On the UCLA School of Nursing’s 50th anniversary, there is much to celebrate. A school that did so much to revolutionize university-based nursing education in its early years remains a vital asset to UCLA, the surrounding community, and health care nationally and internationally. As we approach the new millennium, the school is well positioned to play an important role in helping to fulfill my objective in the years ahead, which is to ensure that UCLA is, and is seen as, one of the great universities in the world.

A great university is a community of scholars in which the frontiers of knowledge are explored and expanded, ideas and issues are debated, problems are formulated and solved, information is exchanged, and minds are opened. Its faculty are recognized leaders in research, teaching, and service. It is a place where students become scholars, actively engaged in learning not only that which is known to others, but also that which is not yet known. The activities and accomplishments of our faculty, students, and alumni should strengthen the professions, the world of government and public service, the communities where we live and work, and, through shared governance, the university itself.

To help achieve this goal, we must concentrate on excellence. The alternative to this is comprehensiveness, the traditional path that has been taken by major public universities, including UCLA. Trying to do all things inevitably means that we cannot be superior in all respects, especially when resources are limited. I believe, therefore, that concentrating our efforts is a better strategy. Individual appointment decisions, the deployment of resources relating to them, and the curricular choices that undergird them must be made in light of a recognition that we do not have the means to do all things superbly, but that those things that we do we should do very well.

We must also cross academic boundaries. Historically, the academy’s leading work took place within the disciplines, although it often challenged or realigned disciplinary boundaries. Today, many of these boundaries are so blurred that they are in some cases disappearing, requiring us to redefine the disciplines and to explore alternative organizational structures. We see this most recently in the life sciences. This blurring is a sign of intellectual vitality and presents exciting opportunities.

To meet these goals, there are a number of areas that demand our immediate and long-term attention. Diversity is widely viewed as one of UCLA’s great strengths, one that we must consider and build upon in our planning and program development. Second, the application of new information technologies has already increased markedly the scope and speed of analysis, provided access to a vast array of information, enriched the academic enterprise, and changed the nature of much of what we do. We must continue to work together to build a technical infrastructure and bring new tools to bear on our academic programs. Third, we must ensure the continuing success of our capital program, to preserve UCLA as one of the most beautiful and functional campuses in America, a place where we can proudly perform our mission. And fourth, we must ensure the success of our fund-raising goals related to Campaign UCLA.

UCLA is an outstanding academic institution with a proud history and a bright future. The UCLA School of Nursing has been an integral part of that history for 50 years. I congratulate the school’s faculty and students, past and present, who have made important contributions to nursing knowledge and care through their research, teaching, and professional practice. As UCLA embarks on a great future, we are fortunate to have such an outstanding School of Nursing to help take us there.

Albert Carnesale, Ph.D.
A MESSAGE FROM THE DEAN

For the UCLA School of Nursing, the essence of nursing is being responsive to the health needs of society on the local, national, and global levels. The School of Nursing leads by doing and inspires change through its innovative teaching, research, and community-service efforts. Our school is celebrating its 50-year anniversary in 1999. Founding Dean Lulu Wolf Hasselplug implanted the basic values and culture of the school a half-century ago, and they continue to endure. The UCLA School of Nursing always has been a major catalyst for change in American nursing education. The school has achieved one of its foremost and primary responsibilities in preparing tomorrow's leaders in nursing at the international, national, state and local levels. The school has accomplished these goals by providing cutting-edge programs of undergraduate and graduate education; by serving as an academic home for nurse researchers, clinical scholars, and superb faculty who extend and communicate knowledge; and by offering extensive opportunities for intellectual and personal growth and discovery.

This issue of UCLA Nursing briefly reviews some of the milestones of the 50-year history of the UCLA School of Nursing. Dean Lulu Wolf Hasselplug came to UCLA in 1948 to start a School of Nursing, so long as she would be allowed to develop her vision of what a university-based school of nursing ought to be. In 1950, the first baccalaureate class was enrolled. In 1953, UCLA became the first nursing school in California to confer the Master of Science degree to nurses. In 1972, the school became one of the first to establish a program to prepare nurse practitioners. In 1983, the school established a nurse-managed clinic for the homeless; and in 1987, a second nurse-managed clinic was established, serving mostly indigent Latino women and children. Also in 1987, a doctoral program was started. For the last decade, research has been a high priority for faculty, culminating in the school being considered to be among the top eight research schools of nursing. There are so many successes to share, from the leadership roles seen in our alumni to our outstanding faculty to our present students who have already proven themselves to be leaders. We will be commemorating our 50-year anniversary with a weekend symposium and gala October 23-24 (details appear on pages 6 and 23). Please join the faculty, students, alumni and me in our celebration!

Marie J. Cowan, R.N., Ph.D., F.A.A.N.
UCLA NURSING

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On the Cover: Founding Dean Lulu Wolf Hassensilus, along with images from the school she helped establish.

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50th ANNIVERSARY PROGRAM
As part of the celebration of its 50th anniversary, the UCLA School of Nursing will host a symposium weekend and gala dinner October 23-24 at Covel Commons on the UCLA campus.

Saturday’s featured speakers will include Dr. Susan Gortner, emerita associate dean for research and emerita professor at UC San Francisco School of Nursing, on the subject “Knowledge Development in Nursing: Our Historical Roots and Future Opportunities”; and Emily Friedman, an ethics analyst and adjunct assistant professor at Boston University School of Public Health, on “The Unfailing Light — Ethics, Nursing and the Future.”

In addition, Dean Marie Cowan of the UCLA School of Nursing will present “Historical Overview and Future Trends,” and four members of the school’s faculty — Drs. Linda Sarna, Kathleen Dracup, Deborah Koniak-Griffin, and Wenda Robbins — will present on the four primary research foci of the school: quality of life, cardiovascular research, vulnerable populations and biological research, respectively.

Sunday’s half-day program includes four featured speakers on the topic of women’s health: Dr. Barbara Caleen Hansen, director of the Obesity and Diabetes Research Center and professor of physiology at the University of Maryland, Baltimore; Dr. Afaf Meleis, professor in the Department of Community Health Systems at UC San Francisco School of Nursing; Dr. Ann Voda, professor emerita at the University of Utah College of Nursing; and Dr. Nancy Woods, professor and dean of the University of Washington School of Nursing.

On Saturday evening, a black-tie optional gala dinner will be held, at which five Distinguished Alumni Awards — one from each decade of the school’s history — will be presented.

Members of the planning committee for the event are Carol Alexander (B.S. ’75), Kay Baker (M.N. ’78), Terry Beam (B.S. ’67, M.N. ’72), Helen Brown (M.S. ’66), Dr. Marie Cowan, Jan Fredrickson (B.S. ’76, M.N. ’80), Dr. Deborah Koniak-Griffin, Sharon La Pointe, Lyola Murray (B.S. ’56, M.S. ’58), Jennifer Seimsdorf (M.S.N. ’99), Dr. Maria Seraydarian, and Dr. Lisa Zahr.

A complete symposium agenda appears on page 23. For more information, please contact Sharon La Pointe at (310) 206-6013.
DOROTHY JOHNSON, Pioneer Nurse Theorist and Long-Time Faculty Member, Dies

Dorothy E. Johnson, a long-time professor at the UCLA School of Nursing and a significant force in the development of nursing practice theory from the late 1950s through the 1980s, died earlier this year.

While a professor at the school, Johnson developed the Behavioral Systems Model for nursing, which emphasized nursing’s unique and independent contributions to health care. Her model was based on pre-existing knowledge developed over the years by a number of different disciplines, and especially the work of Talcott Parsons. Although it was one of the first developed nursing theories, Johnson’s model remains vital and has been used by many nurses in research, education and practice. Most notably, the UCLA Neuropsychiatric Hospital (NPJH) uses the model as the basis of its patient classification system, and the NPIH’s director of nursing services, Dr. Vivian Dee, has written extensively about the use of the model in practice.

Johnson’s publications include four books and more than 30 articles in periodicals, plus many reports, proceedings and monographs on the nature of science in nursing and the art and philosophy of nursing. Among her many achievements, in 1977 she received the Lulu Hassenplug Distinguished Achievement Award and in the late 1980s she was recognized for her special contribution to the field of nursing by Dean Ada Lindsey of the UCLA School of Nursing. In 1997, she became an honorary fellow of the American Academy of Nursing.

DEAN MARIE COWAN (center) WITH NURSE IN WASHINGTON INTERNSHIP PROGRAM ATTENDEES CONNIE VON-KOHLER (left), KRISTIN RHODES (second from right), AND CAROL GEMBERLING (right), ALONG WITH SYD WHALLEY (second from left), WHO ESTABLISHED THE ANNUAL SCHOLARSHIP.

A UCLA School of Nursing faculty member and student enjoyed a trip to Washington, D.C. in January for the Nurse in Washington Internship program, a four-day, intensive workshop that provides nursing leaders with the opportunity to gain the knowledge and implementation skills to respond effectively to health care issues and formation of policies at the state or national level.

Carol Gemberling, a lecturer on the school’s faculty, went along with Kristin Rhodes (M.S.N. ’99). They were the second pair to attend the program as part of an annual scholarship established by alumna Syd Whalley (M.N. ’80). Last year’s attendees were Dr. Debonh Konik-Griffin and then-graduate student Connie Von-Kohler (M.S.N. ’98).

Five students received $1,000 scholarships at the May student luncheon hosted by the Chironians, the school’s fund-raising group. The awards went to Melissa Mizuho Asai, Kidest Babi, Susan Jones, Kristin Rhodes and Andrea Whitford. The Chironians offer these scholarships each year to deserving students.

All of the students are planning to work as advanced practice nurses after they receive their M.S.N. degrees and look forward to providing health care to underserved populations. Jones, Rhodes and Asai are studying to be family nurse practitioners, while Babi is planning to work with aging populations as a gerontology nurse practitioner. Whitford is interested in working as a certified nurse midwife and providing primary health care to women.

THROUGH HER ESTATE, THE LATE FLORENCE ANDERSON BEQUEATHED APPROXIMATELY $800,000 FOR STUDENT SCHOLARSHIPS AT THE UCLA SCHOOL OF NURSING. MRS. ANDERSON WAS NOT AN ALUMNA OF THE SCHOOL, BUT HAD GREAT ADMIRATION FOR THE NURSING PROFESSION AND WAS GUIDED BY HER LONG-TIME FRIEND AND LEGAL COUNSEL, UCLA ALUMNUS ALBERT FINK (third from right), TO CONSIDER THE SCHOOL. THE GIFT WAS ACKNOWLEDGED AT A FACULTY/STAFF MEETING AT WHICH MR. FINK SHARED MRS. ANDERSON’S DESIRE TO HELP STUDENTS AND WAS INTRODUCED TO THE PRESENT RECIPIENTS (with Mr. Fink, above), WHO EXPRESSED THEIR GRATITUDE.
FIFTY YEARS OF EXCELLENCE
The school changed the way nurses were educated — and didn’t stop there.

LULU WOLF HASSENPLUG was never one to mince words. So when then-provost CLARENCE DYKSTRA asked her to come to UCLA to help start a school of nursing, she issued a stern warning.

“I’LL COME FOR ONE YEAR WITH THE IDEA THAT I WILL BUILD A SCHOOL FROM SCRATCH, THE WAY I WANT TO DO IT,” she told Dykstra. “IF YOU DO NOT GO ALONG WITH ME, I WILL LEAVE AT THE END OF THE YEAR.”

THE UCLA PROVOST ALLOWED THE NEW RECRUIT’S IDEAS TO PREVAIL, AND THE RESULT WAS NOTHING SHORT OF A REVOLUTION IN NURSING EDUCATION.

IN 1949, THE UCLA SCHOOL OF NURSING WAS OFFICIALLY ESTABLISHED. IN THE 50 YEARS SINCE, THE SCHOOL HAS LED THE WAY AS NURSING EDUCATION HAS SHIFTED FROM THE HOSPITAL TO THE UNIVERSITY; AS NURSING HAS EMERGED AS A SCIENCE OF ITS OWN; AND AS A NEW GENERATION OF ADVANCED PRACTICE NURSES HAS EVOLVED, FILLING A CRUCIAL NICHE IN TODAY’S HEALTH CARE ARENA.

TIMELINE
The school’s history includes many milestones. Here are a few.
The school’s pioneering spirit was born a half-century ago, when Lulu Wolf Hassenplug was given the go-ahead to develop a nursing school the way she thought it should be developed. It was to be a university-based program for baccalaureate and master’s preparation. At a time when nursing students were typically trained as hired help for hospitals, the UCLA School of Nursing represented a new model in which students were educated in a university setting, and were integrated into the university just as students majoring in any other subject would be.

It began, 50 years ago, in the most modest of quarters. As they laid plans for a new model of nursing education, the UCLA School of Nursing’s dean and her small faculty contingent were housed in cramped quarters in the basement of Royce Hall, behind the women’s restroom. They soon moved to one of several temporary buildings that were formerly Army Quonset huts, where they stayed until the UCLA Medical Center facility was completed in the mid-1950s.

By then, Hassenplug had hired a core of faculty with expertise in a variety of fields: Dorothy Johnson (pediatric nursing), Agnes O’Leary (public health nursing) and Eleanor Botsford (maternity nursing) were first to arrive, followed by Florence Weiner (psychiatric nursing) and Betty Jean Adams (medical-surgical nursing). Shortly thereafter came Harriet Coston (medical-surgical nursing), Charity Kirby (nursing arts), Claire Bartholomew (psychiatric nursing), Janet Walker and Ruth Hunter (public health nursing), Geraldine Skinner (orthopedic/surgical nursing), Maura Carroll (medical-surgical nursing), Margaret Taylor (public health nursing), Juanita Booth (communicable disease nursing), and Katherine Justus (maternal-child health nursing). The first group of master’s- and baccalaureate-degree students graduated in 1953 and 1954.

In those days it was a small group of faculty and students, made all the more intimate by the shuttling back and forth to clinical facilities that took place in the years before UCLA had a hospital with patients. Students weren’t just dropped off at these clinical sites; faculty accompanied them and educated them throughout the experience, much to the surprise of the hospital staffs. “We were one of the few schools taking those clinical opportunities to teach our students,” says Harriet (Coston) Moidel, who remained on the faculty until 1979. “We didn’t want the nursing service people to do that, because we knew what we wanted our students to learn.”

1903
Lulu Wolf is born in Milton, Penn., near the Susquehanna River.

1925
Nursing courses resulting in a certification for public health nurses are offered at UCLA’s Vermont Avenue campus through University Extension.

1932
UCLA agrees to establish a Department of Nursing Education after hearing from public health nurses about the need for such a program.

1937
Dr. Elinoor Beebe is hired to head the new nursing education program.

1944
The Department of Public Health Nursing is established in UCLA’s College of Applied Arts, offering R.N.’s courses leading to a Bachelor of Science degree.
But those nurses' surprise was nothing next to the shock stemming from Hassenplug's early decree that her students wouldn't be required to wear the traditional nursing caps. Instead of being identified by their apparel, she explained, these students would be identified by what they did. The symbolism, at a time when nursing was finally being recognized as a profession, could not be missed.

The UCLA School of Nursing would 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. The school's innovative curriculum was widely adopted, as UCLA's dean was sought out for collaboration by deans of other university-based nursing programs. Before the school was a decade old, its reach had extended overseas, as students and faculty from all over the world, starting a trend toward international exchanges that continues to this day, came to attain knowledge that would help them in their home countries. In 1964-65, the school hosted nine visiting nurses from Japan, Poland, Nigeria and Scotland. By 1988-89, as many as 37 visitors from eight countries, many of whom held prominent positions, were being sent to the UCLA School of Nursing to study and consult with faculty, resulting in an enriching experience for the school and its visitors alike.

It is also fitting that, for a school built on the principle that aspiring nurses needed more than merely on-the-job training, some of the most widely utilized theory-based patient care models were developed, tested and utilized at UCLA in the late 1960s and early 1970s. These include Dorothy Johnson's Behavioral Systems Model; the Neuman Systems Model: A

1947 Lulu Wolf, who was teaching at Vanderbilt University, is asked by Provost Clarence Dykstra to come to UCLA to serve as professor and chair of what is now called the Department of Nursing. She accepts the position in 1948 under the condition that she be allowed to develop her vision of a university school of nursing.

1948 Lulu Wolf begins recruiting faculty, who help her develop a proposal for a school of nursing at UCLA. The proposal is submitted to the Academic Senate for approval in May 1948. In June, the University of California Regents authorize creation of the UCLA School of Nursing with Lulu Wolf as the first dean.

1950 The first baccalaureate class begins at the school.

1953 UCLA becomes the first nursing school in California to confer the Master of Science degree to nurses.

1954 Eight students graduate from the baccalaureate program.

Construction on the new UCLA Medical Center facility is completed.
Total Approach to Patient Problems, by fellow faculty member Betty Neuman; and the Roy Adaptation Model, developed by Sister Callista Roy, a master's student.

The school has also taken the lead over the years in developing the roles of the advanced practice nurse. As early as 1962, the school was beginning to educate clinical nurse specialists in the master's program — at that time, a five-year pilot project grant from the National Institute of Mental Health was awarded for the school to prepare community mental health nurse specialists. Dr. Phyllis Putnam, a member of the school's faculty from 1963 to 1990, wrote a grant request in 1976 that resulted in the school's Geriatric Nurse Specialist Program, the first of its kind in the nation. By 1980, the curriculum also offered options for clinical specialization in cardiovascular, maternal, medical-surgical, occupational health, oncology, pediatric, psychiatric, and respiratory nursing.

The early '70s also saw the emergence of a new type of advanced practice nurse being prepared in the school's graduate program. In 1972, the school received a federal grant to prepare family nurse practitioners. These nurses, following the medical model but emphasizing prevention and education to a greater degree than most of their physician counterparts, gave physical examinations, treated patients and counseled on wellness. They worked individually and in group practices, as well as in schools, clinics and occupational settings. Under the early leadership of Drs. Mary Ann Lewis, Donna Ver Steeg, and others, the school was a pioneer in developing this new advanced-practice nursing model. As the era of cost containment began and the concepts of health promotion and disease prevention took hold, the demand for nurse practitioners went up and their niche eventually expanded beyond primary care.

The school took another giant leap forward in the 1980s, with the establishment of a doctoral program. Such a program had been discussed as early as 1957, at a time when nurses could earn doctorates in fields such as education or sociology, but not nursing. Thirty years later, when the UCLA School of Nursing admitted its first doctoral class of seven students, it became one of three such programs in California. Once again, the school was at the forefront, educating a new generation of scholars who would conduct research on nursing questions, enhancing the scientific basis for professional practice.

In the 1990s, the school has taken a step beyond that by bringing in the first major influx of post-doctoral fellows. Two grants, one in quality of life research and one for research in vulnerable populations, enable these students to come to the school to study under the tutelage of nationally renowned faculty.

1958
Lulu Wolf Hassenplug is named "Woman of the Year" by the Los Angeles Times.

1966
A Master of Nursing program is approved for the preparation of the clinical nurse specialist.

1968
The Johnson Behavioral Systems Model is first published by faculty member Dorothy Johnson (pictured above).

1970
Lulu Wolf Hassenplug retires.

1971
The Neuman Systems Model: A Total Approach to Patient Problems is published by Dr. Betty Neuman (pictured above), a member of the faculty.

Dr. Rheha de Ternay (pictured above, top) is recruited as the school's second dean.

The Roy Adaptation Model is described by Sister Callista Roy (pictured above), a graduate student at the school.
Throughout its history, the school has had a strong clinical component, with faculty playing an active role in students' clinical training.

They join a handful of other postdoctoral students in adding greatly to the atmosphere of scholarship at the school.

The ’90s has seen a blending of the nurse practitioner and clinical nurse specialist roles. Today, clinical courses emphasize both symptom management and case-manager skills as well as physical and psychosocial assessment and treatment. Approximately 97 percent of the school’s graduates are eligible for nurse practitioner certification. They have a wide variety of sites from which they can gain clinical experience, including two nurse-managed clinics run by the school for underserved populations.

Meanwhile, the school has reshaped its programs to respond to community needs. The Post-Master’s Nurse Practitioner Certification Program, established in 1994, was designed for the master’s-prepared nurse seeking to become a nurse practitioner. In 1996, the school admitted the first group of students to a new Acute Care Nurse Practitioner program, one of the West’s first and still the region’s largest. These nurse practition-

A federal grant enables the school to become one of the first to establish a program to prepare nurse practitioners.

Dr. Phyllis Putnam (pictured above), a member of the faculty from 1963 to 1990, obtains a grant to start a geriatric specialization program at the school, the first of its kind in the nation.

Dr. Mary Reres (pictured above) becomes the School of Nursing’s third dean.

The Doris and Louis Factor Health Sciences Building (left) opens, giving the school its own facility and a significant increase in space.
ers work with a group of patients already identified as ill, providing intensive education as well as patient management in various work environments. The demand for the first group of graduates was extremely high, and 1999 enrollment surpassed 50 students.

Due to budgetary constraints, the school’s baccalaureate program was discontinued in 1997, but in its place, a new A.D.N.-B.S.-M.S.N. program was established, providing a “bridge” for associate-degree nurses in the community to complete the baccalaureate and master’s-degree requirements in as little as three years. The program is built on concepts such as cultural competence and improving care for the underserved. Another example of the school’s efforts to facilitate greater community access to its programs came with the establishment of an Adult Nurse Practitioner in Enviromental and Occupational Health program.

While the components that have made the school so strong for the past 50 years remain central to its mission today, there are plenty of signs that the school is in a growth mode, expanding into exciting new areas, as it begins its second 50 years. Faculty practice is flourishing like never before — examples include the midwifery faculty who recently established a midwifery service at UCLA Medical Center and the Westside Women’s Clinic; acute care nurse practitioner faculty who provide full post-operative management of patients in UCLA’s cardiothoracic surgery unit; and the occupational health nurse practitioner who practices at UCLA’s Occupational Health Unit. All told, eight full-time faculty members have clinical practice positions outside of the School of Nursing.

Dean Marie Cowan, who arrived in January 1997, asked for and received the restoration of nine ladder-track, full-time equivalent (FTE) faculty positions that had been previously eliminated, along with additional permanent funding and seed funding for distance learning and virtual reality programs at the school. Nine new faculty have joined the school in the past two years, and another eight positions are scheduled to be filled within the next two years. The school has established other faculty tracks: the in-residence faculty for full-time researchers and the adjunct faculty for doctorally prepared clinical scholars. About 98 percent of the tenured faculty are fellows of the American Academy of Nursing.

Fifty years after Lulu Wolf Hassenplug began to develop her unique vision for a university-based nursing program, the UCLA School of Nursing continues to set the standard in nursing education, research and community service.
What impact does nursing have in reducing health-care costs? How much does nursing care contribute to positive patient outcomes? Which interventions work with which patients — and when? For most of this century, these questions, which seem so fundamental to the practice of nursing, could not be answered. When the UCLA School of Nursing was established 50 years ago, nursing science was virtually nonexistent.

Dr. Sharon Reeder, the school’s first associate dean for research, recalls that as a master’s-degree student at the UCLA School of Nursing in the late 1950s, her research courses were taught primarily by non-nurses. At that point, the school had only two doctorally prepared faculty members, both in the field of education. In other nursing schools, the ratio was no better.

Founding Dean Lulu Wolf Hassenplug knew that nursing’s emergence as a profession depended on development of a knowledge base, and from the beginning, she encouraged faculty research. She was successful in obtaining funding from sources such as the Rockefeller and Carnegie foundations, laying the groundwork for the eventual development of a doctoral program at the school.

Although some of the school’s faculty members engaged in important research during the school’s first quarter-century, nursing science remained largely underdeveloped. In 1978 there were only 14 nursing schools with doctoral programs. Less than 1 percent of U.S. nurses had doctoral degrees, and most of those were in non-nursing fields. At the UCLA School of Nursing, the number of faculty with doctorates stood at approximately 10 percent by the end of the 1960s.

That began to change dramatically in the late-'70s and early-

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**1987**

A second UCLA School of Nursing-run clinic, serving mostly women and children in the Skid Row area, is opened at Para Los Ninos and later moved to the St. Francis Center in the downtown Garment District.

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**1989**

A doctoral program is launched at the school, with seven students in the first class. The degree, originally a D.N.Sc., changes to a Ph.D. in 1996.

The Chironians group begins a grass-roots fund-raising drive to establish a Lulu Hassenplug Endowed Chair at the school. The four-year effort raises $325,000 from alumni and friends toward the school's first endowed chair.

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**1991**

The school hosts 16 students from Kitasato University School of Nursing in Japan, leading to an ongoing exchange involving faculty and students. Above: Shigeko Hayashi, M.S., '65, Ph.D., graduated from the school and became dean of the Kitasato school.

The school graduates its first four doctoral students, who immediately begin successful careers.
'80s. Under Dr. Mary Reres, the school's dean from 1977 to 1985, the proportion of the school's faculty with doctorates soared from 13 percent to 55 percent (today, all of the school's tenure-track, adjunct, and in-residence faculty are doctorally prepared), and the school advanced to third in the nation in faculty nursing publications. Reeder was appointed to the newly created position of associate dean for research in 1983. She worked to facilitate additional extramural research funding, as well as increasing faculty involvement in research through seminars, workshops, and guest lectures.

Dr. Ada Lindsey arrived at the school in 1987 as the fourth dean, and she immediately made faculty research a top priority. Under her leadership, the message was clearly transmitted that faculty research was valued and expected. Lindsey sought support, space and equipment to enable faculty to pursue their studies. She also facilitated frequent exchanges of ideas and research results with other nursing faculty across the country and overseas. The associate dean for research position was increased from one-third time to half time, and Dr. Geraldine Padilla, who currently holds the position, was recruited in 1987.

The efforts paid off. Grants were awarded to 43 faculty members for the academic year 1991-92, a 100 percent increase over 1987-88. The next year, faculty received more than $4 million in research grant funds, a previously inconceivable amount.

Two other events around the time of Lindsey's arrival helped to take the school's research program to new heights. In 1986, the National Center for Nurs-

1993  
U.S. News & World Report ranks UCLA fifth in the nation among nursing schools with graduate programs.

1994  
A post-master's nurse practitioner program is launched for master's-prepared nurses seeking nurse practitioner certification.

1995  
Two research training grants awarded by the National Institutes of Health contribute to the first major influx of postdoctoral students to the school.

1996  
Several months after greeting old friends at the school's 45th-anniversary celebration, Lulu Wolf Hassenplug (seated, above right) dies at age 91.

The site of the school's second nurse-managed clinic shifts to the Burke Health Center in Santa Monica.

The school establishes one of the West's first (and largest) Acute Care Nurse Practitioner programs.
doctoral fellows. In particular, training grants in quality of life and vulnerable populations helped to draw this new type of scholar to the school. Additionally, the successful drive that culminated in the school’s first endowed faculty chair, named after Hasenplug, provides important support for the research programs of a prominent faculty member — Dr. Kathleen Dracup.

Today, the school ranks in the upper echelon of nursing schools in the country in NIH research funding. In the first nine months of 1998-99, faculty research funding exceeded $5.6 million per year, a record amount. Of the tenured faculty, 89 percent are funded for research in topics covering basic and clinical science, a wide range of populations and every age group from infancy to the elderly.

Dr. Marie Cowan, the school’s current dean, is dedicated to building on the school’s research foundation. “One of the reasons I was attracted to this school is that research is part of the culture here,” she says. Upon arriving, Cowan increased intramural support — the seed funding that enables investigators to conduct the preliminary research required before they can obtain larger extramural grants. She has promoted clusters of research excellence among faculty who have common interests and expertise, leading to collaborations and shared resources. These “centers of excellence” include cardiovascular research, quality of life, vulnerable populations, and basic biological science.

Within her first two years as dean, Cowan was able to recruit nine talented assistant professors whose research interests are in the school’s existing areas of excellence, as well as in new areas ranging from the biological sciences (particularly genetics, molecular biology and neuroscience) and health services research to the cultural impact on adaptation to health and illness. Within the next two years, another eight faculty members will be recruited for the tenure track.

Early nursing research focused on describing and documenting nurses’ role in the health care system. Today, the focus is on patients. Interventions designed to improve patient outcomes are being tested and implemented. It is an exciting time for the science of nursing. And at UCLA, the science is flourishing.

1996 continued

A neuropsychiatric sub-specialty is offered for students in the school’s programs.

Under a pilot program, virtual reality and distance learning technologies are integrated into the school’s curriculum.

The UC Board of Regents approves the school’s request to change the degree awarded to graduate students from M.N. to M.S.N.

Dr. Kathleen Dracup begins a five-year term as the first holder of the Lulu Wolf Hasenplug Endowed Chair in Nursing.

1997

Dr. Marie J. Cowan (above right), recruited from the University of Washington, begins her tenure as the school’s fifth dean.

New A.D.N.-B.S.-M.S.N. program offers associate-degree nurses the opportunity to obtain a bachelor’s and master’s degree in an accelerated program. The program replaces the baccalaureate program, which had been suspended beginning with the 1996-97 academic year.

The School of Nursing and Department of Obstetrics and Gynecology form a partnership to offer midwifery services at UCLA Medical Center. Other faculty practice partnerships are established with UCLA Medical Center in cardiothoracic surgery, cardiology, occupational health and nursing administration.
Nurse-Managed Clinics

In 1983, when few people were even aware of homelessness, the UCLA School of Nursing ventured 17 miles down the freeway — and a world away from the Westwood campus.

That was the year the school began to operate a health clinic at the Union Rescue Mission in Los Angeles's Skid Row, treating a population about which little was known.

Sixteen years later, the UCLA School of Nursing Health Clinic at the Union Rescue Mission serves approximately 3,000 patients and logs 7,000 patient visits each year. But even more than providing a much-needed service to an indigent population and affording the school's students with invaluable experiences, the clinic has become a nationally recognized model for an effective nurse-managed facility.

When the school was first approached about the possibility of setting up a clinic at the mission in 1982, faculty began to look closely at the health needs of the Skid Row inhabitants. It quickly became very clear that the fundamental problems of the homeless — from foot ailments and chronic illnesses that required daily treatment regimens — were perfectly suited to a nurse practitioner clinic. But, recalled Dr. Donna Ver Steeg, who was in charge of the school's nurse practitioner program: "At that time, the concept of nurses running a licensed clinic was legal, but it was mind-blowing."

"It was an exciting time for nursing leadership," said Dr. Maryalice Jordan-Marsh, who chaired the school's primary ambulatory care section at the time. "We were designing a clinic the way we thought it would work best rather than the way clinics had always been run."

The National League of Nursing took notice, and listed the clinic as an exemplary model of a nurse-managed facility. The school was regularly asked to consult with nursing programs that sought to emulate the model for homeless and other populations.

In 1987, the school received a grant to operate a second clinic, this one focusing on the health care needs of indigent women and children (the Union Rescue Mission population is mostly male). The eventual site was the St. Francis Center in the Garment District just outside of Skid Row. When the building for that site was scheduled for demolition, the school relocated its second clinic in the Burke Health Center in Santa Monica. At the Burke Center, the school is continuing its 16-year recent tradition of caring for underserved populations, providing nurse practitioner students with extraordinary learning experiences, and showing how nurse-managed clinics can be successfully run.

1998

Two core course requirements are offered to students on the Internet. A telemedicine collaboration with the School of Medicine is established to offer clinical education to outlying clinics.

The Adult Nurse Practitioner Program in Occupational Health is established.

The Adjunct Faculty track for clinical scholars and In-Residence track for researchers is established.

1999

As part of the first wave of recruitment under Dean Marie Cowan, nine new assistant professors join the school (right), bringing new areas of research excellence to the school as well as bolstering existing strengths. The UCLA School of Nursing moves from a rank of 15th to 8th among schools of nursing regarding the amount of revenue for research received from the National Institutes of Health (NIH).

The first center for research excellence in the school is funded by NIH: The Center for Research on the Health of Vulnerable Populations.
Fond Memories

HELEN BROWN, M.S. '66

"Enrolling in the master's program at the UCLA School of Nursing was probably the best thing I ever did. There was a professor, Chuck Ferguson, who taught nursing administration, and the techniques I learned from him served me so often and so well the rest of my career. It was also a great benefit to meet the international students. Talking with them really helped to broaden our perspectives. There was a student there from Johannesburg, South Africa, and I remember we had a big celebration when Kenya achieved its independence. I also remember that the students who were against the Vietnam War were camped out on Dickson Plaza, and we had to negotiate through that area twice a day as we walked to our classes."

AFAF MELEIS, M.S. '64, PH.D.

"I arrived from Egypt in June 1962, and a senior faculty member was waiting for me at the airport. That immediately indicated to me that this was a faculty that was welcoming and sensitive to international students' needs. There were about a dozen international students, supported by the Rockefeller Foundation, from different nations. We gave lectures and presentations about our countries, and were at the center of lots of activities at the school. We were very close. The faculty was extremely nurturing, and always celebrating other people's successes. I made wonderful friendships, and many from my group of international students went on to become leaders in their own countries."

BETSY ALBRIGHT, B.S. '57

"I remember the phrase, 'What do you think?' always coming up. We had student-led classroom discussions. The school did a great job educating us, even though it took many of us a while to realize that. We just weren't used to that style, but it really helped us learn to work independently, which helped me in my career as a school nurse. Our dean believed that we shouldn't be learning how to make a bed in a baccalaureate course. She said it didn't make you a nurse to wear a cap, so we didn't wear caps. She said it didn't make you a nurse to wear a pin, so we didn't have pinning ceremonies. She had very strong ideas."

LINDA SARNA, B.S. '69, M.N. '76

"The educational program when I was a student at the school was based on Dorothy Johnson's Behavioral System Model. I was excited and interested in using this creative approach to nursing practice, rather than a more traditional medical model. Many faculty and students had difficulty conceptualizing their nursing practice in this way, but I thought it was quite wonderful. I liked this humanistic approach. When I was completing the undergraduate program, the school was just graduating its first master's-prepared clinical nurse specialists, a new phenomenon. Then when I went back for my master's, it was at the beginning of the nurse practitioner program, which was exciting, too. I was in the last class that had Lulu Wolf Hassenplug as dean. I got to meet her and she would sit and regale us with stories of creating one of the first university-based nursing programs in the country. I also remember a faculty member, Lee Schmidt, and her beehive hairdo!"
BARBARA CALEEN (WALIKE) HANSEN, B.S. '64, M.S. '65

“... My fondest memories are of Lulu Hassenplug, one of the most delightful curmudgeons I’ve ever known. When she eliminated the nursing cap, she did it unilaterally, absolutely, and without question, period. End of discussion. She said, ‘If you want a cap, go buy one, but you don’t need a symbol on the top of your head in order to be an established, scholarly, up-to-date, effective nurse.’ She was a revolutionary, a person who took every tradition and asked, ‘Why? Of what use? Should we continue it?’ It used to be that nurses couldn’t ask questions. She said nurses have to ask questions. Her biggest mission was to convince us that we were not there just to follow orders. At that time, nurses saluted, bowed, opened doors and followed what were actually called orders. Lulu absolutely rejected that in favor of what we would now call the team concept. She told us we had a brain, we had to use it, and we had to take responsibility for using it. My experience at UCLA taught me that nursing has no bounds.”

MARGARET CAULKINS, B.S. '49, M.N. '56

“Lulu was shaking up the world, which was good. She didn’t believe in what she called ‘Murphy drip’ education — taking courses here and there, but not really attending the university full time. She felt students needed to be full time to really be changed. By the time I came back for my master’s, the school had really matured a lot. It was on solid ground scientifically, with good professors and good field experiences for the students. The school gave me a basis for continued learning that has helped me ever since.”

ANGIE BURGER, B.S. '69

“The objective was good nursing care and looking at the patient as a whole person. We were taught never to think of the patient as a case, but always as a person. We left with the ability to find our own way, to be self-sufficient and to know where and when to look for help. We became advocates for better patient care because of our education at the School of Nursing.”

ELEANOR A.M. NEWBY, B.S. '56

“I’m only 5’2”, but while I was at UCLA I felt like I was 10’2”. I felt so proud to be a graduate of the School of Nursing. We would go into the homes, to all of the different agencies. We experienced every nursing setting, which helped us learn more about what was going on in our community. I spent 30 years as a nurse in the Long Beach Unified School District, and I was able to apply what I had learned as a student. I couldn’t have chosen a better school to attend.”

MARY ANN PREACH, B.S. '62, M.S. '64

“I came to UCLA as a diploma nurse. I was an excellent technical nurse, described by Dean Hassenplug as a ‘Maytag’ nurse, meaning we could wash and launder a significant group of patients. Diploma students and graduates from my era subsidized the hospital industry! I left UCLA with a professional attitude toward my nursing career, which was the most significant gain. I went on to become a full professor and eventually obtained a doctoral degree.”
ALUMNI SLEUTHS
Years of hard work by History Committee culminate in new book chronicling school’s past.

For an extraordinarily dedicated group of alumni, the UCLA School of Nursing’s 50th anniversary celebration is especially meaningful.

For more than a quarter of those 50 years — 13, to be precise — members of the School of Nursing Alumni Association’s History Committee have volunteered countless hours putting together the first comprehensive history of the school. Their sleuthing efforts (indispensable, incidentally, to this issue of UCLA Nursing) will culminate this fall in the publication of a book, History of the UCLA School of Nursing, which will be available at the school’s 50th anniversary event (for more on the event, see pages 6 and 23).

The book documents the school’s development from its formative days to the present, chronicling its successes as an innovator in nursing education, research and service as well as its struggles, including historical threats to its existence. It profiles the lives and backdrops of the school’s leaders and touches on the experiences of students, alumni and faculty.

The history committee was formed in 1986. “I thought it was important that a history of such an important school for the field of nursing be written while the key players were still here to talk about it,” says Lyola Murray, B.S. ’56, M.S. ’58, who has served as committee chair. Joining Murray at the outset were Rosalie Barnett (B.S. ’55), Joan (Butler) Baggaley (B.S. ’55, M.S. ’57), Patricia Cox (B.S. ’66), Mansa Luna-Raines (M.N. ’77, Ph.D.), Elsie Sweeney (M.N. ’80), and Dr. Donna Ver Steeg, who served as the faculty advisor. Murray, Barnett, Baggaley, Sweeney and Ver Steeg remained on the committee for the project’s duration; they were joined in 1994 by Fran Sharma Stoeckle, M.N. ’77.

The committee members met at least once a month. They pored through thousands of pages of archival documents. They conducted interviews with all of the deans and acting deans, as well as selected faculty. They also sent questionnaires to a random sample of more than 300 alumni and early faculty (with a response rate of more than 50 percent).

They completed side projects along the way, including a brochure on the school’s chronological history, published in 1989 to coincide with the 40th anniversary; and an oral history of Founding Dean Lulu Wolf Hassenplug, also in 1989, in collaboration with UCLA’s Oral History Program. In addition, they were instrumental in persuading Hassenplug to donate her memorabilia, awards and papers to the school.

Despite all of the hard work, the committee members needed funding to enable their efforts to come to fruition in the form of a published book. They approached foundations and received donations from a small number of alumni. Then, shortly after Dean Marie Cowan was recruited in 1997, she agreed to provide funding for completion of the project.

“We’re very grateful that the dean saw the value in what we were doing,” says Murray.

As might be expected, the monumental task of piecing together the school’s history brought the committee members close together. “We went through the group process, experiencing cohesiveness and conflict,” says Murray. “We went through our own life’s passages together, and have grown older and wiser together.”

Above all, Murray concludes, the committee members came away with great respect and admiration for the school’s pioneers, past and present. “We’re very proud of what this school has accomplished,” she says, “and we hope that this book will help not only current alumni, but also future alumni share in that pride and build on these outstanding achievements.”

HISTORY COMMITTEE, LEFT TO RIGHT: FRAN SHARMA STOECKLE, ROSALEE BARNETT, ELSIE SWEENEY, JOAN BAGGALEY, LYOLA MURRAY AND FACULTY ADVISOR DONNA VER STEEG.

For information on how to order a copy of History of the UCLA School of Nursing, see page 22.
ALUMNI
Class Notes

BELEN B. JAQUEZ, M.N. '69, retired as assistant health director of Will County Health Department in Illinois. She is a cancer survivor of three years, and is entertaining volunteer offers.

SUZANNE HALL JOHNSON, M.N. '71, was awarded the 1999 Pioneering Spirit award by the American Association of Critical-Care Nurses for her outstanding contributions to critical care nursing. The distinguished award is given at the association's annual meeting.

LORETTA MAZORRA, M.N. '75, is a gerontological nurse practitioner who combined her professional expertise with her determination to help educate seniors about their health and, in June 1998, formed Optimum Wellness for Living, a free monthly consultation service that provides advice and information about such issues as medications, sleep problems and chronic illnesses. She teaches community health nursing at Mount St. Mary's College, and is president of the Palisades chapter of the AARP.

WENDY COLE (formerly Weisenfluh), M.N. '92, is married and lives in Sioux City, Iowa, where she works as a nursing instructor at Western Iowa Tech Community College.

LORENZA PICKWELL, M.N. '77, M.N., Ph.D., is director of the Division of Graduate Nursing Education at the UC San Diego School of Medicine.

MARSHA HARRIS CRAIG, B.S.N. '76, received her M.N. from the University of Washington in 1982 in burn trauma emergency. She has been a clinical specialist in the medical-surgical ICU and pulmonary medicine, and a recovery room staff nurse.

She has a clinical specialist in the medical-surgical ICU and pulmonary medicine, and a recovery room staff nurse.

SHEILA M. PICKWELL, B.S.N. '77, M.N., Ph.D., is director of the Division of Graduate Nursing education at the UC San Diego School of Medicine.

MARIE C. HELLER, B.S.N., M.N. '89, died May 30, 1999 after a long struggle with breast cancer. Early in her career she was a school nurse, and later she was an administrator and instructor for the Conejo Valley Adult School L.V.N. Program. She earned her B.S.N. at William Patterson College in New Jersey and her M.N. with honors in mental health nursing at UCLA. She also obtained her clinical specialist licensure and was in private practice as a nurse therapist. She was a member of the American Association of University Women and the Sigma Theta Tau Nursing Society. "Marie was very interested in the well-being of her patients and was highly respected by her peers," says her close friend Cathy Cole, a nurse practitioner at UCLA's Iris Cantor Center for Breast Imaging. "She was an exceptional student who was so proud of her affiliation with UCLA and the School of Nursing."

CATHY ASHER PAYNE, M.N. '82, graduated in 1997 from the University of Pittsburgh’s Acute Care Nurse Practitioner program and is working as a nurse practitioner in oncology and teaching at the University of Scranton in Pennsylvania.

PHYLLIS MICHAELIS, M.S. '65, died earlier this year in Payson, Ariz. She earned a bachelor’s in nursing from USC in 1950 and worked at Sawtelle Veterans Hospital in Los Angeles. She then returned to school to earn her master's degree with a focus in public health at the UCLA School of Nursing. She worked as district nursing director at the Southwest Health Center for the Los Angeles Department of Health Services, and later joined the Los Angeles Unified School District as a school nurse. She is survived by her brother, William Michaelis, and his two sons and two daughters.
ALUMNI REUNIONS
Classes of the 1970s...

TOP (l. to r.) Anita Boling, B.S. '75; Marilyn Eisz, M.N. '75; Maria Pnuznick, B.S. '75, M.N. '82; Patricia Zehla, B.S. '71; Barbara Kiesewetter, B.S. '75; Carol Alexander, B.S. '75; Elizabeth James, B.S. '75, M.N. '78; Rosemary Gaines, M.N. '75
BOTTOM (l. to r.) Charlotte Horstein, M.N. '74; Sonya Baum, M.N. '74; Pauline Beecroft, B.S. '69; M.N. '74; Aina Wilson, B.S. '74, M.N. '77

...and the 1980s.

TOP (back row, l. to r.) Lorna Lancy, M.N. '88; Denise Whitson, M.N. '88 (front row, l. to r.) Liana Garrett, M.N. '88; Jill Howie, M.N. '88; Deborah Rice, M.N. '88; Colleen Caster, M.N. '88
BOTTOM (l. to r.) Sandra Rome, B.S. '84, M.N. '88; Janette Boydstun, M.N. '83; Catherine Restivo, B.S. '84

We’re Lost Without Our Alumni!

We need to update our files to make sure all our alumni are receiving this magazine. Please let us know if you have a new address. Also, please jot down any professional or personal updates for use in future issues.

Please indicate
- Change of Address
- New Alumni Entry
- Alumni Information Update

NAME

YEAR OF GRADUATION         DEGREE(S)

ADDRESS

HOME PHONE (____)          BUSINESS PHONE (____)

CLASS NOTES:

Please send the completed form to: Editor, UCLA Nursing, Box 951702, Los Angeles, CA 90095-1702. You may also fax to (310) 206-7433, or e-mail: lapointe@support.ucla.edu

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NAME

YEAR OF GRADUATION         DEGREE(S)

ADDRESS

HOME PHONE (____)          BUSINESS PHONE (____)
UCLA School of Nursing 50th Anniversary Program

SATURDAY, OCTOBER 23, 1999

8:00 a.m. - 8:30 a.m.  Registration; Continental Breakfast
8:30 a.m. - 8:45 a.m.  Welcome: Carol Alexander, Alumni Coordinator;
                       Dr. Mary Ann Preach, Chair, Board of Directors
8:45 a.m. - 9:30 a.m.  Marie J. Cowan, RN, PhD, FAAN, Dean, UCLA School of Nursing
                       “Historical Overview and Future Trends”
9:30 a.m. - 9:45 a.m.  Student Presentation
9:45 a.m. - 10:45 a.m. Featured Speaker:
                       Susan Gortner, PhD, RN, FAAN, Emeritus Associate Dean
                       for Research and Emeritus Professor, UCSF School of Nursing
                       “Knowledge Development in Nursing:
                       Our Historical Roots and Future Opportunities”
10:45 a.m. - 11:00 a.m. Break
11:00 a.m. - 12:30 p.m. Faculty Research Presentations by:
                       Kathleen A. Diacup, RN, DNSc., FNP-C, FAAN
                       “Cardiovascular Nursing Research Cluster of Excellence”
                       Deborah Komiak-Griffin, RN, EdD, WHCNP, FAAN
                       “Center of Research Excellence on Health of Vulnerable Populations”
                       Wendie A. Robbins, RN, PhD, NP
                       “Genetics, Molecular Biology, Nursing Science, and Beyond”
                       Linda P. Sarno, RN, DNSc., FAAN
                       “Quality of Life Research”
                       Summation: Geraldine V. Padilla, PhD
12:30 p.m. - 2:30 p.m.  Lunch
2:00 p.m. - 3:30 p.m.  Poster Session
2:30 p.m. - 3:30 p.m.  Featured Speaker:
                       Emily Friedman, BA, Ethics Analyst, Adjunct Assistant
                       Professor, Boston University School of Public Health
                       “The Unfailing Light — Ethics, Nursing and the Future”
3:30 p.m. - 4:00 p.m.  Closing Remarks

SATURDAY, EVENING

7:00 p.m.  Cocktail Reception
7:30 p.m.  Dinner and Awards Ceremony Naming Five Distinguished Alumni
Welcome: Dr. R. Wyatt Hume, Executive Vice Chancellor

SUNDAY, OCTOBER 24, 1999

8:30 a.m.  Continental Breakfast followed by Featured Speakers on Women’s Health:
9:00 a.m. - 12:00 p.m.  Barbara Caleca Hansen, PhD, FAAN,
                       Director of Obesity & Diabetes Research Center, Professor of Physiology,
                       University of Maryland, Baltimore
                       “Is Weight the BIGGEST Issue in Women’s Health?”
                       Afaf I. Melica, PhD, DrPH(phon.), FAAN,
                       Professor, Department of Community Health Systems, UCSF School of Nursing
                       “International Women’s Health: Models for Care”
                       Ann M. Voda, PhD, RN,
                       Professor Emerita, University of Utah College of Nursing
                       “Why Do Women Menstruate?”
                       Nancy Fugate Woods, PhD, RN, FAAN,
                       Dean, School of Nursing, Professor, Family and Child Nursing,
                       The University of Washington
                       “Women’s Health Scholarship: Contributions from Nursing”
12:00 p.m.  Closing Remarks and Adjournment