 19, and Jonathan, age 14. rmigh@svs.net

Eleanor Maggio-Nawrocki (AD’73, BS’79) is employed as the Hospital Coordinator for the VNA at Children’s Hospital in Milwaukee, WI. She has 3 children ages 22, 20, and 16.

Mary Ann Summers ('79) was promoted to Director of Risk Management for Holy Family Medical Center and Ambulatory Services for the Resurrection Health Care System.

1990s

Catherine McDaniel Downing ('93) has a new address, 297 Fox Hunters Lane, Madison, VA 22727.

Brandi Kleene Strain ('95) graduated from IU Family Nurse Practitioner Program in August 2003. She works part-time, mostly enjoying being a mom to Sophia (3 1/2) and Bennett (6 months). bnstrain@hotmail.com

Chasity Piscione Wellnitz ('97) received a master’s degree in public health in epidemiology with a focus in genetics from the University of Michigan. She now lives in Phoenix, AZ and is employed at the Arizona State Department of Health.

Monica Hardy ('98) died of sarcoma on May 21, 2004, in Indianapolis. A former all-area middle hitter and a 1994 graduate of Providence Catholic High School, she earned a volleyball scholarship to Purdue. She was forced to quit playing after two years because of a problem with asthma, but she continued with her education, earning her degree in nursing. She went on to earn an MBA as well as a Masters in Health Administration from the University of St. Francis in Joliet, IL. She began her career in pharmaceutical sales with Bristol-Myers. At the time of her death, she was a Hospital Administrator for Johnson and Johnson in Indianapolis. She was 28 years old.

Lisa R. Halton Schwartz ('98) has a new address, 6617 Treemont Court, Fort Wayne, IN 46815. She is a staff nurse in Surgical/Trauma Intensive Care at Parkview Hospital, and is also on the board of the local AACN chapter. Lisa is a speaker for Eli Lilly and Company. She married Dr. Niles Schwartz in October 2001. firecracker760@lycos.com

2000s

Lisa Booher Freeman ('00) worked in an emergency room and an obstetrical unit after graduation. She is now teaching OB clinical at Hocking College in Nelsonville, OH. lisaefreeman@yahoo.com

Jessica Trant Kitterman ('00) works in the Outpatient Surgical Diagnostic Center at Ball Memorial Hospital in Muncie, IN as a surgical recovery and Endoscopy Nurse. Her first child, Noah James, was born Nov. 17, 2003.

Leslie Boehler ('01) has been placed with the Catholic Medical Mission Board in Punta Gorda, Belize. She will be working as the third nurse in a clinic and involved with their mobile clinic and their home visit programs.

Julie S. White ('02) is a full time RN at St. Vincent Hospital in Labor and Delivery and High Risk Labor and Delivery. She is an active member in AWHONN and will begin graduate school at Indiana University in the Women’s Health Nurse Practitioner program in the summer of 2004. jwhite9rn@yahoo.com

Rebecca Russell ('03) works as an RN in the U.S. Army. She is currently stationed at Fort Bragg, North Carolina. Rebecca works on a post-surgical unit in the Army hospital. She also has a new address, 100 Weatherstone Dr., #303, Fayetteville, NC 28311.

Rebecca Joy Sholtey, who just completed her freshman year in the School of Nursing, died on July 21, 2004, as a result of natural causes. Memorials can be made to the Navigators, a Christian group on the Purdue campus, or to the Wawasee Community Bible Church Awana Program, 2035 East 1300 North, Milford, IN 46542.

Let us hear from you! Fill out and return the form on the inside back cover of this issue and we will include your news in the next issue of Purdue Nurse.
Purdue Prepares Grad for Military Service

This story includes parts of several letters Gail Birckhead (BS’03) wrote to Professor Donna Schmeiser from Kuwait.

In March 2004, I was deployed as part of the Navy’s Fleet Hospital to Kuwait. I was filled with such a sense of pride with the opportunity to serve my country and my fellow service members.

It is pretty hot at Camp Doha, with the wind and the dust blowing. I’ve had a lot of experiences in all different areas of nursing including surgical, ER, recovery room, orthopedics, cardiac, trauma, and ICU.

In the middle of June we began building the Fleet Hospital, which is one of our main missions out here. It is a 44-bed tent hospital that will provide all care for the troops in southern Iraq and all of Kuwait, where thousands of troops are stationed. The hospital has two OR rooms with two beds in each, an ICU, CT scan, X-ray, pharmacy, lab, special clinics, and a casualty receiving area.

We have a helo pad right outside to receive critical patients and for receiving multiple patients during a mass casualty situation.

It didn’t take long for the tents to be set up, but then we had to unload all the boxes and all the equipment to set up a hospital from scratch, from the beds and instruments to brooms and the trash cans.

I am now living in an eight-person tent, and it is very, very sandy. I have learned to live out of my bags and my foot locker instead of having a tall locker with shelves for my things. Luckily the tent is air conditioned, but in the afternoon it is still very hot. The base has a lot of nice things though, and there is music out in a common area every night.

There was a traditional cake cutting ceremony for the Navy Nurse Corps Birthday. Tradition is that the most senior nurse and the most junior nurse, me in this case, cuts the cake. So all the nurses got together for food and celebration, and I cut the cake with a Captain who is a nurse practitioner. It was a fun night, and I feel privileged to be such a new nurse with the opportunity to be out here learning and experiencing so much.

Last week I had an exciting and intense experience at the hospital. I was the triage nurse for the day, so if we had a helo come in with a patient I went down to receive them. Also if there is a trauma victim, I am the recorder and an extra pair of hands for the doctor, nurse and two corpsmen who are part of the trauma team.

That day we got a call that a helo was bringing in a patient who had been shot multiple times while driving in a convoy. He came in and was in pretty bad shape. We intubated him and put him on a ventilator before taking him to surgery to repair his multiple wounds.

While that patient was in surgery I was conducting inventory on the crash cart we had used when the charge nurse told me that I need to hurry up because there was a motor vehicle accident and we were receiving four soldiers who were in critical conditions.

This situation was a mini-mass casualty for us because we had less staff members on that day since many of them were assisting in the set up of the fleet hospital.

The first patient that came in had a head injury and was very combative. He was a 260 pound man that took a number of us to hold down so we could get an IV site to get him sedated. We intubated him, and I assisted in drawing up the meds for the intubation, something I had never done before.

We had another patient with multiple fractures on his legs, and two other critical patients, most of them had been ejected from the vehicle.

We had people going back and forth from around the curtain bringing supplies, cutting off clothes, drawing and running the labs, starting blood on the patients and doing x-rays all at the same time. It was really intense and exciting. Everyone helped in a team effort, and these guys are doing really great now.

One of the Navy chaplains stationed with us conducts a ramp service for all the fallen Navy sailors and Marines before they are transported back to the States. Last week he invited me to attend one of the ceremonies.

We were inside a big C5 cargo plane with the flag-draped caskets. It was good for me to participate in this ceremony because these soldiers laid down their life for me and our great country, and I was honored to give them a military send off to their families in the States. I am also thankful that I am not in harm’s way and being shot at day and night.

Please don’t forget that even if many people in our country are against what we are trying to accomplish in Iraq, we must still support the troops. They are out there everyday, under attack, and seeing their fellow soldiers being injured and killed. We cannot forget them and the sacrifice they are making for our nation.

There are many missions in this war on terrorism, and they are all equally important and essential to the overall mission of the Navy and our country.

Nurses help provide the finest medical care to our Army, Navy, Air Force, and Marines as well as any other International Coalition forces. We keep the fighting forces fighting and then send them home to their families intact.

The education I received from Purdue has been “Mission Essential” for Navy Nursing. My professors helped me form critical thinking and assessment skills that are so important as I care for the soldiers.

Thank you so much for your support and thoughts while I am here. I will be coming home during the second week of September. Take care.

Ensign Gail Birckhead, RN
United States Navy/Nurse Corps
gcbirckhead@nmcp.mar.med.navy.mil
Nancy Edwards’ passion is for gerontology. Her commitment to the field of nursing and nursing education, the advancement of aging issues through her research, and her community service to the aging population has made a great impact on the lives of thousands of people.

In her seven years as a faculty member at the Purdue School of Nursing, Dr. Edwards has integrated her interest in the elderly into her research, teaching, and service in the community.

She has produced collaborative projects both within the School of Nursing and among disciplines at Purdue.

Her grants focus on improving the status of the elderly, specifically those with Alzheimer’s disease. Her work in collaboration with the Purdue Veterinary School using an electronic dog as a companion for the elderly is bringing new options to improve the quality of life for elders.

Her active participation in the Purdue University Living Well after 50 Coalition, the Purdue Press, and the Center for Aging and the Life Course have contributed to collaborative and interdisciplinary research and education on aging at Purdue.

Director of New Master’s Program

Dr. Edwards, an Associate Professor of Nursing, has also served as Director of the new Master of Science in Nursing program on the West Lafayette campus.

She teaches Adult Nursing and Geriatric Nursing at the undergraduate level and Nursing Research and Clinical Application of Advanced Pharmacology at the graduate level. She is currently enrolled in the Adult Nurse Practitioner program.

Dr. Edwards brings her passion for care of older adults to the classroom, and has inspired many students to consider the care of the elderly as their area of focus. She developed an elective course, Advanced Clinical and Leadership Skills: Elderly Care, for senior nursing students, and collaborated with two other faculty members on a program grant to develop a leadership clinical experience.

Dr. Edwards is also active in the recruitment and retention of graduate students. With her leadership, a diverse group of men and women are enrolled in the Adult Health Nurse Practitioner master’s program. She has actively pursued support for the students, both financially and academically. She takes a personal interest, organizing and directing study groups for particularly challenging classes.

Community Volunteer Leader

As a community volunteer, Dr. Edwards has given countless hours of service to senior citizens in multiple agencies and facilities, ranging from mall-walkers to residents of Friendship House. She founded the Young at Heart Senior Exercise Group that meets three times each week for aerobic exercises and founded the Parkinson’s Support Group where she coordinates educational and exercise programs. She also serves as a Parish Nurse for Saint Lawrence Church.

Dr. Edwards and her husband, Dennis, have three children: Jason, a junior at Purdue; Kinsey, who will be a freshman at Purdue, and Rachel, a senior at West Lafayette High School.

Professionally, Dr. Edwards is an active member of Sigma Theta Tau International Nursing Honorary, the Midwest Nursing Research Society, the Academy of Medical Surgical Nursing, and the Geriatric Society of America.

Dr. Edwards’ undergraduate degrees in Nursing are from Purdue (AD’78, BS’80), her Master’s in Nursing is from Indiana University Purdue University at Indianapolis, and her Doctorate in Family Studies with an Interdisciplinary Gerontology minor is from Purdue (’96).

Prior to coming to Purdue, Dr. Edwards worked at St. Elizabeth Medical Center in Lafayette, where she was Director of Education and Geriatrics.
When Colleen DeTurk was a teenager in the 1950s, there were not many careers open for women. “It was either teaching or nursing,” she says. As it turned out, her career combined both. Over the years, she has been a staff nurse, school nurse, and nursing professor.

Retiring this year after 25 years at the Purdue School of Nursing, she would most like to be remembered as an advocate. “Advocacy—for patients and for ourselves—is one of the most important parts of a nurse’s job,” she says.

DeTurk is a strong advocate for continuing education in the nursing school curriculum and in the community, including RN to BSN programs, graduate school for baccalaureate graduates and faculty, and continuing education for all nurses.

She also is an advocate in practice. “Nurses need to keep up their knowledge and skills, relate their practice to research, and empower their patients to heal themselves,” she says.

And last but not least, she is an advocate for the profession. She was instrumental in organizing the Delta Omicron Chapter of Sigma Theta Tau International at the Purdue School of Nursing and served in various roles in the organization.

She has been president of the Indiana State Nurses Association, District 8, and served multiple times as a delegate to ISNA conventions. For 12 years, she was advisor to the Purdue Student Nurses Association.

DeTurk earned her bachelor’s degree in a program with a strong focus on health assessment, which was “very progressive” in 1975, she says.

“The theories of nursing diagnosis and self-care completely changed my idea of nursing from the medical model to how a nurse can empower patients to heal themselves,” she says.

When her family came to West Lafayette in 1977, she made an appointment to talk to Helen R. Johnson, who was head of the school at the time.

“The first thing she asked me was if I could teach health assessment. When I said yes, she hired me on the spot. Not many programs taught health assessment at that time, and my main contribution those first few years was teaching faculty modules.”

“I loved teaching health assessment to RNs because I loved seeing the lights go on,” she says. “It really felt like I was moving the profession along and empowering them.”

She has also had a lifelong interest in continuing education, earning her master’s in community health nursing in 1983, and becoming director of the school’s continuing education program in 1995.

She was also becoming more interested in home health care, and developed research projects focusing on older adults living at home. For the last decade of her teaching career she taught public health nursing classes and clinicals. “I really like the idea of wellness instead of illness, and of health promotion,” she says.

Professor DeTurk is committed to helping all students learn, but she has a special interest in older students and male students.


“And I’ve always enjoyed male nursing students. There is a certain self-confidence about them, an attitude of self-empowerment, a feeling that they are on the road to success.

“I’ve always said that if we had more men in the nursing profession, it would be a different profession. There would be higher salaries, for starters.”

On the occasion of her retirement, Professor DeTurk has contributed seed money to start a “Men in Nursing” project at the School of Nursing.

She envisions the project including a male nursing student organization, recruitment programs, and funding to send representatives to national male student nursing association conferences. Alumni and friends are welcome to donate to this fund in her honor.
Dr. Ruth Wukasch has retired from the School of Nursing after 15 years of teaching senior leadership. The class of 2004 asked her to speak at their recognition ceremony, and this is what she said.

This closing is a very appropriate task for me. I thank you for allowing me this honor. This is my last task as a faculty member at the School of Nursing.

This is the end of your years at Purdue University, but just the beginning of your career as a nurse. Everyone in the audience, particularly your parents, think you are super-elated to be graduating. But I know a secret—you’re scared!

So I would like to talk to you briefly about courage.

Courage has many faces, and we lose much when we measure brave acts against the narrow definition of traditional courage. The way our culture measures courage is ridiculous. Killing people, taking enormous physical risks, going out to slay the dragon is considered courage. That is courage that is born out of fear, anger, and hate.

The kind of courage I want you to consider as valuable is the courage to risk your life, not in war, nor in battle, not out of fear, but out of love and sense of injustice that has to be challenged.

It takes far more courage to challenge unjust authority without violence than it takes to kill all the monsters in all the stories.

Gandhi, the master of courage without violence, counseled us with this sage advice: “Moral growth is not possible without the discipline of regular personal reflections which is best described as a dialogue with yourself.”

So I counsel you to take time to talk to yourself – to think deeply.

Read for pleasure. Read books, read poetry for your inner spirit. Read a real newspaper. Remember that no job will ever love you back. Get your values straight—your faith, your family, and your friends are your most valuable possessions.

When you stand up for what you believe is right, you must have the courage to acknowledge your actions and face the consequences.

Euripides wrote: “The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet not withstanding go out to meet it.”

So be brave, acknowledge your clear vision and go forward to meet it.

I wish you courage, the pleasures of glory and of love.

Finally, courage is sometimes having to say goodbye. Goodbye and blessings on all of you.

Last year, Dr. Wukasch served as chair of the Ruby Jubilee, the 40th anniversary celebration of the School of Nursing. Contributions in her honor may be made to the Ruby Jubilee Fund, which supports faculty and student enrichment programs. You may also contact her at wukasch@mac.com.
FACULTY NEWS

GRANTS

Carol Baird, DNS, APRN, BC, was funded as principal investigator on the following grant: “Guided Imagery and Relaxation to Reduce Analgesic Use and Improve Quality of Life in Older Adults with Osteoarthritis,” Clifford Kinley Trust Grant, $19,663.

Karen Chang, PhD, RN, received a Purdue Research Foundation Summer Faculty Grant, $7,000.

Jane Kirkpatrick, MSN, RNC, received an MIDC Digital Content Development Grant for “Development, Implementation, and Evaluation of an Interactive DVD Instructional Program: Teaching Head to Toe Newborn Assessment,” $7,008.

Julie C. Novak, DNSc, RN, MA, CPNP, FAANP, and Barbara Strasburger, MA, RN, FNP, Indiana State Department of Health grant for the Family Health Clinic of Carroll County, $192,500, and Tobacco Control Partnership Survey, $7,371.

Laura Sands, PhD, was principal investigator on “Progressive Functional Loss in Elders with Dependencies,” National Institute on Aging, $452,200. She also received $127,057 for “Progressive Functional Loss in Elders with Dependencies.” She received an extension, $10,000, on subcontract to Purdue University from Institute on Aging for “Evaluating Outcomes of Adult Day Services.” She also received an extension, $19,321, on subcontract to Purdue University from University of California, San Francisco for “Evaluation of a Trial of General Anesthesia With or Without Nitrous Oxide.”

PRESENTATIONS/CONFERENCES

Pamela Aaltonen, MS, RN
“Bloodborne Pathogens.” Purdue University, Speech and Hearing Clinic (staff and graduate students), September 2003.

Mary Ilu Altman, PhD

Cynthia L. Bozich-Keith, MSN, APRN, BC

Karen Chang, PhD, RN
“The Integration of Pocket PC in Nursing Clinical Education.”
Teaching and Learning Technology Conference, Purdue University, April 15, 2004.

Jane Kinyon, MSN, RN

Julie Novak, DNSc, RN, MA, CPNP, FAANP
Female Athlete Triad: Advocacy, Triad Advisory Board, Yellowstone, MT, July 2004.

Janet Purath, PhD, MSN, RN, CS

Laura Sands, PhD
Life Course Symposium, Purdue University, Sept. 17-18, 2003.
“Effects of Adult Day Care on Self-Reports of General Health and Social Functioning in Disabled Older Adults,” and “Does Dementia Caregivers’ Burden Affect Their Reports of Their Relative’s Ability?” Gerontological Society of America, Boston, 2003.
“Differentiating Normal Age-Related Decones in Memory from Dementia.” Alzheimer’s Association, Lafayette, Sept. 9, 2003.
“Understanding Older Adults Psychosocial Needs,” Home Health Staff, Hanna Community Health Center, April 28, 2004.

Karen S. Yehle, MS, APRN, BC

PUBLICATIONS


**PUBLICATIONS OF BOOK REVIEWS**


**FACULTY APPOINTMENTS**

**Melanie Braswell**, MS, RN, CNS, has been appointed Clinical Assistant Professor.

**Angela Brown**, MS, RN, CFNP, has been appointed Clinical Assistant Professor.

**Diane Campbell**, MSN, RNC, has been appointed Clinical Assistant Professor.

**Patricia Gunning**, MSN, RN, CCNS, CCRN, has been appointed Clinical Assistant Professor.

**Noelle Lottes**, MS, FNP, RN, has been appointed Clinical Assistant Professor.

**Elizabeth O’Neil**, MS, FNP, RN, has been appointed Clinical Assistant Professor.

**Polly Royal**, MS, RN, CNS, has been appointed Visiting Assistant Professor of Nursing.

**STAFF APPOINTMENTS**

**Mary Ilu Altman**, PhD, was named Director of Student Services and Diversity Enhancement.

**Melissa Danner** was appointed Grants/Research Secretary.

**Nancy Haley** was appointed receptionist and account clerk.

**Barb Loerbs** was appointed Faculty Secretary.

**Mary Musselman** was appointed Academic Advisor.

**Shari Schrader** was appointed Director of Development.

**Barbra Wall**, PhD, was named director of the Center for Nursing History, Ethics, and Human Rights.

**ACCOLADES**

**Pamela Aaltonen**, MS, RN, was a finalist in the YWCA Salute to Women, 2004.

**Carol Baird**, DNS, APRN, BC, was a nominee for the 2003 Nurse Week’s Nursing Excellence Award. She is also a member of Who’s Who in Health Science, 2003.

**Cynthia Bozich-Keith**, MSN, APRN, BC, received Certificate of Recognition at the Volunteer Recognition Day Ceremony, Indiana Family and Social Services Administration, Logansport State Hospital, April 22, 2004. She is also a member of Who’s Who in Health Science, 2003.

**Nancy Crigger**, PhD, MA, RNP-C, received honors and special recognition for the work of the Brigada de Salud from the City of Puerto Cortes, Honduras. She received honorary recognition and a diploma from the City of Puerto Cortes, Honduras for outstanding service, in 2003 and 2004.

**Julie Novak**, DNSc, RN, MA, CPNP, was selected as a Fellow in the American Academy of Nurse Practitioners (FAANP). She was also reappointed to the Health Finance Advisory Committee of the Indiana House of Representatives.

**Janet Purath**, PhD, MSN, RN, CS, received the Excellence in Clinical Practice Award from the Sigma Theta Tau Delta Omicron Chapter, April 16, 2004.

**Laura Sands**, PhD, was named a Fellow of the Gerontological Society of America, 2003.

**RuthAnn Smolen**, MS, RN, received the Chapter Excellence Award from the Sigma Theta Tau Delta Omicron Chapter, April 16, 2004. She also received Recognition of Distinguished Service for Administrative and Professional Advisory Committee (APSAC), a university presidential award.

**Barbra Wall**, PhD, RN, received the Excellence in Research Award from Sigma Theta Tau Delta Omicron Chapter, April 16, 2004. She was also an award recipient as Panel Reviewer for the National Library of Medicine/NIH Publication Grants, Sept. 2003.
ENGAGEMENT

Pamela Aaltonen, MS, RN, was elected Indiana Affiliate representative to the Governing Council of the American Public Health Association, and became a founding member of the Board of Indiana Public Health Institute (appointed by state health commissioner, Greg Wilson). Professor Aaltonen is a task force member of the Construction of a State Public Health Workforce Education Plan, and she is a member of the Indiana State Department of Health Task Force on Bio-terrorism Education: Nurses, Physicians, and Lawyers. She also serves as president of the Tippecanoe County Health Department Board, a member of the Quality Assurance Committee of the Tippecanoe Community Health Clinic, and as a member of the Indiana Health Care Professions Development commission. She is a participant in the ongoing Health Summit [Development of Indiana’s State Health Plan].

Mary Ilu Altman, PhD, was appointed to a three-year term on the Indiana Commission on Rehabilitation Services by Indiana Gov. Joseph E. Kernan.

Carol L. Baird, DNS, APRN, BC, has been appointed a committee member of the Indiana Arthritis Initiative Steering Committee, Indiana State Department of Health, 2004. She is also an invited participant of the Indiana Chronic Disease Management Program Collaborative, 2003. She has also been appointed Reviewer of the Worldviews on Evidenced-Based Nursing Journal, 2004.

Patricia Coyle-Rogers, PhD, MSN, RN, BC, was elected Editorial Board Chair for the Journal of Career and Technical Education. She was also elected Vice-Chair of the ANCC Nursing Professional Development Content Expert Panel for 2004-2005.

Julie Novak, DNSc, RN, MA, CPNP, was elected Chair of the Tobacco Control Partnership (TCP), a coalition of 25 Tippecanoe County agencies with regional representation from the Indiana Tobacco Control Partnership. The activities of the TCP are funded by the Indiana Tobacco Control Trust Fund. The TCP coordinates educational activities, grants funding for research and program projects, and influences policy. Dr. Novak also served as Chair of the National Nursing Coalition for School Health, American Nurses Foundation.

Janet Purath, PhD, MSN, RN, CS, and Kit Sebrey-Schafer, RNC, MSN, NP, served as the 2003-2004 Coordinators of the new School of Nursing West Lafayette Adult Nurse Practitioner program.

Laura Sands, PhD, has been named Reviewer for Journal of Gerontology: Medical Sciences, The American Journal of Geriatric Psychiatry, Journal of General Internal Medicine, and the Journal of Aging and Health.

Karen S. Yehle, MS, APRN, BC, was named a member of the Advisory Council Responder Task, the Education Task Force, and the Distance Education Subcommittee for Sigma Theta Tau International. She is also a peer-reviewer and beta-tester for Sigma Theta Tau International’s online continuing education offerings and a manuscript reviewer for the Journal of Nursing Scholarship. She was named a manuscript reviewer for the Journal of Advanced Nursing. She was reappointed to the Clinic Advisory Board for the American Running Association.

TEACHING AWARDS

Cynthia Bozich-Keith, MSN, APRN, BC, received the School of Nursing’s LaNelle E. Geddes Excellence in Teaching Award, Purdue University Honors Convocation, April 4, 2004.

Diane Campbell, MSN, RNC, received the 2004 Nursing Student Council Excellence in Didactic Teaching Award.

Patricia Coyle-Rogers, PhD, MSN, RN, BC, received the 2004 Excellence in Educational Award from Delta Omicron Chapter, Sigma Theta Tau.

Karen Yehle, MS, APRN, BC, received the 2004 Nursing Student Council Excellence in Clinical Teaching Award.

Jane Kirkpatrick, BS, MSN, RN, Associate Professor and Assistant Head for Academic Affairs, and her collaborator Linda Caputi, MSN, EdD, RN from the College of DuPage in Glen Ellyn, IL, have won the 2004 Computer-Based Professional Education Technology Award from Region 5 from Sigma Theta Tau, International.

The award is for PhysWhiz II: Labor and Delivery, a multi-media program designed to help nursing students and licensed nurses learn/review the anatomy and physiology related to labor and delivery and how it relates to nursing care.

The program covers the phases and stages of labor, the maternal physiological response to labor, the uteroplacental-fetal relationship, and the fetal response to labor. Nursing care for normal labor and delivery as well as common complications are discussed. The program is designed for nursing students as well as professionals currently in practice.
Crui se Adds New Dimension to Learning

By Colleen Schultz (BS’71)

Before the morning mist burned off, the top of Mount Denali seemed a world away from Purdue University’s main campus in West Lafayette, Ind.

As heavy mist veiled the closer Alaskan mountain ranges, a group of Purdue alumni gathered June 6-13 to learn current nursing and pharmacy issues.

The classroom? A 1,200-passenger ship sailing from Vancouver, British Columbia, to Seward, Alaska, where 22 participants from the Purdue Schools of Pharmacy and Nursing gathered to earn Continuing Education Units. The off-site CEU opportunity was the first to be launched together by the two schools.

Facilitated jointly by Purdue University Professors Julie Novak and Steven Abel, the shipboard continuing education classes addressed technological advances affecting current and future professional roles for nurses and pharmacists. Working together as a collaborative team, Novak and Abel helped create a vision for future practices of nurses and pharmacists.

Women’s health played an important role in the discussions. By age 65, one-third of the female population will have a vertebral or hip fracture, and by the year 2020, more than 50 million people will be 65 or older. Prevention is key, Novak and Abel stressed.

Taking a break from the surreal universe of Alaskan scenery and wildlife, the group also explored healthy aging, care of the culturally diverse, and weighed the benefits and risks of applying informational technology to professional practice.

The classes supplemented trips ashore at ports along the Inside Passage – Ketchikan, Juneau and Skagway. The enchantment of these quaint towns captured the group’s adventurous spirit. The bald eagles, brown bear, caribou and elk were plentiful.

Novak presented a comprehensive view of cultural diversity that included a Native Alaskan scholar’s study. In order to develop cultural competence, healthcare providers need to assess personal beliefs and values and respond appropriately, respectfully and sensitively to those who differ. She highlighted the diverse international experiences currently provided for Purdue nursing and pharmacy students.

Sailing into the turquoise waters of College Fjord and Glacier Bay, the Purdue group heard the boom and crack of calving glaciers and watched sea lions playing on a chunk of ice. Several people spotted whales, harbor seals, otters, and porpoises from the ship’s deck.

Purdue’s continuing education/travel venture prompted numerous positive comments. “It’s been great to have a small group to interact with,” said Abel. “Some participants have told me our continuing education is better than a whole year’s worth of coursework in terms of content,” he added.

Novak’s enthusiasm was contagious. “People are already asking what we’re going to do next year. We’re talking about potential sites such as the Greek Isles, the Galapagos, Scotland, and Ireland.”

Colleen Schultz is a 1971 (AD) Purdue University School of Nursing graduate. She went on to earn a BS from the University of Wisconsin-Madison. She has worked as a nurse-educator in clinical psychiatric nursing and as a public health and school nurse in a community health nursing agency.

Most recently, she has worked as a journalist and communications specialist in public relations at the University of Wisconsin-Platteville.

“I was motivated to go on this cruise because of the continuing education opportunity,” she says.

“The cruise/CEU offering is an incredibly innovative venue for continuing education, and I truly appreciated meeting and connecting with Purdue alumni and academic staff.”
A new, interactive online site offering e-services to alumni and friends will be phased in over the next several months. The service, brought to you by Purdue University and the Purdue Alumni Association, will allow you and other alumni and friends of the university to keep in touch with the Purdue family—friends, faculty and staff, and fellow alumni.

Features will include an online alumni directory, e-mail forwarding, and career/mentoring services.

**Review Your Data for the Directory**
An online alumni directory is coming in August, so now is the time to log in to the community and edit the information about yourself that will appear in the directory, or to opt out of the directory entirely.

Go to [www.purdue.edu/alumni](http://www.purdue.edu/alumni) and look under “My Profile” to see what information Purdue currently has in its database. See “My Options” to control what information will appear in the alumni directory or to opt out.

**Sign Up for E-Mail Forwarding**
Available now, e-mail forwarding is a service that sends your e-mail to an outside provider of your choice. It’s not an e-mail account or a continuation of the @purdue.edu account that currently enrolled students use.

Through e-mail forwarding, you may choose an e-mail address having the extension @alumni.purdue.edu, an address that you can keep throughout your life and share with friends and family.

When they send e-mail to your Purdue address, Purdue will automatically forward it to whatever provider you’re using.

**Watch for Career/Mentoring Services**
To be unveiled in August, career/mentoring services are aimed at those seeking mid-career changes and at new graduates searching for jobs and career guidance.

This section will allow alumni and friends to post jobs and resumes, search the postings, and use a mentoring service. Alumni and friends of the University can sign up to be a part of this service, providing information about their professional background and contact information.

A search function will be available to find a mentor according to expertise or location. It’s just another way for Purdue alumni to connect.

For more information on Purdue E-Alumni Services, go to [www.purdue.edu/alumni](http://www.purdue.edu/alumni).

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**Purdue Nurses In Action . . . Send Us Your News!**

Send us a note about yourself—position, promotion, professional activities, publications, honors, marriage, babies, change of address. We will include your information in the ALUMNI NOTES section of the next issue of *Purdue Nurse*.

**Name** ____________________________

(Maiden name) ____________________________

**Year of graduation/Degree** ____________________________

**Address**
__________________________

City ____________________________ State ______ Zip ______

☐ Check here if this is a change of address

**E-mail** ____________________________

**Activities**
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**Purdue E-Alumni Services Now Include**

**E-Mail Forwarding and an Online Alumni Directory**

A new, interactive online site offering e-services to alumni and friends will be phased in over the next several months.

The service, brought to you by Purdue University and the Purdue Alumni Association, will allow you and other alumni and friends of the university to keep in touch with the Purdue family—friends, faculty and staff, and fellow alumni.

Features will include an online alumni directory, e-mail forwarding, and career/mentoring services.

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Mail to: Lynn Holland, Purdue Nurse, Johnson Hall School of Nursing, 502 N. University St., West Lafayette, IN 47907-2069
**MS / ADULT NURSE PRACTITIONER PROGRAM**

The Purdue School of Nursing now offers an independent master’s degree program on the West Lafayette campus

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Prof. Kathleen Schafer, (765) 494-403, kit@nursing.purdue.edu
Dr. Barbra Wall, (765) 494-4023, bwall@nursing.purdue.edu

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**Homecoming 2004 Celebration**

**SAVE THE DATE**

Saturday, October 16
11 a.m. – 3:30 p.m.
Purdue Mall

Discover hands-on activities from Purdue schools and departments, reconnect with faculty and alumni, listen to live performances and speakers on the main stage, enjoy lunch from local restaurants, and march with the All-American Marching Band to the stadium and cheer the Boilermakers to victory. Visit [http://www.purdue.edu/homecoming](http://www.purdue.edu/homecoming) for more information.