Professor Victoria Mock, PhD, RN, FAAN (right), who died in November 2007, served as Director of the doctoral program partnership with the Peking Union Medical College (PUMC) School of Nursing and Johns Hopkins University School of Nursing. Designed to bring China an internationally recognized, doctoral-level model for nursing education, the effort is funded by the China Medical Board of New York, Inc. In 2005, Dr. Mock traveled to Beijing, China to teach PhD courses through the joint doctoral program and joined PUMC SON faculty member, Ms. Haiou Zou, in a tour the city. For more about Dr. Mock, see page 13.
The New Face of Nursing

By Elizabeth Heubeck

Though the uniform of the bedside nurse has changed, the core tradition of care and compassion remains. In an increasingly complex medical system, Hopkins nurses are expanding patient advocacy with leadership, creativity, and vision.

A Nursing Vocation for Each Generation

By Kelly Brooks-Staub

Across the generations, two families of nurses share the desire to work with patients and to advocate for their best possible care.

Where in Baltimore is the Hopkins Nurse?

Throughout Baltimore, Hopkins nurses are taking action to improve the health of its citizens. Four nurses tell why they love working in Charm City.

Department 2
Hill's Side
What are the biggest challenges to overcoming the nursing shortage?

Department 3
Second Opinion
Happy Birthday to Johns Hopkins Nursing, Remembering Vicki Mock, Enhancing Teaching Excellence, and more.

Department 4
On the Pulse
Diabetic heart health, the next generation of nurse researchers, and more.

Department 22
Hopkins Nurse
Nursing news from the Johns Hopkins Hospitals.

Department 27
Live from 525
Students pursue a rich variety of career paths before attending nursing school.

Department 45
Vigilando
News and notes from the Johns Hopkins Nurses' Alumni Association.

Department 60
Defining Moments
2008 marks my sixth year as dean of this amazing division of an extraordinary university.

Each day I serve in this capacity, I remain as impressed with our remarkable environment as I was the day I entered the Hopkins world and began my nursing studies. At that time I could never have imagined there would be a Johns Hopkins University School of Nursing. Had I been able to conjure such an image, I would have been confident that the School would be a center of academic excellence with outstanding faculty and students. But I would never have seen the School as it is today: a unique place—known for research-intensive scholarship and international collaborations—where exceptional people discover possibilities that forever change their lives and the world.

The pace at which we have achieved this status, responded to opportunities, adapted to a changing world, weathered unanticipated challenges, and continued our leadership in nursing education is nothing less than incredible.

In just the first three months of this year, we—

• Affirmed the quality of our academic programs through the Commission on Collegiate Nursing Education (CCNE) accreditation process. At the end of the successful three-day site visit, the accrediting team, including a visitor from the Maryland Board of Nursing, informed us that we met every standard and there were no compliance concerns. We await official word in September of our 10-year CCNE accreditation.

• Responded to the increasing need to prepare nurses who will lead in applying and translating research into practice and welcomed the first 25 students to our new Doctor of Nursing Practice program. Through our executive model curriculum, employed nurses are being prepared to lead the dissemination and integration of new knowledge throughout health care organizations.

• Created an Office of Teaching Excellence to focus on the changing learning styles of our students and to optimize our use of today’s more flexible and engaging learning options. The office will enhance the discovery, innovation, and scholarship of teaching and nursing education in the rapidly changing environment of distance-learning, inter-professional teaching, simulation and stimulation.

• Joined the ranks of the top 10 nursing schools listed in the “Top Research Universities Faculty Scholarly Productivity Index” recently published by the Chronicle of Higher Education. The Index is based on the productivity of each PhD faculty member and although we have fewer PhD faculty than the other top 10, we achieved a ranking of 6th place. During the same three months, we faced the challenges of change in the world around us.

We continue to grieve the death late in 2007 of one of our best: Professor, researcher, teacher, mentor, and friend Vicki Mock (see “Remembering Vicki Mock,” p. 13). Our special celebration of her life here at the School in January brought together our community of students, faculty, staff, alumni, friends and colleagues from the Sidney Kimmel Cancer Center in our remembrances of this kind and generous woman. I miss her still.

We re-energized and re-crafted our efforts to obtain the funds that will support the financial aid needs of our stunning baccalaureate and graduate students and that will build our new addition. Although our need remains great, our determination to continue our excellence—and our efforts to obtain the necessary funding to do so—is greater.

We learned just recently that Johns Hopkins University President William Brody will retire December 31, 2008. (See http://web.jhu.edu/billbrody) In a letter sent to all Hopkins students, faculty, and staff, Brody observed, “I simply love this job. There has been no more rewarding assignment in my professional life than to lead this great university.”

I echo his sentiments: This is one of the most exciting universities in the world. Each day brings an incredible new opportunity to leverage the Hopkins brand of nursing excellence through our work with the most exceptional people and the most innovative possibilities in fascinating places both here and around the globe. As the year progresses, I look forward with enthusiasm to innovating our curriculum, developing our faculty, staff and students, and breaking ground for our new building addition.

If the remainder of 2008 is similar to these past three months, we’re going to have quite a ride! And just imagine where it will take us.

Martha N. Hill
Martha N. Hill, PhD, RN, FAAN, ’64 Dean
Professor of Nursing, Medicine and Public Health
In this forum for discussing the important issues facing the nursing profession today, we welcome your thoughts and opinions. Check this space in each issue to see how readers answer the questions we pose.

Our question this issue:
The world is facing what AARP is calling the ‘silver tsunami.’ According to a 2005 Census Bureau report, 1-out-of-5 Americans—some 72 million people—will be 65 years or older by 2030, double the current 12 percent of the population. What areas of expertise will be essential to nursing practice as the population ages?

a. Caring for older adults across the continuum of care
b. Promoting support for family and non-formal caregivers
c. Understanding the biology of aging and frailty
d. Promoting mental health among older adults
e. Preventing and recognizing elder abuse
f. Addressing aging and substance abuse and HIV
g. Providing care to address death and dying, including palliative care
h. Promoting healthy behaviors, independence, and quality of life
i. Creating useful, meaningful roles for older adults

Nurses will need to be well versed in providing preventive health services. Teaching exercise and healthy eating will be essential. Nurses will need to know how to motivate elders so that they can manage their chronic conditions. It will also be important for young nurses to promote “long term living” (Hillary Clinton’s term). We will need to encourage mental fitness as well as physical fitness so Public Health nurses will need to know how to get elders involved in dance, art, writing, and taking courses at the local community college.

Carm Dorsey,
Clinical Instructor (age 62)

No matter what field of nursing you go into, at some point in your career you will meet with older adults—be it grandparents of pediatric patients, oncology, ED, orthopedics, etc. Some important areas essential to nursing practice for older populations are general medical surgical nursing and specific methods of caring for older adults. For instance, it may be more difficult to assess skin turgor in older adults due to age-related changes. Nevertheless, nurses should be trained to conduct such an assessment.

Maria Oasan,
Accelerated Class of 2008

One area of expertise that will be essential in nursing care for an older population is the ability to understand how multiple chronic diseases and their medications interact. Nursing care must also incorporate a holistic view of the older patient, including mental, spiritual, and social health, which is just as important as physical care and health. With the aging population, care must have a proactive component that ensures that patients not become stagnant in their development and promotes holistic health.

Megan Mann,
Accelerated Class of 2008

What are the biggest challenges to overcoming the nursing shortage?
A. Professional image of nursing
B. Poor relations with physicians
C. Lack of funding for nursing positions
D. Lack of institutional recognition of the need for additional nurses
E. Inaccurate media coverage of nursing
F. Lack of advocacy and marketing to attract the next generation of nurses
G. Inadequate salary and overall compensation
H. Nurse training and education: getting more students through the pipeline quickly and the related issue of lack of nursing faculty

Visit www.son.jhmi.edu to respond.

What areas of expertise will be essential to nursing practice as the population ages?

- Caring for older adults across the continuum of care (13.4%)
- Promoting support for family and non-formal caregivers (14.3%)
- Understanding the biology of aging and frailty (8.9%)
- Promoting mental health among older adults (7.1%)
- Preventing and recognizing elder abuse (10.7%)
- Addressing aging and substance abuse and HIV (6.3%)
- Providing care to address death and dying, including palliative care (10.7%)
- Creating useful, meaningful roles for older adults (17.9%)
- Promoting healthy behaviors, independence, and quality of life (10.7%)

Total responses: 112
Campbell Leads National Nursing Faculty Scholars Program

Jacquelyn C. Campbell, PhD, RN, FAAN, Anna D. Wolf chair and professor in the Department of Community Public Health, has been appointed director of the new Robert Wood Johnson Foundation Nursing Faculty Scholars program, which will be headquartered at the Johns Hopkins University School of Nursing (JHUSON).

Over the next five years, the program will provide $28 million to junior nursing faculty in an effort to help them advance in their fields and gain faculty positions earlier in their careers by providing mentorship, leadership training, salary and research support.

Campbell, who is well known for her role as a mentor, said that the program is “exactly what schools of nursing like Hopkins need to develop our young, promising faculty members so that they continue to teach the future nurses of this country.”

The prestigious appointment as director will be an opportunity for Campbell to expand her expertise in mentorship to the national level. She will work with a National Advisory Committee of academic leaders spread across the country to design and implement the major components of the program, including the application and selection process, curriculum development, and mentor pairings.

Currently, she is working to advertise the program to a talented, diverse applicant pool in an effort to attract candidates with the greatest potential as future nursing faculty members.

“The Johns Hopkins University School of Nursing is proud to be the national program office of the RWJF Nurse Faculty Scholars program, and I am excited to have the opportunity to direct the program,” Campbell said. “As one of the leading schools of nursing in the country, JHUSON holds among its highest priorities the development of nursing faculty as academic leaders—leaders who combine excellence in research, teaching, practice, and service.”

—Robby MacBain

Happy Birthday, Johns Hopkins Nursing!

Launched in the spring of 2003, Johns Hopkins Nursing is now celebrating its fifth anniversary of publication. In just a few short years, the publication has grown in scope, length, and distribution and has become known as a leader in nursing education publication.

2003
Launch: The inaugural issue integrates news from the alumni association—previously published as the newsletter Vigilando—and news from the school into one 44-page issue of Johns Hopkins Nursing. The magazine, like its preceding newsletter, is published twice per year.

2004
Advertising: JHN begins accepting external advertising, thereby becoming a resource for nursing jobs, educational programs, and student housing.

2005
Expansion: A special section is added for graduates of the Church Home and Hospital School of Nursing, who have joined the Johns Hopkins Nurses’ Alumni Association. JHN expands to a 56-page publication and is now published three times per year.
After two years of intense planning and preparation, the Johns Hopkins University School of Nursing welcomed the first cohort of the new doctor of nursing practice (DNP) students in January.

Twenty-five students enrolled in the DNP program: “a very diverse group,” according to Associate Professor and interim director of the DNP program, Kathleen White, PhD, RN, CNAA, BC. The group includes both a hospital vice president and a chief of nursing, nine nurse practitioners, one certified registered nurse anesthetist, one senior director of policy for the American Nurses Association, one past president of the Association of Operating Room Nurses, and several more nurse managers, nursing directors, and clinical nurse specialists. The average age of the DNP students is 48. Three of the 25 students (12 percent) are men.

DNP students will receive the education to be leaders of multidisciplinary practice initiatives, including patient safety, quality of care, and performance improvement. Student-to-faculty matchup is a key component in this program, says DNP task force co-chair Phyllis W. Sharps, PhD, RN, CNE, FAAN. “This is a program where students receive lots of mentoring and individualized attention,” she says. “It’s important to match students with faculty who have similar expertise in a specific area.”

The DNP is the highest possible degree in clinical work. The Johns Hopkins DNP is one of 63 such programs across the nation.
Keeping the Faith

What is the most important thing in life?” The questioner is gray bearded and grandfatherly, with a soothing resonant voice. He seems amused by the answers from the class: love, compassion, peace, service to others. None of the students can guess his answer, “breath.”

“Without your breath, happiness, peace, and love cannot happen!” explains the Zen Buddhist monk. “Focusing solely on our breathing allows us to be fully present, experiencing the current moment. We spend much of our lives with a divided mind—reliving past events through our memories or worrying about what may happen tomorrow. Living that way means we miss out on what is happening today.”

Terrance Keenan is one of several scholars and religious leaders to visit the Johns Hopkins University School of Nursing as a guest speaker for the new course, “Faith and Health,” in which students develop an understanding of various religions and spiritual practices—and their relation to health and health care.

“In this course, students are encouraged to closely examine the role of the nurse in addressing faith as it relates to health and wellness,” says course instructor Mary Terhaar, DNSc, RN. “Learning the basic tenets of Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, Agnosticism, and Atheism will enable students to develop knowledge and skills essential to becoming effective, understanding, compassionate professionals.”

As an adjunct Buddhist chaplain for Pastoral Care at the Johns Hopkins Hospital, Keenan understands the nuances of the relationship between patient and health care provider. He is visiting today’s class to teach the basic principles of Buddhist meditation. “If you have a centered, focused presence of mind it affects the people around you, your patients, and their families,” he tells the class.

The students are seated on mats throughout the classroom; Keenan perches comfortably on a small wooden stool, his back straight, hands loosely clasped, eyes lowered. He talks the class through a simple meditation exercise, each individual focusing attention on their own breathing, thinking of nothing but counting each breath. Count ten breaths, he advises, then start over again.

“Many of you won’t make it to ten,” he warns. The class thinks he is joking. “Other thoughts will enter your mind and distract you. When that happens, just start counting again at ‘one.’ Try to imagine that your thoughts are like leaves on a river. Simply notice them as they float by.”

The exercise begins with the soothing ring of prayer chimes, followed by ten minutes of silence and breathing. Keenan sounds the chimes again. “Welcome back! How do you feel?”

Student experience varies: some feel peaceful and rested, others were fighting to stay awake, some had desperately wanted to fidget during the exercise. “How many of you had trouble reaching ten?” About half the class raises their hands, an indication of the busy minds of Hopkins nursing students.

“It has been really enlightening to learn about how diverse—yet interrelated—the world’s religions really are,” says Lauren Shimek ’09. “With this new knowledge, I will be able to provide better care for my patients, have a deeper understanding of my colleagues, and more fully appreciate what it means to be human.”

—Kelly Brooks-Staub
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The Future of Chinese Nursing, from Beijing to Baltimore

Last fall, five doctoral students left their homes in Beijing, China for a semester of study at the Johns Hopkins University School of Nursing. They are the second of three groups from Peking Union Medical College (PUMC) to pass through this joint doctoral program. The third and final cohort of students will arrive in Baltimore to study at Hopkins in August.  

Associate Professor Marie T. Nolan, MPH, PhD, RN, director of the joint doctoral program at Hopkins, already considers the collaboration between the two schools a huge success. “We have gained tremendously,” she said, speaking for the faculty and students at Johns Hopkins. “These are the future nurse leaders of China. It has been an honor to get to know them and to take part in their development as doctoral students.”

Upon the completion of the project, the first cohort of five students who are from the faculty of PUMC SON are on track to teach in the PhD Program there. The 10 students from the next two cohorts are from universities all over China. Upon graduation, they will return to these universities. “In China, teaching is more in the form of lecturing and testing the students,” the PUMC students told Nolan this autumn. “The students at Johns Hopkins are much more interactive.” The PUMC students intend to use some of these different teaching methods in their own classrooms after they graduate from the program and complete the required international publishing and mentoring requirements to become doctoral faculty.

Nursing in a “Global Village”

“In reviewing the statistics of global health today, including nursing, it is abundantly apparent that the world needs leaders who are also heroes: Leaders who are dedicated to improving the welfare of others and in so doing become role models for others,” said Dr. Roy Schwartz, former president of the China Medical Board, at a ceremony in which the PUMC students delivered their dissertation proposals.

“Why are such leaders needed? The answer to this question may be found by reviewing the challenges that health professionals, including nurses, face from living in a Global Village created by the process of globalization.” To Schwartz, globalization is more than just a global economy based on trade agreements and foreign investments—it is the transformation of human life caused by the emergence of a global economy, language, communication system, and transportation system.

One of the challenges of globalization, says Schwartz, is that “the global scientific enterprise is churning out advances at an unprecedented rate. The creation of new disciplines, such as genomics, proteomics, RNA biology, and advances in our understanding of the brain, are evidence of this fact. These advances are profoundly altering what health professionals, including academicians, do.”

For the PUMC students specifically, Schwartz addressed how current changes in China will affect their profession: “A gap continues to grow between urban and rural citizens. This gap mirrors the kinds and quality of health care available in the two areas of Chinese life. … Many in rural areas are moving to the cities where they are setting up permanent residences. … These people bring health problems with them that impact nursing and must be addressed in all city hospitals and care centers.”

“It is critically important to understand that the education system must produce leaders not only for their own country, but also leaders for the world. Failure to see ourselves as citizens of the world would be the worst mistake we could make.”

—Tim Sablik
A Road to Excellence: A Letter from China

As students in the second cohort of this joint program between the Johns Hopkins University School of Nursing and Peking Union Medical College, it was difficult when we first arrived in Baltimore in late July due to jet lag, language problems, culture shock, and worries about not being able to keep up with the study here.

But fortunately we got a strong support from JHUSON. Professor Marie Nolan, PhD, RN was responsible for our academic arrangement, and Susan Bullock from the Office of Global Nursing handled our schedule arrangement. Our Hopkins advisors encouraged us with praise and academic guidance, and everyone inside of the PhD research room was also so nice and helpful.

We had five required courses: “Dissertation seminar,” “Writing for Publication,” “Measurement in Health Care Research,” “Academic English,” and “Issues and Trends for Global Health.” Those courses were intriguing, informative, and interactive. We could ask questions at any time, or even make appointments with teachers.

One of our emphases here was to finish the dissertation proposal. We wrote reviews, had discussions with our advisers, and gave each other suggestions also. Even the hour before the final proposal presentation we were still making some modifications. Fortunately the success of our presentations made all those efforts worthwhile.

In October, faculty, staff and students attended our presentation on Chinese culture. They were so interested—even in elevators there were people asking us about the content of the presentations!

Also we attended meetings, visited lots of centers and institutions, and spent Thanksgiving with professor Maryann Fralic, DrPH, RN, FAAN. All those activities brought us unforgettable knowledge and joys.

At the closing dinner banquet in Dean Martha Hill’s house, we commented that “Five months may not be long enough, but it is important enough to change our whole lives.” The time spent at JHUSON not only taught us how to learn, how to teach, and how to conduct research—more importantly, it showed us how to combine excellence and diversity in nursing science.

—Yu Jia, Bin Jie, Ying Zhang, and Ningning Jin
**Faculty, Staff and Student News**

**Department of Acute and Chronic Care**

Anne Belcher, PhD, RN, AOCN, FAAN was featured in The Business of Caring newsletter for her expertise in using humor to make a connection and build a sense of community.

Department Chair Fannie Gaston-Johansson, PhD, RN, FAAN presented at The National Conference on African Americans and Cancer in Wilmington, DE last October. She has also received a subcontract from Winston-Salem State University’s newly established Exploratory Research Center of Excellence to study African American women with breast cancer undergoing chemotherapy.

Rosemary Mortimer, MS, MEd, RN was installed as the new president of the Maryland Nurses Association on October 19, 2007.

**Department of Community Public Health**

Jackie Campbell, PhD, RN, FAAN; Nancy Glass, PhD, MPH, RN; Joan Kub, PhD, APRN, BC; Benita Walton-Moss, DNS, RNCS, FNP; and Phyllis Sharps, PhD, RN, FAAN presented papers at the 15th annual Nursing Network on Violence Against Women International Conference, held in Ontario last October.

Hae-Ra Han, PhD, RN and Miyong Kim, PhD, RN, FAAN won this year’s Best Published Paper Award from the Asian Pacific Islander Caucus.

Betty Jordan, DNSc, RNC was the spokesperson for the Healthy Mothers, Healthy Babies initiative at National Press Club conference in Washington, DC.

The Birth Companions Program, under the direction of Betty Jordan, DNSc, RNC and Shirley Van Zandt, MS, MPH, CRNP, RN, was again selected as one of six finalists for the Sixteenth Annual Monroe E. Trout Premier Cares Award.

Miyong Kim, PhD, RN, FAAN was awarded the Alumni Association Recognition Award from the University of Arizona School of Nursing. She has also been asked to serve on a Search Committee for the new head of the Johns Hopkins Medicine Division of Geriatrics and Clinical Gerontology.

**Health Systems and Outcomes Faculty**

Patricia Abbott, PhD, RN, BC, FAAN will chair the 11th International Congress on Nursing Informatics in June 2012. She has recently presented at the National Press Club in Washington, DC and the First Annual Agency for Healthcare Research and Quality (AHRQ) Conference.

Maryann F. Fralic, DrPH, RN, FAAN, has been named Interim Chair of the Department of Health Systems and Outcomes. She was recently featured in two Baltimore Business Journal articles on the post-baccalaureate and post-master’s Business of Nursing options.

Dean Martha N. Hill, PhD, RN, FAAN has been elected to serve on the Institute.

**Dr. Miyong Kim Promoted to Professor**

Miyong Kim, PhD, RN, FAAN, has been promoted to the rank of Professor in the Department of Community and Public Health.

Kim’s nursing research projects, funded by agencies such as NIH and AHRQ, have focused on reducing health disparities among traditionally under-served ethnic minority populations through community-based participatory research (CBPR).

As a Robert Wood Johnson Executive Nurse Fellow (2005-2008), Kim is receiving three years of advanced leadership training for nurses in senior executive roles. She is also a regular study section member of the NIH Center for Scientific Review and serves as an evaluation consultant on many national and international research and policy analysis projects.

“Hopkins has been a perfect environment for me to conduct community-based participatory research,” says Kim, who has served on the faculty since 1997. “This honor illustrates the School’s commitment—and strengthens my own—toward increasing the quality and validity of research while also benefiting Baltimore communities.”

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Principal Investigator: Karen Charron, MPH
Approved by CHR on September 5, 2007 CHR# H.22.04.02.19.A2
Remembering Jeannine Baker

Jeannine Baker, director of the Office of Student Financial Services from 1992 to 2004, died from brain cancer on Jan. 17 at the Gilchrist Center. She was 58.

“Jeannine was focused and tireless,” said Phyllis Wilcox, whom Baker brought in as assistant director in 1994. “She very much enjoyed being a problem solver for nursing students who needed funding for their Hopkins education. She served the students at the School of Nursing with fairness, compassion and great enthusiasm.”

Baker left Johns Hopkins in late 2004 because of her failing health. In a resignation letter to Dean Martha Hill, Baker wrote that she had had the “pleasure of welcoming hundreds of bright, eager young nursing students and watching them emerge as Hopkins nurses.” During her illness, Baker said, she had “benefited greatly from [the students’] care, competence and compassion” and noted that “they have been well prepared.”

A memorial service was held January 27 at the Metropolitan Community Church of Washington, D.C., and another was held February 25 at the School of Nursing. Donations in her memory may be made to the McCann Fund for AIDS Ministry, c/o the Metropolitan Community Church, 474 Ridge St., N.W., Washington, DC 20001.

Team Efforts

Linda Blankenship, Registrar, has been chosen to serve as the interim Chairperson of the SON Essentials Steering Committee. Other elected members include Angela Melton, Brenda Smaw, Winter Backmon (Members-at-Large) and Debra Race (Secretary).

The American Nurses Credentialing Center (ANCC) 2007 Valor in Nursing Award was presented to Gladys Mouro, MSN, RN and the nurses of the American University of Beirut Medical Center (AUBMC), which participates in a formal academic collaboration with the SON. Congratulations to all the Hopkins Nurses who presented at the Sigma Theta Tau 39th Biennial Convention in Baltimore, November 3-7; Patti Abbott, Jeri Allen, Diane Aschenbrenner, Anne Belcher, Barbara Anne Biedrzycki, Jackie Campbell, Cyndi Carbo, Linda Gerson, Kathleen Griffith, Hae-Ra Han, Jennifer Hatfield, Elizabeth Hill, Martha Hill, Janice Hoffman, Megan Hoffmann, Krysia Hudson, Susan Immelt, Betty Jordan, Miyong Kim, Joan Kub, Yang Li, Katherine Nash, Marie Nolan, Linda Rose, Sarah Shaefer, JingJing Shang, Phyllis Sharps, Julie Stanik-Hutt, Sarah Szanton, Ibbi Tanner, Benita Walton-Moss, Jennifer Wenzel, Kathi White, Nancy Woods, and Lai Wong.

As part of the Matrix Project, SON staff members have worked for years to implement new computer modules for SON Admissions, Financial Aid, Student Billing, and Records & Registration.

Kudos to Sylvia Lee, Kristina Guanzon, Flora Wharton, Elaine Bryant, Phyllis Wilcox, Linda Blankenship, Libby Miles, Nicole Blake, Winter Backmon, Amy Wisowaty, Patrice Hamilton, Tom Knowlden, Colleen Hughes, and Amanda Pflaumer.
Remembering Vicki Mock

Victoria (Vicki) Mock, PhD, RN, FAAN, professor at the Johns Hopkins University School of Nursing, died November 15, 2007 after a long battle with cancer. She was chair of the School’s new Department of Health Systems and Outcomes, led the School’s Center for Collaborative Intervention Research, and directed nursing research at the Kimmel Cancer Center. She held numerous other honors and was internationally known for her research in oncology nursing. On January 14, the School of Nursing and the Johns Hopkins Oncology Center held a special commemorative program to celebrate her major contributions and the impact she had on so many colleagues, students, and trainees. —JE

“Vicki moved the fields of oncology and nursing science forward considerably.”
—Martha L. Hare, PhD, RN, Program Director, NIH/National Institute of Nursing Research

“She gave so much. No matter how tired she was she would always ask how others were doing.”
—Jane M. Fall-Dickson PhD ’00, RN, Director of the Mucosal Injury Unit (MIU), NIH/National Institute for Nursing Research

“I could not believe it was true when I got this shocking news. I still remember the last time I met with Dr. Mock in Beijing last April. She said ‘Please send me your paper whenever you finish…good luck in your study.’ Her smile is still in my mind.”
—Xiaokun Liang, MSN, RN, visiting doctoral student from Peking Union Medical College

“Vicki treated every person she met with the same high degree of gracious kindness and respect, regardless of job title or status.”
—Wendy Blakely, PhD ’04, Assistant Professor, Ohio State University College of Nursing

Top: Associate Dean Jerilyn Allen, ScD, RN, FAAN and Dr. Mock. Middle, left: Dr. Mock attends the school’s graduation ceremony. Middle, right: Associate professor Marie Nolan, PhD, RN and Dr. Mock in Beijing, China. Bottom: Dean Martha N. Hill, PhD, RN, FAAN; M. Roy Schwartz, MD; Lu Chongmei, MD; and Dr. Mock join students from Peking Union Medical College SON for the students’ presentations of their dissertation proposals at JHU SON.