

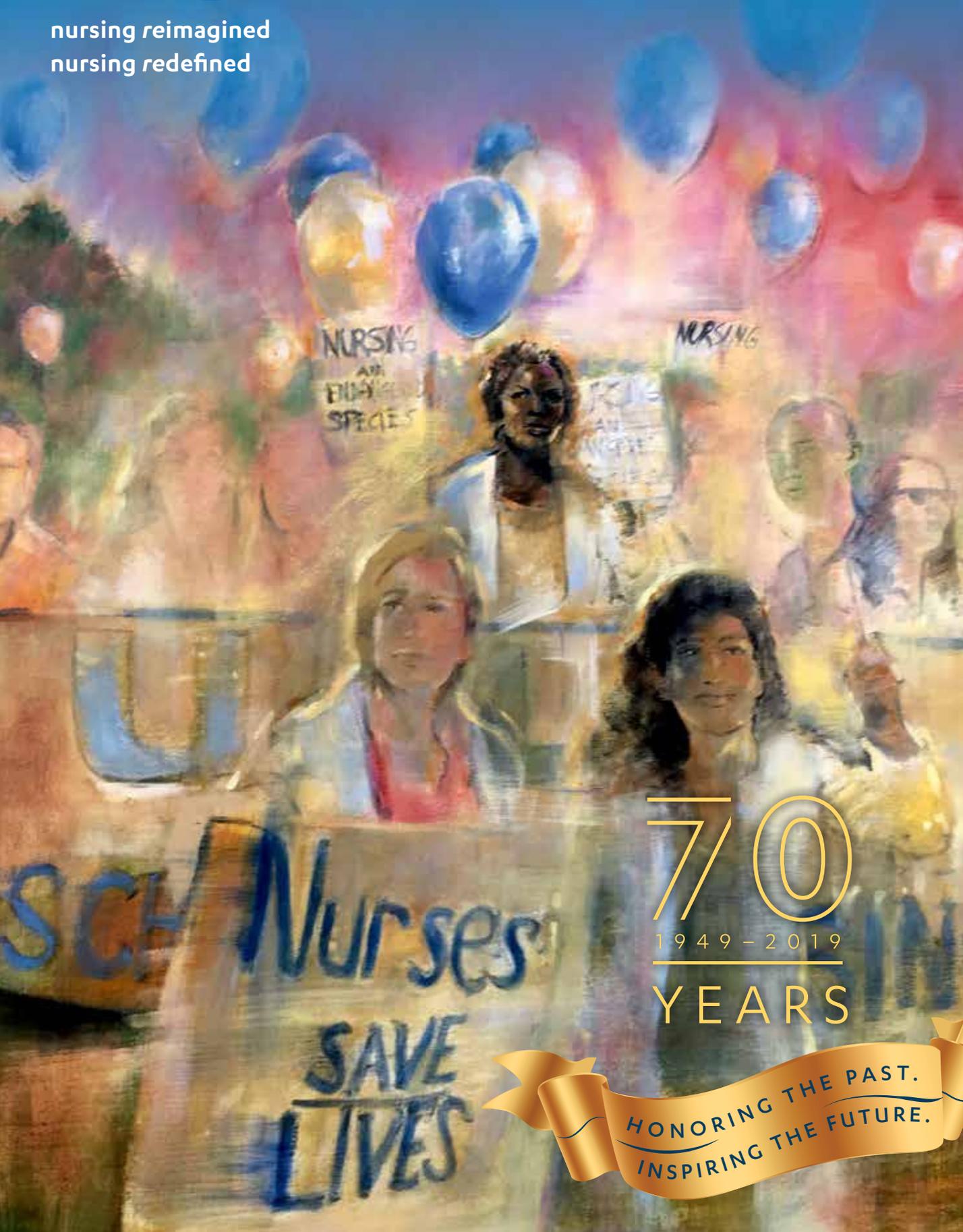
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nursing reimagined
nursing redefined

UCLA

School of Nursing

SPRING 2019



70

1949-2019

YEARS

HONORING THE PAST.
INSPIRING THE FUTURE.



“I am also celebrating an anniversary – 50 years ago I received my baccalaureate degree from the UCLA School of Nursing!”

I often wonder, what would Lulu Wolf Hassenplug think of the School she started? I think she'd be pleased.

As we approach our 70th Anniversary and Gala, I am so excited about all of the work that is being done to tell our story. Using materials that have been developed over the years (such as *the History of the School of Nursing* that was written for our 50th anniversary), as well as some deep dives into the campus archives, has resulted in some fascinating finds.

The story of our School is one of the pursuit of excellence, innovation and creativity as well as challenges, crises, and perseverance. We've been sharing this fascinating history through email and have now compiled it here in this issue. Showcasing our story visually, we are creating Walls of History where pictures, documents and even original uniforms will decorate the walls in the Factor Building. We are very fortunate that we will have Walls of Art, painted by renowned artist Gregg Chadwick, that capture our essence and passion. His painting depicting one of the many demonstrations to save our School is pictured on the cover.

Because innovation and scholarship are central to our mission, there will also be Walls of Science, showcasing the breadth of research accomplished by our faculty.

With this issue, we continue to honor the distinguished alumni who are making a difference in the profession of nursing – Hui-wen Sato, Wendy Landier and Anthony McGuire join an outstanding group of individuals who have made significant contributions to the profession. We are also acknowledging the work of some amazing faculty, staff and volunteers who have made a difference for our School and for our students.

I am constantly inspired by our students, and two stories in this issue warm my heart. We all know that nursing school is challenging and sometimes we need a little help. Enter a small group of second-year MECN students who have banded together to support their peers with children to help manage family and studies. Then there is a group of MECN and BS students who beautified our stairwells and developed a campaign to encourage everyone to take the stairs instead of the elevator.

Be proud of what we have achieved over these many decades. Thank you for your role in our story. Together our actions are inspiring the future.

Linda Sarna

Linda Sarna, PhD, RN, FAAN
Dean
Lulu Wolf Hassenplug Endowed Chair



MECN Allison Steinbaum enjoys a quiet moment with her daughter, **Eliana**. Steinbaum's classmates sometimes step in to help with child care during the intense 22-month program. See page 24.

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Honoring the Past, Inspiring the Future

In celebration of our 70th anniversary, we share the vision and determination of our early pioneers who brought us to where we are today.



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Welcome Yeonsu Song, PhD, RN, FNP-C

Dr. Song's research is focused on sleep in older adults and family caregiving. She is particularly interested in managing sleep problems among those with cognitive impairment, such as Alzheimer's disease, and their caregivers. She is currently conducting a randomized controlled trial, testing a dyadic sleep intervention program for persons with Alzheimer's disease and their informal caregivers. Her ultimate goal is to disseminate her sleep education program to various types of community settings by training a non-sleep specialist health care provider. She believes that nurses and nurse practitioners can play a critical role in managing sleep problems, a critical issue to health and well-being in the geriatric population.



Dr. Beverly Malone shares her wisdom

The School was honored to host Dr. Beverly Malone, CEO of the National League of Nursing, for our annual Dean's Distinguished Lecture Series. During her presentation, "Advancing Global Health through Culture, Diversity and Inclusion," Malone discussed the role of nursing in promoting health, healing and helping in response to the human condition and shared her 10 tips for improving cultural competence.

During her two-day visit to Los Angeles, she also met with several faculty and staff to discuss ideas for growing our efforts and awareness in diversity and inclusion. In her meeting with doctoral students, she provided career development tips and encouragement. Dr. Malone is an inspiring role model and leader and we were grateful for her perspective.



Malone with three of our inaugural cohort of DNP students

Dr. Nancy Pike receives honors

At their annual international meeting, Dr. Nancy Pike was honored for her inspired and dedicated service to the Pediatric Cardiac Intensive Care Society as co-chair of the Scientific Review Subcommittee of the Research Committee.



THANK YOU, SON STAFF

Since the School's beginnings, the hard work of our staff has been vital to the School's success. We are grateful for the commitment to excellence of each and every individual who touches our students and our faculty – recruitment, admissions, student affairs, clinical placements, program support, financial aid, grants support, administration, finance, communications, development. Many of our staff members have been here for 10, 20 and even 30 years, which speaks to their extraordinary dedication. They have given of their time and talent by marching to save our programs and School, providing encouragement and guidance, finding solutions to keeping students in school and even establishing scholarships. To this amazing group, we say thank you for being our foundation, our rock and just being there.



Dr. Barbara Bates-Jensen invention receives FDA approval for wound care device

A wireless handheld device to assess patients at increased risk for pressure ulcers received marketing approval from the FDA in early January. The device, known as the SEM Scanner, was co-invented by **Dr. Barbara Bates-Jensen**. “Objective, scientific data from the SEM Scanner can give clinicians confidence to take action and intervene with methods to prevent pressure ulcers,” she said.



Dr. Janet Mentes studies hydration issues in elderly

Drinking enough water is a concern for everyone, but the elderly are particularly vulnerable to under- and de-hydration. A new study, led by **Dr. Janet Mentes**, shows that this vulnerability may be stronger than assumed and bring on a number of health problems ranging from urinary tract infections to heart disease and even to frequent falls.

.....
Mentes was recently elected president of the National Hartford Center for Gerontological Nursing Excellence.

New Research Grants

Dr. Nalo Hamilton, Charles Drew University/UCLA Cancer Center Partnership – U54 Pilot project
Metformin and analogues in triple-negative breast cancer immunotherapy

Dr. Felicia Hodge, Charles Drew University/UCLA Cancer Center Partnership – U54 Pilot project
Tribal Dentistry HPV Program

STUDENT VET SALUTED

Abraham Urias, transfer student, BS '21, was named Veteran of the Game during the UCLA versus Utah football game at the Rose Bowl October 26.



PUSH YOURSELF NOT THE BUTTON



The Stairwell Challenge team was honored by Dean Sarna for their work: (from left) Lukas Smith, Mitchell Stern, Diana O'Toole, Robin Mertens, Hailey Leach, Dean Sarna, faculty mentor Dr. Bates-Jensen, Dahriel Aron, Jay Lee and Constance Coelho.

Last winter quarter, eight nursing students (3 MECN and 5 BS) beautified the stairwells in the Factor Building to encourage students, staff and faculty to take the stairs instead of the elevator.

“We cleaned up the stairwells and added visuals on the inside of the doors and next to the elevators, from the A level to the sixth floor, with motivational and colorful signage,” said Lukas Smith, a second-year MECN student and one of the student researchers.

The project was initiated in response to a 2017 report from the American Nurses Association that nurses and nursing students have a higher than average body mass index, and less than half spend the recommended time exercising.

“We do feel like nurses tend to neglect themselves and sitting in class for long hours doesn’t help,” said Mitchell Stern, a second-year MECN student and one of the student researchers.

Chyna Porrata, a fourth-year BS student said, “It could be a problem on days when we have eight hours straight of classes with only a one-hour lunch break in the middle. Taking the stairs helps us move.”

Funding for the project came from UCLA’s Healthy Campus Initiative Student Grants and the research fund of Dr. Barbara Bates-Jensen, the faculty mentor for the project. Each student also received a scholarship.

As part of the grant, the students designed a research project to measure the impact of revamping the stairwell on increasing usage. They set up people

counter devices by the stairwells on each floor to track usage before and after they refashioned the stairwell. They standardized these data to take into account the number of people expected to be in the building each day based on class enrollment, and staff and faculty appointment.

The students sent anonymous surveys to collect data on the demographics and behaviors of respondents. The survey included questions on whether the respondent noticed the stairwells had been revamped, and whether the motivational quotes affect the respondent’s usage of the stairwell.

Based on survey results, the researchers found that people over 50 self-reported the highest increase in stair usage after the beautification project. Furthermore, students in post-licensure programs reported more frequent use of the stairwells than pre-licensure students. No difference in stairwell usage between gender and ethnicity groups was observed. Quantitative data collected by people counter devices found Wednesday to be the highest day of usage.

In addition to the research, students also created a social media campaign to encourage students to take the stairs. Their Instagram page, @stairwellchallenge, prompted students to climb the stairs; that’s about 364 steps – bottom to top!

The students presented results at two Sigma Theta Tau conferences.

— Wendy Li



honoring the
past

70
1949-2019
YEARS

inspiring the future

THE HISTORY OF THE UCLA SCHOOL OF NURSING IS FASCINATING AND INSPIRING. IT IS THE STORY OF THE PURSUIT OF EXCELLENCE, INNOVATION AND CREATIVITY AS WELL AS CHALLENGES, CRISES, AND PERSEVERANCE. IN CELEBRATION OF OUR 70TH ANNIVERSARY, WE SHARE THE VISION AND DETERMINATION OF OUR EARLY PIONEERS WHO BROUGHT US TO WHERE WE ARE TODAY.

where it all began

THE ROOTS OF OUR NURSING HISTORY AT UCLA STRETCH BACK TO 1929, WITH CERTIFICATES IN PUBLIC HEALTH NURSING BEING OFFERED BY EXTENSION.

In 1932, a group of public health nurses advocated for a Department of Nursing Education to be established in the College of Letters and Science, where students would receive a certificate in public health nursing on completion of the requirements. In 1944, BS degrees were offered through the College of Letters and Science to registered nurses, including Rachel Robinson, the wife of Jackie Robinson!

In the aftermath of World War II, developing nursing education was a national priority, especially in responding to the expanding demands and complexities of patient care. Critiques of nursing practice and education resulted in calls for reform, including moving professional nursing education into institutions of higher learning. There was recognition of the need to prepare nurses who had new expertise and roles as independent practitioners.

Lulu Wolf trained at the Walter Reed Army School of Nursing, received a BS degree from Teachers College at Columbia and a Master's degree in Public Health from Johns Hopkins.



Dean Lulu Wolf Hassenplug

“I’LL COME FOR A YEAR WITH THE IDEA THAT I WILL BUILD A SCHOOL FROM SCRATCH, THE WAY I WANT TO DO IT.” LULU WOLF, 1948

The only caps UCLA BS Nursing students would wear were mortarboards on graduation.



She was recruited to UCLA in 1948 to develop a proposal for a School of Nursing. Her goal: to make changes in nursing and nursing education.

In 1949, the UC Regents authorized the creation of the School of Nursing, one of the first professional schools in the University of California system, with Lulu K. Wolf (later Hassenplug) as the School's first dean.

She spearheaded the movement to move nursing education from hospitals to college campuses and wanted to distinguish university-educated nurses from those educated in hospitals. She wanted nursing students to not only be educated like other university students, but to look like other university students; to be known by what they did, not their apparel.

That meant no hats – a highly controversial decision! The symbolism, at a time when nursing was finally being recognized as a profession, could not be missed. Her mantra: “The important thing about a highly qualified nurse is that she ought to demonstrate nursing status by the expert nursing care she gives – not by what she wears.” (Ninety-eight percent of nurses were women in 1950).

As the first baccalaureate nursing program west of the Mississippi, the School would soon become renowned for much more than its dress code – or lack thereof. In an effort to root nursing practice in science, faculty were among the first to conduct research on nursing interventions and outcomes.



A headline story in the Los Angeles Herald Express showcased the dean's drive to eliminate caps.



1950 The first undergraduate class admitted eight students. Classes were held in Royce Hall and Dean Hassenplug's office was in the basement next to the women's restroom. Students lived on their own, not in hospitals.

1952 UCLA becomes the first nursing school in California to confer the Master of Science Degree to nurses.

1954 First eight BS students graduate. Construction of the UCLA Medical Center is completed with space borrowed by nursing faculty from the School.

1955 The Nursing Alumni Association was founded.

1958 Lulu Wolf was recognized as the LA Times Woman of the Year in education.

1959 The School receives a five-year grant from the U.S. Public Health Service to support faculty research.

These changes in nursing education from hospital-based, task oriented service to a program that was scientific and theory-based at a university weren't embraced by all. These threatened many in the medical establishment, other academics and challenged nursing educators.

1960s

THE 1960s WERE CHALLENGING FOR THE NATION, FOR THE PROFESSION AND FOR THE SCHOOL OF NURSING.

It was the time of the civil rights movement, Vietnam War, antiwar protests, assassinations of President Kennedy, Martin Luther King Jr., and Robert Kennedy, and the escalation of movements for women's rights and gay rights. It was a time of firsts: heart transplant, minicomputer and lunar landing. Medicare was created. All these events affected student life and nursing education.



Dean Hassenplug greets President Lyndon Johnson.

In 1964, the Nurse Training Act, the most comprehensive nursing legislation in the U.S., was passed by Congress with a strong commitment to funding nursing education. These funds helped graduate students study full time. Present at the signing, Dean Hassenplug received a pen from President Johnson.

At this time, the American Nurses Association recommended moving towards baccalaureate degree education as the foundation for professional

nursing. However, educating nurses at a university was threatening, especially at UCLA. Some argued that nursing was not a profession and it did not possess any unique core of knowledge or special techniques.

In February 1963, the Dean of Medicine wrote to Chancellor Murphy, a physician:

“IT WOULD BE BEST TO ABANDON A NURSING SCHOOL AT UCLA, EXCEPT AS A HOSPITAL DIPLOMA SCHOOL. IF A SCHOOL OF NURSING IS TO BE RETAINED AT UCLA IT WOULD REQUIRE A GREAT EFFORT TO REFORM IT, AND THE ‘SCHOOL’ SHOULD, IN EFFECT, BECOME A DEPARTMENT IN THE SCHOOL OF MEDICINE.”

In 1968, the Chancellor proposed that the School of Nursing be discontinued.

In the Daily Bruin, Hassenplug responded “despite the fact the School has been in operation since 1949 and has been approved by appropriate committees of the Academic Senate, the School has never been free from sometimes subtle and other times overt harassment from some of the medical school faculty.”

From the 1965 UCLA Yearbook, members of Alpha Tau Delta. Among those pictured is Karen Hellwig (back row middle), the 2019 Hassenplug Lifetime Service Award Recipient.



1960 highlights

Students, faculty, alumni and the entire nursing community vigorously opposed the plan to close the school, successfully using the political process to ensure its survival. Support also came from some UCLA physicians, nursing deans across the U.S., and nursing organizations. After irate calls and letters to the UC President, the Chancellor, and the Regents, the efforts to end the nursing program were abandoned, only to reemerge in the 1970s.

Despite this period of uncertainty, the School continued to excel.

Education was changing. The School moved into borrowed space in the new Center for Health Sciences and students practiced skills and watched films in a small federally-funded skills lab.

As early as 1962, the School began educating clinical nurse specialists in the master's program, funded by a five-year pilot project grant from the National Institute of Mental Health to prepare mental health consultants.



Nursing students, circa 1967, learn clinical skills on a simulation manikin.

The Master of Science program was gradually phased out and the Master of Nursing program became the graduate degree in 1966.

Theory-based models conceptualizing nursing care were developed, tested and utilized at UCLA. Dorothy Johnson's Behavioral Systems Model served as the model for the curriculum. Other theories from UCLA grads included the Neuman Systems Model and the Roy Adaptation Model.

Few nursing faculty had doctoral degrees, about 10 percent by the end of the 60s. Some faculty were tenured without doctoral degrees. Dr. Donna Vredevoe, an immunologist, was one of several faculty members recruited from outside of nursing. She was hired to foster our research program and later served as interim dean. The demographics of the faculty reflected the nursing population, predominately white women.

Dr. Betty Williams, MS'67, one of few faculty of color, became the Assistant Dean of Student Affairs and Academic Affairs. She led a steering committee of black nurses in 1968 to organize the Council of Black Nurses, Los Angeles and was a founding member of the National Black Nurses Association. These career firsts led to her being selected as a Living Legend by the American Academy of Nursing in 2010.

.....
1962 Western Council for the Higher Education for Nursing (WCHEN) Committee of 7, chaired by Dean Hassenplug – the precursor of the Western Institute for Nursing (WIN) – developed the action plan for nursing research in the west; “research to improve the actual practice of nursing or the quality of care that patients receive.”

1964 In partnership with KCET, the School supported continuing education with the development of a number of films for the nursing community focused on exploring illness from the patients' perspective.

1964-65 The School hosted and participated in international programs in Japan, Hong Kong, Columbia, Egypt, and India, among others. The number of international students increased, including Dr. Afaf Meleis, MS'64, from Egypt.

1968 An undergraduate nursing honors program was led by Margo McCaffery.

1968 Lulu Wolf Hassenplug retires. Agnes O'Leary, a public health nurse, becomes the interim dean.

1969 Dean Linda Sarna graduates with a BS in nursing.

1970s

THE 70s MAY HAVE BEEN MANY THINGS, BUT BORING WASN'T ONE OF THEM.

Key headlines during the 1970s included the Watergate scandal, the energy crisis and the Vietnam War. It was also a time for great change in health and health care. In 1971, Congress passed new guidelines for Occupational Health & Safety, and President Nixon declared a “War on Cancer,” the second leading cause of death. First published in 1964, the Surgeon General Reports continued to address the dangers of tobacco – including the health risks of exposure to secondhand smoke – and advertisements of cigarettes on radio and television were banned. The first test-tube baby was born. The Centers for Disease Control published the first *Healthy People* report with a focus on wellness. *Our Bodies, Ourselves* was a landmark book in describing sexuality and women’s health and signaled the importance of the consumer movement. The Nurses’ Health Study, the longest and largest running study of women’s health, began in 1976 to prospectively study the long-term

impact of contraceptives as well as other factors on health and well-being. The increasing specialization in medicine and nursing required new educational programs, including how to best care for the dying and how to promote primary care. Nurse practitioner (NP) programs accelerated, moving from certificates to master’s degree programs with UCLA offering one of the first NP programs. There were 15,000 NPs by the end of the 70s.

After the departure of Lulu Wolf Hassenplug, it took three years to recruit the second dean. Dr. Rheba de Tornyay, who was the first president of the American Academy of Nursing and who became a Living Legend, arrived in 1971. Right away she faced challenges. The 1960 Master Plan for the UC system did not include university education for professional nursing, viewing undergraduate nursing education as belonging to community colleges and state universities. Without a dean, the faculty publication record had declined and there was little research in progress. Without funding, the nursing program was at risk.

One of the most important issues was ensuring that the School had adequate space for teaching and faculty research – one classroom and a small audiovisual room was not enough. In 1972, California voters approved Proposition 2, which provided funds for four statewide health sciences building projects including one for the School, but the state funds were not forthcoming. As UCLA’s Executive Vice Chancellor told the state legislature, “without the building, the School of Nursing is probably not a viable entity on the campus” (Daily Bruin, 1972).



Dean Rheba de Tornyay



Dean Mary Reres



Anayis Derdiarian (right), teaching students in the 1970s



De Tornyay continued the battle for acceptance of the School and for the space it needed for its academic programs. In June 1975, de Tornyay accepted the position of dean at the University of Washington. She said, “the problem over space for the School of Nursing greatly influenced my decision to leave UCLA.”

In September 1976, funds for a building were released – five years after Proposition 2 had passed. The energy deTornyay put into gaining space paid off when ground was broken for the Factor Building – finally giving nursing a home.

During the search for its next dean, Dr. Betty Dambacher, a psychiatric nurse and beloved educator, served as acting dean from 1975-76, and Harriet Moidel, a strong proponent for the clinical nurse specialist role, shared the job with Donna Vredevoe from 1976-77.

Mary Res joined the School as the third dean in 1977. She also served as a president of the American Academy of Nursing. She worked to increase the number of doctorally prepared faculty, essential to increase our scholarship.

The California Nurse Practice Act was revised in 1974 to reflect skills and necessary education required for the changing roles of nurses. The curriculum offered many specializations for the master’s prepared advanced practice nurses

who became clinical specialists: maternity, psychiatric, community mental health, cardiovascular, respiratory, oncology, pediatric and gerontology. Teaching and administration were functional electives. Efforts to develop a doctoral program were ongoing although not realized until the 1980s.

ONE OF THE MOST IMPORTANT ISSUES WAS ENSURING THAT THE SCHOOL HAD ADEQUATE SPACE FOR TEACHING AND FACULTY RESEARCH – ONE CLASSROOM AND A SMALL AUDIOVISUAL ROOM WAS NOT ENOUGH.

1972 An innovative idea for expanding the nurse’s role in ambulatory clinics was brought to UCLA by Drs. Charles and Mary Ann Lewis. The federally-funded demonstration program (Primex), under the joint leadership of nursing and medicine, pioneered the development of family nurse practitioners.

1972 Dr. Linda Burnes Bolton, one of the top nursing leaders in the country and a Living Legend, received her master’s in nursing. She was the vice chair of the committee that developed the Institute of Medicine’s *Future of Nursing: Leading Change, Advancing Health* report in 2010, which gave rise to the Future for Nursing: Campaign for Action.

1974 Dr. Kathy Dracup, the first recipient of the Lulu Wolf Hassenplug Endowed Chair and Living Legend, received her master’s degree.

1976 Dr. Phyllis Putnam obtained a grant to start a geriatric specialization program at the School – the first of its kind in the nation.

1976 The oncology nursing specialty program to prepare clinical nurse specialists begins, funded by a federal grant.

1978 Gamma Tau, the 89th chapter of Sigma Theta Tau International, the National Honor Society of Nursing, was founded with 139 charter members.

1980s

THE 1980s WAS AN ERA OF ICONIC MOMENTS THAT CHANGED THE WORLD.

IBM launched its first PC, Motorola introduced the mobile phone, CNN was launched and the Berlin Wall fell. The emergence of the deadly epidemic disease – AIDS – marked the 1980s for Americans more than any other medical or health news. The increase in the population of older adults created a rising awareness of Alzheimer’s disease. Gun-related deaths climbed to #8 as the leading cause of death in the U.S. As hospital costs increased, Diagnostic-Related Groups (DRGs) were initiated to guide payment for medical care. This resulted in shortened hospital stays and the way nursing care was delivered.



Dean Ada M. Lindsay

The National Center for Nursing Research (now known as NINR) was established within the NIH in 1986 with \$16 million for research grants. Among the first committee at the inaugural meeting in 1987 were future dean Marie Cowan, faculty member Betty Chang and alumni Sister Callista Roy. The Institute of Medicine recommended that more nurses be educated at the graduate level and there was an increase in opportunities to seek advanced degrees.



FACTOR HEALTH SCIENCES BUILDING

On April 9, 1981, 32 years in the making, the Doris and Louis Factor Health Sciences Building opened its doors, providing the School with much needed space. It was centrally located near the hospital and School of Medicine.

With this energizing event, 32 years in the making, the School took a giant leap forward.

THE 80s BECAME A DECADE OF “FIRSTS” FOR THE SCHOOL WITH NEW PROGRAMS LAUNCHED, AN ACCELERATION IN FACULTY RESEARCH AND THE CREATION OF A NURSE-MANAGED HEALTH CLINIC.

In 1981, the University of California faced more budget cuts and UCLA once again considered eliminating the School’s bachelor’s program, the only such program in the UC system. The alumni organized a “Save our School” rally with participation from faculty and students. Advocacy efforts included a letter writing and telephone campaign. These efforts, and the awareness of the severe shortage of nurses in the state, resulted in reducing the cuts to the School, allowing the undergraduate program to remain.

Mary Reres continued as dean until 1985. During the eight years of her tenure, the proportion of the School’s faculty with doctorates soared from 13 percent to 55 percent.

The School received its first endowed gift, over \$4 million, courtesy of the estate of Audrienne Moseley, a former nurse at Good Samaritan Hospital. The money has been used to support scholarships, provide needed discretionary funds to the School, and

1980 highlights



Lulu and Linda celebrating our 40th anniversary

support the creation of endowed chairs. To recognize her generosity, the auditorium in Factor was named in her honor. To date, through wise investments, the endowment has grown and almost one million dollars is given out in student scholarships each year.

With the new building, the faculty now had space to grow their research. Showing a commitment to this enterprise, Reres appointed Sharon Reeder to a newly created position as associate dean for research, helping to solidify the School's effort to build a top-ranked nursing research program. Reeder served as the Acting Dean from 1985-86.

The School's fourth dean, Ada M. Lindsay, a nationally respected scholar from the University of California, San Francisco School of Nursing, joined the School in 1986 and continued the strong commitment to faculty research which was critical during the launch of the new doctoral program. She invigorated the School with a Visiting Scholars program.

The 1980s also brought the first computers to the School through

a grant from IBM. Dr. Betty Chang was the Principal Investigator. Over the course of the 1980s she received several grants to advance computer usage in education and research. Computer-assisted instruction became a new way of learning.

Enrollment to nursing programs nationwide declined resulting in a nursing shortage. By Fall 1987, enrollment in the School began to decline as well. New ideas to attract students were put into place including recruiting students from community colleges and more scholarships and grants were established. Enrollment in the BS program doubled with help from the UCLA Medical Center.



*(above)
Dr. Betty Chang
at an IBM
computer in 1985*



*(left)
Dr. Jacquelyn
Flaskerud teaches
a doctoral
seminar*

.....

1980 Occupational health became an option in the master's program.
.....

1982 First issue of UCLA Nursing magazine published.
.....

1983 UCLA School of Nursing Health Clinic at the Union Rescue Mission was established and became a national model for its delivery of health care to the poor and homeless.
.....

1984 Approval from the Board of Regents for the doctoral program. The PhD was initially proposed but was changed to a DNSc in response to concerns from the Academic Senate about nursing scholarship. It became the third nursing doctoral program in the state.
.....

1984 First doctoral class consisting of seven students.
.....

1987 The Chironians, the School's annual fundraising body, began efforts to raise funds to establish a Lulu Wolf Hassenplug Endowed Chair.
.....

1988 First UCLA National Nursing Research Conference takes place jointly sponsored by the School of Nursing and the Medical Center Nursing Services.
.....

1989 The School hosted 16 students from Kitasato University School of Nursing in Japan, leading to an ongoing exchange involving faculty and students emblematic of the School's extensive international involvement.
.....

1989 40th anniversary of the School of Nursing.

1990s

THE 90s HERALDED THE END OF A CENTURY AND MILESTONE EVENTS THAT WOULD SET THE STAGE FOR THE 21st CENTURY.

The worldwide web was launched. The L.A. riots tragically illustrated the disparities throughout the City of Angels. In 1994, the Northridge Earthquake caused moderate damage to the UCLA Medical Center, leading to the building of the new Ronald Reagan Medical Center. Human genome research accelerated. An attempt at comprehensive health care reform failed while insurers focused on reducing costs through prevention. There was new attention on the risk behaviors of adolescents. With the awareness of HIV transmission to pregnant women and the outbreak of the Ebola virus, the attention to infectious diseases continued. These events impacted nursing education and research. Nursing students needed to

be prepared to care for the escalating aging population, and to be culturally competent to care for an increasingly diverse patient population.

The School hit its stride in the 90s, but storm clouds were once again looming. UCLA's Professional Schools Restructuring Initiative created a major threat to the School as the administration proposed a nearly 50 percent budget cut. Again, the Chancellor proposed closing admission to the undergraduate nursing program, cutting administration overhead and eliminating nearly one dozen faculty positions. The School would then be moved under the purview of the provost of medical sciences – a physician. These threatened changes continued to illustrate the lack of awareness of the faculty and the School's many accomplishments, as well as the importance of the inclusion of nursing education, along with medical, dental and public health education at the university.



In 1997, Dean Marie Cowan, a Living Legend, joined the School as the fifth dean.

First AD-BS-MSN class



Kathy McCloy was among the first graduating class of acute care nurse practitioners.



Under Dean Lindsay's able guidance and continued dialogue with the Chancellor, the budget cuts ultimately instituted were nowhere near as draconian. However, in 1993, to address the reduction in funding, the faculty voted to suspend admissions to the bachelor's program and the last class graduated in 1997.

In its place, the School introduced a new nursing program – AD-BS-MSN. Also known as the bridge program, it provided an opportunity for nurses with associate degrees to complete the bachelor's and then master's degree within three years. Among its first cohort was distinguished alumni Peter Anderson.



In 1992, after the L.A. riots, staff member Rhonda Flenoy-Younger established a partnership with Mary McLeod Bethune Middle School in South Los Angeles to provide summer internships for hundreds of students, many of whom had never visited a university. This program continued for nearly 20 years and some of these students went on to become graduates of UCLA!

THE EFFORTS TO GROW THE RESEARCH ENTERPRISE IN THE 1980s PAID OFF HANDSOMELY IN THE 1990s.

In 1995, the School received two research training grants from the NIH/NINR that provided funding for pre-and postdoctoral fellows to study at the School. They would conduct research in the areas of quality of life and vulnerable populations. These training grants would continue for many years. Dr. Felicia Hodge was the last director of the T-32 for vulnerable populations.

The use of technology to educate nursing students continued with increased access to information on the worldwide web and through distance-learning.

The nurse practitioner program evolved as the practitioner role grew and changed. In 1994, the post-master's nurse practitioner

certification program was designed for the master's prepared nurse seeking to become a nurse practitioner. In 1996, a new program was introduced – the Acute Care Nurse Practitioner program – one of the first in the west. The Adult Nurse Practitioner in Environmental and Occupational Health program also was established.

The efforts to grow the research enterprise in the 1980s paid off handsomely in the 1990s. Seventy percent of the faculty had doctoral degrees. In 1991, grants were awarded to 43 faculty members – a 100 percent increase from 1987-88. The next year, faculty received more than \$4 million in research grant funding, a previously inconceivable amount. Interestingly, while early research focused on describing and documenting nurses role in the health care system, by the 1990s the areas of research had become more diverse, with faculty investigating new knowledge in cardiovascular nursing, vulnerable populations, quality of life and biological research in the form of genetics and molecular biology.

As the decade came to a close, a grant from NINR allowed the School to create the Center for Vulnerable

Populations Research, the School's first Center of Research Excellence. The grant was an acknowledgement of the School's pioneering efforts and continuing leadership in the field. Dr. Deborah Koniak-Griffin became the principal investigator and director.



Faculty in the 90s

1990 highlights

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1991 First doctoral degrees, DNSc, were awarded to Evelyn Calvillo, Nancy Fawzy, Barbara Riegel and Pam Shuler.

1993 US News and World Report ranks UCLA fifth in the nation in graduate nursing programs.

1993 Caring for the Underserved was established with funds from Song Brown grants, through efforts led by Dr. Mary Ann Lewis, to support the education of Family Nurse Practitioners.

1995 Lulu Wolf Hassenplug passes away at age 91.

1995 Clinical specialization options for graduate study included acute care, nursing administration, nursing administration/occupational health, gerontology, oncology, family and nurse midwifery.

1996 The UC Board of Regents approves the School's request to change the degree awarded to graduate students from MN to MSN.

1996 The DNSc doctoral degree program changed to a PhD program.

1996 Kathy Dracup is selected as the first recipient of the Lulu Wolf Hassenplug chair.

1998 The School of Nursing collaborates with the School of Medicine in exploring the use of telemedicine.

1999 The School celebrates its 50th anniversary.

2000s

THE NEW CENTURY: EVENTS THAT HAVE CHANGED US.

On September 11, 2001 the country came under attack. In 2008, the economy collapsed. The United States elected its first black president. Emergency responses were tested by hurricanes Katrina, Sandy, Irma, Harvey and Maria. Infectious diseases, H1N1 virus, SARS, Ebola and Zika, challenged the public health system. Noncommunicable diseases (NCDs) – cardiovascular disease, cancer, respiratory disease and diabetes – were identified as major health threats. Cigarette smoking, a risk factor for all four NCDs, declined but continued to be the leading cause of preventable death, killing one out of five Americans. Confronting mental health and substance abuse became national priorities. The growing awareness of how the social determinants of health (i.e., the conditions in which people are born, grow, live, work, and age), contribute to health, health access, and health disparities is shaping nursing research. The health and wellness of people living with disabilities is receiving much needed attention. The biotech revolution is in full force with access to big data, genetic testing, personalized



Dean Courtney Lyder



Dean Linda Sarna

medicine, machine learning and social media providing new opportunities for research.

Since the School began, California quadrupled its population with Los Angeles County alone having more people than 32 states. California has more people over 64, almost 6 million, than any other state. The combined percentage of nonwhite is greater than 60 percent of the population, with Latinos as the largest ethnic group. Ninety percent of households have a computer.

The *Future of Nursing Report* recommendations are guiding nursing education to expand the role of the nurse and promote nursing leadership so nurses can be full partners in patient-centered health care teams. Over 800 accredited schools of nursing nationwide increase the competition for research funds and faculty recruitment.

THE SUCCESSION OF DEANS

After a decade of leading the School through a period of considerable growth in size and stature, and months after she was recognized as a Living Legend, Dean Marie Cowan passed away in April 2008. During her tenure, she developed a reputation as a strong leader and greatly expanded the School's research capacity. She persuaded the University of

THE GROWING AWARENESS OF HOW THE SOCIAL DETERMINANTS OF HEALTH (I.E., THE CONDITIONS IN WHICH PEOPLE ARE BORN, GROW, LIVE, WORK, AND AGE), CONTRIBUTE TO HEALTH, HEALTH ACCESS, AND HEALTH DISPARITIES, IS SHAPING NURSING RESEARCH.

California to reopen the bachelor's program and launched a new master's program to combat the statewide nursing shortage.

Dr. Adey Nyamathi, who would become the founding dean at the Sue and Bill Gross School at the University of California, Irvine, in 2016, served as the interim dean.

Dr. Courtney Lyder, from the University of Virginia, became the sixth dean in August 2008. Lyder made history as the first black dean at UCLA, and the first minority male dean of a school of nursing in the United States. During his tenure, battling challenging budget cuts, Lyder established an interprofessional collaboration with the David Geffen School of Medicine as well as new international partnerships and exchanges. He served on the National Advisory Council of Nursing. In 2014, Lyder stepped down as dean to return to the faculty.

Dr. Linda Sarna served as acting then interim dean from 2014-2016. She was named dean in 2016, the seventh dean and first alumna to hold this position. Since her appointment, she has addressed many budget challenges through reorganization of the School. Dean Sarna spearheaded the drive to convert the degree for the 28 initial graduates of our doctoral program from DNSc to PhD, the degree that better reflected their training and education, and launched a new degree program, the Doctor of Nursing Practice.

RESEARCH

Rated in the top three percent of schools of nursing by *U.S. News & World Report*, and with substantial funding from the National Institutes of Health, our School remains a leader in nursing research and scholarship. From the laboratory to the bedside, faculty scholars are using the science of nursing to solve health issues and to improve the delivery of care. Our faculty are pioneers in multidisciplinary, award-winning research in the biobehavioral arena and in health outcomes research among individuals and families across the life span. Research interests include health promotion, disease prevention, as well as the diagnosis, treatment and survivorship issues of people with or at risk for HIV/AIDS, cancer, heart disease, diabetes, depression, substance abuse and Alzheimer's. Recent research that garnered media coverage includes exploration of digital storytelling to encourage Latinas to pursue treatment for depression, the effects of hookah smoking, nutritional strategies to increase fertility, risk factors for Alzheimer's, and efforts to eliminate infectious diseases such as HPV and HIV.



The School has a strong focus on advancing cardiovascular care

.....
2003 Former Dean Mary Reres passes away.
.....

2004 Inaugural Audrienne Moseley Endowed Chairs were awarded to Drs. Deborah Koniak-Griffin and Adeline Nyamathi. In 2007, two more new chairs were awarded to Drs. Wendie Robbins and Linda Phillips.
.....

2004 Dr. Joyce Newman Giger, a nationally recognized leader in transcultural care and cultural competence, becomes the second holder of the Lulu Wolf Hassenplug Chair.
.....

2005 The Center for American Indian/Indigenous Research and Education is established, led by Dr. Felicia Schanche Hodge.
.....

2008 The Center for the Advancement of Gerontological Nursing Science is established.
.....

2008 First cohort of MECN graduates.
.....

2010 Dr Linda Sarna, expert in tobacco control, is named as the third holder of the Lulu Wolf Hassenplug Chair.
.....

2013 With the leadership of Dr. Sarna, then Chair of the UCLA Academic Senate, the UCLA campus goes tobacco-free.
.....

2016 The first Associate Dean for Diversity, Equity and Inclusion, Dr. Deborah Koniak-Griffin was appointed.
.....

2018 The School received \$2 million from the Shapiro Family Charitable Foundation to endow a faculty chair in developmental disability studies.
.....

2019 The School celebrates its 70th birthday.

2000s

EDUCATION

In a decisive response to the state's nursing crisis, in 2005 the UC Board of Regents voted to allocate \$5.2 million to reinstate the School's baccalaureate program for undergraduates and to establish a new Master's Entry Clinical Nurse program to prepare non-nurses who have completed undergraduate studies in other fields for clinical roles in hospitals and other settings. Today the bachelor's program is the most competitive degree on campus, with over 3,000 individuals applying for 50 spots.

In continuing to grow the leadership role of advanced practice nurses, in 2002 the School began offering a program for students working toward dual clinical nurse specialty/nurse practitioner certification, providing greater flexibility in a dynamic job market.

In 2019, the School launched a Doctor of Nursing Practice degree program. With the changing demands of a

**INTRODUCED
IN 2008, OUR
INTERDISCIPLINARY
HEALTH CLASSES
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HEALTH CARE TEAMS.**

complex health care environment, this program prepares nurses with leadership skills and the ability to accelerate the translation of research into the practice to ensure quality and safety.

The School is expanding academic/clinical partnerships with the UCLA Health System to educate the nurse leaders of tomorrow, where students can apply knowledge from the classroom to patient care. One of the highlights is the Dedicated Education Unit, where one student is assigned to one nurse during his/her shift and spends a full quarter as a member of the team.



BUILDING INTERPROFESSIONAL OPPORTUNITIES

To ensure that patients receive the best health care, it is critical that our nursing students have an opportunity to practice teamwork with other health care professional students. Introduced in 2008, interdisciplinary health classes bring together advanced practice nursing, medical and dental students to learn to work as members of high-functioning health care teams. Communication, collaboration and shared decision making are all addressed to ensure the best possible outcomes for the patient.

MECN student Felicia Cage consults with nursing staff in the med surg unit at UCLA Santa Monica, part of the Dedicated Education Unit.



The UCLA School of Nursing is one of six sites of the National Clinician Scholars program, an interprofessional post-doctoral training opportunity for nurses and physicians with a focus on health services research and leadership to cultivate health equity, to eliminate health disparities and invent new models of care.

LOOKING TO THE FUTURE

Our success was achieved through the inspiration, perseverance and hard work of the pioneers – starting with Dean Lulu Wolf Hassenplug and the founding faculty. Their vision was continued over the decades through strong leadership by faculty who created innovative educational programs and developed science that influences health and health care. Seventy years later, we are inspired by the accomplishments of our alumni and by the promise of our students who will become the next generation of nurses and nursing leaders. The contributions of our outstanding staff have supported the School in every dimension. Together we are committed to advancing the nursing profession and nursing science into the 21st century.

COMMUNITY – AT HOME AND ABROAD

The School continues its tradition of sharing expertise with and learning from nurses around the globe. In 2010, the School entered into an agreement with the Hong Kong Sanatorium and Hospital to enhance evidence-based nursing practice by hosting workshops related to many clinical topics. Several hundred nurses have participated in the interactive and educational program. The collaboration has expanded to bring nurses from Hong Kong to UCLA.



Participants from Hong Kong Sanatorium and UCLA at a recent workshop.

Our international opportunities are also available for student experiences. For example, more than 100 nursing students have participated in an academic program in Cuba where they learn about its health issues and healthcare system.



Students visiting Cuba in 2016

IT TAKES A



MASTER'S ENTRY CLINICAL NURSE STUDENTS

On the same day that Master's Entry Clinical Nurse (MECN) student Allison Steinbaum gave birth to her daughter, Eliana, two of her classmates visited her in the hospital. Dylan Dontanville and Heather Mons did more than coo at Steinbaum's newborn. They brought class notes and a study guide. Mons, a mother of three, held and rocked the baby while Steinbaum logged on to do homework online.

"I was relieved because I had anxiety about being present for my daughter, but this program is so intense; I didn't want to feel like I was missing anything," said Steinbaum, who returned to class days later in time to take her midterms.

While completing the 22-month MECN program proves taxing to all the participants, juggling marriage and children brings added challenges. Fortunately, these students have rallied to support one another in managing family and studies.



VILLAGE



SUPPORT THEIR PEERS WHO ARE PARENTS

“The friends that I’ve made in the program are a big part of the reason I didn’t just drop out and how I’ve made it this far,” says Steinbaum.

She and fellow students Astrid Reynosa, Leah Miller, Soraya Setareh, Lindsey Armstrong and Dontanville collaborate on creating study guides. “That’s allowed me to save time and spend more quality time with my family,” says Steinbaum.

For the first four quarters of the program, Steinbaum, Miller, Setareh and Reynosa often met at 6:30 a.m. to study before class. On some Saturdays, the four convened for study sessions in the Biomedical Library. Steinbaum, who lives in Pacific Palisades, brought her baby and placed her in a pack-and-play. When Eliana got fidgety, the students took turns holding her.

Meanwhile, Miller dropped off her two children, ages five and nine, at the Little Bruins childcare program.





“THEY’RE THERE WHENEVER I NEED SUPPORT...”



“We’d walk through campus, have lunch at Ackerman and I’d study while the kids were being entertained,” said Miller, who lives in Pasadena. “The kids loved spending time on campus.”

Miller acknowledged the challenges she faces as a parent and MECN student. Last year during winter quarter, her daughter’s Altadena school was placed on lockdown.

“It was horrible,” she said. “I felt so far away and asked myself, ‘Why am I doing this?’”

Nevertheless, she has no regrets. “It’s been hard on my husband and children even with all the support we have from our families, but long term, I’m glad the kids are seeing me in school in my 40s. My daughter is so interested in science and has a lot of dreams already, and I think my studying has had a huge impact on who she will be and what her future is.”

Reynosa, who is single and does not have children, found herself gravitating towards classmates who are parents as they were closer to her own age.

Reynosa and David Zelaya, also single, stepped in to help when Steinbaum’s husband was out of town. They picked up Eliana at her daycare in Pacific Palisades and entertained her until Steinbaum’s clinical rotation shift at Cedars-Sinai Medical Center finished up two hours later.





SOMETIMES I HAVE TO LEAVE CLASS EARLY...

Another classmate, Megan Wesseln, once came to Steinbaum's house at 5:30 in the morning to watch Eliana.

Reynosa also studied with Rolando Marcos, a respiratory therapist and father of three who works in Torrance and lives in Simi Valley. The two, along with Zelaya, met some mornings prior to class. "They're there whenever I need support," said Marcos. "Sometimes I have to leave class early to get to work and they would keep me updated on things I missed or help me with lectures that weren't clear to me."

One day when Marcos saw Steinbaum upset about missing time with her baby, he reached out to reassure her. "I told her that although we're missing time from our families, they'll appreciate what we can give them by going through what we're going through."

Individuals considering the MECN program should know that it's "a very intense program," he said. "But all the frustration and heartache is temporary. It will be worth it."

While the program has deprived MECNs of time with their loved ones, it has also provided an unexpected dividend. As Steinbaum said, "I feel like the people in this program become your family. Whether they have children or not, they understand what you're going through."

— Nancy Steiner



GARDENING

Growing Strong Mental Wellness



It began as a modest investment of space and money—an unused, raised outdoor planter bed at UCLA’s Stewart and Lynda Resnick Neuropsychiatric Hospital and \$350 worth of plants, soil and gardening tools.



Dr. Huibrie Pieters and Nancy Wicks, an occupational therapist, work in the garden

But, with careful planning by a multidisciplinary team, the 2.5-foot by 10-foot plot yielded a popular therapeutic tool for some of the hospital’s inpatients and produced an important piece of research.

While there was a body of research into the therapeutic effects of gardening and other nature-related activities on people with mental illness in residential care facilities or in outpatient settings, no one had studied garden therapy for adults in an inpatient psychiatric hospital.

“It’s important to note that this is the first time gardening has been studied in an inpatient setting,” said Dr. Huibrie C. Pieters. Pieters is an associate professor at the UCLA School of Nursing and headed the research project.

It all began in the fall of 2014, when Resnick patients told hospital staff members they longed for more programs outside. A multidisciplinary team of occupational therapists (Susie Clinton, Aimee Levine Dickman and Nancy Wicks), nurses and social workers at Resnick began working on the idea of creating a therapeutic garden, all the while eyeing that neglected raised bed on the hospital’s deck.

“It took a lot of planning, but I learned that even a small project can make a lot of difference,” said Leilanie Ayala, Magnet program director at Resnick, who approached Pieters in 2016 to collaborate on a research project. The work ultimately inspired Ayala to return to school and she is now a PhD student at the School. Pieters

said she had “been curious” about whether “green therapy” could benefit patients suffering from severe mental illness, but she went into the qualitative research project with “a very open mind, no expectations” that might color results.

Patients were involved from the start, even helping staff members choose plants – flowers, succulents and non-toxic herbs – that they helped place in the garden bed in the spring of 2015.

The research project ran from July 2017 to February 2018. Over that period, 25 in-patients were enrolled in the study. The participants represented a range of diagnoses, the most common of which were major depression and anxiety disorders.



The team: (left to right): Nancy Wicks, Leilanie Ayala, Dr. Huibrie Pieters, Ariel Schneider, Susie Clinton and Aimee Levine Dickman

“It’s truly a multidisciplinary study. Social work, nursing and occupational therapy, everyone working together. That’s kind of a big deal. We should be doing more multidisciplinary and holistic work.”

— Dr. Huibrie C. Pieters

Once a week, after a short preparation session, patients and staff went into the garden and worked together, planting, turning the soil, watering and harvesting flowers and herbs.

After their time in the garden, each patient was interviewed once by Ayala or a third study author, Ariel Schneider. Then a social worker at the hospital, she now works as a therapist in Santa Barbara offering therapeutic horticulture to Cottage Hospital inpatient and intensive outpatient program participants.

Results were overwhelmingly positive, with most patients reporting improvement in motivation, enjoyment of being in nature and social interaction.

“Well, the garden is kind of like a community of plants,” one patient noted, “I associate that with us going into the garden and being a community together and tending to it and taking care

of it. And that kind of instills me to want to take care of myself in a way...I need to attend to my needs, too.”

Another patient said: “I did something productive. I felt good. It was a way of getting my mind off my problems.”

Still another observed: “I don’t feel so confined. Being at one with nature, it kinds of brings a sense of peace, and that’s why I’m more motivated to go outside and be interactive.”

Schneider, the third author of the study, said she had “a hunch that the patients were getting something from the group” as they conducted the interviews. “The quotes from the patients were so poignant...I was pleasantly surprised and excited to hear what they had to say.”

Pieters said she very impressed by the garden’s impact, especially for a relatively small financial investment.

“These are patients who are sick in a deep way,” she said, adding the extent of their social interaction around the garden was what stood out the most for her.

“These patients typically feel alienated and isolated. But being outside and gardening, the patients had a sense of being with others...and a very strong sense of belonging.”

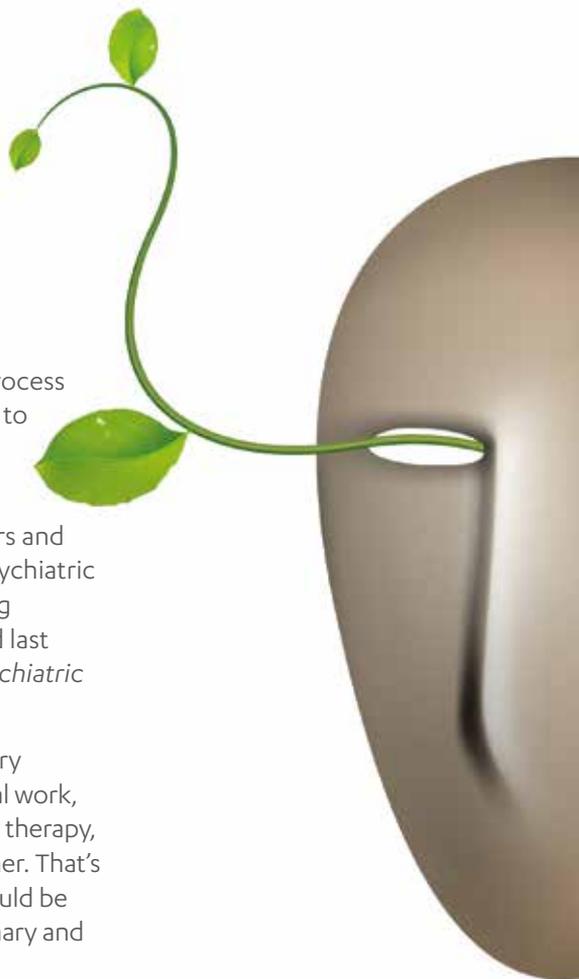
With the garden therapy program still going strong, there are plans to expand it to other units in the hospital and to do additional research. Clinton and Wicks continue to run the garden group each week for

patients and are in the process of expanding the garden to include more planters.

Results of the research project, headed by Pieters and titled “Gardening on a Psychiatric Inpatient Unit: Cultivating Recovery,” was published last fall in the *Archives of Psychiatric Nursing*.

“It’s truly a multidisciplinary study,” Pieters said. “Social work, nursing and occupational therapy, everyone working together. That’s kind of a big deal. We should be doing more multidisciplinary and holistic work.”

— Jean Merl



Enjoying a sunny day in the Resnick Garden



During the February 2019 announcement that Resnick Neuropsychiatric Hospital received Magnet status, the gardening project was identified as an exemplar of new knowledge, highlighting the support of nursing research, evidence-based practice and innovation.



“My TEDx Talk was a challenging experience that opened unimaginable doors to grow and give my voice for the nursing profession.”

DISTINGUISHED ALUMNI

EXCELLENCE IN PATIENT CARE, NIGHTINGALE NURSE

Hui-wen Sato

MPH '00, MSN '10

Embrace grief as a teacher of life-giving lessons and it can empower you to rise up with purposeful endurance.

This is the wisdom Sato lives by as a pediatric ICU nurse at Children's Hospital Los Angeles, and imparts as a speaker on issues nurses face when dealing with intimate suffering. Most recently, she took the podium at the 6th National Nursing Ethics Conference. Her 2017 TEDx Talk, "How Grief Can Enable Nurses to Endure," spreads this message on a global level.

Sato has been published in the *American Journal of Nursing (AJN)*, *American Association of Critical-Care Nurses' ACCN Advanced Critical Care* and the *Oxford Handbook of Meaningful Work*. She writes for *AJN's Off the Charts* blog and her own *The Heart of Nursing* blog.

Sato's mission: bring a voice to the heart experiences of nurses.

What inspired you to become a nurse?

Before becoming a nurse, I conducted research studies observing the quality of care and life for the frail elderly in nursing homes. One evening in the dining room, I saw a resident with only one functional arm struggling to feed herself. The staff was busy helping more dependent residents and, while attentive, were limited in their ability to care for everyone. Then, a former worker who'd stopped by to visit made a beeline for the resident. "I haven't forgotten you," she said, proceeding to feed the woman. They both burst into tears. In that moment, I knew I wanted to join other nurses at the bedside, building direct relationships and being a therapeutic presence for patients.

Share a favorite UCLA School of Nursing memory.

Learning how to do physical assessments by practicing on one another. I remember how nervous everyone was – the nursing students practicing unfamiliar skills, and "the patients" who had to be vulnerable and exposed. My hands were trembling and heart racing just placing a blood pressure cuff on a classmate. Our instructors were gracious as we stumbled through the most basic assessment skills. This speaks to me of the hard, humbling growth a novice nurse goes through, and the guidance of instructors who can see past our initial awkwardness to the bigger picture of our futures as competent, confident nurses caring for real patients in times of crisis.

Advice you'd give future nurses/nursing students?

I love this advice from my voice teacher: "Whenever you think, I can't do X, Y or Z, follow that with the word yet." This changes the entire dynamic of how you see yourself as a growing nurse. It allows for being patient and trusting that, in time, you'll gain the skills you currently feel discouraged about.

Also, pay close, compassionate attention to your own story as a nurse and how it intersects with that of your patients. How are you being impacted in good and hard ways? Where do you need to set better boundaries? What do you need to maintain compassion for the long haul? Don't neglect this kind of self-reflection, and find safe people with whom to process these things.

What's your proudest professional accomplishment?

My TEDxPasadena talk titled "How Grief Can Enable Nurses to Endure." I noticed a startling lack of nurses' voices in books for the general audience about health care providers' experiences, as well as in the TED/TEDx library. I wanted to be a voice for nurses, expressing both the deep struggles and profound, life-giving lessons we gain from our unique experiences with patients. The director of TEDxPasadena told me I was the only nurse amongst all the health care professionals to apply, and the only female. My TEDx Talk was a challenging experience that opened unimaginable doors to grow and give my voice for the nursing profession.

DISTINGUISHED ALUMNI

EXCELLENCE IN RESEARCH, PLATINUM BRUIN

Wendy Landier

MSN '98

An internationally recognized expert in cancer survivorship care, Dr. Landier is an associate professor in the Schools of Medicine and Nursing, and a member of the Institute for Cancer Outcomes and Survivorship, at the University of Alabama at Birmingham.

Landier's research focuses on understanding and improving health outcomes in childhood cancer survivors, emphasizing development, implementation, and refinement of guidelines for survivorship care, acquisition of health knowledge in survivors, and secondary cancer prevention.

She serves as chair of the Children's Oncology Group (COG) Nursing Discipline, the NCI-funded pediatric oncology clinical trials group. Landier has played a key leadership role in developing COG's Long-Term Follow-Up Guidelines, which



“I feel privileged and proud to be a part of the team that supported them during their illness and now supports them into survivorship.”

— Wendy Landier

set the standard for care of childhood cancer survivors across North America. Landier is instrumental in leading the refinement of these guidelines as new evidence emerges.

Landier is a founding member of the International Guidelines Harmonization Group, and co-leads the International Ototoxicity Working Group. She currently leads two NIH-funded research studies focusing on secondary cancer prevention and adherence to therapy in childhood cancer survivors.

Discussing her specialty, Landier says, “Knowing nursing is respected as a vital component of the pediatric oncology team, making meaningful contributions to care and advances in science, and, most importantly, being there over the long-term for patients and families – these are the elements that keep me in the specialty to this day.”

What inspired you to become a nurse?

Since childhood, I always imagined I’d be a nurse and knew I wanted to care for children. I also considered teaching and writing. Later, I realized, through nursing, I could do all of these.

After nursing school graduation, I took a job in adult intensive care to develop my nursing skills while caring for critically ill adults. I learned a great deal that first year, perhaps the most valuable of which was that my heart was in pediatrics.

I didn’t consider becoming a nurse practitioner (NP) until many years later, something I saw as an opportunity that would allow me to provide more comprehensive care to patients and families. I love the NP role, but also miss direct patient care – both have unique yet complimentary responsibilities

What’s your proudest professional accomplishment?

Being a vital part of something so important and meaningful – caring for children with cancer in clinical trials, and contributing to the development of new knowledge aimed at improving outcomes for childhood cancer survivors.

What drew you to pediatric oncology?

There’s a pervasive feeling of hope and optimism. Despite the reality that not all children

with cancer will survive, there’s a clear appreciation that advances being made through clinical trials are dramatically improving outcomes for these children, and that nurses have a vital role in making that happen.

Then, there are the relationships I’ve seen develop between nurses, their patients and families. There’s a sense of true commitment conveyed by these nurses that they’ll be there for them, regardless of what lies ahead. I wanted to be a part of that.

I have many patients who are now long-term survivors – adolescents and young adults whose lives hung in the balance during childhood. I feel privileged and proud to be a part of the team that supported them during their illness and now supports them into survivorship. I can’t imagine doing any other work.

Advice you’d give future nurses/nursing students?

Remain grounded, collaborate with other disciplines, and always keep the end goal in mind. All these things are necessary to facilitate the best possible care and outcomes for our patients.

DISTINGUISHED ALUMNI

SERVICE TO PROFESSION, DIAMOND BRUIN



Anthony McGuire

MSN '98, PhD '11

Dr. Anthony McGuire serves as the Nursing Department Chair at St. Joseph's College of Maine after retiring from the nursing faculty at California State University, Long Beach in 2016.

Critical care has been his area of practice, education, and research focused on the effects of depression in cardiac patients. As a nursing leader in the state of Maine, he developed an innovative undergraduate nursing program in partnership with Maine Medical Center to increase the state's nursing workforce in where there continues to be a critical nursing shortage. Dr. McGuire's leadership resulted in the only nursing PhD education available in Maine by collaborating with the University of Massachusetts, Worcester, Graduate School of Nursing where he is an Adjunct Professor. He is currently active in nursing leadership at the American Heart Association and recently became an inductee in to the Western Academy of Nursing.

What inspired you to become a nurse?

I've worked in health care since high school and really just fell into nursing. Being a man made this a difficult choice back then, however, the sense of contributing to the well-being of others kept me in nursing.

My true inspiration for nursing didn't come until I'd been in the profession for almost a decade. Working with nurses and seeing firsthand the difference we make grew into an inspiration that remains strong to this day. Being a student at UCLA School of Nursing exponentially increased that inspiration.

Share a favorite UCLA School of Nursing memory.

My very first interaction with UCLA School of Nursing was with Dr. Lynn Doering. She was a new faculty member and willing to assist me in finding a preceptor, even though I was attending another program. The meeting was so inspiring, I withdrew from my other program and transferred to UCLA to finish my Acute Care Nurse Practitioner Program. Once there, Dr. Doering asked me to work as her research assistant, an experience that opened up an entire new world to me. I fondly remember working in her research program and co-authoring my first manuscript with her. Lynn became my lifelong mentor and has guided me through my entire career.

I also loved my morning study sessions at Kerckhoff Coffee House, where I would start class days in my MSN and PhD program. Then there are fond memories of years as an alumni season ticket holder for the Rose Bowl. Go Bruins!

What's your proudest professional accomplishment?

Coming from an educationally disadvantaged background, and being the first one in my family to go to college, graduating from UCLA with a Master of Science in Nursing and Nursing PhD would certainly be at the top of my list.

Returning to my rural home state of Maine to improve nursing through implementing the knowledge and skills attained during my career is one of my proudest professional accomplishments.

Advice you'd give future nurses/nursing students?

“Work hard, dig deep, serve others, find a mentor, and develop an insatiable appetite for lifelong learning.”

RISING BRUIN RECENT ALUMNI AWARD



Lindsay Williams

'10, MSN '14, PhD '15

Well before Lindsay Williams joined UCLA Health's Center for Nursing Excellence as a manager, she earned three degrees from the School of Nursing: bachelor's, master's and doctorate. As a student Bruin, she developed expertise in quality, population health, ambulatory care, performance improvements, and research. As an undergraduate, she was elected president of the Nursing Students at UCLA in 2011. She later completed a qualitative dissertation, "Women Veterans' Perceptions of Mental Health Outpatient Services," and became the first nurse scholar in the VA Quality Scholars Program at the Veterans Administration West Los Angeles Medical Center. She also serves as a Parish/Faith-Community Nurse serving uninsured, underinsured, homeless, and undocumented people in the Greater Los Angeles area. Dr. Williams came to the Center from Cedars-Sinai Medical Center, where she led performance improvement projects in population health, operations, and patient experience projects, including the creation of several data management systems. In her current role, Dr. Williams serves as the Magnet Program Director, managing Magnet Designation program activities for the entire UCLA Health System, focusing on the achievement of organizational goals related to nursing excellence.

FACULTY AWARDS



EXCELLENCE IN EDUCATION

Barbara Demman

MSN '08

To begin each of her classes, Barbara Demman, a lecturer at the School, leads her students in a centering mindful meditation.

The meditation reflects Demman's keen interest in battling burnout and compassion fatigue among health care workers.

Demman is a board certified acute care nurse practitioner, who puts a high value on health promotion and wellness in nursing. She and her husband, an emergency room physician, created and lead six-week courses called SHARP, for Stress in Health care: Awareness, Reduction and Prevention. In her nursing classes, Demman draws from her 20 years of clinical nursing experience, ranging from varying specialties in large urban teaching hospitals to small community international centers. Her passion for global health concerns has taken her to the Caribbean, Africa, and Southeast Asia, among other places. She has worked with the Ghana Emergency Medicine Collaborative, training Ghanaian nurses. Demman's students, several of whom nominated her for this award, praise her for her teaching skills and her infectious enthusiasm for nursing. "She has a unique gift to engage students inside the classroom," wrote one, "while always providing clinical examples from her own experience to relate the material."



EXCELLENCE IN NURSING SCIENCE

Barbara Bates-Jensen

MN '92, PhD '98

"Wound care nurse, runner, professor, passionate humanitarian" are words Barbara Bates-Jensen uses to describe herself on Twitter. Those parts: nurse, professor and passionate humanitarian as well as her research of prevention of wounds are what led to her selection as Faculty Award for Nursing Science. Dr. Bates-Jensen, who earned her bachelor's degree in nursing from the University of Nebraska and her master's and doctoral degrees from UCLA, is a fellow in the American Academy of Nursing and an international expert in wound care. Her February 2010 volunteer stint in Haiti, after the impoverished country experienced a devastating earthquake, transformed her and inspired her to try to make a difference in the world. "I saw firsthand the need for wound care for the trauma wounds from the earthquake but also for chronic wounds," she says. Bates-Jensen sees the problems she hopes to alleviate as "too little knowledge about diagnosis and treatment of wounds and not enough access to therapies, medical technologies, and wound care professionals." To increase prevention of wounds, she co-invented a wireless handheld device that just received FDA approval. The SEM scanner alerts clinicians to areas of a patient's body at increased risk for developing pressure ulcers.

HASSENPLUG LIFETIME SERVICE AWARD



Karen Hellwig

'66, MN '71

For Karen Hellwig, nursing has always been closely tied to teaching and service to others. Throughout her career, she has truly excelled in both aspects of nursing. She has worked as a nursing instructor at El Camino College for 45 years, taught at the UCLA School of Nursing, and has mentored or precepted many nursing students pursuing BS and higher degrees. She set up psychiatric programs for several home care agencies and is the Psychiatric Case Manager for Physicians Choice Home Health Agency seeing psychiatric and medical-surgical patients. As a volunteer with the Flying Samaritans, Hellwig frequently flies to Baja, Mexico to assist at a medical-dental clinic. She also has volunteered at the Union Rescue Mission in downtown Los Angeles and with a food ministry at her church where she performs health care checks for recipients. Hellwig chaired the UCLA Nursing Annual Fund for many years and has served since 1971 as Treasurer of UCLA's Chapter of Alpha Tau Delta, a professional nursing fraternity. She has published numerous articles in nursing journals. Hellwig was honored in 2009 as a UCLA School of Nursing Distinguished Alumna.

Rhonda Flenoy-Younger

Director, Admissions, Recruitment and Outreach

"Mama Rhonda" is how many at the School know her. And a look at Rhonda Flenoy-Younger's record during her 36 years at UCLA shows why she earned that affectionate moniker. Upon retirement this year, she will have helped thousands of nursing students and extended her reach to the community beyond as well. She joined UCLA in 1983 and the School in 1985, currently serving as Director of Recruitment, Outreach and Admissions and as Assistant Director of Diversity, Equity and Inclusion. She is responsible for recruitment, pre-admission counseling, outreach, and admissions for the undergraduate and graduate programs. Key accomplishments: established the Safe Zone for Students, a support system for those in need of confidential listening, encouragement and guidance, and led the Pan African Nursing Student and Alumni Association for the past two decades. She has received awards from the UC Academic Senate and the American Association of Colleges of Nursing. Following the L.A. riots in 1992, Flenoy-Younger established an internship program for underserved students. Through recruitment efforts, she recognized that students from Historically Black Colleges needed to be encouraged to obtain doctorates and created a summer program for nursing undergraduates to be mentored in research by our faculty.

GOLDEN BRUIN STAFF AWARD



Carl Tyler

Administrative Support Supervisor

Carl Tyler is the administrative support supervisor at the UCLA School of Nursing.

He has been employed at the School for over 20 years. Tyler embodies true excellence in his personal interactions and provides enthusiastic and competent support to all faculty, as well as to fellow staff members. Tyler approaches his work with passion, his interactions with staff and faculty with caring and compassion, and he does all that with excellence. Tyler's optimistic attitude is contagious—he greets every single person with a warm smile and a kind word. He goes the extra mile for the School and, through his work with the Faculty Recruitment Committee, has been the unofficial ambassador of the School for new and potential faculty. He makes visiting scholars feel welcome, and attends to their needs flawlessly and promptly. In the words of his nominator: "I leave each interaction I have with Tyler feeling better about the day, about myself, and about being a member of the UCLA School of Nursing community. Tyler is one of those silent angels who forgoes his own work to help others in their times of need."

Craig Kusunoki

Director of Financial Aid

There isn't a student or faculty member in the School, or alumnus who has passed through our doors over the past 12 years, who does not appreciate Craig Kusunoki's dedication to ensuring our students receive the financial support they need and deserve.

Kusunoki has been employed at UCLA for over 31 years, and at the School for over 12. As director of financial aid, his efforts to find and distribute funds to support students' educational goals and endeavors make a profound contribution to the School's mission. In the words of his nominator, Kusunoki's "outstanding qualities are being fair, consistent, and equitable" and he has earned "students' deep gratitude for his quiet, yet very effective approach to securing important financial support." Recently, Kusunoki generously established an annual scholarship in memory of his late mother Alice Kusunoki, a nurse. His scholarship will support two high-achieving students. Kusunoki is a cancer survivor, and lost both of his parents in recent years, and says he feels that he owes a lot to the School, which was a vital source of moral support during these tough moments.

SCHOOL OF NURSING ALUMNI MAKE LASTING SCHOLARSHIP IMPACT

The Gorman Family Centennial Undergraduate Scholarship and The Gorman Family Centennial Fellowship in Nursing



Nurses working towards degrees must often concurrently hold down full-time jobs. With this in mind, Linda Gorman, MN '77, and her late husband, Stanley, have endowed the School with two scholarships under the Chancellor's Centennial Scholars Match program: The Gorman Family Centennial Undergraduate Scholarship and The Gorman Family Centennial Fellowship in Nursing.

For Gorman, these are particularly meaningful. "I had a long road getting here," she says of earning her MN from UCLA. Indeed, when Gorman was coming up the ranks, nursing education took place in hospitals. Still, she says, "Attending a university was always my dream."

A move to California saw Gorman having to repeat all her schooling. UCLA remained in her sites all along. This was during the 70s, when moratoriums were placed on admissions and funding was unavailable to nursing students. Gorman persevered, attending Los Angeles Valley College and CSU Los Angeles.

When it came time to earn her master's, Gorman gave UCLA another shot, applying for and winning a Regent Fellowship. "My master's was in psychiatric nursing, a fabulous program that exposed me to things I'd never experienced before."

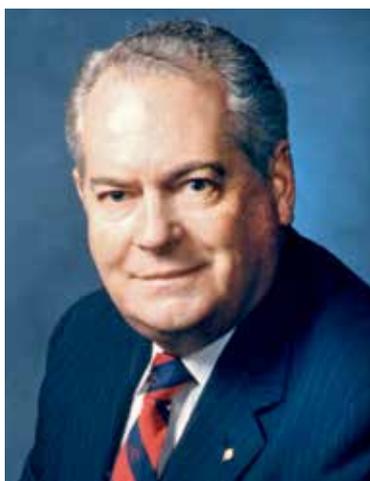
Post-graduation, Gorman was a clinical nurse specialist for palliative care at Cedars-Sinai Medical Center. She contributed to nursing in myriad ways, including lecturing on psychosocial, palliative, and end-of-life care. Gorman also published several books, among them the 2007 *American Journal of Nursing* Book of the Year, *Psychosocial Nursing Care Along the Cancer Continuum*, a project co-written with distinguished alumni Nancy Jo Bush and Rose Mary Carroll-Johnson. In 2009, the National Association of Clinical Nurse Specialists named Gorman Clinical Nurse Specialist of the Year.

Now retired, Gorman is "paying it forward." The Gorman Family Centennial Undergraduate Scholarship targets incoming students. Of this scholarship, Gorman says, "UCLA's emphasis on supporting first generation college students was an impetus for this scholarship."

The Gorman Family Centennial Fellowship in Nursing benefits students in the new Doctor of Nursing Practice (DNP) program. "When I attended UCLA to become an advanced practice nurse, the master's was the degree to achieve that goal," she says. "Now, a clinical doctorate degree is becoming recommended and there's a need for more funding. The fellowship will alleviate financial demands, making it easier for nurses to complete their studies."

Ultimately, Gorman hopes UCLA's nursing students will have the same rich experience she had. "UCLA changed the course of my career and led to things I wouldn't have experienced otherwise."

Suzanne F. Ward & Paul H. Ward Fellowship in the School of Nursing



Synchronicity: The simultaneous occurrence of events that appear significantly related but have no discernible causal connection. Follow Suzanne Ward's, MN '85, ties to UCLA, and the recent establishing of The Suzanne F. Ward & Paul H. Ward Fellowship in the School of Nursing and one can't help but think of, well, synchronicity.

A job interview first brought Ward to UCLA. "The minute I stepped on campus, I felt I was home." Shortly after landing an administrative nurse position in UCLA's main operating room, Suzanne started an in-house, perioperative educational program for nurses. Thus began years of collaborating with the School. "There was a camaraderie and esprit de corps between service and education," Suzanne recalls of the union. "We just meshed." Meshed they did,

with Ward earning her master's in nursing administration here and eventually coming onboard as an assistant clinical professor.

UCLA is also responsible for introducing Ward to her late husband, Paul H. Ward, MD. As UCLA's Professor and Chief of the Division of Head and Neck Surgery, Paul's history with the university spanned from 1968 to 1991. They met while working side-by-side in the operating room. "We became friends and one thing led to another."

New experiences beckoned, leading to her departure from UCLA. During this time, a women's retreat in Hawaii proved transformational. She began to see spirituality's impact on healing. "It was profound," she says, "I found my calling."

This new path led her to the University of Santa Monica,

where she earned a master's in spiritual psychology and completed post-graduate work in consciousness, health and healing. After Paul's death in 2015, Ward became a licensed spiritual practitioner at her Spiritual Center with her ministry focus on grief counseling for people who were actively dying and their families. Currently, she is completing chaplaincy education through the Institute of Clinical Pastoral Training which will lead to her certification as a Chaplain.

A new milestone occurred when considering Paul's wish to give financial support to the School. When considering the focus of the Suzanne F. Ward & Paul H. Ward Fellowship, part of the Chancellor's Centennial Scholars matching program, she had an epiphany. "Spiritual care is a powerful tool people don't understand yet." With that in mind, the fellowship will support UCLA students participating in the PhD, DNP or Advanced Practice Nurse Practitioner programs with a research focus on spiritual care, end-of-life/grief recovery, and healing interventions. Ward explains, "We need great thinkers who care about looking at patient outcomes based on spiritual care." And just like that, her calling led her back "home."

SCHOOL OF NURSING ANNUAL SCHOLARSHIP APPRECIATION LUNCH

The Annual Scholarship Appreciation Lunch recognizes our generous scholarship donors and celebrates the deserving award recipients. We are grateful to our alumni and friends who help our students enter the nursing workforce able to take on opportunities based not only on salary considerations, but also on their skills and passions.

This year we recognized three new permanently endowed scholarships to the School: the Gorman Family Centennial Fellowship in Nursing, the Gorman Family Centennial Undergraduate Scholarship in the School of Nursing, and the Suzanne F. Ward & Paul H. Ward Fellowship in Nursing.

In addition, we recognized several new annually funded scholarships. Craig Kusunoki, director of financial aid, provided a student scholarship in memory of his late mother, Alice. Dr. Nancy Jo Bush and Dr. Suzette Cardin, faculty, and fellow alumna Paula Anastasia, provided fellowships awarded to students in this year's first cohort of DNP students.

If you are interested in supporting scholarships to benefit nursing students, please contact Amy Drizhal, executive director of development & alumni relations at adrizhal@sonnet.ucla.edu or 310-794-2358.

Kamala Gipson-McElroy, BS '10, MSN, '12, DNP '20, recipient of the Dr. Suzette Cardin Doctoral Fellowship, shared her personal story (excerpt):



I am my parents' wildest dream. I am the first generation to achieve one of the highest pinnacles of nursing education, the Doctor of Nursing Practice. I am the product of a mother whose family picked cotton as last generation sharecroppers in Natchitoches, Louisiana, and a father who was incarcerated during the majority of my childhood from age 5 to 13 years old. The reason I share this is because I've persevered to defy the social determinants that come with being a poor, black girl growing up with my single parent mother and incarcerated father. A life that is theory for most is the reality that I've overcome.

That's why providing clinically and culturally competent nursing care to the medically underserved pediatric population in South Central Los Angeles has always been my main aspiration, and earning the DNP is shaping it at the highest level. Translating existing evidence into practice, taking what we know can work and applying it to a population who need it most is why we are driven in our profession.



Recipients of the AltaMed Nursing Scholarship, with Professor Maria Elena Ruiz.

Dr. Nancy Jo Bush MN '82 (left), Dr. Suzette Cardin PhD '95 (center) and Paula Anastasia MN '93 (right) were honored for supporting scholarships for the new Doctor of Nursing Practice program.

Hailey Leach, BS '19 thanks the Shapiro Family Foundation for support she received to attend the Sigma Theta Tau International Nursing Society Conference in San Diego to present research conducted through the Dr. Barbara Bates-Jensen Stairwell Project on increasing activity among nursing students and faculty.



Recipients of the Annette and Patrick Welton Nursing Student Scholarship

Peter Shapiro (center) with recipients of funds through the Shapiro Family Discretionary Fund, which provided them with the opportunity to attend professional conferences and present their research.

ALUMNI NEWS

Introducing APINSAA!



A new UCLA School of Nursing organization debuted this Winter. The Asian and Pacific Islander Nursing Student and Alumni Association, otherwise known as APINSAA. They celebrated their inauguration as a newly chartered UCLA School of Nursing organization in January 2019 and held their first successful event, “Lunar New Year Mixer,” in February 2019. During this meeting, new officers were sworn in, new prospective members were introduced into the club, and a business meeting was held to discuss their charter and by-laws. For more information about APINSAA and how to join, please contact nursing.alumni@sonnet.ucla.edu.

SPARK into Spring!

Innovation Fund Donor Count

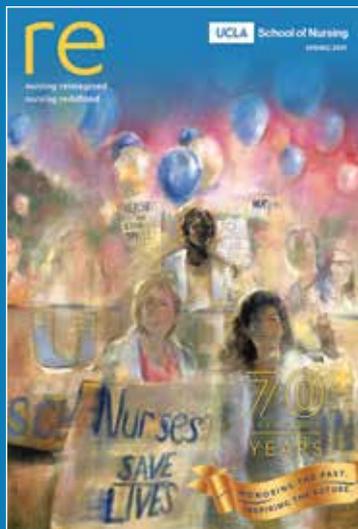
400
DONORS AS OF 4-1-19

700
DONORS BY JUNE



We are excited to launch the UCLA School of Nursing Innovation Challenge through UCLA Spark – UCLA’s crowd funding platform. Currently at 400 donors to the School of Nursing Innovation Fund, our goal is to reach 700 donors to this fund by the end of the fiscal year in honor of the School’s 70th Anniversary. The challenge ends June 30. Only gifts to the UCLA School of Nursing Innovation Fund are eligible for this challenge. Help us reach our goal by giving today!

Gifts to the Innovation Fund provide immediate funds for the School to use for our most urgent priorities, such as the enhancement of student life, academic programs, faculty research, and other critical needs. Any amount is greatly appreciated; your participation is encouraged!



COVER PHOTO:

“Marching to Save the School”

This painting, by artist (and UCLA alumnus) Gregg Chadwick, illustrates the 1993 demonstration to save the School. It now hangs proudly in the lobby at the School.

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Director, Admissions, Recruitment and Outreach
Asst. Director, Diversity, Equity and Inclusion

Shelli Shepherd

Director, Student Services

Editor

Laura Perry

Contributing Writers

Jonathan Adrias, Amy Drizhal, Wendy Li, Jean Merl,
Nancy Steiner, Laura Perry, Bekah Wright

Photography

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Art Direction and Design

Maria Bucaro



Sowing seeds for regaining sound mental health

See page 28