SE 3: How the organization sets expectations and supports nurses at all levels who seek additional formal education, (e.g., baccalaureate, masters, or doctoral degrees).

Part of the mission of Massachusetts General Hospital (MGH) is to “provide the highest quality care to individuals and the communities we serve” and “to educate future academic and practice leaders of the health care profession.” As articulated in the Patient Care Services (PCS) Vision and Value statements, “our every action is guided by knowledge, enabled by skill, and motivated by compassion” and the PCS Guiding Principles speak of the commitment to advancing the very best health care through research and lifelong learning (OOD 1). MGH is committed to improving care, safety and quality outcomes through our commitment to a culture of “Excellence Every Day” (EED) (EP 32). The actualization of the PCS culture of EED and lifelong learning requires well-educated nurses who are prepared to meet the demands of the healthcare environment in order to provide safe, high quality, patient-centered care. Education is essential to the growth and development of clinicians in order to support the delivery of high quality patient care and improve patient outcomes.

Evidence has shown that there are significantly better patient outcomes in hospitals which have nurses educated at the baccalaureate or higher level at the patients’ bedside (Aiken, 2003). In 2004, the Senior Vice President for Patient Care and Chief Nurse (CNO) and her leadership team evaluated the current state of the Clinical Affiliations Program (SE 11) within the Institute for Patient Care. Nurses at all levels take an active role in mentoring the next generation of nurses in both undergraduate and graduate programs by providing clinical, administrative, educational and research preceptorships. The number of requests for student clinical placements from schools with BSN programs had been steadily rising as new accelerated programs were being established throughout the area; there was a growing concern that MGH could not accommodate the needs for an increased number of BSN clinical placements in addition to its current commitments to host students from associate degree programs. The evidence for the baccalaureate nurses’ impact on patient care prompted the CNO and her team to make the decision in 2005 to only provide BSN degree or higher student clinical placements. Concurrently, they agreed to only hire newly-graduated nurses with a BSN for entry into practice at MGH. These decisions demonstrate the MGH and CNO’s commitment to the provision of the highest quality of care to patients and families by a highly educated nursing workforce.

Surveys are conducted at the end of each calendar year to obtain demographics from MGH nurses regarding their matriculation in a degree-granting program. The 2010 survey questions are included in (attachment SE 3.a) and the 2011 survey questions are included in (attachment SE 3.b). In 2010, 345 nurses responded that they were matriculated in a degree program whereas, 360 were matriculated in a degree-granting program in 2011. The charts below provide detail about the type of degree granting programs nurses were enrolled in during 2010 and 2011. Of note, when the second survey was administered, 253 nurses responded that they completed a degree program in 2010.

<table>
<thead>
<tr>
<th>2010 Survey</th>
<th># Nurses Enrolled in Nursing Degree Programs</th>
<th># Nurses Enrolled in Non-Nursing Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>BS</td>
<td>MS</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>149</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011 Survey</th>
<th># Nurses Enrolled in Nursing Degree Programs</th>
<th># Nurses Enrolled in Non-Nursing Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>BS</td>
<td>MS</td>
</tr>
<tr>
<td>0</td>
<td>94</td>
<td>184</td>
</tr>
</tbody>
</table>
As part of the strategic planning process, biannual goals for increasing the percentage of PCS direct care nurses with baccalaureate or higher degrees in nursing are set by the Nursing Executive Operations Team. On January 14, 2010, the CNO and her nursing executive team identified a 4% increase in the percentage of direct care nurses prepared with a baccalaureate degree or higher in nursing as a goal to be achieved by December 31, 2011 (attachment SE 3 E.O.a). The advancement of formal education of nurses is noted as metrics in the PCS strategic plans included in exhibit OOD 3.h and exhibit OOD 3.i. Data demonstrating success are presented in SE 3 EO.

MGH has many support mechanisms in place to help employees at all levels achieve their potential for professional fulfillment and career development. There is support for those individuals who wish to pursue a career in nursing as well as support for nurses who wish to obtain an advanced degree. Mechanisms include hospital and departmental financial support through tuition reimbursement, vouchers, grants, scholarships, and fellowships; advice and mentoring through the Institute for Patient Care Workforce Development Program, the Yvonne L. Munn Center for Nursing Research Doctoral Nursing Research Forum and the Association of Multicultural Members of Partners; and Nursing Leadership support for career advancement through the annual performance appraisal process and provision of flexible work schedules.

**Hospital Support for Formal Education**

**Tuition Reimbursement**

Managed by MGH Human Resource Training and Workforce Development, tuition reimbursement is a benefit offered to all MGH employees in good standing as outlined in the policy (attachment SE 3.c). Full-time benefits-eligible employees can receive up to $2000 and part-time employees $1200 per year to defray tuition costs. Through this benefit, MGH has substantially supported the fulfillment of employees’ educational goals. For FY 2010, 2011, and 2012 (through July), 610 benefits eligible employees received a total $988,934.22 in tuition reimbursement support to take courses as shown in the chart below:

<table>
<thead>
<tr>
<th>Employees with a Nursing Major</th>
<th>2010</th>
<th>2011</th>
<th>2012 (YTD through July)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Employees</td>
<td>215</td>
<td>228</td>
<td>167</td>
</tr>
<tr>
<td>Tuition Paid</td>
<td>$357,433.39</td>
<td>$364,881.43</td>
<td>$266,619.40</td>
</tr>
</tbody>
</table>

**Support Service Employee Grants (SSEG)**

These grants are sponsored by MGH Human Resource Training and Workforce Development. The overarching goal of the SSEG program is to give employees in support roles financial assistance to attend programming which will help them advance in their careers.

All non-exempt employees may apply for a SSEG of up to $1,500 to support additional training and/or education. Employee applicants must have two years of service in good standing at MGH; those who meet these criteria but already have a bachelor’s degree are not eligible to apply for a grant. In FY 2011/2012, 71 employees received a total of $54,750 towards their education; 25 of these employees used their award to fund nursing education courses.
The Association of Multicultural Members of Partners

The Association of Multicultural Members of Partners (AMMP) is a volunteer organization open to all Partners employees who are committed to the recruitment, retention, development, and advancement of multicultural professionals into leadership roles throughout the Partners organization. AMMP’s mission is to help recruit, retain and develop multicultural professionals into leaders across the MGH and Partners HealthCare. AMMP seeks to achieve its mission in many ways, including sponsoring job fairs and educational seminars for professional growth and networking opportunities, and by developing mentoring programs. In addition, each year AMMP offers educational scholarships to assist qualified individuals in obtaining the skills and training to advance into leadership positions within Partners. To help meet this goal, the group offers an annual scholarship to employees who have demonstrated that they are striving to implement the AMMP mission.

Applicants must be an MGH employee in good standing and continuously employed by the organization for at least one year. Commitment to the AMMP philosophy and mission and membership in AMMP is also required. Scholarships are awarded to employees enrolled as a part-time or full-time student working towards and Associate, Bachelors or Masters degree or a certificate program. Caring Headlines articles which highlight AMMP scholarship awardees are included in attachment SE 3.d and attachment SE 3.e. In 2010, 17 applicants were awarded a total of $12,500; in 2011, 9 applicants were awarded at total of $13,000. In the Fall of 2012, 14 applicants will be awarded a total of $12,500.

The Ernst and Gail von Metzsch Endowed Scholarship Program Fund to Advance Nursing Education in the Vincent Obstetrics and Gynecology Department

Many staff in the Vincent Obstetrics and Gynecology Department (Vincent Department) have a strong interest in pursing careers in nursing and the health professions. The Vincent Department recognizes that balancing the demands of work, home and school is difficult and may create financial hardships. The von Metzsch Endowed Scholarship Program Fund was established to address these hurdles and create new possibilities for employees in the Vincent Department at MGH interested in pursuing a nursing degree.

Funds are for those part- and full-time employees matriculated in a generic BSN or MSN program in the field of women’s health. Applicants must be in good standing and have completed a minimum of one year of service in their present position. Scholarship recipients will be asked to commit to employment at the hospital for one year following graduation. The application is included in attachment SE 3.f. When used for tuition, books and fees and combined with other scholarships and/or tuition reimbursement where the total amount of the education benefit exceeds $5,250 per calendar year per employee the employee is responsible for all taxes associated with any payment amount over $5,250. A Staff Nurse from the Labor, Delivery, and Recovery Unit (Blake 14) was the first award recipient in 2011.
Patient Care Services Support for Formal Education

The Senior Vice President for Patient Care and Chief Nurse (CNO) has created an environment of support within Patient Care Services (PCS) for employees to pursue formal education to advance their careers. The CNO, her executive team, and Nursing Directors (ND) have a shared commitment to provide flexible scheduling to allow employees time to enroll in coursework. In addition, the performance appraisal process provides an opportunity for Nursing Directors to discuss career goals with their staff and develop a plan that supports enrollment in formal education classes. Mentorship of nursing doctoral students is also provided by members of the Yvonne L. Munn Center for Nursing Research Nursing Research Doctoral Forum.

The CNO’s vision for rewarding staff performance whose daily practice demonstrates excellence in care and services to patients prompted her to house an Awards and Recognition Program and Workforce Development Program within the Institute for Patient Care (IPC). These programs celebrate the accomplishment of clinical and support staff in their ability to serve patients and families of the MGH. In addition, they support non-employees including those from diverse backgrounds who wish to pursue a career in nursing thus creating a pipeline of future MGH nurses.

Flexible Scheduling

Many staff members have a strong interest in pursuing a career in nursing or obtaining an advanced degree but balancing the challenges of work, home and school can be stressful and overwhelming. For Staff Nurses, a primary means of helping to maintain a work-life balance is to have some level of control over their work schedules. Recognizing this, unit-based nursing leadership including the Nursing Directors (ND) and Clinical Nurse Specialists (CNS) have made a strong commitment to encourage those who wish to pursue additional formal education. NDs demonstrate scheduling flexibility to assist staff in maintaining a work-life balance while pursuing advanced education.

Staffing guidelines that are appropriate for the patient population on each unit are developed by the NDs. Within those parameters, Staff Nurses can create schedules that facilitate the ability to attend classes. In addition, the Professional Exempt status of the nursing staff provides a level of flexibility that allows for consideration of staff needs and preferences while still providing for appropriate resources to meet patients’ needs for nursing care. An expanded discussion of flexible scheduling practices is included in (SE 2 and OOD 4).

Performance Appraisal Process

A written formal performance appraisal is required each year for every MGH employee (OOD 17). The evaluation is based on components of the position description for each role (Attachments TL 2.a-c) and on expectations and standards which have been communicated to the employee by the ND. As staff continues to develop their expertise in practice, the annual performance appraisal provides a unique opportunity to encourage staff development including the opportunity to pursue an advanced degree. During the annual performance appraisal process, the nurse and their ND reflect on practice, current knowledge level, and options to expand knowledge through the establishment of formal educational goals.
The Yvonne L. Munn Center for Nursing Research Doctoral Nursing Research Forum

As outlined in the report, The Future of Nursing: Leading Change, Advancing Health by the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine (2010), nurses play key roles as team members and leaders in a patient-centered health care system. Included in this report is the call to increase the number of doctorally-prepared nurses to expand faculty capacity and thus the preparation of nurses of the future. MGH employs over 30 nurses with doctorates, many of whom were supported and mentored by others at MGH and who, in turn, serve as faculty at area nursing schools (attachment SE 11.g). One structure designed to provide support for nurses seeking a doctorate is the Yvonne L. Munn Center for Nursing Research sponsored Doctoral Nursing Research Forum (the Forum) (NK 4). Nurses who enroll in a doctoral program are invited to join this group which meets approximately six times per year. This committee provides a supportive structure through a variety of ways including educating, networking, mentoring and the sharing of information related to funding opportunities to support dissertation research. The graphic depicted in NK 4 provides a conceptual model of the Forum and linkages to mentoring of staff.

The Forum fosters education and encourages others to pursue doctoral education. On March 10, 2011, the Forum held a panel for nursing staff interested in doctoral education. The panel was called, “Pathways to Professional Development in Nursing through Doctoral Education: A Panel Presentation and Discussion.” The goal of the program was to encourage and support nurses interested in doctoral education by providing information about different pathways to doctoral education. Panelists included the Director of the Knight Center who had recently graduated with a DNP, the Nursing Director of the Neonatal Intensive Care Unit (Blake 10) who received her PhD the previous year, the Nursing Director of the Cardiac Medicine Critical Care Unit (Ellison 9) who is currently enrolled in a PhD program, and a Senior Nurse Scientist with significant funded research experience. Panelists shared their personal stories of their own journey and offered perspectives of the role of doctorally-prepared nurses in nursing practice. Program evaluations were uniformly positive, with many respondents requesting similar programs be offered in the near future.

The Director of the Maxwell & Eleanor Blum Patient and Family Learning Center described the support of the Forum in the following manner:

“I was invited to join the Doctoral Forum immediately after my acceptance into the nursing doctoral program at Boston College. The meeting discussions began to expand my thinking before my coursework even started. The support that the members gave me throughout my educational journey was incredible. It was through the Forum that I learned about two funding opportunities that I successfully obtained which was very helpful financially as I was working part-time during my coursework. I am often stopped in the hall by a member of the Doctoral Forum for a quick check in on how I am progressing and the offer to help in any way is always extended. It is a community of scholars that truly encourages staff to embrace a “spirit of inquiry” to improve their practice. As a novice researcher and scholar, I have found their support and mentorship invaluable.”

Carol A. Ghiloni Oncology Nursing Fellowship

Now in its 12th year, the Carol A. Ghiloni Oncology Nursing Fellowship (Ghiloni Fellowship), named for a Nursing Director who led the inpatient Oncology Unit for over 20 years, is a 10-week, full-time paid experience providing learning opportunities in oncology nursing for
baccalaureate nursing students and faculty members. The Ghiloni Fellowship is partially funded by the Hahnemann Hospital Foundation.

For nursing students, the Ghiloni Fellowship introduces the student to the many and varied roles in oncology nursing, an experience that is generally very limited in traditional nursing programs. Students who have completed their junior year are eligible to apply for the summer prior to their senior academic year. Annually awarded to two baccalaureate nursing students, the Ghiloni Fellowship is primarily a learning opportunity for the student who functions in the non-traditional Patient Care Associate (PCA) role. The student may assist the preceptor with the care of oncology patients and also may take advantage of observational experiences in the Cancer Center and other related areas of interest.

For faculty members, the Ghiloni Fellowship is open to baccalaureate faculty with an interest in oncology. It provides selected faculty fellows with the opportunity to enhance their knowledge and understanding of cancer care, to observe and experience cutting-edge oncology nursing care, and to augment the substantive content of their oncology lectures.

Both students and faculty fellows develop short presentations in oncology nursing, which they present to the MGH community and to their academic communities. Since its inception, 24 students and 5 faculty members have completed the Ghiloni Fellowship program. To date, out of 24 Fellows, 13 have returned to work at MGH upon graduating from their nursing programs. Of the Fellows employed at MGH, two are now Clinical Nurse Specialists (CNS). A Caring Headlines article that discusses the 2011 Fellows is included in attachment SE3.g.

**Hausman Nursing Fellowship to Advance Diversity in the Workforce**

Established in 2007, the Hausman Nursing Fellowship to Advance Diversity in the Workforce (Hausman Fellowship) is designed to engage and advance nursing students of color through mentorship and financial support. This undergraduate fellowship affords nursing students the opportunity to experience clinical nursing at the MGH by participating in multiple roles in both the inpatient and outpatient settings following the completion of their junior year. The Hausman Fellowship is specifically intended to engage undergraduate nurses in a mentored experience, recognizing the student nurses’ level of existing clinical skills and strengths and building upon these strengths in a meaningful, supportive environment. Minority nursing students are empowered to achieve their health care dreams and better serve the hospital’s diverse patient population.

The Fellow is assigned to a minority nurse preceptor who collaboratively manages encounters with patients and families that assist the Fellow to enhance the learning experience. Fellows have opportunities to develop collegial relationships with nurses at all levels of practice, including Staff Nurses, CNSs, Nurse Directors, and Nurse Practitioners. Each Fellow chooses an area of primary interest from the myriad of opportunities available at MGH. Fellows are able to experience the unique contributions of the interdisciplinary care team within a patient care area. These clinical experiences are intended to inform the Hausman Fellows’ future nursing practice. A Caring Headlines article that describes the 2011 Fellows’ experience is included in attachment SE3.h.

In 2012, the goal was to recruit and hire 10 Fellows. Of 32 applicants, 8 met the criteria and were hired although one was subsequently terminated due to invalid work authorization.

**Hausman Young Scholars Program**

In 2011, the Patient Care Services Diversity Program in collaboration with the Institute for Patient Care’s Center for Innovation in Care Delivery initiated an innovative program focused on
the children of employees who worked in assistive roles. The goal was to work with children in middle school to encourage their interest in health care as a career. In addition, the hope was that the program would empower the young scholars to be positive voices for wellness not only for themselves, but also in their families, their peers, their neighborhoods. That concept is captured below in the Hausman Young Scholar’s program conceptual framework for eliminating health disparities.

The Program takes place at MGH over the course of six Saturdays with up to ten participants. STEM (science, technology, engineering, and math) content and concepts are taught as they relate to careers in healthcare. For example, science as it relates to clinical tests, technology and engineering as they relate to equipment used in the operating room, and math as it relates to correct answers for questions about medication dosages. In this way, content becomes relevant to real life situations and fun because the student is engaged in an experiential learning environment. Substantive contact with working nurses, doctors and others who demonstrate their real use of math and science is an approach with several benefits. The work environment of the parent serving as the learning environment for the student provides a mutually beneficial scenario that can foster innovations in awareness for both parent and student. An outline of the topics covered each week is included in attachment SE 3.i.

MGH minority employees who were parents of middle school students nominated their children with a short essay describing their hopes for their child’s future. Students also provided a short essay as to why they wanted to work in the program. Both students and parents committed to full participation throughout the program. A Caring Headlines article about the Hausman Young Scholars Program is included in attachment SE 3.j.

The Hausman Fund for Foreign-Born Nurses

This assistance is created for foreign-born employees at MGH who work 20 hours or more per week and are committed to pursuing a nursing career and practicing at MGH. Highlighting the crucial importance of a funding source like the Hausman Fund for Foreign-Born Nurses, the Patient Care Services Multicultural Nurses Group (formerly the Foreign-Born Nurses Group) has identified the following issues as barriers to foreign born nurses’ completion of degree requirements:
social and financial isolation related to the lack of support networks, due to geographic relocation
the additional burden of fee structures for English proficiency exams, credentials, translation of required academic documents
the prevalence of foreign-born students serving as heads of households with young children.

The MGH is the only hospital in the Boston area to offer a program geared entirely toward foreign-born nurses. Funding, which will be provided at the discretion of the MGH Director of PCS Diversity, may be used to pay for books and fees, or alternatively, to address specific barriers that impede a candidate’s progress.

It is expected that individuals will have taken advantage of the other resources offered at the MGH, including the Support Service Employee Grant program, the hospital’s tuition reimbursement benefit and the Association for Multicultural Members of Partners (AMMP) Scholarship prior to utilizing this resource.

The Institute for Patient Care Award and Recognition Programs

The IPC Award and Recognition Program rewards clinical and support staff in PCS for their service to MGH patients, families, and their fellow employees. Fifteen different awards recognize excellence in clinical practice, precepting, advocacy, research, and service. Three scholarships target nurses, other clinicians or any employee who wishes to pursue a degree in health care. Five fellowship programs provide financial support, mentorship or both to support nursing career advancement or development of expertise nursing research and ethics. The vast majority of recipients receive a monetary award. Most place no restrictions on how the monies are to be used by the recipient; three specifically target funds to be used to support formal education. Attachment SE 3.k displays a series of tables that outline the various awards, scholarships, and fellowships and Attachment SE 3.l is a Caring Headlines article that showcases the program and recipients. Evidence that highlights how award and recognition program reward innovation is included in TL 7. A review of the three scholarships that support formal education follows.

The Norman Knight Nursing Scholarship

The Norman Knight Nursing Scholarship was established in 2010 to offer financial support for MGH employees interested in pursuing a nursing degree. The overall goal of the Norman Knight Nursing Scholarship Program is to assist in creating a pipeline of nurses prepared academically to care for patients at the MGH. The scholarship recipients receive $1000.00 to use for expenses related to enrollment in an accredited program designed to prepare the student for a nursing career. Two scholarships are awarded each year. The Norman Knight Nursing Scholarship can be combined with other scholarship funding including tuition reimbursement and employee support service grant monies to fund tuition costs. A Caring Headlines article that discusses this scholarship as well as the Gil Minor Nursing and Health Professions Scholarship is included in attachment SE 3.m.

The Gil Minor Nursing and Health Professions Scholarship to Advance Workforce Diversity in Patient Care Services at Massachusetts General Hospital

The Gil Minor Scholarship was established in 2009 to support MGH employees interested in pursuing a nursing or health professions degree. The overall goal of the Gil Minor Nursing and
Health Professions Scholarship Program is to create a pipeline of diverse health profession clinicians to care for patients at the MGH. The scholarship recipients receive $4,000 to use for expenses related to enrollment in an accredited program designed to prepare the student for a health professions career. Up to five scholarships are awarded each year. The Gil Minor Scholarship can be combined with other scholarship funding including tuition reimbursement and employee support service grant monies to fund tuition costs. Caring Headlines articles that discuss the Gil Minor Nursing and Health Professions Scholarship are included in attachment SE 3.n.

The Jeremy Knowles Nurse Preceptor Fellowship

The Jeremy Knowles Nurse Preceptor Fellowship was established in 2008 to recognize and honor exceptional nurse preceptors who possess the qualities necessary to be a highly effective teacher of new nurses: a spirit of inquiry, a passion for teamwork, a compassionate attitude, a thirst for scientific knowledge and leadership. These preceptors are distinguished for their excellence in educating and inspiring new nurses in their clinical and professional development as they are oriented to the Staff Nurse role at MGH. Recipients receive financial support to support activities that promote their educational and professional development as clinicians, preceptors and mentors.

Since 2008, seven registered nurses have been named Knowles Fellows, and currently six have used a portion of the $25,000.00 award to support study at the masters or doctoral level (attachment SE 3.o). The impact of the financial support and the recipients’ contribution to their colleagues learning are captured in a Caring Headlines article in attachment SE3.p.

The Institute for Patient Care Clinical Affiliation Program

As part of the Institute for Patient Care’s (IPC) Clinical Affiliation Program (SE 11) arrangement with area nursing schools and universities, tuition vouchers are granted as a way of showing thanks to an MGH staff member who has precepted a nursing student. The majority of vouchers can be used to defray the cost of tuition although a few may also be used as payment towards a continuing education course sponsored by the nursing school. These vouchers typically pay for the cost of one to three college credits depending on the academic institution. The vouchers are typically sent to the IPC Professional Development Manager accountable for the Clinical Affiliation Program and are dispersed through that office. Some affiliating schools send a voucher directly to the graduate nursing student preceptors for their use or to transfer to a colleague at MGH. As all students are placed through the IPC’s program, the Professional Development Manager encourages all preceptors who are not using their vouchers to send them on to her for central disbursement.

The Professional Development Manager advertises the availability of vouchers through email to the Nursing Directors who forward on to their staff. In order to ensure a fair and equitable process for disbursement of the vouchers, priority is given on a first come, first served basis to staff who request a voucher in the following order:

- Staff who have precepted a nursing student from the voucher-granting school.
- Staff who have precepted a nursing student from any school.
- Staff who have not precepted a nursing student.

When the number of requests exceeds the number of available vouchers, names are randomly drawn and awarded until the vouchers have been disbursed. An average of 70 vouchers for nursing school tuition credits are disbursed to MGH employees annually. On average, the vouchers are each worth between $900 and $1,200. The voucher system allows the Clinical Affiliation Program to provide
approximately $63,000 and $84,000 financial support for MGH staff pursuing a degree in nursing at the bachelors, masters or doctoral level.

**The Institute for Patient Care Workforce Development Program**

In an effort to meet the ongoing learning needs of staff, a number of resources are available to assist current and future health professionals in choosing or advancing a nursing career. Workforce development is one of the programs housed in the Institute for Patient Care. Programmatic goals include helping employees and non-employees to:

- Explore a career in nursing or advance their career in nursing.
- Make informed decisions about career choices.
- Identify academic requirements needed to pursue a degree in nursing.
- Experience the patient care environment from the nursing perspective.
- Review the responsibilities and accountability of the nurse.
- Increase understanding of the critical-thinking skills utilized by nurses as they provide care.
- Identify ways that the nurse complements the role of other clinicians in caring for patients.

Choosing a Career in Nursing is a page on the Patient Care Services website (attachment SE 3.q) that provides a centralized list of resources for those either exploring a nursing career or interested in advancing their career at MGH. The site provides links to nationally recognized resources such as the American Association of Colleges of Nursing, Johnson & Johnson’s Discover Nursing, and the Massachusetts Center for Nursing. It also provides information about nursing degree programs in Massachusetts and financial resources available to staff. The webpage was accessed 772 times during the last eleven months.

The IPC also offers a Job Shadowing program which is available to employees and to community groups and individuals who are interested in learning more about the nursing profession. Usually an individual seeking a job shadow experience is a high school or college student. In most cases they ask for an opportunity to experience a typical workday and observe first-hand nursing or healthcare practice in various settings throughout the organization. The Professional Development Program Manager from the IPC facilitates these experiences and interviews the person to elicit their goals and objectives for the experience. The goals and objectives for the experience guide the length of the experience, unit placement, and the staff member who will host the individual.

The PDPM negotiates with nursing leadership to coordinate the experience to assist in meeting the student’s goals and objectives. The job shadow experiences vary from a half day up to two weeks. The majority of requests are to explore nursing as a career choice, although physical therapy is also a popular selection. Once the experience is completed, the PDPM meets with the student to determine that the goals and objectives have been met, to answer questions and to assist in developing a career plan.

Below is a narrative from a student who spent two days observing on inpatient units at MGH, once in the Neonatal Intensive Care Unit (Blake 10) and once on the Pediatrics Unit (Ellison 17). She has subsequently been hired as a Clinical Research Assistant in the MGH Diabetes Research Center and is in the process of applying to nursing degree programs thus illustrating the importance of the job shadow experience to decision-making regarding career paths.

“In the spring of 2011, I was lucky enough to accept a position at the Blum Center as their Community Health Education Intern. The Blum Center provided me with extensive experience in various aspects of health education and the opportunity to observe nurses in the clinical setting. During my observations I was able to gain insight into numerous patient education techniques that allow nurses to provide their patients with disease specific knowledge and
care as well as ensure safety and well-being. My experience in the clinical setting provided me with the understanding of the intricate role that nurses play in initial care along with the recovery and sustained health of patients once discharged. As an observer, the ability to be present during such critical and defining moments in patient care not only illustrated the importance of proper patient education but further reinforced my desire to become a nurse. In total my internship and observational experience was invaluable and continues to motivate me to strive to become a compassionate and resourceful clinician as well as a model of excellence throughout my career.”

The Clinical Leadership Collaborative for Diversity in Nursing (CLCDN)
Scholarship to Advance Workforce Diversity

The overall goal of the CLCDN in Nursing Scholarship Program is to create a pipeline of diverse nurses prepared to care for patients at institutions throughout Partners HealthCare, Inc. and begin the process of mentoring future nurse leaders of diverse backgrounds. Applicants who identify themselves as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, or Native Hawaiian/Other Pacific Islander are encouraged to apply. Further details regarding the CLCDN program can be found in SE 11.

Scholarship recipients receive up to $5,000.00 to be applied to the tuition for their program. The scholarship amount is based on the number of qualified candidates and never exceeds the cost of the remaining credits of any degree program. The CLCDN Scholarship can be combined with other scholarship funding including tuition reimbursement and employee support service grant monies to fund tuition costs.
2010 Survey

Q10
What year did you obtain your degree in another field besides nursing? (Enter the year as 4 digits, for example: 1999)

Q11
Were you matriculated in a degree program at an accredited college or university in 2010, either in nursing or another field? (Does not include certificate programs or continuing education)
- Yes
- No

Q12
As a matriculated student at an accredited college or university, what degree are you pursuing?
- Associate
- Bachelor
- Master
- Doctorate

Q13
As a matriculated student at an accredited college or university, what is your major or concentration?
2011 Survey

Q11. In 2011, were you matriculated in a degree program at an accredited college or university either in nursing or any other field?
(Please do not include certificate programs or continuing education)

- Yes in 2011 matriculated in a degree program
- No in 2011 not matriculated in a degree program

Q12. As a matriculated student at an accredited college or university, what degree are you pursuing?

- Associate

Q13. As a matriculated student in 2011, what is the major or concentration of your degree program?

Q32. What is your anticipated month and year of graduation from the degree program you are currently in? Please enter month and year as mm/yy format.
PURPOSE:
Partners HealthCare advocates training and education for career growth and development of its employees without regard to race, color, religion, creed, gender orientation, age, disability, veteran status, marital status, or national origin. To help achieve this goal, the Tuition Assistance Program was established. Employees are encouraged to take advantage of educational and training opportunities, which increase their knowledge and skill in their present jobs, or prepare them for specific career goals within their departments or within the organization at large.

PHS CORPORATE POLICY:
Eligibility:
All employees who are regularly scheduled to work a minimum of 20 hours per week and have completed 6 months of continuous service prior to starting a reimbursement course are eligible for this benefit.

Criteria for Reimbursement:
1. Tuition assistance request must be submitted via Employee Self-Service in PeopleSoft prior to start of course. No paperwork or additional materials are needed at this point.
2. Tuition assistance requests require two levels of approval:
   • Employee’s manager
   • Tuition Administrator
3. Upon completion of course employees submit proof of payment and a grade report (C or better for undergraduate courses and B or better for graduate courses) before payment and final approvals are made.
4. Reimbursement for tuition is based on the PHS fiscal year; October 1 to September 30.
5. The $2,000 fiscal year maximum is applied to the fiscal year the course is completed.
Enrollment Process:
1. Enroll for tuition assistance in PeopleSoft through our self-service feature. For step-by-step directions on this process visit this link: http://is.partners.org/hr/New_Web/phs/PHSSS-ESS-RequestReimbursementAssistance.doc
2. Once the tuition request is submitted, the employee:
   • Receives confirmation via the Submit Confirmation page, and
   • Receives email notification if an email account exists
3. The employee’s Manager and Tuition Administrator approves the request
4. Once approvals are received, the request will await completion of the course and submission of grade report and proof of payment.

Reimbursement Procedures:
Upon completion of course employees submit grade report and itemized proof of payment receipt (credit card statement, cancelled check, or statement from school indicating tuition has been paid in full) to:

Tuition Assistance Administrator
Partners Corporate HR
One Constitution Center, Suite 140
Charlestown, MA 02129

The Tuition Administrator will update the request in PeopleSoft.

Payment:
The reimbursement will be made via the employee paycheck.

CONTACT INFORMATION:

Partners Corporate Employees
Tuition Reimbursement Coordinator
Partners Corporate HR
One Constitution Center, Suite 140
Fax: 617-726-2834
Email: PHSTuitionReimbursement@partners.org
Education/Support

2010 AMMP Educational Scholarship Awards
— by Linda Akuamoah-Boateng and Sandra Thomas

As part of the hospital’s continuing commitment to workforce development and diversity, the Association of Multicultural Members of Partners (AMMP) offers educational scholarships to assist employees in obtaining skills and training necessary to advance into career and leadership positions. Employees of minority backgrounds are eligible for the scholarships to assist them in obtaining associate’s, bachelor’s, master’s, and post-graduate degrees as well as completing professional certificate programs or prerequisites for professional degrees.

For the 2010 scholarship year, AMMP awarded $12,500 toward the educational advancement of our multi-cultural workforce.

September 16, 2010, was a big day for the 17 applicants who received scholarships. Jeff Davis, senior vice president for Human Resources, hosted a reception in their honor. In his address, he stressed the importance of continuing education. Quoting legendary blues singer-songwriter, B.B. King, Davis said, “The beautiful thing about learning is nobody can take it away from you.” He urged recipients and attendees to invest in their professional development and the development of others. He extended a special thanks to families, co-workers, and managers for their unwavering support of recipients as they pursue their professional goals.

Notable among this year’s recipients was Carine Luxama, RN, of White 12. Luxama is currently pursuing a certificate in advanced graduate study in Health Professions Education at Simmons College. Her goal is to become a nurse educator and continue to mentor, teach, and support others interested in health careers. Luxama hopes to serve as an advocate for under-served communities. She was part of a group of MGH nurses who visited Haiti days before the earthquake in January. It was no surprise that she returned to Haiti as a volunteer after the devastating earthquake.

Helena Kryuchkin, patient liaison in the department of Speech, Language & Swallowing Disorders, was also a scholarship recipient. Her insight and experience with the department over the years led her to want to pursue a master’s degree in Business Administration with a concentration in Health Management at Boston University. Her goal is to use her professional, academic, and personal experiences to improve healthcare delivery to patients of diverse ethnic, cultural, and religious backgrounds.

continued on next page
Toddye Anderson, operations associate on White 9, was another scholarship recipient. Her colleagues describe her as a well respected and vital member of their team with a strong dedication to patient-safety and patient-satisfaction. Anderson is currently pursuing a bachelor of Science degree in nursing.

AMMP scholarships were also presented to the following individuals:
- Latrice Browder, administrative assistant, Office of the General Counsel
- Ingrid Cruz, registration coordinator, Registration and Referral Center
- Sofia Durani, clinical research coordinator, MGH Weight Center
- Rose Mery Estinvil, RN, White 10 Medical Unit
- Delita Fenton-Gibbons, program coordinator, Department of Neurology Tele-Stroke Program
- Jose Monteiro, distribution associate, Materials Management
- Natacha Nortelus, RN, White 10 Medical Unit
- Melinda Reid-Veress, manager, Employee Training, Nutrition & Food Services
- Barbara Rosemberg, program manager MGH Obsessive Compulsive Disorders and Related Disorders Program
- Waveney Small-Cole, administrative assistant, Patient Care Services Administration
- Aileen Shen, coordinator, North American Antiepileptic Service at MGH/Pediatric Research
- Selena Smith, receptionist, MGH Center for Laryngeal Surgery and Voice Rehabilitation
- Rosalee Tayag, associate director of Coding, Charge Capture and Quality Assurance, MGH Orthopedic Associates
- Stacy Turnbull, patient care associate, Ellison 19 Thoracic Surgery

In closing, Carmen Vega-Barachowitz, director of Speech, Language & Swallowing Disorders and outgoing chair of the AMMP Scholarship Program, shared a quote from Nelson Mandela: “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine; and that a child of farm workers can become President.”

For more information about the scholarship program, please address e-mails to: phsammp@partners.org.
The Association of Multicultural Members of Partners (AMMP) is committed to assisting employees of minority backgrounds to gain higher education and advance in their careers toward leadership positions. This year, despite a challenging economic climate and considerable budgetary constraints, MGH supported the AMMP scholarship program, awarding more than $13,000 to minority employees pursuing higher education.

On September 8, 2011, AMMP hosted a reception for families, friends, and co-workers to honor its 2011 scholarship recipients. In his remarks, Jeff Davis, senior vice president for Human Resources, reminded recipients of the importance of education, saying, “Today, a bachelor’s degree is worth a hundred thousand dollars more in lifetime income than a high-school diploma, and a master’s degree is worth five hundred thousand dollars more in lifetime income than a bachelor’s degree.”

This year’s recipients are:

- Evelyn Abayaah, performance improvement coordinator, Center for Quality & Safety
- Christa Brutus, senior medical technologist, MGH Core Laboratory
- Nghi Huynh, administrative assistant, Nursing Administration
- Chantal Kayitesi, refugee women’s access coordinator at MGH Chelsea, pursuing a nursing degree at Regis College
- Christine Marmen, education development project specialist, Knight Nursing Center
- Farhiya Mohamoud, histology specialist, Pathology
- Claudio Rodriguez, supervisor, Nutrition & Food Services
- Tirza Martinez, patient service coordinator in the Ambulatory Care Center, currently attending Bunker Hill Community College to earn an associate’s degree in Nursing
- Fabella Narcisse, operation associate and third-year student at Roxbury Community College

Scholarship chair, Waveney Small-Cole, introduced a new concept called, “A Drop of Culture,” where each recipient shared a cultural belief or tradition with the gathering. Quoting Ghandi, Small-Cole said, “No culture can live if it attempts to be exclusive.”

For more information about the AMMP scholarship program, call 6-1345.
The von Metzsch Endowed Scholarship Program Fund
To advance nursing education in the Vincent Obstetrics and Gynecology Department

Overview
The overall goal of the von Metzsch Endowed Scholarship Program Fund is to assist in increasing the availability of funds that are used to advance the educational preparation of employees within the Vincent Obstetrics and Gynecology Department at the MGH. Funds are for those who are matriculated in a BSN, MSN program. Graduate education must be in the field of women’s health. In accordance with Massachusetts General Hospital’s Equal Employment Opportunity Policy candidates will not be discriminated against because of race or ethnicity.

Many Department staff express a strong interest in pursuing careers in nursing and the health professions. The Vincent Department of OB/GYN recognizes that the challenges of work, home and school for applicants are many, and may create financial hardships that make pursuing a degree seem overwhelming. The von Metzsch Endowed Scholarship Program Fund was established to address these hurdles and create new possibilities for Vincent Obstetrics and Gynecology/ MGH employees interested in pursuing a nursing profession degree.

Scholarship Amount

The scholarship recipients will receive an annual award for funding of courses in an accredited nursing education degree granting program. One scholarship will be awarded during the pilot year of the program. The von Metzsch Scholarship can be combined with other scholarship funding including tuition reimbursement and employee support service grant monies to fund tuition costs. The scholarship will be awarded for one year only with the option for applicants to apply again on an annual basis.

*When used for tuition, books and fees and not combined with any other scholarship or tuition reimbursement monies, the scholarship will have no tax consequence at all to the employee as it is considered by the IRS to be an education benefit. Please note—the IRS may require receipts as proof that the amount awarded was directed towards tuition, books and fees.

When used for tuition, books and fees and combined with other scholarships and/or tuition reimbursement where the total amount of the education benefit exceeds $5,250 per calendar year per employee the employee is responsible for all taxes associated with any payment amount over $5,250.

The funds awarded may only be used for educational purposes such as books and tuition.
Application Deadline

Scholarship applications must be submitted by **May 30, 2012** to be considered for the 2012 Fall Scholarship Award. Scholarship winners will be announced **by July 17th, 2012**.

Applicant Criteria

- The scholarship application process welcomes applicants who identify themselves as:
  - A staff member of the Vincent Obstetrics and Gynecology Department/MGH.

- Qualified applicants are pursuing a career in nursing. Only those attending an accredited bachelor’s degree program, master’s degree program, specifically focusing in the field of women’s health are program eligible.

- The scholarship is open to applicants employed by MGH either in a full- or part-time (a minimum of 20 standard hours per week). The scholarship will be prorated for part time employees.

- Applicants must have completed a minimum of one year of service in their present position and must be in good standing (i.e. no corrective action such as written or final written warning within the last (6) months). The applicant must also have a letter of support from their immediate supervisor.

- Scholarship recipients will be asked to commit to employment at the hospital for one year following graduation.

- Final Candidates will be assigned a Mentor

- Final candidate(s) will be asked to present their current status after one year to the von Metzsch Scholarship Committee

Application Process

Candidates will submit:

- Completed scholarship application

- Letter of endorsement from applicant’s director or manager
• Two letters of reference—Letters of reference should be from clinical faculty, former supervisors, clinical colleagues, etc. References should not provided by Selection Committee Members.

• A narrative that articulates educational goals and intended use of funding

• Proof of acceptance into a degree program (if applicable)

• Applicant must maintain a grade of B or better

Final candidates will participate in an interview designed to learn more about their career goals.

**Proposed Selection Committee**

• Debra Burke RN, MSN, MBA, Associate Chief of Nursing
• Gaurdia Banister RN, Executive Director, The Institute for Patient Care
• Sue Caffrey, RN, MSNBSN, Nursing Director, Labor and Delivery
• Liz Cincotta of Human Resources
• Susan Domolky
• Fred Frigoletto, MD, Associate Chief, Vincent Department of OB/GYN
• Jeanette Ives Erickson, DNP, Senior Vice President for Patient Care and Chief Nurse
• Adele Keeley, RN, Nursing Director for Inpatient Gynecological Oncology
• Linda Kelly, RN, MSN, Nursing Director, Outpatient Gynecology
• Krista McCabe, Associate Director, MGH Development Office
• Hiyam Nadel, RN, Nursing Director, Outpatient Obstetric and Satellite Practices
• Lori Pugsley, RN, BSN, Med, Nursing Director, Newborn and Family Units
• Isaac Schiff, MD, Chief, Vincent Department of OB/GYN
• Gail von Metzsch
The von Metzsch Endowed Scholarship Program Fund to Advance nursing education in the Vincent Obstetrics and Gynecology Department

2012 Scholarship Application

I. Demographic and Employment Information
Please complete all sections of this application in order to be considered. Any incomplete sections will disqualify you from consideration.

Name
______________________________________________________
Last      First    M.I.

Home Address
______________________________________________________
Street    City/Town   State  Zip

Mailing Address (if different)
______________________________________________________
Street    City/Town   State  Zip

Home Tel. # ____________________________   Work Tel.#__________

Email address__________________________   Employee I.D. # ____

Date of Hire _______________Current Position ____________________

Name of Supervisor ___________________Supervisor’s Work Tel.# ______

Supervisor’s Department/Work Location

Building/Floor    Office/Suite#

Self Identification:  Male    Female

Have you ever been a recipient Ernst and Gail von Metzsch Nursing Scholarship Program?  No    Yes (if so, year?) ________
II. **Academic Information**

Name of School __________________________ Currently Enrolled Not Currently Enrolled

Expected date of enrollment _____________ Full-time _______ Part-time ______

Expected date of completion_________________ Student ID#________________________

Bachelor’s Degree Master’s Degree

III. **Applicant Narrative**

The narrative section of the application gives each applicant the unique opportunity to present themselves to the selection committee in their own words. The committee uses the narrative to determine an applicant’s ability to organize their thoughts and present themselves in a clear and concise manner. Please consider that this essay will have significant weight during the selection process. It is expected that the narrative be between 1 and 2 typed, double-spaced pages in length.

- Your essay should articulate to the committee your educational goals and how you intend to use the funding.

IV. **Submission of Application**

Please direct questions about the application process to

FORWARD completed applications to:

**Institute for Patient Care**
c/o Helen Carroll
Founders 3
Boston, MA 02114

Applications sent electronically cannot be processed.

My signature below indicates that the information contained in this application is truthful and accurate.

______________________________________
Applicant’s Signature

______________________________________
Date
We request your supervisor's signature demonstrating that he/she approves and endorses your application and can attest to the fact that you are an employee in good standing.

Supervisor's Signature  Date

Be sure to keep a copy of your application for your records.

**Applicant Checklist**

- Completed scholarship application
- Letter of endorsement from applicant's director or manager
- Two letters of reference
- A narrative that articulates educational goals and intended use of funding
- Proof of acceptance into a degree program (if applicable)
Since 2001, the Carol A. Ghiloni Oncology Nursing Fellowship has provided two student nurses each year with an opportunity to participate in a comprehensive oncology nursing experience at MGH. This year's fellows, Nisha Wali and Alyson Karakouzian, have been observing the multi-faceted roles nurses play in the oncology setting and learning about the many career opportunities available to them upon graduation.

The Oncology Nursing Fellowship was developed to offer opportunities to student nurses to learn about the specialty of oncology nursing with the hope that they would accept oncology nursing positions at MGH upon graduation. To date, 20 fellows have completed the program, and ten have returned to work at MGH upon graduating from their nursing programs.

Wali, a student nurse at the University of Connecticut, and Karakouzian, a student nurse from the University of Massachusetts, Boston, spent the majority of their ten-week learning experience on the Bigelow 7 Gynecology/Oncology Unit. They were fortunate to have clinical nurse specialist, Liz Johnson, RN, and staff nurse, Jane D'Addario, RN, both former Ghiloni fellows, as their preceptors.

In addition to their experience on Bigelow 7, fellows had an opportunity to observe practice in Radiation Oncology, the Infusion Unit, and the outpatient disease centers in theYawkey Building. They attended Schwartz Center rounds, visited the HOPES program, spent time in the Blood Transfusion Service, observed in Interventional Radiology, and took advantage of many other learning opportunities within the MGH Cancer Center.

The Carol A. Ghiloni Oncology Nursing Fellowship receives partial funding from the Hahnemann Hospital Foundation.

For more information about the Ghiloni Oncology Nursing Fellowship, contact Mandi Coakley, RN, at 6-5334.
Hausman fellows showcase wisdom and initiative at recent graduation ceremony

Thanks to the Hausman Nursing Fellowship to Advance Diversity in the Workforce, the pipeline of diverse nurses to MGH just got a whole lot more promising. Created to give senior nursing students an opportunity to work in clinical settings under the mentorship of minority nurse preceptors, the Hausman Fellowship provides clinical, practical, and social learning experiences for future nurses of color. This year’s fellows were honored at a reception, August 19, 2011, in O’Keeffe Auditorium. They are: Jeffrey Jean, Sedina Giaff, Vicky Yu, Lauren Kang Kim, Jennifer Etienne, Marthe Pierre, Anna Diane, and Rosalee Tayag.

Co-chair of the Hausman Fellowship, Deborah Washington, RN, opened the proceedings with a video entitled, Breaking the Barriers, that showed through clips and interviews the importance of mentoring and encouraging minority youth, the pivotal part community and family play in their ability to succeed, and the intrinsic relationship between a diverse workforce and a hospital’s ability to deliver culturally competent care.

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After graduates were introduced and acknowledged for their individual accomplishments, they entertained questions from the audience about their experiences as Hausman fellows. Some of the advice they shared included: take initiative, don’t wait for someone to ask you to participate; advocate for yourself; ask questions; communicate clearly; appreciate the enormity of this opportunity to learn from the best; and take advantage of opportunities to clarify cultural misunderstandings.

A particularly powerful message came from former Hausman fellow, Jason Villarreal, who reminded students of the special and unique qualities they possess and how those qualities help foster relationships with patients. Said Villarreal, “Who you are is what you bring to patient care.”

Said Bernice McField-Avila, mentor and co-chair of the Hausman Fellowship, “Through mentorship and shared experiences, these students have grown more confident and knowledgeable. They have acquired skills that will help them become great clinicians and leaders while maintaining their cultural and self-identities. To each of them I say, ‘Never forget to give back, share your knowledge, volunteer, find your passion, and follow your dreams.’

For more information about the Hausman Nursing Fellowship to Advance Diversity in the Workforce, call Deborah Washington, RN, at 4-7469.
## 2011 Curriculum for Hausman Scholar Program

**PCS Diversity and The Center for Innovations in Care Delivery**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12/11</td>
<td>9:00am-10:00am</td>
<td>Orientation (bonding exercise)</td>
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<tr>
<td></td>
<td></td>
<td>Dialogue to assess health literacy:</td>
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<tr>
<td></td>
<td></td>
<td>• Where do you get most of your health information?</td>
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<td></td>
<td></td>
<td>• What is the role of the school nurse?</td>
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<td>• What do signs and symptoms mean?</td>
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<td></td>
<td></td>
<td>• What are your pulses?</td>
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<tr>
<td></td>
<td>10:00am-12:00pm</td>
<td>CPR review (Registered Nurse)</td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch and debriefing</td>
</tr>
<tr>
<td>3/19/12</td>
<td>9:00am-10:00am</td>
<td>Review of applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of family health tree</td>
</tr>
<tr>
<td></td>
<td>10:00am-10:30am</td>
<td>Tour of Pathology Laboratories (Pathology Assistant Director)</td>
</tr>
<tr>
<td></td>
<td>10:30am-11:00am</td>
<td>Interpretation of research data using examples from nursing research</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>(Nurse Researcher)</td>
</tr>
<tr>
<td>3/26/12</td>
<td>9:00am-11:00am</td>
<td>Math from food labels (Nutritionist)</td>
</tr>
<tr>
<td></td>
<td>11:00am-11:30am</td>
<td>Using <em>Inspiration Software</em>™ to build charts, graphs</td>
</tr>
<tr>
<td></td>
<td>11:30am-12:00pm</td>
<td>Lunch and debriefing</td>
</tr>
<tr>
<td>4/2/12</td>
<td>9:00am-10:00am</td>
<td>Physiology (Speech Therapist, Respiratory Therapist, Perfusionist)</td>
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<tr>
<td></td>
<td>10:00am-11:00am</td>
<td>Anatomy (Registered Nurse)</td>
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<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>Simulation: sterile technique (Perioperative nurse)</td>
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<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Parent/child presentations on culture: home remedies and how they work</td>
</tr>
<tr>
<td>4/9/12</td>
<td>9:00am-10:00am</td>
<td>First Aid (Program faculty)</td>
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<td></td>
<td>10:00am-12:00pm</td>
<td>First Aid (Program faculty)</td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch and debriefing</td>
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<tr>
<td></td>
<td></td>
<td>First aid application in real life</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Content</td>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>4/16/12</td>
<td>9:00am-10:00am</td>
<td>Minorities in the Health Professions (Program faculty)</td>
</tr>
<tr>
<td></td>
<td>10:00am-11:00am</td>
<td>Physical therapy and prosthetics (Physical Therapist)</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td>Celebrity role models: Are they heroes? (Program faculty)</td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch and debriefing</td>
</tr>
<tr>
<td>4/23/12</td>
<td></td>
<td>Graduation and Reception</td>
</tr>
</tbody>
</table>
Building on the success of the Hausman Nursing Fellowship, the Hausman Accent-Reduction Program, and the Hausman Multi-Cultural Nursing Program, Patient Care Services with support from the Hausman Fund is introducing the Hausman Young Scholars Program, an interactive learning experience for the children of MGH support staff from diverse backgrounds. The Hausman Young Scholar’s Program offers weekend classes in CPR, first aid, computer skills, web design, and exposure to hospital settings such as the chemistry and simulation labs. As part of the program, MGH staff give their time to teach and mentor these middle-school-aged children. And as a result of the program, students begin to see the influence they can have as a voice for good health within their families and peer groups.

Participating in the six-week program from March 26, to April 23, 2011, were Hausman young scholars: Nequie Moore, Toni-Dee Clarke, Brenda Angel, José Maravilla, and Samuellé Levy.

Says Hausman instructor, Bernice McField-Avila, “I can’t believe how quickly six weeks went by. The scholars were so eager to learn and share their thoughts and experiences. They were so motivated to come to class every Saturday.”

To get a better sense of participants’ backgrounds, values, and lifestyles, coordinators of the program conducted a survey to learn more about the inaugural class of Hausman young scholars. Following are some of their responses.

Technology
- 80% have access to a computer or laptop at home (the national census reports 51% have a computer at home)
- 40% have a cell phone (compared to the national average where 75% of teens between 12 and 17 have a cell phone)

Reasons for not owning a phone:
- Mom says no
- Mom says not until they get a job
- Parents don’t think they need one
- Spend an average of 20 hours per week watching TV (which is the same as the national average; 3–5 hours per day)

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Culture and Traditions
- 100% of scholars are involved in some form of family tradition. They consider it an important part of their lives. Some traditions include:
  - Misas, Novenarios (Mass and Novena)
  - Enjoying cultural foods
  - Participating in family reunions
  - Speaking their parents’ native language at home
  - Going back to visit parents or grandparents’ native countries

Nutrition, Physical Activity, and Sleep
- Prefer home-cooked meal because:
  - it’s healthy
  - it’s made fresh
  - they know who cooked it
  - it’s natural
- 100% like vegetables because they’re healthy
- 100% have active lives through gym, walking, and sports
- 80% average 6–8 hours of sleep per night (national average: only 31% of teens get 8 hours of sleep per night)

Conclusions:
- Young scholars are involved with technology as needed; their parents are very involved with their access to cell phones, TV, etc.
- The scholar who did not have a cell phone spent more time reading, playing sports, or watching TV
- Young scholars are very respectful and avidly enjoy family culture and traditions as part of their daily lives
- Amount of time spent sleeping was consistent with the national average for teenagers without consideration of race or culture

The Hausman Young Scholars Program would not have been possible without the support and commitment of Deborah Washington, RN, director of PCS Diversity; Barbara Blakeney, RN, innovation specialist; Linda Akuamoah-Boateng, senior project specialist, and many others who gave up their Saturdays to help enrich the learning experience of these young scholars with their knowledge and expertise. Special thanks to the parents and faculty, including: Firdosh Pathan, RPh; Matt Kirving; Beth Nagle, RN; Raymond Hawkins; Roberta Raskin-Feldman, RN; Kent Lewandrowski, MD; Stacey Turnbull; and Alicia Hyman.

MGH and the Hausman Family recognize the need to continue to invest in young minority children, to empower them to help shape the future. And we continue to be inspired by them as they rise to their full potential in pursuit of promising careers.

For more information about the Hausman Fund or any of the programs it supports, call Deborah Washington, RN, at 4-7469.
# Patient Care Services Award and Recognition Programs

<table>
<thead>
<tr>
<th>Award Name</th>
<th>Amount/Number</th>
<th>Eligibility</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Knight Preceptor of Distinction Award</td>
<td>One $1,000 award to be used towards course tuition, conference expenses, or mentorship with a CNS for one day/week for 14 weeks.</td>
<td>PCS staff nurse</td>
<td>A staff nurse who is caring, nonjudgmental, has a spirit of inquiry, is scientific, guided by knowledge, a leadership-role model, educator, team player.</td>
</tr>
<tr>
<td>Stephanie M. Macaluso Excellence in Clinical Practice Award</td>
<td>Four $1,000 awards</td>
<td>PCS clinicians</td>
<td>A clinician who is caring, innovative, bases care on spirit of inquiry, scientific guided by knowledge, demonstrates, entrepreneurial teamwork.</td>
</tr>
<tr>
<td>Jean M. Nardini, RN, Nurse of Distinction Award</td>
<td>One $1,000 award</td>
<td>PCS staff nurse</td>
<td>A nurse who demonstrates respect for patient's values, coordinates care, acts as a coach and teacher to patients and families, provides emotional support, and demonstrates leadership, teamwork and collaboration.</td>
</tr>
<tr>
<td>Marie C. Petrilli Oncology Nursing Award</td>
<td>Two $1000 awards</td>
<td>PCS staff nurse</td>
<td>A nurse who provides compassionate care and is committed to quality care</td>
</tr>
<tr>
<td>Yvonne L. Munn Nursing Research Award</td>
<td>One to four $1,500 awards</td>
<td>MGH nurses</td>
<td>A nurse with a project that has scientific merit.</td>
</tr>
<tr>
<td>Brian M. McEachern Extraordinary Care Award</td>
<td>One $1000 award</td>
<td>All support role groups within PCS</td>
<td>A patient advocate with commitment to extraordinary care and service</td>
</tr>
<tr>
<td>Norman Knight Clinical Support Award</td>
<td>One $1000 award</td>
<td>PCS Clinical Support Staff</td>
<td>A compassionate and caring patient advocate with a commitment to quality patient care</td>
</tr>
<tr>
<td>Anthony Kirvilaitis Partnership in Caring Award</td>
<td>Two $1000 awards</td>
<td>PCS Non-clinical Support Staff</td>
<td>Demonstrates responsiveness, reliability, collaboration, flexibility and supportive of peers</td>
</tr>
<tr>
<td>Award Name</td>
<td>Amount/Number</td>
<td>Unit and Criteria</td>
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</tr>
<tr>
<td>Orren Carrere-Fox Award for NICU Caregivers</td>
<td>One $1,000 award</td>
<td>Neonatal ICU (Blake 10) staff recognized for providing exceptional care.</td>
<td></td>
</tr>
<tr>
<td>Cancer Career Development Award</td>
<td>One $1,000 award</td>
<td>Cancer Center nurse recognized for their oncology knowledge and professional development.</td>
<td></td>
</tr>
<tr>
<td>Ben Corrao-Clanon Memorial Scholarship Award</td>
<td>One $500 award</td>
<td>Neonatal ICU (Blake 10) staff recognized for providing family centered care.</td>
<td></td>
</tr>
<tr>
<td>Raphael / Cronin Award for Patient Advocacy</td>
<td>One $500 award</td>
<td>Hem/Onc (Lunder 9 - formerly Phillips 21) staff recognized as a patient advocate.</td>
<td></td>
</tr>
<tr>
<td>Patricia A. McGrail, BSN, RN, Nurse Mentoring Award</td>
<td>One $500 award</td>
<td>Gyn/Oncology (Phillips House 21 - formerly Bigelow 7) nurse who provides mentorship and teaching to staff.</td>
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</tr>
<tr>
<td>Molly Catherine Tramontana Award for Outstanding Service and Patient Care</td>
<td>One Tiffany's bracelet</td>
<td>Labor &amp; Delivery (Blake 14) nurse who provides quality, compassionate, family-centered care.</td>
<td></td>
</tr>
<tr>
<td>Susan M. DaSilva Award</td>
<td>One $1,000 award</td>
<td>Psychiatry (Blake 11) nurse for extraordinary patient and family care.</td>
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</tr>
</tbody>
</table>
### PCS Scholarships

<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Amount/Number</th>
<th>Eligibility</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Knight Nursing Scholarship</td>
<td>Two $1000 scholarships used to support fulfillment of educational goals</td>
<td>MGH employees in a full- or part-time position pursuing a career in nursing</td>
<td>Candidate must be pursuing a degree in nursing in an accredited BS, MS or doctoral program; one year commitment to work at MGH following graduation</td>
</tr>
<tr>
<td>Mary Forshay Scholarship</td>
<td>One $1,000 scholarship to support attendance at the National ALS Conference</td>
<td>PCS Clinical staff</td>
<td>A patient and family advocate who has care and compassion for patients and families</td>
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<tr>
<td>Gil Minor Nursing and Health Professions Scholarship to Advance Workforce Diversity</td>
<td>One to five $4,000 scholarships used to support fulfillment of educational goals</td>
<td>MGH employees in a full- or part-time position; open to diverse applicants who are American Indian, Alaska Native, Asian, Black or African American, Hispanic, Latino, or Native Hawaiian or Pacific Islander.</td>
<td>Candidate must be pursuing a degree in nursing, OT, speech or social work in an accredited BS, MS or doctoral program; one year commitment to work at MGH following graduation.</td>
</tr>
<tr>
<td>Fellowship Name</td>
<td>Amount/Number</td>
<td>Eligibility</td>
<td>Criteria</td>
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<tr>
<td>Jeremy Knowles Nurse Preceptor Fellowship</td>
<td>One or two $25,000 fellowships per year; funds may be used to pay tuition,</td>
<td>MGH nurse in a full or part-time position.</td>
<td>At least five years experience; has mentored at least 3 nurses or students; must be pursuing a degree in nursing in an accredited BS, MS or doctoral program; one year commitment to work at MGH following graduation.</td>
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<td>attend conferences, or supplement salary in a mentored learning exchange.</td>
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<tr>
<td>Hausman Nursing Fellowship</td>
<td>Up to ten Fellowship recipients are mentored by minority nurses in various</td>
<td>MGH employees from diverse backgrounds.</td>
<td>Must have worked at MGH for one year and pursuing a degree in nursing in an accredited BS, MS or doctoral program; one year commitment to work at MGH following graduation.</td>
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<td>clinical settings.</td>
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<tr>
<td>Connell Nursing Research Scholar Program</td>
<td>Funds salary of four scholars 16 hours/week for research activities.</td>
<td>MGH nurse with a doctorate who is a beginning or mid career/advanced nurse</td>
<td>Congruent research interests with MGH, PCS and Institute for Patient Care.</td>
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<tr>
<td></td>
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<td>researcher.</td>
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<tr>
<td>Connell Ethics</td>
<td>Funds salary of two Fellows 20 hours/week for one year.</td>
<td>PCS Clinicians</td>
<td>Must have a MS degree.</td>
</tr>
<tr>
<td>Yvonne L. Munn Post Doctoral Fellowship in Nursing Research</td>
<td>Subsidizes 400 hours of salary and related expenses up to a maximum of $2,500.</td>
<td>MGH nurse</td>
<td>Must have an earned PhD in nursing or a related field; research study must contribute to the advancement of nursing knowledge or science.</td>
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Many stars. One awesome celebration
Patient Care Services’ first annual awards ceremony

This year’s Patient Care Services’ stars. See complete story on page 4.
Recognition

One celebration of many stars

On Thursday afternoon, October 7, 2010, under the Bulfinch Tent, Patient Care Services held its first annual multi-award presentation ceremony, One Celebration of Many Stars. Hosted by senior vice president for Patient Care, Jeannette Ives Erickson, RN, the event attracted a standing-room-only crowd to see seven prestigious awards presented to 12 deserving employees. Said Ives Erickson, “I feel deeply honored to welcome you to this event that gives us an opportunity to celebrate the wonderful clinicians and support staff who make this hospital great.”

Before getting down to the business at hand, Ives Erickson acknowledged the patients, staff, and family members whose generosity and commitment helped make the occasion possible. Many of the awards were established in memory of loved ones who worked, or were cared for, at MGH. Said Ives Erickson, “We are grateful to you for your continued support, and for choosing to honor your loved ones in this meaningful way. These awards are a living tribute to dear friends, and we thank you for letting us be part of that.”

Ives Erickson acknowledged Julie Goldman, RN, for her help in coordinating the event and praised the selection committee for choosing 12 recipients from the more than 50 nominees. Said Ives Erickson, “The caliber of nominations was impressive; I’d like to thank each nominee for your compassion, commitment, and the important contributions you make to our patients and families.”

Joined at the podium by Gaurdia Banister, RN, executive director of The Institute for Patient Care, Ives Erickson read excerpts from letters of recommendation as she presented each award. An encapsulated version of those excerpts can be found on the following pages.

The Anthony Kirvilaitis Jr. Partnership in Caring Award

This award recognizes support staff who consistently demonstrate an ability to partner with colleagues to enhance the patient and family experience.

Lue Davis, operations associate, Clinical Research Center

Davis has worked at MGH since 1974 in various roles. Since 2004, she has been an operations associate in the Clinical Research Center. Davis was nominated by nurse practitioner, Donna Slicis, RN, who wrote, “Lue is our ambassador; she works to ensure that study staff and research center staff work as a team in caring for patients and families.”

Said colleague, Susan Nelson, RN, staff nurse in the Clinical Research Center, “Lue is a strong communicator, which is essential when dealing with the constant fluctuation of our patient population.”

Congratulations, Lue.

Francisco Pizarro, unit service associate, Central Resource Team

Pizarro recently completed his fourth year as a unit service associate with the Central Resource Team. He was nominated by staff assistant, Sandra Thomas, who wrote, “Francisco is an extraordinary team member who quickly adapts to changes in his schedule, always has a smile, and tries his best to ensure the comfort of patients and families.”

Said Central Resource Team nursing director, Maureen Schnider, RN, “Francisco does a great job providing supplemental staffing to inpatient units and working in a centralized cleaning model on weekends to help support patient throughput.”

Congratulations, Francisco.”

continued on next page
Recognition (continued)

The Stephanie M. Macaluso, RN, Excellence in Clinical Practice Award

This award recognizes direct-care providers whose practice exemplifies the expert application of our vision and values by providing care that is innovative, guided by knowledge, built on a spirit of inquiry, and based on a foundation of leadership and entrepreneurial teamwork.

Andrea Bonanno, PT, physical therapist
Bonanno has worked at MGH for 12 years. She currently practices as a clinical specialist on the private Medicine-Oncology Team. A certified geriatric clinical specialist and a certified lymphedema therapist, she brings considerable knowledge and experience to her practice.

Said Nancy Goode, PT, clinical director, Inpatient Physical Therapy, “Practicing with geriatric and oncology populations and often dealing with end-of-life issues, Andrea actively seeks to understand the patient’s goals and create a plan of care to achieve them.”

Congratulations, Andrea.

Abigail MacDonald, LICSW, clinical social worker
MacDonald has worked at MGH for three years, recently moving from the inpatient Medical Service to outpatient Gynecology. She is highly respected by her colleagues in all disciplines. In her letter of nomination, Karen Tanklow, LICSW, clinical director for Social Services, wrote, “Abigail helps patients and families identify problems, then provides the support, guidance, and insight they need to help them discover new ways to deal with stress, deal with each other, and sometimes, deal with the end of life.”

Congratulations, Abigail.

Christine McCarthy, RN, staff nurse, Medical ICU
McCarthy has worked at MGH for 13 years. She is a valuable resource in the Medical ICU, frequently sought out for her knowledge and insight. She is the voice of experience for many of her colleagues. In his letter of nomination, Mark Hammerschmidt, RN, fellow staff nurse, wrote, “At the bedside, Christine keeps to the highest standards of patient care. She is a role model: always calm, organized, compassionate, thorough, and knowledgeable. She shows compassion for everyone around her in both word and deed.”

Congratulations, Christine.

David J. Miller, RN, Thoracic Surgery Unit
Miller has worked at MGH for 15 years. He serves as the chair of the Ellison 19 unit-based practice committee and is a highly respected preceptor, mentor, and resource nurse.

Said Marian Jeffries, RN, clinical nurse specialist, “David epitomizes teamwork and collaboration from a multi-disciplinary standpoint. His questions and suggestions to the medical and surgical teams reflect critical thinking and clinical awareness. His co-workers often seek him out for informal consultation on patient care, policy, and procedural assistance.”

Congratulations, David.
Annual scholarships advance education, promote diversity

— by Julie Goldman, RN, professional development manager

In keeping with our commitment to support higher education and increase the diversity of our workforce, an important event took place August 3, 2011, in The Institute for Patient Care. Recipients of the 2011 Norman Knight Nursing Scholarship and the Gil Minor Nursing and Health Professions Scholarship were announced at an informal joint reception in their honor. We’re indebted to Mr. Knight and Mr. Minor for their generosity in funding these programs that help advance higher learning and increase the pipeline of diverse nurses and healthcare professionals to MGH.

The Norman Knight Nursing Scholarship supports two candidates each year as they advance their education at the bachelor’s, master’s, or doctoral levels. This year’s recipients of the Norman Knight Nursing Scholarship were Catherine Benacchio, RN, of the Medical Intensive Care Unit, and Siobhan Durkin, RN, of General Medicine.

Benacchio began her career as a registered nurse at MGH on a general medical unit and now works in the Medical Intensive Care Unit. She is advancing her nursing education so she can share her knowledge with others. In her application narrative she stated, “I believe that integrating the human experience with the latest nursing research while supporting other nurses to do the same produces the best patient outcomes and elevates the profession of nursing.” In her letter of reference, Lillian Ananian, RN, wrote, “Kate provides expert care for our critically ill patients, and is recognized as an intelligent nurse with highly developed critical-thinking skills.”

Durkin has worked at MGH since 2009. She enjoys teaching patients about various disease processes and how medications work. Says Durkin, “Building relationships with patients gives us the ability to provide education in a way they’ll understand or feel comfortable speaking up when they don’t.” In her letter of recommendation, Carol Wicker, RN, wrote, “Siobhan is indeed a ‘team player’ and has demonstrated this time and again through her involvement as one of our unit preceptors.”

Recognizing the importance of advancing diversity in health care, in 2009, Gil Minor established the Gil continued on next page
Minor Nursing and Health Professions Scholarship to assist clinicians interested in pursuing a degree in nursing or the health professions. Since its inception, the Gil Minor Scholarship has supported 16 MGH employees. This year’s recipients are: Carmen Vega-Barachowitz; Nghi Huynh; Suja Philipose; Audrey Jasey; Topaz Samuels-Sioley; and Kenia Giron.

Carmen Vega-Barachowitz, CCC-SLP, director of Speech, Language & Swallowing Disorders and Reading Disabilities, thrives on creating and developing new initiatives, mentoring clinicians, and bolstering their development through feedback and guidance. In her application, Vega-Barachowitz wrote, “I believe learning and professional development are core values threaded into a life-long process.” Bernice McField-Avila, MD, said of Vega-Barachowitz, “The same expertise, creativity, caring, and passion that make her an effective leader and mentor make her a great candidate for this prestigious scholarship. We wish her well as she pursues her doctoral degree and continues to inspire others to achieve their goals.”

Nghi Huynh, staff assistant, has worked at MGH since 2006. She is passionate about helping those less fortunate to improve their quality of life. In her application, Huynh wrote, “My involvement with numerous initiatives has been a rich source of fulfillment and given me tremendous leadership experience.” In her letter of recommendation, associate chief nurse, Theresa Gallivan, RN, wrote, “I have never met anyone more talented, dedicated, generous, and hard-working than Nghi. She is inspired and self-directed. When she first came to MGH, she assumed a complex role in an environment completely new to her, and she mastered both quickly. Her work is always of the highest caliber as she delights and impresses all who meet her.”

Suja Philipose, RN, staff nurse in the Newborn Nursery, is known for providing compassionate care to patients and families. In her application, Philipose wrote, “Nursing is important to me for many reasons — but mostly because nursing represents service to humanity.” In her letter of recommendation, Kim Francis, RN, wrote, “I have been highly impressed with Suja’s dedication, drive, and commitment to her clinical practice as she works hard to advance her education.”

Audrey Jasey, RN, staff nurse, General Medicine, has worked at MGH in various roles since 1997. Jasey provides high-quality, compassionate care to patients and families. Maureen Schneider, RN, nursing director, in her letter of recommendation, wrote, “Audrey’s pursuit of professional growth and development demonstrate her desire to be a positive influence in the MGH community and a formidable contributor to our diversity efforts.”

Topaz Samuels-Sioley, patient care associate in the Post Anesthesia Care Unit, began her career as an operating room assistant. Samuels-Sioley believes that a career in nursing is the next logical step and a way to channel her creativity and passion for patient care. Says nursing director, Janet Daubhinee Quigley, RN, “Topaz is a quick learner and has a thirst for knowledge. She always performs in a professional and caring manner. Her kindness and easy-going approach have a positive impact on patients and families. She is a role model for professional and support staff alike.”

Kenia Giron, anesthesia technologist, has worked at MGH since 2006. She has always wanted a career in health care and believes nursing will allow her to help others in a meaningful way. Giron has been described as warm, conscientious, a hard worker, and a delightful person who shows great interest in learning. Giron has excellent clinical skills and displays them often, frequently going above and beyond the call of duty. In her letter of recommendation, Nancy Wyman, RN, wrote, “Kenia does an excellent job and is an asset to our anesthesia department. She is punctual, reliable, and highly self-motivated.”

Professional development manager, Julie Goldman, RN, presided over the proceedings and presented each recipient with a scholarship certificate. The event was attended by co-workers, family members, unit leadership, and members of the selection committee.

For more information about either of these scholarship opportunities, contact Julie Goldman at 4-2295.
You may recall, in October, 2009, five MGH employees received financial assistance to further their nursing education as recipients of the Gil Minor Nursing and Health Professions Scholarship to Advance Diversity. Gil Minor, former CEO of Owens & Minor and benefactor of the scholarship program, was unable to attend the presentation ceremony at that time, but wanted to meet and congratulate the recipients. On March 24, 2010, Minor did just that. At a special reception on Founders 3, Minor had the opportunity to shake the hands of five very impressive students: Van Abreu, RN, staff nurse in the Post Anesthesia Care Unit; Devona Bailey, patient care associate for the Central Resource Team; Ana Duarte, RN, staff nurse in the Post Anesthesia Care Unit; Franz Edouard, patient care associate in the Blake 12 Neuroscience ICU; and Nida Lam, RN, Ellison 16 Medical Unit.

Each student publicly thanked Minor for his vision and generosity. Each expressed appreciation for the financial support, which in some cases enabled them to give up a second job to devote more time to their studies.

Minor had done his homework, too. He had read each of their portfolios and knew them by name. In his remarks, he commended them for their perseverance and drive. Said Minor, “I’ve read your narratives. I know what you have overcome to get here. You’ve all been through pain and joy; as nurses you’ll surely experience more pain and more joy.

Nursing is a powerful profession. I know you’re going to make a powerful impact on people’s lives. I know you are all going to do great things.”

Senior vice president for Patient Care, Jeanette Ives Erickson, RN, passed on some sage advice. She urged students to keep a journal so they could look back one day as experienced nurses and see how far they’d come. “Because looking at you now,” she said, “I can tell you’re going to go very far, indeed.”

For more information about the Gil Minor Nursing and Health Professions Scholarship to Advance Diversity, contact Julie Goldman, RN, professional development manager, at 4-2295.
<table>
<thead>
<tr>
<th>Year</th>
<th>Fellow</th>
<th>Educational pursuit</th>
</tr>
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</table>
| 2009 | Kerri Tyman, RN  
Medical ICU (Blake 7) | Masters class at  
Boston College 
Boston, MA. |
| 2010 | Pamela Quinn, RN  
Acute Psychiatric Service  
Emergency Dept. (Ellison 1/Lunder 1) | Masters class at  
Framingham State University 
Framingham, MA. |
| 2010 | Jane Miller, RN  
Infusion (Yawkey 8) | Masters class  
Simmons College  
Boston, MA. |
| 2011 | Elizabeth Henderson, RN  
Emergency Dept. (Ellison 1/Lunder 1) | Masters and Doctoral classes  
Boston College  
Boston, MA. |
| 2011 | Katherine Droste, RN  
Cardiac ICU (Ellison 9) | Masters class University of  
Massachusetts  
Worcester, MA. |
| 2012 | Melissa Donovan, RN  
General Medicine (Bigelow 11) | Masters class  
Boston College  
Boston, MA. |
My name is Jane Miller, and I have been an oncology nurse for 22 years. I had the honor of being selected the 2010 Jeremy Knowles nursing preceptor fellow. When I applied for the fellowship, I was working full-time and going to school part-time for my master’s degree. The fellowship allowed me to go to school one day a week, giving me more time to devote to my studies. I completed my master’s degree in Nursing, sat for the NP boards, and was certified in August, 2010. The fellowship also enabled me to attend the Oncology Nursing Society Institute of Learning where I took the Chemotherapy/Biotherapy Trainers Course.

During my fellowship, I wanted to develop a project that would enhance the education of new orientees to the Infusion Unit. I had a wealth of clinical information stored in e-mails that I had saved over the years. I thought new nurses might be able to benefit from the clinical tips and information I had amassed. I pondered ways to make this information available to new orientees.

I initially thought a memory stick containing the data could be given to new nurses as they arrived on the unit. My nursing director felt that all nurses on the unit could benefit from this information, not just new orientees. So I began reviewing all the e-mails I had saved, discarding those that were no longer relevant. I created a folder called, New Orientee Valuable Clinical Information, and sub-folders for other categories of clinical information.

The project has become an ongoing source of information as staff nurses and clinical nurse specialists add to the folders as new information is learned. I turned management of the New Orientee folder over to the clinical nurse specialist when I accepted a position as a nurse practitioner in the Cancer Center. She continues to develop it as a teaching tool for new staff, preceptors, and other nurses.

It occurred to me that this kind of resource could be helpful on any unit. Preceptors would have a useful tool to help guide new nurses in accessing information and skills specific to their unit.

I used the Jeremy Knowles Preceptor Fellowship to enhance my precepting and teaching skills. Since obtaining ONS certification to teach the Chemotherapy/Biotherapy course, I’ve collaborated with other advanced practice nurses to teach the course.

I recently began my nurse-practitioner career with a position in the Gillette Center for Women’s Cancers, which required my being oriented by another nurse practitioner. I was once again struck by the importance of precepting a new clinician into an unfamiliar practice setting no matter how many years of experience they (or I) may have. I’m very grateful to the Knowles family for creating an award for expert nurse preceptors.

For me, the Jeremy Knowles Preceptor Fellowship didn’t end with the calendar year. It called me to continue to observe and identify the needs of my colleagues and patients. It has become an ongoing pursuit of knowledge and the sharing of that knowledge with others to make nursing the best that it can be.
Choosing a Nursing Program

In an effort to meet the ongoing learning needs of our staff at all levels and to support the vision for PCS at MGH, we offer this site as a collection of resources to assist current & future health professionals in choosing or advancing a nursing career.

Resources

A listing of online resources for career planning in nursing at the Baccalaureate level:

- American Association of Colleges of Nursing
- Johnson & Johnson Discover Nursing
- Massachusetts Center for Nursing

Nursing Degree Programs

Programs providing BSN or Graduate level education

- BSN Programs in Massachusetts
- MSN Programs in Massachusetts

- American Association of Colleges of Nursing

MGH & Other Financial Resources

- Association of Multicultural Members of Partners (AIMP) Scholarships

MGH Support Service Grants

- Grants funded by The MGH Diversity Committee help employees in service departments fulfill their career goals. Email Helen Witherspoon at hewitherspoon@partners.org for more information.

MGH Tuition Reimbursement Policy