

Spring 2015

Nursing

Hartford Hospital 
Connect to healthier.™

For Hartford Hospital nurses and alumnae of the Hartford Hospital School of Nursing



Contents

- 1 Messages From Executive Leadership
- 2 A Partnership For Clinical Practice
- 4 Taking A Fresh Approach
- 5 Ramping Up Residency
- 6 Educators, Leaders, Innovators
- 8 Education Without Borders
- 9 Nightingale Awards
- 10 Nursing News & Notes
- 11 A Message From The President Of The Alumnae Association
- 12 Alumnae Spotlight
Nursing Was Always Her Goal
- 13 A Look Back
Decades of Service to Sister Graduates
- 14 The PILLBOX Alumnae News
News and photos from our graduates
- 17 In Memoriam

Hartford Hospital's Nursing Professional Practice Model



The Nursing Professional Practice Model was developed by nurses from across Hartford Hospital. It is a visual representation of the scope of nursing practice and nursing's role in enhancing the human health experience.

**Hartford
Hospital**
Connect to healthier.™

Nursing

Editorial Staff

Amanda Blaszyk
Helayne Lightstone
Rebecca Stewart

Writer

Noreen Kirk

Designer

Alan Colavecchio

Photography

Chris Rakoczy

Advisory Board

Cheryl Ficara, RN, MS, NEA-BC
Vice President, Patient Care Services
Hartford Region, Hartford HealthCare

Gail Nelson, RN, MS, NEA-BC
Nurse Director, Regulatory Readiness and
Nursing Operations

Betty Ann Fusco, RN
President, Alumnae Association of the
Hartford Hospital School of Nursing, HHSN '66

Patricia Andreana Ciarcia, RN, MSN
Executive Director of Alumnae Affairs,
Alumnae Association of the Hartford Hospital
School of Nursing, HHSN '62

Hartford Hospital Nursing is a publication
of the Hartford Hospital Department of
Nursing and the Alumnae Association of
the Hartford Hospital School of Nursing.

Send correspondence to:

Hartford Hospital Nursing
80 Seymour Street
Hartford, CT 06102-5037
Attention: Cheryl Ficara, RN, MS, NEA-BC
Vice President, Patient Care Services
Hartford Region, Hartford HealthCare
e-mail: Cheryl.Ficara@hhchealth.org

Alumnae Association of the
Hartford Hospital School of Nursing
560 Hudson Street
Hartford, CT 06106
Attention: Pat Ciarcia, RN, MSN
Executive Director of Alumnae Affairs
e-mail: patciarcia@snet.net
Tel: 860.563.2005

On the cover:

North 9 nurses, from left: Mariah Barrows, RN,
BSN; Mallory Mangan, RN, BSN; Matthew
Spilka, RN, BSN; Abigail Baecker, RN, BSN, and
Qme Zhang, RN, BSN.

Photo by Chris Rakoczy



Messages From Executive Leadership



Nursing's Expanding Role

We are witnessing an unprecedented expansion of nursing's role in health care. In addition to providing ever-higher levels of patient care, Hartford Hospital

nurses are increasingly engaged in a range of leadership roles. Nurses provide critical insights and help shape decisions involving hospital operations, systems development, lean implementation and more. This is as it should be. Nurses truly understand both what patients need and what the hospital must do to meet those needs while operating a viable organization. Nurses are uniquely positioned to judge where we can achieve the cost savings and economies of scale today's environment demands and where opportunities exist to enhance efficiency, quality, safety and the patient experience. Nurses' perspectives are invaluable as we strive to keep both our patients and our hospital healthy.

As we look to the future, we will seek to engage our nursing staff and leadership in creative ways—to put their knowledge and skills to work to achieve success that will benefit them, the hospital and, most of all, our patients.

To implement necessary changes wisely and effectively, the entire spectrum of care providers must be at the table. It is vital that nurses be represented in all quality and safety forums and involved in medical staff discussions. The inclusion of nursing leadership at this year's Hamilton Retreat—formerly attended only by administration, physicians and board members—is one example of efforts to integrate nursing more fully into every aspect of hospital life and operations.

It is appropriate that this issue of *Nursing* highlights nursing education. Nursing's expanding scope offers new professional opportunities for nurses at all levels. Education, both within the hospital and through academic programs, is key to empowering nurses to take advantage of these opportunities and pursue the careers they will find most rewarding.

Stuart K. Markowitz, MD, FACR
President, Hartford Hospital
Senior Vice President, Hartford HealthCare



Education Empowers Us

Education and nursing have always been inseparable. Hartford Hospital's own School of Nursing was founded to ensure that those who wished to care for

the sick had the knowledge necessary to provide excellent care. All of us practicing today are the beneficiaries of the high standards set by HHSN and its generations of outstanding graduates. Yet the world of health care is continuously evolving. Our capabilities and levels of expertise must evolve also. Today's nurses—and tomorrow's—must master an even broader range of knowledge in order to fulfill the mission at the center of our Nursing Professional Practice Model: enhancing the human health experience.

Nurses today need higher levels of clinical knowledge to care for today's increasingly complex patients. This requires a strong knowledge base in nursing. But the nurse also must have the ability to plan for transitions in care; interact with culturally diverse patients and families; and teach, mentor and develop colleagues. Dramatic changes in the health care landscape mean nurses must understand the financial implications of care, aspects of preventive care, outcome measures and population-based health care. All of this takes education.

A landmark document for our profession is the Institute of Medicine's 2010 report, "The Future of Nursing: Leading Change, Advancing Health." The report includes a set of recommendations for transforming the nursing profession to meet the challenges of the new health care landscape. One of the report's four top recommendations is that nurses "should achieve higher levels of education and training" so they can fulfill their potential in reshaping health care. Read the report: www.thefutureofnursing.org/IOM-Report. We encourage Hartford Hospital nurses to realize their academic goals, which are so important to our patient care mission.

This issue of *Nursing* highlights nursing education at Hartford Hospital and some of the innovations aimed at helping nurses prepare to fulfil their vital role in health care, now and in the future. I hope you enjoy it.

Cheryl Ficara, RN, MS, NEA-BC
Vice President, Patient Care Services
Hartford HealthCare Hartford Region



A Partnership For Clinical Practice

An innovative Designated Education Unit established by Hartford Hospital and the UConn School of Nursing enhances learning, eases the transition from student to RN and helps the hospital recruit top talent.

Mallory Mangan, RN, BSN, was in her last semester at the University of Connecticut School of Nursing in 2012 when she began her capstone experience on North 9, Hartford Hospital's neuro-trauma unit and a UConn/Hartford Hospital Designated Education Unit. "At first it was a shock to the system, because you're seeing absolutely everything—from stroke patients in their 90s to trauma patients in their 20s," Mangan says. Today, two years into her role as a staff nurse on the unit, she says that despite feeling slightly overwhelmed at the outset, "It's the greatest way to learn how to be a nurse, because you're learning so many things and you're surrounded by nurses seasoned in this environment who take the time to teach you. They helped make me the nurse I am today."

"It's the greatest way to learn how to be a nurse."

The Designated Education Unit—the first at Hartford Hospital—began as a pilot program in 2011. The concept was for N9 staff and UConn to collaborate to give student nurses an exceptional learning experience that would build their skills and capabilities and prepare them for their role as graduate nurses. UConn students take part in the program during the spring semester of their senior year. Each group includes six to eight students who spend 18 hours a week on the unit. "The students work with Hartford Hospital nurses and a clinical faculty member from UConn," says Maria Tackett, EdD, CCRN, CEN, director of nursing professional practice at Hartford Hospital. "They participate in assessments, administer care under the direction of a staff nurse or faculty member, interface with families and participate in unit activities such as huddles."

One of the key features of the program is its exclusive alignment with UConn's School of Nursing, says N9 Nurse Manager Mary Babcock, RN, MSN, NE-BC. "It provides a very consistent curriculum. We work collaboratively with the same instructors every year. Our staff is aware of the students' learning objectives, so they can help students succeed in meeting their goals."

Focused on Education

The fact that the entire unit is committed to nursing education creates a positive environment for the students. "I had clinicals in other hospitals where I didn't feel welcome, where we seemed to be more of a bother to the staff," says Qme Zhang, RN, BSN, who took part in the program and is now a staff nurse on the unit. "But on North 9, the nurses loved having us there and loved teaching us."

Matt Spilka, RN, BSN, also now a staff nurse on the unit, says that as a student he felt welcome from day one and appreciated the extent to which nurses involved him in clinical care. "Every nurse was awesome," he says. "You'd pair up with a nurse and it was like having your own individual teacher on your shift."

The learning experience extends to the art of nursing. "The program gives you a great chance to interact with families and see that whole dynamic," says Mangan. "For new nurses, it's not just about getting comfortable caring for patients, but also for families, and making sure everyone has a positive experience at a trying time."

Getting Acquainted

The long-term experience on N9 gives students the opportunity to experience what it would be like to be a nurse on a unit with such a complex patient population. "Over the semester," says Tackett, "seniors get to understand the patient population, develop relationships with staff and understand the stressors on families. It gives them a good view of neuro-trauma nursing."

Some students, such as Abby Baecker, RN, BSN, who's now on staff, came with an existing interest in caring for neuro-trauma patients. "With neuro, nothing is ever cut and dried," Baecker says. "You're always having to think on your feet, because things can change very quickly." Others, like Mariah Barrows, RN, BSN, discovered an affinity for the specialty through her capstone experience. "I don't think I would have gone into this specialty if I hadn't had the capstone experience here," Barrows says. "But I found that I love this population and I can't see myself doing anything else at this point."

Technology Enhances Education

Videoconferencing is adding a new dimension to undergraduate nursing education. Maria Tackett, EdD, CCRN, CEN, Hartford Hospital's director of nursing professional practice, is using the technology as part of a senior leadership course she teaches at the UConn School of Nursing. Students in the Storrs classroom can speak directly with staff nurses at Hartford Hospital in real time about how they apply concepts discussed in the course—innovation, change or evidence-based practice, for example—in their daily work. "Seeing how the concept is applied makes it real for students," Tackett says.



Mallory Mangan, RN, BSN, left, and Mariah Barrows, RN, BSN, at work on the North 9 neuro-trauma unit.

When students complete the capstone on N9, they're better prepared to make an informed decision about whether this is an environment they'd like to work in. "It's a very realistic picture of what the graduate experience is going to be like," says Babcock. "They can evaluate the culture and practice and make employment decisions fully aware of what they're getting into."

By the same token, Babcock and her staff have ample opportunity to get to know the skills and abilities of each student, which is helpful in recruiting new nurses who are likely to be a good fit for the unit. Over the past three years, Babcock has hired 10 nurses who have come through the program.

From Student to Nurse

Nurses hired onto N9 after the Designated Education Unit experience are much better prepared to make the typically difficult transition from student to graduate nurse. Baecker describes her transition as "seamless." "We went from learning how to do everything as students on the unit to graduating and then, a couple of months later,

picking up where we'd left off." Spilka says that, while everyone is nervous when they're new, "Being comfortable with everything on the floor made it a much smoother process."

Babcock says that the student experience also contributes to a more focused orientation and higher rates of retention because "They've already developed skills during the clinical experience, and they've already been here for four months."

Several of the nurses who commented for this story said they look forward to continuing their education, whether by training to work in an epilepsy, step-down or intensive care unit or by going on to earn their master's degrees. All credit their capstone experience with their decision to choose to work at Hartford Hospital. As Mallory Mangan says, "Hartford Hospital was the only place I wanted to apply. When as a student you're surrounded by people who have such passion for nursing and who love their jobs and have such enthusiasm for the program, you're naturally drawn to that." •

Taking A Fresh Approach

The General Nursing Orientation has been redesigned to meet new learners' needs and the challenges of caring for today's more seriously ill patients.

In July 2014 Hartford Hospital rolled out the newest iteration of its General Nursing Orientation (GNO). The four-week learning experience required of all nurses new to Hartford Hospital had been re-envisioned and restructured based on feedback from newer nurses and unit staff. The new GNO features more interactive and hands-on learning, increased use of case studies as opposed to lectures and a greater emphasis on critical thinking. The schedule has also been altered to allow nurses to spend more uninterrupted time on their units.

Several factors contributed to the change. One was the distinctive learning style of a younger generation —people who are technologically proficient and comfortable with using computers and accessing online resources. These newer nurses also told hospital nursing leadership that they were eager to learn by doing rather than by listening to lectures. GNO Coordinator and Nurse Educator Deb Tetreault, RN, BSN, MEd, who was part of the team that revised the GNO, says Hartford Hospital nurses aren't unique in this. "Research shows that newer graduates don't want to just sit in class," Tetreault says. "They want hands-on learning. They've been in class for four years. When they get here, they want to start *doing* things."

The changing makeup of the inpatient population was a factor, too. "Patients today are sicker," Tetreault says. "That requires us to have nurses fully functioning and ready to work much faster than we used to. We have to assume that they come out of school with the basics so we can give them what they need to deal with critically ill patients."

The Learner's Responsibility

The days of using lectures and PowerPoint slides exclusively are over. The revised orientation employs case studies of real patients. Emergency department Nurse Educator Torrey Trzcienski, RN, BSN, CEN, says the case study approach "puts greater responsibility on the learner to learn. They have to engage. We're asking questions, and they have to come up with answers."

The case study approach helps participants enhance their ability to think critically about how they would take care of patients in specific situations. Students must take all the factors into account and approach the situation



Orienting nurse Nedel Merto, RN, BSN, starts an IV in a mannequin arm with guidance from Nurse Educator Deb Tetreault. Looking on are (l-r) Laurel Caccia, RN, BSN; Auste Jarmusyte, RN, BSN, and Elena Macia, RN, BSN.

with open minds. "The moral is: What we do here is very complicated," says Trzcienski. "We want them to think critically. This is more than coming in and doing tasks. It's having to think about what you're doing and how it relates to everything."

Learning by Doing

Nurses like the new GNO. Jonathan Ferreri, RN, BSN, a staff nurse on B10E, appreciated the hands-on approach. "Being able to insert IVs during orientation was phenomenal," he says. The case studies, Ferreri says, were valuable because "they caused us to think outside the normal realm. Things aren't always black and white. There are a lot of variables."

Bliss 8 staff nurse Christine Smith, RN, BSN, appreciated the high-tech simulations. "The most important part was CESI [Center for Education, Simulation and Innovation]" Smith says. "Leaders would set up different scenarios of mock codes and emergency situations we were all nervous about and give us extra practice."

Streamlined Schedule

The GNO is now more efficient and maximizes clinical time. Instead of having classes throughout the week, orienting nurses spend three consecutive days on their units. This enables new nurses to be more in tune with patient flow and creates less disruption on the units. The new schedule, Tetreault points out, allows "more consistency with patients and preceptors." •

Ramping Up Residency

Hartford Hospital has taken nurse residency to the next level by adopting a nationally recognized program with a proven record of success.

Progressing from new graduate to competent provider is a demanding process for any nurse. That's why Hartford Hospital has long had a Nurse Residency Program designed to help novice learners gain skills and confidence. Last fall, the hospital went a step further by replacing its home-grown program with one developed by the University HealthSystem Consortium (UHC) in collaboration with the American Association of Colleges of Nursing (AACN).

Meeting a Need, Getting Results

The UHC/AACN Nurse Residency Program is a one-year program built on an evidence-based curriculum that was developed by experts from academic medical centers and schools of nursing across the country. "The program uses a formal curriculum that serves as a framework for the residency program," says Eileen Hermann, PhD, RN, a Hartford Hospital nurse educator and coordinator of the Nurse Residency Program. "The content is structured and outlined for each month to make it meaningful to new nurses."

The curriculum includes segments on topics such as conflict resolution, patient/family teaching, pain management, end-of-life care, cultural competence and ethical decision-making. It also focuses on managing nurse-sensitive issues such as fall prevention, managing the changing patient and infection control.

The UHC/AACN program was developed to address the need to better prepare new nurses to care for today's higher-acuity patients. The groups' research had found that, while many health care institutions had programs designed to achieve this, there was no uniformity to the programs' length, curriculum or content. They also found that additional training and support for new nurses resulted in greater job satisfaction, reduced turnover and enhanced skills.

Today the UHC/AACN program is used by roughly 30 institutions nationwide. Recent data show a retention rate of more than 94 percent at participating institutions. This is critical because, as Hermann points out, "The cost for a nurse to start and then leave the organization averages out to \$80,000. And if they don't feel supported, they're not going to stay." Residents completing the UHC/AACN program also report improvements in confidence, competence, organizational skills, communications and leadership, as well as reduced stress levels.

At Hartford Hospital

The first cohort of Hartford Hospital nurses took part in the UHC/AACN program in October 2014. Groups begin the program in the order in which they are hired, with approximately 14 to 18 nurses in each group. Under the former program, residents met only four times a year, and attendance depended on ability to schedule time away



Erin Murray, BSN, RN, left, and Crystal Bellemare, MSN, RN, practice skills using a high-tech mannequin in the Center for Education, Simulation and Innovation.

from the unit. Now residents meet monthly in four-hour sessions for the first five months and then in eight-hour sessions for the remaining seven months. Time to attend is built into each nurse's schedule through the staffing office. Attendance is mandatory, and missed sessions must be made up.

Over the course of the program, residents work on evidence-based projects. At the end of the residency, participants give formal presentations and posters. Projects may be submitted for presentation at the AACN's national conference.

The curriculum also allows time for reflection, when nurses gather in smaller groups to share feelings or experiences in a safe, judgment-free environment. Anything they say is kept in confidence. Groups are facilitated either by Hermann or by Nurse Educators Lisa Enslow, MSN, RN-BC, or Diane Wilson, MSN, RN. Hermann says one of the key advantages of this segment is that nurses have the opportunity to share experiences with nurses from all over the hospital.

"This program is phenomenal," says Hermann. "It's a great way to build up and support the new nurse at the bedside." •

Educators, Leaders, Innovators

The nurse educator's role has evolved to keep pace with changes in the health care environment.

The Institute of Medicine's groundbreaking 2010 report on the future of nursing underscored the importance of nursing education in achieving quality care and shaping the future of health care. At Hartford Hospital, nurse educators are using their expertise and experience to help ensure outstanding bedside care and bring nursing's unique perspective to key hospital initiatives. Just as important, they're adapting to meet changing needs.

One of the ways educators are demonstrating flexibility is in the way they teach and the tools they use. This is largely because young people entering the profession are more technologically savvy than earlier generations. "We have to think generationally," says Nurse Educator Lori Postemski, MSN, RN. "They're attuned to electronics. We can show them how to research a subject by using applications such as UpToDate, AACN Bedside or My Athens. They pick up on how to use these sites with amazing speed."

Teaching with Technology

Night Educator Sue Gallagher, RN, BSN, MSN, sees this change at the hospital and in her role as an instructor at Quinnipiac University. Learners today, she says, "are very technology-focused. When I'm teaching them, I always have to bring it back to how to look things up and what appropriate sources are. You have to include the technology piece as a way to enhance patient care."

Ease with technology helps younger nurses pick up some things quickly, such as computerized charting and the electronic health record. Night Educator Stacey Carl, RN, MSN, says she expects that these nurses will not have a problem switching over to the new computer system scheduled to be rolled out next year. But she adds that educators have to see to it that the new people don't become overconfident too soon. "Younger people need to get solid experience under their belts and understand the rationale behind it and the critical thinking that goes along with it," Carl says.

Educators are increasingly using technology in their teaching. The Web-based HealthStream®E-Learning System allows them to embed material learners can access from any location. The system is used in the General Nurse Orientation to provide instruction, prior to lectures, on topics such as the Zoll defibrillator, blood administration and flu vaccination. Mandatory educational modules are also completed using HealthStream. Younger learners value interactive learning, so educators incorporate into lectures a wireless system that allows participants to respond to questions electronically. The

new computer system will let users answer questions using their smart phones.

Educators are also making good use of the hospital's high-technology Center for Education, Simulation and Innovation (CESI). As soon as she took on her position in late 2014, Gwen Redler, MSN, RN, RRT, helped develop a project to use CESI to help nurses and patient care associates practice communication skills that enhance the patient experience. "We have actors who play the role of patients," Redler says. "Nurses go into the room and go over everything just as they would with the patient at the bedside." The interaction is filmed so that, afterwards, staff can see their body language and facial expressions. An algorithm in the system prints out an action plan for any areas needing improvement.

In the General Nursing Orientation, Lori Postemski uses CESI to teach emergency procedures. "That's one of the major ways nursing education has changed," Postemski says. "We use simulation as much as we can because it makes it more real. It's not exactly like the bedside, but it lets new nurses practice procedures until they get it right. It's definitely better to practice on a mannequin."

Out and About

A great deal the teaching nurse educators do takes place on the floor and at the bedside—wherever and whenever they're needed. When Lori Postemski began as an ICU nurse more than 30 years ago, she spoke with her

nurse educator primarily when equipment questions arose. "These days, my role and that of other, veteran, educators is that we're trying to have more of a presence on the units so we're available to managers and staff."

Hartford Hospital is one of few hospitals to have off-shift educators. "Being committed to educating, training and mentoring requires that resources be available 24 hours a day, seven days a week," says Nurse Director Gail Nelson, RN, MS, NEA-BC. "We bring education to the staff rather than continually requiring them to adjust their schedules to participate in educational opportunities." Night educators, Nelson adds, provide continuity for graduate nurses transitioning to off-shift assignments and offer support and learning experiences new nurses need to meet their orientation goals.

As night educators, Gallagher and Carl work around nurses' schedules. "It's about being flexible and dynamic for them," Gallagher says. "If they have a lull at 2 or 3 a.m., we'll bring the crash cart and do mock scenarios. We try to make it user-friendly for them."



Night Educator Sue Gallagher, RN, BSN, MSN, at left, reviews materials with Martyna Ziolkowski, RN, center, and Megan Lauer, BSN, RN.

Night educators cover the whole hospital. "It's like being a jack-of-all-trades," Carl says. "We need to be aware of all specialties and help nurses with anything that may arise. I don't know everything, but I know where the resources are. When we're on the floor, we can step away, find a resource, and come back with support."

Leading and Inspiring

When they're not on the units or teaching classes, nurse educators can be found working on hospital-wide projects, serving on committees and leading the Shared Governance Council and other groups. Nurse Educator Mary Kate Eanniello, RN, MSN, OCN, notes that educators are involved in many levels of hospital operations. "I feel as if we're really part of the leadership team at Hartford Hospital."

Educators will play an increasingly important leadership role across the Hartford HealthCare system, says Maria Tackett, EdD, CCRN, CEN, director of nursing professional practice. "They are taking on pivotal roles in initiatives such as EPIC, CareConnect and new patient care technologies. Nurse educators will be instrumental in standardizing clinical care and education programs systemwide to enhance safety and outcomes. They'll collaborate across the system, sharing educational programs, maximizing orientation and in-service capabilities and promoting nurses' professional development at all HHC sites."

Interprofessional education—a collaborative approach to learning across disciplines—builds strong clinical teams and improves outcomes. Nurse educators regularly collaborate with physicians, pharmacists and others to enhance patient care. An interdisciplinary team recently tackled the challenge of reducing the rate of catheter-associated urinary tract infections. Together, they revised policies and procedures to reduce risk.

Educators also focus on inspiring nurses to develop their strengths and achieve their potential, says Eanniello. "We try to help nurses find their talents and niches," she says. "If you see a spark, you can suggest something they might like to try. The beauty of being a health care system is the opportunity to engage staff in lifelong learning."

Eanniello herself continues to learn. Like several Hartford Hospital nurses, she is pursuing a doctoral degree in nursing practice. She says the experience is giving her skills and tools that are "amazingly helpful" in her changing role as an educator. "All in all, it's been hard, but great," Eanniello says of her doctoral program at Sacred Heart University. "It's a challenge, but I love it, and that's really what education is all about." •

Wrapping Up A Career She Loved



"I love to see new nurses 'get it.' I love to see the smiles on their faces." So says Ginger Goddu, RN, MSN, a longtime nurse educator who retired in March 2015 after nearly 43 years with Hartford Hospital. Goddu had a variety of nursing roles during her career, but she says, "I love to mentor, coach, teach and educate, and I've been able to do that and see the end results: wonderfully caring, compassionate nurses."

Goddu began her career in 1972 as a staff nurse on C5W. While there, she discovered she enjoyed precepting new staff. For about 12 years, beginning in the early '80s, she was the educational resource on nights, assisting and educating staff, but also doing the patient care she liked. She joined the Department of Nursing Education in the early '90s, doing orientation and in-services and working with bedside nurses on evidence-based care.

Goddu served as nurse educator for the Medical Division from 1992 until her retirement. She taught in the orientation program, both in the classroom and at the Center for Education, Simulation and Innovation. She also worked with nurses on the floors, answering questions and doing whatever she could to "help them get through their day." She has also helped develop a new generation of nurse educators and says she loves watching them grow professionally.

The role of the nurse educator has evolved over Goddu's time at the hospital. "When I first started, they mostly taught classes such as CPR and basic orientation," she says. "Now we're out there on the floors working with nurses to help them do the best they can and provide evidence-based care. Today's nurse educators are much more clinically oriented and astute."

Goddu says she's learned that, in health care, change is inevitable. "Just because something was one way even yesterday, doesn't mean it will be that way today," she says. She encourages new educators to be open to change. "You have to let go of your personal agenda and use your abilities to help the team achieve the desired outcomes. No one can go it alone."

Goddu's post-retirement plans include catching up on her sleep (she often arrived at work at 5 a.m.), traveling, gardening and spending time with her children and grandchildren. Still, she looks back on a rewarding career. "I really enjoyed my 42-plus years here," Goddu says. "I met a lot of nice people, and the experience was a pleasure most of the time. I'm happy that I had a hand in developing and mentoring today's nurses. My mind's not sure it's ready to go, but the body sure is. It's a bittersweet time."

Education Without Borders

Hartford Hospital nurses are helping to prepare the health care workforce of tomorrow.

Teaching, coaching and mentoring are integral to nursing, and many Hartford Hospital nurses share their knowledge and experience to help new people enter this and related fields.

One way is through Hartford Public High School's Academy of Nursing and Health Sciences. The academy helps prepare students for college programs leading to health care careers. Hartford Hospital Nurse Educator Marlene Harris, RN, MS, has been involved in the academy from its inception. Harris is a member of the academy's advisory board and the liaison between the program and Hartford Hospital. Carol Polifroni, EdD, CNE, NEA-BC, ANEF, a professor at the University of Connecticut School of Nursing and chair of the academy's advisory board, describes Harris as the "orchestra leader" who involves others at the hospital in providing job-shadowing and internship opportunities for students and in teaching classes at the academy.

Also active with the academy is Community Liaison Nurse Vicie Brooks, RN, BSN. Brooks has served on the advisory board, and both she and Harris work with students on interview techniques, professional socialization, workplace etiquette and other skills.

The relationship between the hospital and the academy is strong, Polifroni says. "I want people to appreciate the investment Hartford Hospital has made in these students."

Harris and Brooks also work with nursing students through the Northern Connecticut Black Nurses Association Inc. (BNA), a local chapter of the National Black Nurses Association Inc. They and other BNA members mentor students and run workshops for them. Participating students have the opportunity to attend the national BNA conference. "Having a strong mentor is so important," Harris says. "I encourage everyone to be a mentor to a student—to that little girl or boy on the block who has aspirations of going into health care."

Many Hartford Hospital nurses serve as adjunct clinical faculty for area colleges and universities, including Capitol Community College, Central Connecticut State University, Quinnipiac University, the University of Connecticut and the University of Saint Joseph. They work with small groups of students in the hospital on medication administration, IVs, dressings and catheters, as well as hospital computer systems. Their students often return to Hartford Hospital as staff nurses. Being familiar with the hospital, its people and its procedures helps them be more effective nurses right from the start. •



Pictured at Hartford Public High School's Academy of Nursing and Health Sciences are, from left, the school's Administrator of Nursing, Deborah Blazys, RN, MSN; Hartford Hospital Community Liaison Nurse Vicie Brooks, RN, BSN; and academy students Ricardo DosSantos and Danielle Stainrod.



Hartford Hospital nurses who serve as clinical faculty include, from left, front row: Andrea Hagstrom, MSN, RN, CNOR, CNL; Merva Dixon, MSN, RN; Lisa Enslow MSN, RN-BC; Barbara Cordts, MSN, RN, CCRN; Eileen Hermann, PhD, RN; Deborah Tetreault, BSN, Med; Hsin-Fen Tu, MSN, RN, CCRN, and Pelligrina Stolfi, APRN, MSN, CS. Back row: Shenika Carroll, MSN, BSN; Roxann Robinson, MSN, RN; Sharon Nelson, RN, MSN, OCN; Ifeoma Mogor, MSN, RN-BC; Jennifer Moller, MSN, RNC-OB, and Jacqueline Dietrich, MSN, RN. Not pictured: Gail Baxter, RN; Susan Gallagher RN, BSN, MSN; Judi Tartaglia, RN, MSN, CCRN, CMC; Stacey Carl, RN, MSN, and Samantha VanVoorhis, MSN, MHA, CEN, CFRN, EMT-P.

Nightingale Awards

Please Join Us In Congratulating Hartford Hospital's 2015 Nightingale Award Recipients!

These Hartford Hospital nurses and others from the region will be honored at the 13th Annual Hartford Regional Nightingale Awards for Excellence in Nursing Gala. The event, hosted by Hartford HealthCare at Home, will be held on Thursday, May 7, at 5:30 p.m. at the Connecticut Convention Center in downtown Hartford.



Carolyn Bauer, RNBC
Women's Health Services



Martine Maldonado, BSN
STAR Team



Lori Postemski, RN, MSN
Cardiovascular



Marcia Caruso-Bergman, MSN,
APRN Oncology



Mary McKeough, RN, BSN
Perioperative Services



Heather Priest, RN, CFRN, CCRN
LIFESTAR



Laurie Dewey, RN, BSN
Medicine



Ryan Millbury, RN, BSN
Surgery



Kathleen Race, RN, BSN
Bed Management/Transfer Center



Chris Goodman, RN
Institute of Living



Katie Ortiz, BSN
STAR Team



Kara Senecal, BSN, RN
Neuro / Trauma



Laura Johnston, RN, BSN
Cardiac Surgery



Dawne Paulhus, RN, BSN
Women's Health Services



Coleen Smart, MSN, BSN, RN
Transplant

Nursing News & Notes

We congratulate these Hartford Hospital nurses on their recent achievements.

Cardiology/Cardiovascular Services

Laura McKinnon, RN, BSN, CHFN, received certification from the American Association of Heart Failure Nurses in September 2014.

Laura Johnston, RN, BSN; Joann Thompson, RN; Cherie Case, RN, BSN; Cheryl Simons, RN, BSN; Alicia Whiting, RN, BSN, and Karen Freed, MSN, APRN, presented a poster at the Hartford Hospital Research Conference and the Connecticut Nursing Association conference called "Dress Rehearsal for the Opening Act: Restructuring Simulation Training to Sustain Competence"

Barbara Nowak, RN, presented a poster to the Hartford Hospital Research Conference called "Early Extubation: A nurse's Challenge. Achieving Extubation in Four to Six Hours."

Emily Asselin, RN, received her CCRN certification.

Emergency Department

Rachel Smith RN, MSN, received her MSN in education from Sacred Heart University.

Heather Jane McHugh, APRN, MSN, received her MSN from the University of Connecticut and passed her boards for acute care nurse practitioner.

Alissa Zalewski, RN, BSN, CEN, became certified in emergency nursing.

Institute of Living

Ellen W. Blair, APRN, NEA-BC, gave two presentations at the 18th Annual Nursing Research & Evidence-Based Practice Conference held Oct. 3, 2014, at Hartford Hospital. Topics were "Action Research: Testing Interventions to Prevent Violence in Inpatient Psychiatric Settings" and "Evidence of the Success of Interventions to Prevent Violence and Reduce Use of Seclusion and Restraint in an Inpatient Psychiatric Setting." Blair was also the keynote speaker at the Nursing Research Day and Annual Nightingale Lecture at the University of Saint Joseph, West Hartford, Connecticut, on March 12, 2015. The presentation was entitled "A Personal Journey of Leadership in Psychiatric Nursing."

Medicine, Oncology, IV Therapy

Harim Batacan, RN, and Josh Neagle, RN, received certification in critical care nursing.

Michelle Nai, RN, earned certification in gerontology.

Karri Davis, RN, received certification in geriatric nursing.

Heather Carroll, RN, became certified in medical surgical nursing.

Lee Steere, RN, and Manuel Duby, RN, earned vascular access VA-BC certification.

Sonia Malone, RN, became certified in medical surgical nursing.

Perioperative Services

A team from Hartford Hospital presented a project titled "Surgical Assessment Value Enforcement: A Model of Increasing Operative Efficiency and Productivity" at the 41st Annual Scientific Meeting of the Society of Gynecologic Surgeons in Orlando, Florida, in March 2015. The project is also awaiting approval of publication in the *American Journal of Obstetrics and Gynecology*.

The team comprised Adam Steinberg, DO, Obstetrics and Gynecology; Cheryl Ficara, RN, MS, Administration; Diana Norman, RN, Operating Room; Michael Gilgenbach, RN, BSN, CNOR, Operating Room and Steven Shichman, MD, Urology.

STAR Team

Ellen Blair, APRN, NEC-BC; Jessica LeRoux RN, MSN, and Christine Waszynski, APRN, presented "Reducing Continuous Observation in a Safe and Effective Way," at the statewide Geriatric Conference on Nov. 21, 2014.

Diane Wilson, RN, MSN, was a guest speaker at Westfield State University in Westfield, Massachusetts. She presented to nursing students at the "Embracing our Diverse Allied Health Providers" program, which focused on promoting and increasing diversity among health care providers to better serve diverse patient populations.

Farrellin Rameikas RN, BSN, earned a bachelor's degree from Sacred Heart University.

Carolyn Bousquet, RN, BSN, CCRN, received her master's degree in management with a health care concentration from Cambridge College.

Surgery/Transplant/Neuro-Trauma

Dawn Beland, MSN, RN, presented a poster at the International Stroke Conference in February in Nashville, Tennessee, titled "Going to the Experts: Addressing Patients' Cognitive and Emotional Needs Before Discharge." Authors were Dawn Beland, MSN, RN; Sarah Tartar, PhD; Mary Foster, PhD, and David Lovejoy, PsyD, ABN.

Kevin Lok, RN; Laurie Domanico, RN, and Kera Anderson, RN, were certified in critical care nursing.

Mark Larson, RN, BSN, CCRN, CNRN, SCRN, passed the certification examination for neurovascular nursing called Stroke Certified Registered Nurse.

Susanne Yeakel, RN, MSN, NEA-BC, CNML, recently was accepted as an item writer for the ANCC Nurse Executive Certification Exam. She was also appointed to the Strategic Planning Committee for the American Organization of Nurse Executives.

Ashley Hadden-Sanzo, RN, BSN, BC, and Sarah Hickey Hong RN, BSN, BC, presented a poster on True Buddy Action Plan at the ANA Quality Conference in February.

Lindsey Fawber, RN, BSN, CCRN, and Jarad Goldberg, RN, BSN, CEN, CCRN, received CCRN certification.

(continued on page 16)



From The Alumnae Association President



As I write this, we in the Northeast are seeing the first signs of spring. With spring in mind, I think of the nearness of our annual Alumnae Banquet, June 7, 2015. It is always such a great time getting together, reminiscing with classmates and celebrating milestone years. Even though the physical structure of Hartford Hospital is changing in many different

ways and terminology is changing, the objectives have remained the same over the past 160 years: health and education.

Computers have changed health care and education immensely. The Sunrise clinical information system Hartford Hospital has used for some time is now seeing the sun setting, and EPIC is taking its place. When up and running within the next year, the system will be "epic" in the way we deliver and record health care and how we're compensated for it. It is meant to make us lean

and efficient by working smarter, not harder, and will ensure a seamless continuity within all areas under the Hartford HealthCare umbrella, including doctors' offices.

As always in life, education is essential to success. We learned that in nursing school, and we became proficient in working around obstacles to provide superior nursing care in a changing world. North 9 becoming a Designated Education Unit for University of Connecticut nursing students ensures that staff, instructors and students work together to provide a fruitful learning environment and experience. We, as nurses, share the fruits of our education every day, in or out of uniform, whether we realize it or not! Keep up the good work, and remember to save the date for our banquet: Sunday, June 7. Our speaker will be Chief Many Hearts of the Mohegan Tribe, Marilynn "Lynn" Roberge Malerba, HHSN class of 1974.

Betty Ann Vose Fusco, RN (HHSN '66)
President, Alumnae Association of the
Hartford Hospital School of Nursing

The Board Of The Alumnae Association Of The Hartford Hospital School Of Nursing

President

Betty Ann Vose Fusco, RN '66

Vice President

Mary Jane Pappalardo Densmore,
RNC, BA, MA '69

Recording Secretary

Alicia Plikaitis Junghans, RN '66

Program and Publicity

Gail Pendleton Rapoza, RN '66

Nominating

Karen Stinson Mazzarella, RN, BA '69

Directors

Phyllis Weiner DeMaine, RN, BSN, '67

Christine Johnson, RN, MS '61

Lesley Prentice McGrath, RN '61

Jerri Saltus Sicaras, RN, '63

Executive Director of Alumnae Affairs

Patricia Andreana Ciarcia,
RN, MSN '62

Board Treasurer

Jane Wallace Lasher, RN, BSN, '74

Vice Treasurer

Theresa Gwozdz, APRN, '76

Join Your Alumnae Association

Become one of the more than 600 HHSN graduates who belong to the Alumnae Association of the Hartford Hospital School of Nursing. Membership dues are only \$10 per year and include membership in the Alumnae Medical Fund. Members are eligible to apply for scholarships.



To join, simply mail your \$10 non-tax-deductible check (payable to the Alumnae Association of HHSN Inc.) to the address below, along with your full name, class year, mailing address, telephone number and e-mail address.

For more information, please contact Betty Ann Fusco, president, at bafusco@cox.net; Pat Ciarcia, executive director of alumnae affairs, at patciarcia@snet.net; or visit www.HHSNalumnae.org. You can also write to the Alumnae Association of the Hartford Hospital School of Nursing, 560 Hudson Street, Hartford, CT 06106.

STAY CONNECTED! If your email address changes, please notify Pat Ciarcia.

Nursing Was Always Her Goal

Mary Jane Pappalardo Densmore (HHSN '69) read the novel *Cherry Ames, Student Nurse* in the 6th grade. From that moment on, she knew what she wanted to do with her life. "I said to my family, 'I'm going to be a nurse,'" Mary Jane recalls. "There was no question in my mind."

Her family thought her too sensitive for the rigors of nursing training. But Mary Jane rose to the challenge, meeting the high standards set by HHSN Director Ethel Brooks. "If my mother thought I was too soft, a few weeks there toughened me up," says Mary Jane. "No one coddled us."

After graduating, she became a staff nurse at Hartford Hospital and was quickly promoted to assistant head nurse on a medical unit, C9L, where she worked for about 18 months. But in 1973 Mary Jane was tapped to be the head nurse in Hartford Hospital's first medical intensive care unit. She was responsible for creating the new unit from the ground up, developing the training curriculum and hiring all the staff. Even though she was only 23 years old, she says, "My training had really prepared me for this. I never doubted myself, and I never doubted my nurses."

Her biggest challenge was transitioning into a management role. Accustomed to being everyone's friend, she now found herself having to hire and fire, evaluate staff and, if necessary, write people up. "That was the hardest part, having to be the tough guy," Mary Jane says.

As if running a busy ICU and being a wife and mother wasn't enough, Mary Jane made time to co-author a textbook on acute respiratory care, often arriving at her office at 3 a.m. to write for a few hours before her shift began.



Mary Jane Pappalardo, class of 1969.



Mary Jane Densmore today.

Mary Jane left the ICU in 1983. She worked part time as an off-shift staff development nurse, then spent several years collaborating on research projects with a pulmonologist, Dr. Arthur DeGraff, before being named head nurse of Hartford Hospital's emergency department. "Life Star had just started, and we were getting the

Trauma Program up and running," Mary Jane says. "It was an exciting time."

A new role as a hospital supervisor enabled her to go to graduate school, and she earned her master's degree in health care management from Rensselaer Polytechnic Institute in 1990. The program piqued her interest in long-term care. For the next 23 years, she worked in that field, often consulting with facilities to ensure compliance with the complex regulations that apply to the industry. For five years, she served as director of nursing at Manchester Manor in Manchester, Connecticut. Although she describes this as one of her favorite jobs, Mary Jane says "I learned something in every single job and have great memories from every aspect of my career."

In the late 1990s, Mary Jane went on a medical mission to Honduras. She describes the experience as "life-changing." Now retired, she is active with her church's Social Action Group, whose mission is to help the less fortunate both here and abroad.

Mary Jane is vice president of the Alumnae Association of HHSN and will soon become president. "It's a wonderful group," she says. "These are my sisters. We do a lot of great things through the Alumnae Association to keep our school alive."

Decades of Service to Sister Graduates

Betty-Rae Cebelius, HHSN class of 1940, passed away in 2003 at age 84, but she left an indelible impression on the Alumnae Association of the Hartford Hospital School of Nursing. A long-time member of the association, Betty-Rae served as treasurer, and then went on to be executive secretary for nearly three decades, from 1975 until just before her death.

"My mother was very proud of being a nurse and truly enjoyed her involvement with the Alumnae Association," says her daughter, Rae Ruby. "The annual banquet was the highlight of the year for her. She loved getting together with everyone and enjoying all the activities."

When envelopes needed stuffing or checks needed to be totaled, Betty-Rae would enlist her daughters, Rae and Lynn, bringing them along to help in the association's offices on the hospital campus. "We all worked on the Alumnae Association," Rae says. "It was kind of a family affair."

Betty-Rae was the Alumnae Association's executive secretary when several association members proposed commissioning a statue of a student nurse to commemorate the 99-year history of the Hartford Hospital School of Nursing. She ultimately supported the project, and the statue, "The Caregiver," today stands in the hospital's main lobby.

Other organizations also benefited from Betty-Rae's talents. She was an active member of the General Federation of Women's Club of Connecticut and for a time served as its state president. She was also a member of the Wethersfield and Glastonbury Women's Clubs

and was active in parish life at Hartford's Emanuel Lutheran Church.

After graduating from HHSN, Betty-Rae worked at Hartford Hospital until 1948, when her first child was born. When her children grew older, she returned to nursing, working part time at the Episcopal Church Home, an assisted-living facility in Wethersfield.

Betty-Rae's daughter Lynn Cebelius Eaton followed in her mother's footsteps, graduating from HHSN in the class of 1969. She went on to serve as the Alumnae Association's treasurer and worked in Hartford Hospital's neurosurgery unit for 20 years. Tragically, an automobile accident

took her life in 1995. But the family tradition continues in a third generation. Lynn's older son became an emergency medical technician and is a PCA in Hartford Hospital's emergency department.

Rae Ruby says family was vitally important to her mother. When her children were growing up, Sundays meant church, followed by

family dinners that included Betty-Rae's parents, who lived in Springfield, Massachusetts. All three generations took turns visiting one another on weekends. Later, Betty-Rae enjoyed spending time with her grandsons.

"She was a great grandmother," Rae says. "She had a lot of fun with the three boys."

In 2003, in recognition of her many contributions, the Alumnae Association honored Betty-Rae's memory by establishing the Betty-Rae Cebelius Education Fund, which is administered by Hartford Hospital.



Betty-Rae Cebelius' 1940 yearbook photo.



Betty-Rae in 2003.

Alumnae **The Pillbox**

Tote Bag Commemorates Our School

The Alumnae Association of the Hartford Hospital School of Nursing sponsored tote bags for the 31st Conference of the American Association for the History of Nursing hosted by the University of Connecticut. The event was held at the Hilton in Hartford, Connecticut. At the June Alumnae Banquet, each alum will be given one of these tote bags, which features our cherished nursing school pin emblem.



CLASS OF 1943

Harmony Ovitt Bolstridge worked at Hartford Hospital after graduation in what was then called the Records Department. She has a wonderful family and resides at Riverside Nursing Home.

Irene Kartsounis worked at the Port of Embarkation Hospital in California, in the Heart Surgery Department. She lives in Medford, Oregon.

Edythe Blumenthal Greenspon lives in Old Saybrook, Connecticut, and has been doing artwork and painting portraits for many years. Below is a sample of her work.



Artwork by Edythe Blumenthal Greenspon '43

CLASS OF 1950

Sally Tuttle '50 lives in Venice, Florida, and no longer travels. She is a gardener and currently has two papaya trees that are heavy with fruit, as shown in photo.



CLASS OF 1954



June Perret Noble, along with 20 members of the class of 1954, met at Homewood Suites in Farmington on Sept. 11, 2014, to celebrate the 60th anniversary of their graduation. They actually graduated on Sept. 11, 1954, and little did they know that the date would become infamous many years later. They enjoyed a social hour with snacks and wine and then a sumptuous dinner. The celebrating continued until 10 p.m. in the social room and later in the hotel rooms. They had the privilege of seeing one another again at breakfast the following morning. If one closed her eyes while listening to the excited chatter, she would have been transported to the same sounds heard in the dorms at 37 Jefferson St. 60 years ago. Seventy-eight girls graduated in the class of '54. This party was a huge success.

CLASS OF 1956



Members of the Class of 1956 are pictured at a luncheon get-together. Shown from left to right are **Dorothy Jaschinsky Whitehead**, **Betty Frazier Hewitt**, **Gloria James Duff** and **Sylvia LaClare Flavell**.

CLASS OF 1960

Carolyn Bickford Calhoun would like members of the Class of 1960 to contact her regarding their 55th reunion, which is being celebrated this year.

CLASS OF 1961

Kathleen Smith continues to teach psychiatric nursing at Rhode Island College.

Anita Resnick Gold works full time as a hospice nurse for the Salmon Heath and Retirement Company.

CLASS OF 1962

Irene Hallgren Anderson is currently working from home in case management for Aetna.

Linda Arle Duval continues to volunteer in the emergency room of her local hospital and does flu clinics in the fall. She also ushers at her church. She and her husband, Bill, spend the winter in Florida.

Carol Drumm Ferick and her husband, Bob, recently celebrated their 50th wedding anniversary. They enjoyed several celebration parties with their children.

Pat Karwoski resides in Naples, Florida, during the winter months. She does not miss the harsh Connecticut winters, but she does miss her friends.

CLASS OF 1965

Dianne Cull Litchfield reminds the Class of '65 that they will be celebrating their 50th anniversary this year. The Annual Banquet will be held on June 7, so please contact Dianne regarding the celebration.

CLASS OF 1966



Betty Ann Vose Fusco, Eunice French Ecker, Alpie Plikaitis Junghans and **Gail Pendleton Rapoza** are pictured at their monthly outing to support Alpie on "Chemo Wednesday." She is now in remission but continues with chemo due to a clinical trial.



HHSN Knit Doll

Alicia (Alpie) Plikaitis Junghans knit dolls for **Eunice French Ecker, Gail Pendleton Rapoza** and **Betty Ann Vose Fusco**.

Laraine Branciere Farabaugh stays active babysitting for her 16 grandchildren, helping her husband, Hal, do remodeling projects for the kids, engaging in church activities and traveling.

Kitty Phillips Kirkland and husband sold their house and bought a condo in Wallingford, Connecticut. They spend winters in Fort Lauderdale, Florida.

Gail Pendleton Rapoza keeps busy with part-time work at Companions and Homemakers and volunteers as a reader at a Hartford school. She also manages the medical equipment loan program of a local nurses association.

Eunice French Ecker and **Betty Ann Vose Fusco** spent nine days in Punta Cana, Dominican Republic, in January and will be going on a knitting cruise to Bermuda with Alpie in July. Eunice keeps busy babysitting for her grandchildren.

Alicia Plikaitis Junghans is hanging in there with chemotherapy for multiple myeloma, traveling to Dana-Farber Cancer Institute in Boston every Wednesday. She continues to knit beautiful creatures. Her daughter Heidi visited from Germany over Christmas.

Diane Pronovost Antos has finally retired after 18 years as a geriatric care manager. She is hoping to do all those things that were put on hold while working.

Sue Hilton LaTulippe remains in Texas with her family. She is on the waiting list for senior housing in New Hampshire.

The "Lunch Bunch" will resume when the weather permits. They are anticipating their 50th reunion in 2016 and hope all classmates are saving the date so they can have a great turnout to reminisce.

CLASS OF 1967

Barbara Cutler Lutkiewicz retired from nursing seven years ago. Three years ago her family was blessed to adopt the most wonderful golden retriever, named Brig. He and Barbara are now certified pet therapy partners and make a weekly visit to the oncology clinic and unit at the Hospital of Central Connecticut in New Britain. They have been doing this for almost two years. Barbara says that these visits are the most satisfying activity she has ever done.

Alumnae The Pillbox

CLASS OF 1969

Jean Bajek recently retired from CVS Pharmacy in Panama City Beach, Florida, and plans to spend time at the beach and visit her grandchildren in Kentucky and Connecticut.

Mary Tobits Crellin Gremnier is still working and utilizing her nursing skills of over 45 years. Her focus has been on quality and risk management since the 1980s. She also participates in emergency preparedness in the District of Columbia. Her retirement plans are gradually forming, and she is looking into opportunities for therapeutic riding with the Wounded Warrior program. She plans to continue to use her nursing skills during her retirement.

CLASS OF 1973

Barbara Biel Nowak recently celebrated 25 years of service at Hartford Hospital, where she works in the surgical intensive care unit.

CLASS OF 1974

Nancy Bober Holyst is enjoying her retirement and has lots of time to read! She carries her Kindle everywhere and probably has more books downloaded than she has years to read. She has homes in Niantic, Connecticut, and Ave Maria, Florida.

Nursing News & Notes (continued from page 10)

Surgery/Transplant/Neuro-Trauma (cont)

Christina Shah, RN, BSN, earned her BSN from Central Connecticut State University.

Karen Teixeira, RN, BSN, CEN, earned her BSN degree from Chamberlain College of Nursing.

Marie Nespral, BSN, RN, CCTC; Charles Zenzick, BSN, RN, CCTC; Katie Hawthorne, BSN, RN, CCTC; Gina Rocca-Baixauli, BSN, RN, CCTC, and Coleen Smart, MSN, RN, CCTC, earned Clinical Transplant Coordinator certification.

Kim Alleman, MS, APRN, FNP-BC, CNN-NP, co-edited Advanced Practice Module for ANNA Core Curriculum for Nephrology Nursing, 5th Edition. In press. She serves as a commissioner on the Nephrology Nursing Certification Commission and has been elected president (term beginning April 2015). She is chairperson, Advanced Practice Board, for Certified Nephrology Nurse Practitioner Exam and was an invited speaker at the ANNA Fall Meeting in Savannah, Georgia, in October 2014.

Jennifer Humphrey, MSN, RN, published (2014) "Chronicles of a Living Kidney Donor" in *Nephrology Nursing Journal*, 41, 611, 623.

Debera Palmeri, RN, CCTC, served as a faculty member of the CCTC review course for the liver/intestine portion.

Michelle Day, MSN, RN, CGRN, is an SGNA board member and incoming treasurer. She is an instructor for SGNA Trainer the Trainer: The Nurse Manager's Guide to Reprocessing Competency and Certification Review

course and a member of and participant on several infection prevention and endoscope reprocessing summits and task forces. She published the chapter, "Endoscopy," in the *APIC Text of Infection Control and Epidemiology* (4 ed., ch55).

Colleen Brown, MS, APRN, ACNP-BC, authored the chapter, "Role of the Nurse Practitioner in Care of the Kidney Transplant Recipient" in the 6th Edition of *ANNA Core Curriculum for Nephrology Nursing*, in press.

Women's Health

Jennifer Moller MSN, RNC-OB, C-EFM, co-presented with **Dr. Elizabeth Deckers** "Improving Team Response to Shoulder Dystocia" at the National ANA Convention in Orlando, Florida, in February, 2015. The team training program they developed and implemented at CESI trained all OB nurses and providers at Hartford Hospital and is being rolled out to system partners.

Noraliz Santa-Grondin, RN, BSN, received her master's degree in nursing management and business administration from the Chamberlain College of Nursing.

Joan Esper Kuhnly, DNP, APRN, NNP-BC, IBCLC, CNE, and **Patricia McLarney, RN, MSN, CPNP-PC, CCLS**, in collaboration with **Marion Juliano, RN, MSN, CPCE**, published "The Development and Implementation of a Prenatal Education Program for Expectant Parents of Multiples" in *The Journal of Perinatal Education*, 24(2).



IN MEMORIAM

Christine Webster Rogaleski '41
Julia Melnick Nelson '42
Barbara Rogers '46
Marion Harris Leinfelder '47
Carol Ryder Beatson '48
Roberta Johnson Gilbert '49
Janet Carlson Quedens '51
Ruth Peterson Lee '53
Joan Scotta Duell '55
Arline Warner Tinus '57
Angela Mercier Spain '58
Priscilla (Pat) Torrey August '61

Robert Fredrickson, MD
Surgeon



PHOTO BY LANNY NAGLER

Let Us Hear From You!

We would love to receive photos and news from HHSN alumnae. Please mail information to the Alumnae Association of the Hartford Hospital School of Nursing, 560 Hudson Street, Hartford, CT 06106 or e-mail patciarcia@snet.net.

Request For HHSN Nursing Pins

We often receive requests for a replacement HHSN nursing pin. Because they are no longer made, the only way we can get a pin is if an alum is willing to donate one to the Alumnae Association. We would then give the pin to the requesting alum. If you are interested in donating your pin for this purpose, please contact Pat Ciarcia at 860.563.2005 or patciarcia@snet.net.

Give A Lasting Gift

Your contribution today will make a difference to our nursing education program. Mail your gift to Hartford Hospital, Fund Development, 80 Seymour Street, Hartford, CT 06102. You can act now and show your commitment to nursing education forever by including Hartford Hospital and/or the Alumnae Association of HHSN Inc. in your estate plans. For more information, please contact Carol S. Garlick, vice president, philanthropy, at 860.545.2162 or at Carol.Garlick@hhchealth.org.

80 Seymour Street
P.O. Box 5037
Hartford, CT 06102-5037

Address Service Requested

Non Profit
Organization
U.S. Postage
PAID
Hartford, CT
Permit No. 4361



In this 1968 photo, a clinical instructor, at right, educates an HHSN student nurse in an important clinical skill: how to take blood pressure.