

SPRING/SUMMER 2016

# FORWARDNURSING

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF NURSING

#SennettShines  
It's not just a hashtag. it's a movement!

## SCHOOL NURSES

Keeping kids healthy  
and ready to learn

## MAY IT BE KNOWN

A look back at  
Dean May's tenure as she  
returns to her research roots





Front/Inside Front Cover: Anna Melville '15, school nurse for Sennett Middle School in Madison, Wisconsin, with sixth-grade students Max and Bassirou

Front/Inside Front Cover: Todd Brown/UWSMPH Media Solutions

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# Looking Ahead



Dean Katharyn A. May

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*“I look forward to seeing what happens next—from a different vantage point, but still close by.”*

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Welcome to the second issue of *ForwardNursing*! By all accounts, the first issue was a huge success—a credit to our talented communications team and to the faculty, staff, students and graduates whose stories make for great reading. From my vantage point at the end of my deanship, this is the beginning of a new and exciting era for the School of Nursing. It is marked appropriately by the appointment of its eighth dean, Linda Scott. The challenges are still there: the growing demand for clinicians, scientists and educators juxtaposed with increasingly constrained resources; the fierce competition for high-talent faculty, students and research funding; and many complexities still to be worked out in the transformation of health care.

But even with those challenges clearly in view, I also take great satisfaction in seeing how many hopes and dreams have become realities as well as how many new and important initiatives are taking shape in service to the school's mission of improving human health. One of the wonderful parts of being an academic is the fact that our work is fueled by a kind of renewable energy. Each year we see our students achieve important milestones and graduate. We accomplish goals in our teaching and scholarship and set new ones. Then we take a short breath and return to a new crop of talented students—all of us eager to see what's next.

What's next for the School of Nursing will most certainly be more hard work, more inspiration (as well as perspiration), continued challenges with resources and competing demands, many successes, a few failures—and, most importantly, more of the excellence and innovation that has been this school's trademark for nearly 100 years. I am grateful to have been a part of all of this. I look forward to seeing what happens next—from a different vantage point, but still close by.

Thank you to all who have helped the School of Nursing set a course to the future of care.

And as always... *On, Wisconsin!*

**Katharyn A. May, PhD, RN, FAAN**

Dean and Professor

University of Wisconsin—Madison School of Nursing

# OUR GRADUATES

**84%**

of UW–Madison  
School of Nursing grads  
applied for Wisconsin licensure

**64%**

currently  
employed  
full time

**68%**

working in  
hospitals



## Starting salaries

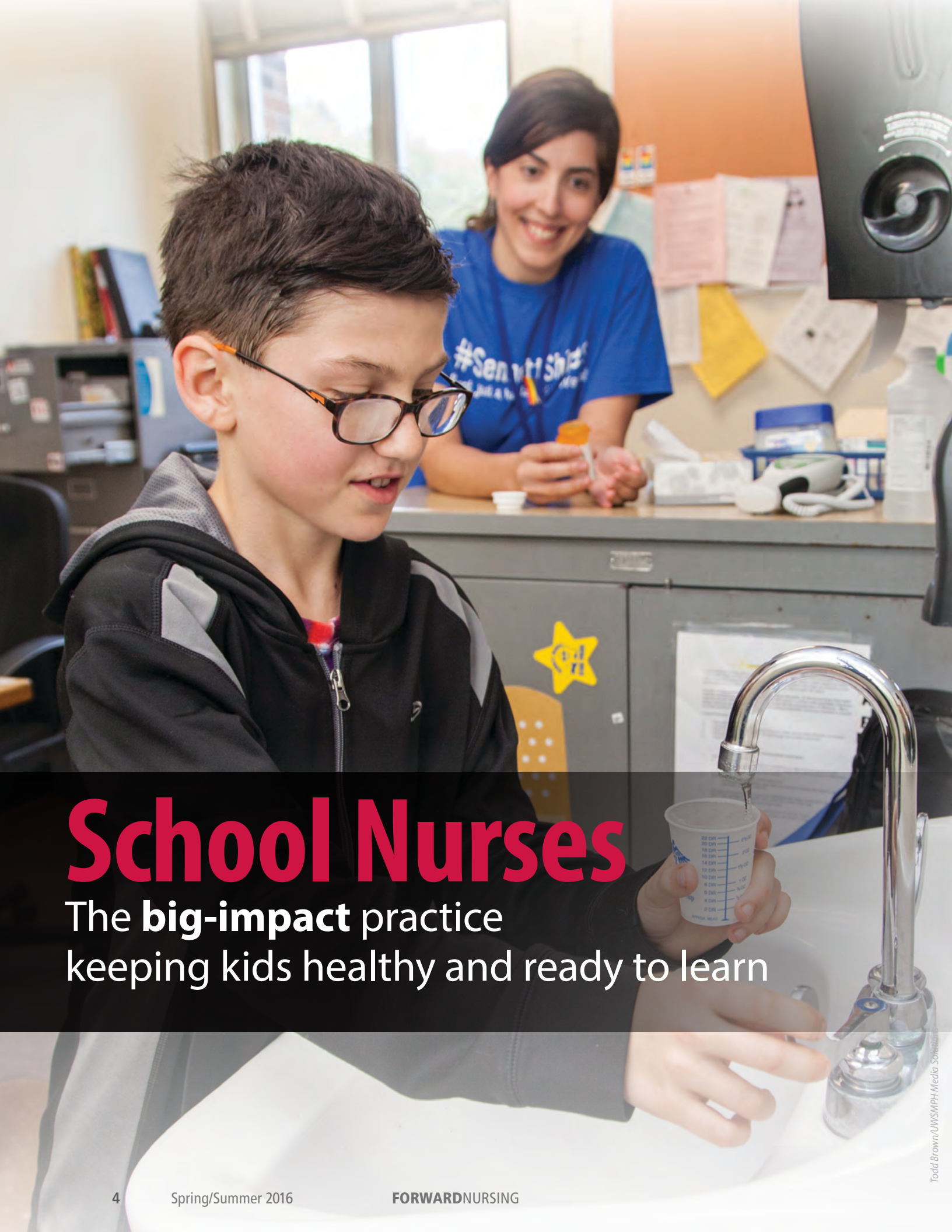
\$40,000–49,999	<b>19.4%</b>
\$50,000–59,999	<b>40.3%</b>
\$60,000–69,999	<b>38.7%</b>
\$70,000–79,999	<b>1.6%</b>



**80%** of graduates are  
employed within 6 months  
of graduation

**10%** of graduates intend  
to pursue additional  
education within 6  
months of graduation

\* 2014 data provided by the Wisconsin Center for Nursing and  
UW–Madison School of Nursing.



# School Nurses

The **big-impact** practice  
keeping kids healthy and ready to learn

The bell rings, launching a constant flow of teens streaming in and out of the health offices. It's a group of three small rooms, two of which have windows looking into a courtyard, a chair-lined hallway that doubles as a waiting room, a tiny bathroom and an alcove with a narrow refrigerator. It's a tight space crammed with chairs and desks, the walls lined with artwork and inspirational quotes, corners filled with loosely rolled posters.

One student walks in from the hallway and announces that she's there for a Band-Aid. She grabs it and leaves. Other students don't stop to talk; they head straight to the bathroom, which is stocked with tampons and Clearasil, and return to the halls without a word. Others get medicine from the nurse, brush their teeth in the office sink or heat their lunches in the small microwave that sits atop a file cabinet. Some are there for a reprieve from the pressure of the school day. They recline in loungers, close their eyes and drift off while opera music plays softly in the background beneath the sounds of the slamming door, chorus of voices and ringing phones.

For Madison's West High School students, this is an enclave, a peaceful if not exactly quiet place where they seek out a variety of services and supports. The busy lunch period sees the highest traffic during the school day.

On this Thursday, dozens of kids—some alone, some in pairs or groups turning sideways or hugging the wall to let others pass—move through the health offices just off the school's main entrance. There is constant motion but not commotion—despite the volume of students, there is a rhythm to it all. What outsiders might expect to devolve into chaos is actually a predictable, familiar and well-managed level of activity.

In other words, this is a normal day.

Lynne Svetnicka (MS '82), a lead nurse for Madison Metropolitan School District, worked as the West High school nurse four years ago before assuming her current role as a districtwide school nurse mentor. "When I left West High School, we were seeing well over 80 students a day," Svetnicka says. "We were nonstop."

There are an estimated 70,000 nurses working in similar health offices across the United States. It is an independent practice, as most schools are lucky to have a single nurse in the building some of the time. Immediate colleagues are health aides, social workers, psychologists, counselors and, of course, teachers—but generally not other nurses.

The work covers a broad health territory, too. In addition to the lice checks, ice pack distribution and thermometer readings that most people associate with them, school nurses perform an encyclopedic list of services for students and school staff.

They administer first aid. They perform vision and hearing screenings. They develop health plans. They pick up medication for students. They teach health classes (the human growth and development lesson frequently brings school nurses into fourth- and fifth-grade classrooms in Wisconsin). They perform mental health and addiction screenings. They train teachers and other school staff to administer medication. They monitor hallways. They report potential outbreaks of infections like norovirus or influenza.

"The jobs are a lot bigger than they were 20 years ago," says Sara Parrell, another lead nurse for MMSD. "I had one epi-pen in my office in the 90's. When I left in 2011 I had 28 epi-pens, five students with diabetes, and other children with significant pain and suffering in their lives."

## A Twofold Challenge

Parrell's health office wasn't an outlier. School nurses across the country have been seeing increasing numbers of students for serious and potentially life-threatening chronic health conditions. The U.S. Centers for Disease Control and Prevention reports that the number of individuals (children and adults) with asthma increased by 28% between 2001 and 2011. The CDC reports that in another ten-year period from 1997 and 2007, the prevalence of food allergies increased 18% among children under 18 years. And diabetes, too, is a growing problem. A study reported in the *Journal of the American Medical Association* found that in just eight years between 2001 and 2009, the prevalence of Type 1 diabetes in children increased by 21% and Type 2 by 30%.

Overall, more than 25% of school-aged children now have some kind of chronic health condition—up from 1.8% in the 1960s, according to the National Association of School Nurses (NASN).

Complicating things is the fact that many school nurses are managing larger numbers of students overall. The NASN formerly recommended a 1:750 nurse-to-student ratio, but that ratio was set in the 1970s before the proliferation of chronic health conditions among student populations. And many schools did not come close to hitting that target anyway.

Left: Sennett Middle School nurse Anna Melville and sixth grader Max in the health office

Now NASN is revisiting its recommendations to develop a formula that accounts for factors that impact actual workload, such as prevalence of chronic health conditions, special education status and poverty levels. Parrell says MMSD already uses its own formula to determine nurse staffing in its schools.

For Anna Melville ('15), who is finishing up her first year as a school nurse at Sennett Middle School on Madison's east side (where she works a 70% schedule), that formula results in 648 students under her care. Of those, 346—more than half—have one or more health conditions noted in their files.

With just a year of experience, Melville can't make historical comparisons about shifting workloads. She does agree that her days are often filled with complex health issues, few of which are resolved over the course of a school year and almost never with an ice pack or bandage. For example, she has conducted full neurological assessments after head injuries, and she regularly works with students whose families face the consequences of living in poverty, which contributes to and exacerbates health conditions like asthma and diabetes.

She recalls talking to students who were distraught about the dialog that emerged during and after the "A Day Without Latinos" rally in February. "You'd be surprised at what kids are willing to tell you if you're willing to sit down and listen," she says.

## Growing Mental Health Responsibilities

Worry and stress are common among students regardless of their backgrounds. Middle school can be a battlefield for preteens and teens who are trying to both fit in and stand out. Now, social media broadcasts and amplifies the angst, insecurity and awkwardness inherent in coming of age. It's a frenzied loop that plays 24/7. Many students feel pushed to excel in everything—academics, sports, extracurriculars—and manage unrelenting schedules of activities, lessons and studying. Still others face difficult challenges at home or struggle with full-blown anxiety or mental illness.

In fact, there are almost 5 million children in the United States with a serious mental health condition, and every year nearly 20% of children are diagnosed with a mental illness, such as anxiety, ADHD, depression or eating disorders. By middle school, substance abuse and addiction are not uncommon. School nurses like Melville encounter all of it and spend, on average, nearly a third of their time on mental health issues.

## In the Face of Challenge, Optimism

Despite the challenges she faces—workload, complex conditions, limited resources—Melville sees more opportunities than limitations, and she is quick to point out that is why she's here.

## A Hidden Healthcare System

Unlike their peers in hospitals and clinics, school nurses frequently practice alone. There is no one down the hall to consult, no one with greater insight. Nurses are the only healthcare experts in the school.

This gives school nurses a great deal of independence in their practice, which many want and enjoy. Yet Lori Anderson, a clinical professor in the UW–Madison School of Nursing and former school nurse, says there is a flip side to that independence.

"There is an isolation to the practice," she says. "That feeling stuck with me, of being out in a school, the only healthcare person, and people were counting on me to know a lot of things."

Complicating matters is the fact that the numbers of chronically ill students continues to rise while their conditions grow increasingly complex. Anderson says that for most school nurses, it is difficult to keep their professional development on pace with the rapid expansion of the school nursing practice. Many are left feeling underprepared to handle the health conditions, particularly mental illness, that they face in their student populations.

That is why Anderson developed eSchoolCare, a digital tool that connects school nurses with expertise from the School of Nursing and the American Family Children's Hospital. With modules on asthma, diabetes, severe allergies, cancer, epilepsy and mental health disorders, eSchoolCare provides school nurses with health plan templates for various conditions, videos on medication administration and links to nurse- and doctor-vetted professional development opportunities.

Anderson notes that children with chronic health conditions miss more school than their healthy peers and are three times more likely to repeat a grade. While eSchoolCare is designed to keep school nurses current in their skills, confident in their practice and connected to each other and valuable resources, the ultimate goal is to maintain and even improve children's health to keep them learning in the classroom as much as possible.

"Kids are in school more than they are anywhere else except home, and a lot of care is delivered within school walls. That's why we call school, and school nurses, a hidden healthcare system," Anderson says. "For parents of children with chronic health conditions, a school nurse can be a wonderful ally. By supporting school nurses and giving them resources they need, we are supporting children and their families."



For more information  
[son.wisc.edu/eSchoolCare.htm](http://son.wisc.edu/eSchoolCare.htm)

"I really like this age group. They look to adults for guidance and still have that childlike spark, but they are also starting to think critically," she says. "The environment of being in the school is really positive. The laughter, the band, the singing in the hallways—you just don't hear that in the hospital."

Melville knows. She worked in the UW Hospital neuro ICU as a student nursing assistant, and she was offered a residency upon graduation. Melville acknowledges that the money would have been significantly better than what she is making now. That's fairly common for all school nurses, who earn, on average, around \$55,000 a year. Their peers in other nursing practices average closer to \$70,000, and nurses working in critical care settings tend to make even more.

But for Melville, there was more to the math than the starting salary. Melville grew up with a passion for community service, and she developed an interest in public health nursing while in school.

"There is this huge community piece," Svetnicka says of the school nurse practice. "For nurses who want to work in the community, schools are smack-dab in the middle of that."

Melville adds that she enjoys her independence and the relationships she forges with students. "It's a privilege," she says, "to work with kids and their families and to be in the kind of role to be able to help." ❀



Anna Melville, Sennett Middle School nurse, with eighth-grader Kessiah

## Become a School Nurse

School nursing is a rewarding, independent practice area. We offer a certification program for bachelor's-prepared RNs as well as a school nursing course for RNs with an associate degree. For more information, visit [go.wisc.edu/s7b818](http://go.wisc.edu/s7b818).

## Concussion Recovery— It Takes a Team



Traci Snedden

When a soccer player hits her head on a goal post during practice, she probably tells her coach. Her coach alerts the parents, and her parents relay the information to the provider at the ER. But does anyone tell the school nurse?

They should, says Dr. Traci Snedden (PhD, RN and Pediatric Nurse Practitioner). The UW–Madison School of Nursing postdoctoral fellow says school nurses are uniquely positioned to provide coordinated care during recovery from traumatic brain injury. They are regularly accessible to students, and they understand how to integrate care plans into the school environment. Moreover, when nurses are involved in return-to-school plans, they can help minimize the effects of injury on learning and physical performance.

But nurses can only help students when they know about the injuries, and sometimes that doesn't happen until the student begins to struggle in the classroom.

Snedden wants to help fix that. Building on the results of her earlier work, she is launching a research study to learn more about what students and their families experience when they return to school and sport after a brain injury.

"The overall goal is to determine team-based interventions to support students," Snedden says. "Those teams include the athletic trainer, members of the instructional team and obviously the school nurse, who plays an integral role in coordinating health care at the school level."

As public awareness of the signs, symptoms and associated risks of brain injury increases, more students are diagnosed with concussions every year. And it isn't just linebackers and goalies. Children commonly fall off bikes and back-yard swing sets, incurring head injuries.

"The nurse's role expands beyond athletes who have had a concussion. They represent all students, no matter what the mechanism of injury," Snedden says. "Nurses are a vital member of a school-based care team."



# Learning From Loss

Tragedy claimed her brother's life, but Chelsea Adams '16 found closure, hope and ultimately a career through organ donation

Chelsea Adams ('16) was on her way to high school when she got the call. On his way home from a night shift at Oscar Mayer in Madison, her brother rear-ended a school bus during its morning route. The driver and the two children on the bus were unharmed, but Cory's head hit the windshield. The brain injury—his only injury—was traumatic and severe. He was still alive, but he would never recover.

It was at that point that Chelsea's family made a decision that changed their lives.

Chelsea and Cory had recently had a casual conversation in their family driveway. Though Cory had not designated himself an organ donor on his driver's license, he told his year-younger sister that he did not want to live out his life unresponsive in a nursing home. Chelsea remembered their conversation as her family was facing that very situation. Together they decided to donate his organs.

"His lungs, heart, pancreas, kidneys and liver went to four people in the Midwest," Chelsea says. "I think it gave us a little closure."

In the days and weeks after the accident, the family grieved. A few months later it was time for Chelsea to head to college. Her mother insisted she go instead of languishing at home. So Chelsea packed up and left Poynette, Wisconsin, for Winona State University in Minnesota.

Chelsea missed her brother but quietly took comfort in the fact that his death saved four lives. "It's given me a sense of peace knowing that my brother didn't die for nothing," Chelsea says.

Even so, she longed to be closer to home. And while she had originally applied to colleges expecting to major in special education, her brother's death altered her plans. Her mind kept returning to those hours in the hospital as her brother lay unresponsive, and it was the tenderness of one of his nurses that made the biggest impression.

*Chelsea Adams at Union South terrace*



“She was in there brushing my brother’s teeth and I saw the care and compassion she had for my brother, and she didn’t even know him,” Chelsea says. “She opened up my eyes ... I realized through this process that this is just something I had to do so I could make an impact on families the way all of the nurses did for me.”

So Chelsea buckled down and focused on her grades so she could transfer to the University of Wisconsin–Madison School of Nursing. And after two years at Winona State and a gap year in between, she made it.

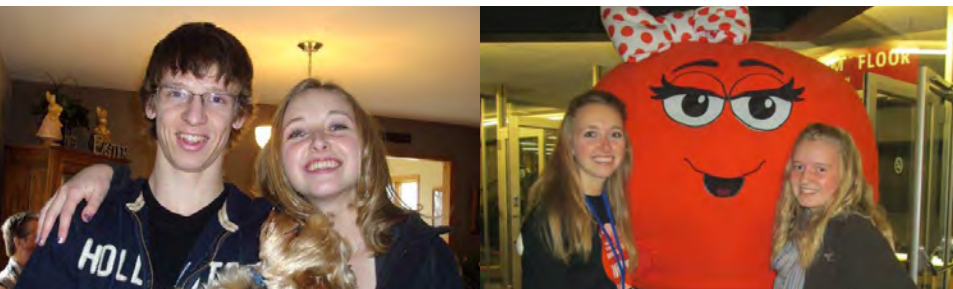
During school, Chelsea took a job as a student nursing aide in the transplant unit at UW Hospital. She expected it to be emotional—and it was—but she says it was also cathartic to experience the recipient side of organ donation. She intends to begin a residency in the same unit shortly after graduation.

For Chelsea Adams, organ donation is not something that simply helped her family make sense of her brother’s death. It is something that has given ongoing purpose to their lives. Now a staunch advocate for organ donation, Chelsea visits drivers’ education classes to share her story. She assists in training workshops for organ procurement and transplant teams. She coordinates a team for an annual 5K to raise funds for organ donation awareness. Her family has also met the recipients of her brother’s organs and has grown close to some of them. They regularly share letters and updates. They even vacationed with one.

Chelsea recalls the emotional meeting with the first recipient two years after her brother’s accident. The woman had cystic fibrosis and had lost her two siblings to the disease. Receiving Cory’s lungs “spared her parents from losing a third child,” Chelsea says, her eyes beginning to tear. “That was the turning point. That wiped the slate.”

At some point Chelsea hopes to transition into a career on the procurement side of organ donation. She realizes that many of her peers would not seek out a practice based so clearly in tragedy and loss, but she knows that there is grace in it as well. “Organ donation really helps families heal,” she says. “There is just so much hope in the situation.” ✂

*Left: Cory and Chelsea Adams. Right: Chelsea Adams and sister Katie Adams with Dottie the Donor Dot at the 2013 Power2Save organ donation concert at the Alliant Energy Center*



## A Nurse’s Perspective on Organ Procurement

Adam Schneider flies in Bucky One. It’s the same plane that the governor takes to ribbon cuttings and the Wisconsin Badgers take to Final Four basketball games. But when Schneider climbs aboard, Bucky One has a much more serious mission.



*Adam Schneider*

Schneider, a third-year DNP student, is an organ procurement coordinator for University of Wisconsin Organ and Tissue Donation. Part of his job involves flying to hospitals across Wisconsin where his patients and their families face grim news and heartbreaking choices.

“My patients are often traumatically injured, and every one of them dies,” Schneider says. “When death is imminent, I work with the family and staff to see if donation is something positive that can happen.”

It is delicate work. Families are in the throes of crisis and are facing profound loss. Yet Schneider says his nursing education prepared him to quickly build rapport and offer comfort in the most desperate of circumstances.

“I didn’t expect to be working every day with patients who were dying,” Schneider says, “but I like being there for the family. It’s really rewarding work.”


**Every 22 day people die while waiting for an organ donation.**

For more information on organ donation, visit **organdonor.gov**

# May It Be Known

A look back  
at Dean May's  
tenure as she  
returns to her  
research roots

Todd Brown/UW-SMPH Media Solutions



**2001** Katharyn A. May becomes the seventh dean of the University of Wisconsin–Madison School of Nursing.

**GUNDERSEN  
HEALTH SYSTEM®**

**2003** The Western Campus Partnership launches with Gundersen Health System in La Crosse.

The school admits students into the nation's first early-entry PhD program.



**2004** The School of Nursing moves all instruction to the new Health Sciences Learning Center.

The school partners with UW Hospital and Clinics to develop a nurse residency program.

Workforce concerns prompt school to raise undergraduate admissions from 80 to 100 students per year.



**2006** Fundraising for a freestanding School of Nursing building begins with the "Power of Nursing" campaign, the school's first major fundraising initiative.

**AFTER 15 YEARS** at the helm of the UW–Madison School of Nursing, Dean Katharyn May decided to hand over the wheel. But she’s not getting off the ship. Instead, Professor May will remain on the faculty and will trade her administrative responsibilities for research and teaching. She sat down with *ForwardNursing* staff to answer questions about her career and to give us a peek at what’s to come.

*You’ve been at the UW–Madison School of Nursing for 15 years. What do you feel is your greatest accomplishment?*

Most people will point to Signe Skott Cooper Hall as my biggest accomplishment. Make no mistake—it was a huge accomplishment. Cooper Hall needed to happen for a long list of reasons. But it was never an end in my mind. My goal has always been to bring greater awareness to the research and innovation as well as the excellence in academics and outreach that has always distinguished this school. I knew when I came here that I needed to help raise the profile of the school as a resource, a place where ideas grew into innovations that improved nursing practice and, in so doing, improved human health. The good news is that many people across the state and the nation and around the world know this is a world-class school that deserves their support. Our alums have always known that remarkable things happen here. I just put it out there for the world to see.

*You have been clear that you aren’t retiring—you’re taking a year of leave and then returning to the faculty. The word in Cooper Hall is that you are developing a research project dealing with new-nurse professionalism and presence. Can you elaborate?*

One of the areas I’ve been pretty passionate about throughout my teaching career is helping nurses understand that they must not give away the power of the first impression. Many nurses forget that how they carry themselves, how they introduce themselves, even how they talk about their responsibilities all has a powerful effect on how patients feel about the care they will receive. I wince every time I hear a nurse say, “I’m just a staff nurse.” Most other professionals don’t use that language. I want all of our graduates to walk in to a clinical situation and communicate to patients, clients and family members that *I got this*—even if they don’t feel like they do. And though we want our students to be able to do this, we don’t exactly know how to teach it and coach it.

I’ve been talking with my campus colleagues in theater and drama about how to help our students develop the confidence that they can handle challenging interpersonal situations and can be authoritative when they need to be. My idea is to use the Center for Technology-Enhanced Nursing (CTEN) for simulation training—not in clinical judgment or technical aspects of care, but to help students and new nurses learn and use self-management techniques that ultimately may improve safety and clinical outcomes. I’m convinced there is something worth exploring here, and I am looking forward to getting started.

**2007** Despite no new state funding, the school increases undergraduate enrollment by 50%.

**2008** In a five-year period from 2003–2008, undergraduate enrollment of male and underrepresented students doubles.



**2010** The school receives a National Institutes of Health grant to develop patient-centered interventions.

As the 2010 Littlefield Leadership Lecturer, former UW Chancellor Donna Shalala delivers the first public presentation of the landmark Institute of Medicine report “The Future of Nursing.”



School launches Doctorate of Nursing Practice (DNP) program with inaugural class of 16 students.

“Deans tend to be characters. **It’s that dual role of scholar and administrator**, and then you mix in some power and pressure, and it’s a short list of people who would want or could do that job. Dean May’s got it, though. I don’t know that she makes it look easy as much as she makes it look like that’s just what she does. Days spent leading individuals who generally don’t believe they need to be led—with some manicures in between. I attended a dean panel on campus a few years back. Four deans up there. Happened to be three old(er) guys in gray suits and Dean May, in one of her fancy outfits, kind of blinged up, talking circles around them—about navigating the political environment, scholarly performance, cultivating new opportunities in student learning. She was poised and aggressive, **and yet Dean May’s humility came through**. The person behind me leaned forward and said, ‘You’ve got a really good dean.’ That is really true.”

**Karen Mittelstadt**

Assistant Dean for Academic Programs  
University of Wisconsin—Madison School of Nursing

## What drew you to nursing in the first place?

I was a competitive athlete in high school. My plan was to go to college and play lacrosse and field hockey for four years and then figure out what to do with my life. But during a state tournament in my junior year, I got injured. They didn’t rehab student athletes back then, and I never played again.

After that, I moped around. Looking back, I was probably depressed. My mother tolerated my not doing anything about my future for a while. Then she started pressing me for a plan. I didn’t have one, so she suggested nursing. She had wanted to go to nursing school herself but couldn’t afford it. For me it was jarring. I had never mentioned nursing. I had never even considered it.

I was lucky that my mother knew me better than I knew myself. Of course, I hedged my bets all along by double majoring, but I’ve never regretted my choice to become a nurse. I know now that if I had become a cognitive psychologist—my back-up plan if nursing didn’t work out—I would have missed the excitement of practicing in a field with the relevance and scope of nursing. Nursing literally touches everyone at some point in their lives.

## How is nursing different now than when you entered practice?

It’s changed so much in many ways, but in others not at all. Nursing is practiced “in relationship,” and the power of practice comes from that humane core, the challenge of meeting people exactly where they are, and supporting them toward health or recovery or a peaceful death. That hasn’t changed. But the technological and scientific advancements in the field? Those are astonishing. In 1973 when I graduated and took my first clinical position, I needed to memorize around 100 different drugs that were routine in my practice. That’s how we practiced—reliance on memorization, routines. If there was something new, we usually had

**2011** The School of Nursing receives a second NIH grant; this funding supports predoctoral and postdoctoral training involving patient-centered interventions.

The American Association of Colleges of Nursing recognizes the School with an inaugural BSN Award for Innovative Clinical Rotation in a Nursing Home.



Proceeds from the Spring Football Game benefit the Power of Nursing campaign.



**2012** UW Board of Regents approves naming new building Signe Skott Cooper Hall. Construction begins.



**2013** The Power of Nursing campaign concludes with more than \$26 million in gifts for facilities, scholarships, and faculty and program support.

Nursing faculty, students and alumni select materials for a time capsule to be placed in Signe Skott Cooper Hall. It will be opened in 2074.

to catch it on the fly. There was no time to run to the library and not much in the way of decision support. Thank goodness that's all changed because of the complexity and the faster pace of our practice. Also, the relationship between nursing and medicine has improved, and nursing is now regarded as an autonomous profession at the center of health and health care.

### *Any regrets in your career?*

Only that I haven't taught much here at Wisconsin. If I could do it again, I would not have let the demands of this deanship keep me out of the classroom. Apparently I turned out to be a pretty good teacher because I won teaching awards at every place that I taught. I'm proudest of that. Maybe there is still time for me at Wisconsin!

### *What will you miss when you shift your focus to research instead of administration?*

I'm going to miss talking to all kinds of people about nursing and nursing education—representing this amazing school and this amazing university to the world. The good news is that I get to trade that for getting to work directly with our students.

### *You've been a faculty member at other nursing schools. What is special about ours?*

We set expectations high for our students, and, by and large, they exceed our expectations. And throughout it all, they have this commitment to doing the work well and for all the right reasons. They bring brains, compassion and passion to what they do without making a fuss about it. It's a Midwestern work ethic, and it might just be part of the school's genetic code.

Also, our great faculty, staff and alumni are all devoted to helping our students become great nurses who lead from where they are, and I don't see another school of nursing that does it better. I truly believe Wisconsin nursing is head and shoulders above the rest. Always has been—and I am absolutely confident—always will be. ❧

“Dean May championed the construction of Signe Skott Cooper Hall, but the building itself is not her greatest legacy: **Even more important is the culture she developed within the University of Wisconsin–Madison School of Nursing.** Dean May has nurtured and supported a learning environment that prepares our future nurses to meet the ever-evolving challenges of the profession. She has also fostered an atmosphere of innovation, yielding ground-breaking discoveries to advance nursing practice and healthcare for all of us.”

**Rebecca Blank**

Chancellor  
University of Wisconsin–Madison

“I know that the most obvious legacy of Katharyn May is this amazing building and the educational technology in it. I think what may be a less obvious legacy of Katharyn's is **her ability to shift our thinking a little bit to be more creative—to what she calls enterprise—to turn our research and practice skills into programs and projects that can benefit the world.**”

**Barbara Bowers**

Associate Dean for Research and Sponsored Programs  
University of Wisconsin–Madison School of Nursing



**2014** School of Nursing celebrates its 90th anniversary.



Signe Skott Cooper Hall opens with just 3 weeks to spare before the beginning of fall term.



**2015** Dean May announces her plan to step down as dean but remain on the faculty at the close of the 2015–2016 academic year.



# Scenes

A look at what's happening with our students, faculty, staff and alumni



6



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11

1. **Girls, Inc.** of Greater Madison had the opportunity to practice patient transfers, learn about careers in nursing and take home their own stethoscopes when they visited the School of Nursing in January.
2. Students, faculty and staff enjoyed cupcakes in honor of **Signe Skott Cooper's** birthday on January 29.
3. **Academic Programs** staff sorted and packaged food at Second Harvest as part of their annual holiday party last winter.
4. Professor **Barb King** and student **Andrew Vandermause** get in some exercise during their busy days. In addition to these workout stations throughout the building, Cooper Hall also boasts its own walking path.
5. Clinical Associate Professor **Cassie Voge** and her student clinical group celebrated their last day of clinicals with a visit to the Med Flight offices and helipad.
6. Guests at the **Nurses Alumni Organization** happy hour caught up with fellow alumni at Café Hollander on April 12.
7. Nursing faculty, staff and students hosted exploration stations at the **14th Annual Science Expeditions** in April. Visitors got hands-on with the Oculus Rift, learned how properly fitted helmets protect our brains, and participated in a scavenger hunt through the hospital simulation suite. Cooper Hall also hosted a Science Spectacular featuring Truly Remarkable Loon, Madison's own comedy juggler.
8. In April, the **Center for Aging Research and Education** and the research team funded by the Bader Foundation and led by **Barb King** partnered with Capitol Lakes to host a large multidisciplinary aging health fair.
9. Nursing faculty, students and staff from UW Health, UW-Madison School of Nursing, UnityPoint-Meriter, Edgewood, SwedishAmerican and William S. Middleton Memorial Veterans Hospital presented their current research, evidence-based practice and quality improvement projects at the annual **Nursing Poster Fair** in April. Clinical Professor **Paula Jarzemsky** discusses a poster.
10. Spring graduates attended the Senior Celebration hosted by the Nurses Alumni Organization in May. Four students received nursing pins donated by School of Nursing alumni. This year's honorees—**Natasha Pedone-Kahle, Heather Bernhard, Katja Kane-Foempe** and **Laura Chidister**—accepted pins from **Lorena Dahmen Gordon '71, Susan Gillett Givens '65, Bethany Reith '15** and **Diana Roberts Zeiger '58**.
11. Campus and community leaders, colleagues, alumni and students celebrated **Dean Kathryn May's** fifteen years of leadership of the School of Nursing on May 6. Two of Dean May's favorite mascots, Bucky Badger and Maynard G. Mallard, stopped by for Babcock Ice Cream during the afternoon open house; later that evening, Chancellor Rebecca Blank and other campus leaders shared their thoughts on working with and, soon, without Dean May. Above: **Jeanette Roberts**, School of Pharmacy professor and dean emerita; **Vivian Littlefield**, School of Nursing dean emerita; **Kathryn May**, dean of School of Nursing; **Steve Swanson**, dean of School of Pharmacy.

# Giving Out Loud

Grateful for the education that launched her career, alumna Amara Yob '07 donates to send students the message that the hard work is worth it

Amara Yob ('07) is not the kind of donor whose gifts make headlines. She isn't trying to rid the developing world of infectious disease or attempting to fundamentally restructure the public education system. She doesn't really even consider herself a *philanthropist*.

Instead, Yob thinks of herself as a grateful graduate who wants current students to get as much out of nursing school as she did. She makes what she considers modest donations when she can, usually \$50 or \$100. Yet she feels that it's critically important to write those checks—regardless of their size.

"It was the launching pad for my career," she says of her nursing education.

Yob, a first-generation college student from Belleville, Wisconsin, followed her then-boyfriend, now-husband to Los Angeles upon graduation in 2007. She landed a job in the Cedars-Sinai Medical

Center bone marrow transplant unit, where she worked for nearly four years. Then in 2011 she accepted a position as a patient relations representative for the medical center. It's a role that Yob says blends the clinical skills she learned in the School of Nursing with the social skills she developed on the broader UW–Madison campus.

She credits the rigor of her undergraduate degree for preparing her for her first job and her current one. "It was challenging. The amount you're asked to do in one semester really forces you to dig deep and ask yourself what you're made of," she says.

Soon after graduation, Yob began making small gifts while also



Dan Yob, Zelda (dog) and Amara Yob in La Canada Flintridge, California

chipping away at her student loans. Once her debt was paid off, she started making bigger, more regular donations to both the school and the university. This year she contributed \$250 during the Wisconsin Foundation and Alumni Association Fill the Hill flash campaign.

"I try to give what I can because I want the students to know that we care. That I care," she says, "and that what they do every day matters."

## Everything Counts



Reena Chandra Rajpal

The University of Wisconsin's five-year comprehensive campaign is in full swing. Our goal at the School of Nursing is to increase participation among our alumni. Currently just under 10% of our graduates donate annually to the school. We would like to double that number by 2020.

We know that earning a nursing degree here requires tremendous effort and no small amount of sacrifice. But because of your commitment, you joined the ranks of some of the best-prepared nurses practicing in Wisconsin and beyond.

We also know that the hard work doesn't end at graduation. Nurses give a lot of themselves every single day. So when we ask you to give back to the school, we want you to do it on your terms. Whether that is \$15 or \$500, your contribution will support current students and maintain the high quality of a UW–Madison nursing education.

Thank you to everyone for helping us continue our legacy of leadership. We are deeply grateful for your support at any time, at any level.

*On, Wisconsin!*

**Reena Chandra Rajpal, MPH**  
Director of Development

# Keeping up with Alumni

## 1960s

**Deanna (deBower) Bowers BS '60**, RN, PHN, will receive the Lay Mission-Helpers Association's Ernst Ophuls Award on October 8, 2016. The award is named for a young Lay Mission-Helper who gave his life to mission. Bowers and her husband, Warren, spent three years serving in Cameroon. While there, she worked as a school nurse and teacher with high school and junior college students. Bowers currently serves as president of the Lay Mission-Helpers Board of Directors. She is also past president of the California School Nurses Organization.

**Dodie Ruzicki '68** retired this spring after nearly 36 years with Providence Health Care in eastern Washington and 27 years as director of education. "It has been an exciting journey. My area of responsibility for education includes a quaternary medical center, a community hospital, two community access hospitals, and a large medical group. We have developed a model of education to promote interprofessional collaborative practice that I lead in partnership with the director of medical education. Spokane has two colleges of nursing and will soon be home to two medical schools. Additionally, I have been a trustee (the only nurse on the board) for Group Health Cooperative, headquartered in Seattle, since June 2010. In November 2015, I received the Washington State March of Dimes Distinguished Nurse of the Year Award—a surprise and wonderful honor. I have always been grateful for the education I received at the University of Wisconsin."

## 1970s

**Anna (Brewer, Hopkins) Rentmeester BSN '72, MSN '80** writes: "In the most recent edition of Forward Nursing (Fall/Winter 2015) the Class Notes section had a picture of the class of 1972. There was a graduating class of 1972 in August that year also. I believe this photo was the May 1972 class. I looked hard to find myself and then realized it was the earlier class of 1972."

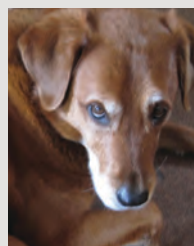
Congratulations to **Mary Nies '74**, PhD, RN, FAAN, FAAHB, director of nursing research at Idaho State University, on receiving the University of Illinois at Chicago College of Nursing 2016 Distinguished Nurse Alumna Award. Nies received her PhD in nursing science from the University of Illinois. She previously received the Distinguished Alumnus Award from Loyola University School of Nursing, where she obtained her master of science in nursing, and the Distinguished Alumna Award from the University of Wisconsin—Madison School of Nursing, where she obtained her bachelor of science in nursing.



Dr. Nies is also a professor in the Division of Health Sciences at Idaho State University. She is co-project Director on the Idaho Senior Refugee Interprofessional Holistic Health Project, which was

funded by the Health Resources and Services Administration for \$1.5 million. Dr. Nies is a fellow of the American Academy of Nursing and the American Academy of Health Behavior. She was also inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame in 2011.

Congratulations to **Jeanne Cutler Appelbaum '76** on her retirement from the University of California, San Francisco's acute hemodialysis/apheresis unit. Appelbaum writes that she will have an active California RN license and might return to work in the future, but for now she will be at Tahoe Forest Hospital in Truckee, California, with her dog Ginger (below) in the pet-assisted therapy program as a volunteer.



Jeanne writes, "I had such an excellent education at UW's School of Nursing and even became the secondary class speaker at our graduation in December of '76." After attending nursing school at UW—Madison, Appelbaum moved to the Bay Area to work on the kidney transplant unit at UCSF Medical Center and then moved into the acute hemodialysis unit—primarily because of the experience she had at UW Hospital and Clinics in transplantation. Appelbaum now lives in Soda Springs, California, after 50 years in the Bay Area.

## 1980s

**Terry Lennie MS '88, PhD '93**, RN, FAHA, FAAN, was recently inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame. Dr. Lennie was the 2014 recipient of the UW—Madison School of Nursing Distinguished Alumni Award. He is currently professor and associate dean for graduate faculty at the University of Kentucky.

## 1990s

**Andrea Strayer MS '91** received the 2016 Excellence in Advanced Practice Nursing Award from the American Association of Neuroscience Nurses. Strayer, who was nominated by her colleagues, is a certified adult and geriatric nurse practitioner and a certified neuroscience registered nurse, overseeing the care of neurosurgery patients at University of Wisconsin Hospitals and Clinics.

Congratulations to **Regina Dunst MS '93**, who was honored in April as a part of UW—Milwaukee College of Nursing's 50th anniversary celebration, where she was among 50 distinguished alumni recognized for their achievements. Dunst was an educator at the UW—Madison School of Nursing from 1996 to 2014 and has been a practicing pediatric nurse practitioner at Access Community Health Center for the last 20 years. She has contributed to the National Organization of Nurse Practitioner Faculties Manual for NP Program Directors, presented at multiple practice, education and research conferences, and received several instructional technology grants for innovative teaching. Dunst was honored as Wisconsin Pediatric

## KEEP IN TOUCH!

Email [alumni@son.wisc.edu](mailto:alumni@son.wisc.edu) with any updates to share with fellow alumni. Send a photo to accompany your update and win a School of Nursing prize.



# Connecting Through Grief

By Rana Limbo, PhD '99

Nearly all my career has been spent caring for families and their babies. My first full-time position was as a staff nurse caring for mothers and their newborns at a large medical center. I found myself drawn to the mothers who were grieving.

I remember one young mother in particular. She was standing alone in the hallway. She was staring into a patient room, empty except for a nurse and the mother's baby. Then she turned her head toward me. Tears were streaming down her cheeks. This was the moment of her final goodbye before her baby was adopted by new parents.

In those days we always referred to this process as "giving the baby up for adoption" or "relinquishing the baby." Both terms sound far removed from the true experience. In fact, these mothers, all of them, were giving up their babies. Grief was embedded in this experience.

I quickly learned that the idea that the maternity area is the "happy place" in the hospital was false. Obviously, babies were born to joyful new parents. However, I also remember a 14-year-old who underwent an emergency hysterectomy due to postpartum hemorrhage. I still think of her often. She would be almost 60 years old today. What happened to her hopes and dreams of marriage and children?

In 1981, I was offered the coordinator role for a new perinatal bereavement program, Resolve Through Sharing® (RTS), at Gundersen Health System in La Crosse, Wisconsin. I soon recognized that I had found my home. RTS is a relationship-based program that consists of education of health care providers,

development of care standards and support materials, and parent support groups for those whose babies had died. I worked with families who experienced miscarriage, stillbirth and newborn death.

RTS offers three foundational trainings, including manuals, clinical guidelines and online learning. One of the marvels of a standardized curriculum is the way that compassion, sensitivity and empathy can be taught using a relationship focus.

Throughout my career, I personally have been touched by the profound sense of connection that arises from being in relationship with someone who is suffering. To me, relationship is the spirit of connection that comes from being with and knowing another. Relationship links suffering and hope, and the transformational nature of hope is at the core the human experience.

Grief always involves relationship. Nursing, too, always involves relationship—this really is what makes nursing what it is. Indeed, it's what makes life what it is. I am grateful to those who have been in relationship with me and from whom I have learned these extraordinary principles of living.

*Rana Limbo (PhD '99) is associate director and senior faculty consultant for Resolve Through Sharing (RTS) at Gundersen Health System, La Crosse, Wisconsin. A co-author of two books, co-editor of two others, and author of numerous articles and book chapters, she is also a frequent speaker and consultant. Dr. Limbo is certified in perinatal loss care; an elected member of the International Work Group on Death, Dying, and Bereavement; and a fellow of the American Academy of Nursing.*



Rana Limbo

APN of the Year in 2007. She was also highlighted as one of the Top 25 pediatric nursing professors by NursePractitionerSchools.com.

## 2010s

**Bethany Reith '15** died tragically in a ski accident on February 6, 2016. During her undergraduate career in the School of Nursing, Bethany was a member of the dean's honor list and traveled with the school's summer nursing immersion trip to Dublin, Ireland. She was featured in the school's 2015 video that showcased the technology of nursing and Cooper Hall and told the story of how her brother's recovery from a severe injury drew her to nursing. After graduation, Bethany participated in a medical

mission trip to Cambodia. Bethany had recently taken her nursing boards and was looking forward to a career in a neonatal or pediatric intensive care unit. We offer our condolences to her many friends and family.

### In Memoriam

*We offer our deepest sympathies to the families and friends of those who have passed away.*

**Sue Frazier, associate professor emerita**  
(January 17, 2016)

**Mary Peiss '48**  
(January 26, 2016)

**Katherine Williams '72**  
(February 3, 2016)

**Bethany Reith '15**  
(February 6, 2016)

### Congratulations to new and continuing Nurses Alumni Organization officers

Madeleine Wentzel '12, President  
Ashley Rusch '09, Vice President  
Dana Hendricks '10, Secretary  
Frances Jennings MS '95, Treasurer

The NAO also thanks Jane Quinn '99 MS '04 (Immediate Past President), Patricia Lasky MS '68 (Past Treasurer) and Chelsi Reilly '16 (2016 SNA President) for their extraordinary service to the board.

Each year, the Nurses Alumni Organization salutes alumni who have made significant contributions to the nursing profession. Recipients of the Distinguished Achievement Award and the Outstanding Badger Nursing Award exemplify the school's legacy of excellence in nursing leadership. Visit [go.wisc.edu/568yjdj](http://go.wisc.edu/568yjdj) to nominate a UW–Madison graduate and for more information.



Nurses Alumni Organization  
UNIVERSITY OF WISCONSIN-MADISON

# News of Note

## from School of Nursing Students, Faculty and Staff

Clinical professor and nurse practitioner **Sarah Krueger**, DNP, RN, is now chair of the Oakwood Lutheran Senior Ministries Board of Directors. Oakwood Lutheran Senior Ministries is a locally operated, faith-based, not-for-profit organization that operates two continuing care retirement communities in Madison, Wisconsin.

**Earlise Ward**, PhD, interim associate dean for academic programs, received a Vilas Faculty Mid-Career Investigator Award. The awards recognize excellence in teaching and research.

Congratulations to **Natasha Pedone-Kahle** '16 for being one of this year's two recipients of the Outstanding Undergraduate Returning Adult Student Award. We extend our congratulations to **Allison Thaiss-Gambrell** and **Diana Xiong**, both of whom were also nominated. These students have excelled both inside and outside the classroom despite facing unique challenges as returning adult students. Additionally, a number of continuing undergraduates were selected for scholarships in 2016–17, including nursing students Julie Cleghorn, Cristina Trevino, Maryan Mohamud, Tenzin Kunsang, Brian Zuelsdorff, Rebecca Krause and Ummulkhair Drammeh.



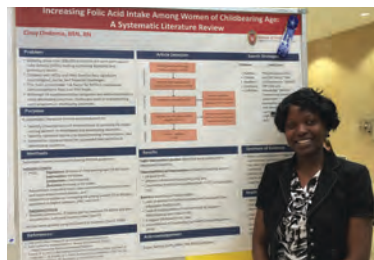
*Natasha Pedone-Kahle and family*

The Midwest Nursing Research Society's annual conference in March recognized many outstanding achievements of our faculty and staff. **Barb King**, PhD, APRN-BC, received the Qualitative Methods Junior Researcher Award for her work on reducing the negative effects of hospitalization on older adults. Postdoctoral

fellow **Traci Snedden**, PhD, RN, CPNP, CNE, won the Abstract of Distinction and Poster of Distinction awards for "Adolescent Concussion: Post-Injury Assessment Relationships."

Congratulations to postdoctoral fellow **Jacquelyn W. Blaz**, PhD, MS, winner of the 2016 MNRS Health Systems, Policy, and Informatics Dissertation Award. And one of our PhD grads, **Catherine Cherwin**, PhD '15, won the MNRS Pain and Symptom Management Dissertation Award.

**Dr. Snedden** received the 2016 Research Grant from Wisconsin NAPNAP for her proposal: "Processes Surrounding Return-to-Play and Return-to-Learn in Post-Concussed High School Athletes, A Grounded Theory Study." She also won first place in the research category at the Nursing Poster Fair for "Adolescent Concussion: Symptom Analysis after Cognitive Challenge." School of Nursing PhD student **Cissy Ondoma** also earned recognition at the Nursing Poster Fair for her poster "Increasing Folic Acid Intake Among Women of Childbearing Age: A Systematic Literature Review."



*Cissy Ondoma*

Congratulations to first-year student **Hillary Kirking**, member of the first-place interprofessional team in the Wisconsin Area Health Education Centers' statewide healthcare case competition. Her UW–Madison team included two students from the School of Pharmacy and one each from the School of Veterinary Medicine and the School of Medicine and Public Health. Kirking and her four teammates tackled a case regarding stroke

prevention and care in a rural population. The teammates shared honors and a \$3,000 prize. Two other School of Nursing students, Allison Tutkowski and Amber Facktor, were on the second-place team, which shared a \$2,000 prize.



*Hillary Kirking*

**Kathleen Montgomery**, PhD, a pediatric nurse at American Family Children's Hospital with an affiliate appointment at the UW–Madison School of Nursing, won a two-year Nursing Research Fellowship Award of \$92,000 from Alex's Lemonade Stand. Montgomery plans to identify ways to better manage symptoms for dying pediatric cancer patients.

Congratulations to Professor **Linda D. Oakley**, PhD, RN, on her appointment to the ANA National Advisory Committee of the Minority Fellowship Program. The National Advisory Committee advises the MFP staff and works to develop partnerships with professional, academic and clinical institutions.

**Kristi Hammond**, MS, Coordinator for Academic Student Services in the DNP Program, co-presented recruitment, admissions and orientation planning strategies in a session titled "Best Practices: From Start to Finish Panel Discussion" at the American Association of Colleges of Nursing 2016 Graduate Nursing Admissions Professionals conference in Orlando, Florida.

UW–Madison School of Nursing faculty and staff members **Lori Anderson**, PhD, RN, **Earlise Ward**, PhD, **Wendy Halm**, DNP, **Mara Eisch**, DNP, and **Tim Piatt** participated in a year-long online course, “Teaching Online@UW: Facilitation and Management” to improve their online learning classrooms.



*Tim Piatt, Mara Eisch, Lori Anderson, Earlise Ward*

Congratulations to the following Fall Grad School research grant recipients:

**Earlise Ward**, PhD: “A Culturally Adapted Depression Intervention for African American Adults”

**Tonya Roberts**, PhD, RN: “Determining the Impact of Nursing Home Resident Activation on Outcomes”

**Lisa Bratzke**, PhD, RN, ANP-BC: “The Effects of Surgery and Anesthesia on Cognitive Trajectory”

**Barb King**, PhD, APRN-BC: “Exploring Older Adult Patients Experience with Fall Prevention in a Hospital Setting”

Congratulations to **Carol Aspinwall**, coordinator of academic student services in the PhD program, on receiving the Student Personnel Association's Award for Excellence in Higher Education Administration.



*Mary Russell, student services coordinator, and Carol Aspinwall*

Faculty members **Lisa Bratzke**, RN, PhD, ANP-BC, FAHA, and **Diane Lauver**, PhD, RN, FNP-BC, FAAN, along with **Betty Kaiser**, PhD, RN, and **Gay Thomas**, MA, of WINRS participated in the poster fair for the Morgridge Center for Public Service Campus & Community Summit on Friday, February 5. Bratzke's poster presented a community service learning course on dementia, and Lauver's poster presented health promotion programs for women of low socioeconomic status. Kaiser and Thomas presented the WINRS poster “Need a Community Perspective? It's in the CARDS®!” It described the CARDS (Community Advisors on Research Design and Strategies)®, offered examples of CARDS insights, and explained the impact of the program on researchers and the CARDS themselves.



*Gay Thomas at the Morgridge Center for Public Service & Community Summit*

Congratulations to **Patricia Flatley Brennan**, PhD, RN, FAAN, who accepted an appointment as director of the National Library of Medicine. The world's largest biomedical library, NLM maintains and makes available a vast print collection and produces electronic information resources on a wide range of topics that are searched billions of times each year by millions of people around the globe. It also supports and conducts research, development and training in biomedical informatics and health information technology. In addition, the library coordinates the 6,000-member National Network of Libraries of Medicine that promotes and provides access to health information in communities across the United States.

Brennan becomes the eighth director of the NLM, the first woman and the first nurse to hold this role. Her priorities are to inventory NLM resources and assets, complete the strategic planning activity in collaboration with NIH

leadership and NLM staff and stakeholders, and put in place a sustainable human and financial structure that maintains valued and valuable operations while positioning the NLM as the leading edge of data-driven, biologically informed health complemented by social and behavioral domains of life.

PhD student **Jessica Dykstra** and DNP student **Nicole Mendolla** attended the American Association of Colleges of Nursing Student Policy Summit where they learned about the importance of nursing's role in policy issues, visited legislators with deans of nursing schools, and networked.



*Jessica Dykstra, Dean Katharyn A. May, Nicole Mendolla*

Congratulations to Clinical Associate Professor **Maureen Greene**, PhD, RN, who was named the National Association of Clinical Nurse Specialists Researcher of the Year. The award recognizes the outstanding professional achievement of an NACNS member who has conducted original nursing research that has significantly enhanced the science of autonomous nursing practice, patient and family outcomes, and/or health care systems.



*National Association of Clinical Nurse Specialists Board President Peggy Barksdale and Maureen Greene*

Congratulations to student **Rebecca Breitlow**, the School of Nursing 2016 Meyerhoff Award recipient. The Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship recognize students who have made outstanding leadership and service contributions to the University and/or the surrounding communities while maintaining a record of academic excellence.



*School of Nursing Meyerhoff Award recipient Rebecca Breitlow with Dean of Students Lori Berquam*

Director of Undergraduate Admissions and Advising Services **Ilsa May**, MS, presented a session about the UW–Madison School Nurse Certification Program at the Wisconsin Association of School Nurses in April 2016. **eSchoolcare** and Academic Programs also participated in the exhibitor portion of the conference.

Congratulations to **Audrey Tluczek**, PhD, RN, FAAN, who has been named to the Florence Blake Professorship in the School of Nursing. Florence Blake was a legendary nurse-scholar and visionary in the care of hospitalized children from the 1950s through the 1970s and established the MS program in pediatric nursing at UW–Madison.

Congratulations to PhD student **Maichou Lor**, MS, RN, on her selection to the National Bouchet Society. Bouchet scholars are recognized as those who exemplify academic and personal excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service and advocacy for students who have been traditionally underrepresented in the academy.

The Wisconsin Chapter of the International Interior Design Association recognized **Signe Skott Cooper Hall**, along with architecture and interior design firm Kahler Slater, with a first-place award in the education category.

*Congratulations to our 2016 graduating seniors!*





## School of Nursing

UNIVERSITY OF WISCONSIN-MADISON

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## Upcoming Events

Learn more about these events and others at [son.wisc.edu/events.htm](http://son.wisc.edu/events.htm)

**Thursday, July 14**

Bunge Society Dinner

**Friday, July 15**

School of Nursing welcomes  
Dean Linda Scott

**Thursday, September 1**

White Coat Ceremony

**Tuesday, October 18**

The 17th annual Littlefield Leadership  
Lecture presents Scanning the Horizon:  
The Future of Higher Education and  
Nursing – Deb Trautman

**Friday, October 21 –**

**Sunday, October 23**

UW Family Weekend

**Saturday, November 12**

NAO Badger Tailgate Lunch, followed  
by the Badgers Homecoming football  
game at Camp Randall

