ADDRESSING THE SHORTAGE WITH A NEW KIND OF NURSE

The reinstated baccalaureate program and the new Masters Entry Clinical Nurse program are helping to redefine nursing education and training.
Please join us in our celebration of starting two new programs to address the nursing shortage in California: the Undergraduate (UG) and the Masters Entry Clinical Nursing (MECN) programs. In the past year, we have passed several milestones at an unbelievable pace for academia: June 2005, the UC Office of the President contacted the school for the proposed budget; June to September, the faculty wrote the curriculum; November, the UC Regents approved the budget; October 2005 to February 2006 the curriculum was reviewed and approved by the UCLA Academic Senate; student recruitment occurred from February to March, 2006; recruitment for eight of 22 tenured faculty is in process for July 1, 2006; the Board of Registered Nursing approved the programs for state licensure in May, the same month the Commission on Collegiate Nursing Education approved the programs for national certification; and 120 students will be admitted this fall. Whew!

It takes many dedicated faculty and staff to start new programs and make this happen in such a short time. Many of them have more than gone beyond “the call of duty.” You will read in this issue about Dr. Adey Nyamathi, associate dean of academic programs; the practice partners; and the four “architects” of the MECN and UG curriculum: Drs. Lorraine Evangelista, MarySue Heilemann, Valda Upenieks, and Dottie Wiley. They wrote the curriculum of both programs based on concepts from the Clinical Nurse Leader, one model at the graduate level and one model at the undergraduate level. The undergraduates can take three quarters more to achieve an MECN.

There are many unsung heroes who also helped implement the UG and MECN programs. Kathy Scrivner, student affairs officer, helped sequence the courses, kept us on track with UCLA policies, recruited students, reviewed transcripts, admitted students...all with expertise and a smile. Assistant Dean Suzette Cardin and the entire student affairs staff did a phenomenal job in the recruitment and admission of students. About 15 faculty and staff put in many hours reading student transcripts. The Recruitment Committee has been in a continuous state of reviewing dossiers and inviting faculty candidates to campus. I am privileged to be dean of such a team.

Marie J. Cowan, R.N., Ph.D., F.A.A.N.
NEW PROGRAMS ADDRESS NURSING NEEDS
Undergraduates, Graduates from Other Fields Will Be Prepared to Assume Clinical Leadership Positions

HELPING TO REDEFINE THE WAY NURSES ARE EDUCATED AND TRAINED
Faculty Team Designs Forward-Looking Curriculum Stressing Population-Based Approach, Clinical Leadership Concept: “Both a Bird’s Eye View and a Bedside View”

ALUMNI REJOICE AT RETURN OF PROGRAM
For School’s Earliest Graduates, UCLA Baccalaureate Degree Holds Special Meaning – it Launched Their Successful Nursing Careers

DEVELOPMENT
The shortage of bedside nurses that has plagued U.S. hospitals for nearly a decade isn’t for the reasons most people think, at least in California. Plenty of people in the state hardest hit by the crisis want to become nurses; the problem has been finding places to educate these qualified candidates.

With that in mind, the UC Board of Regents voted in November to allocate $5.2 million to reinstate the UCLA School of Nursing’s baccalaureate program – which had been active from 1949 until 1996 before being suspended because of budget constraints – and start a new Masters Entry Clinical Nurse (MECN) degree program at the school. The MECN program will take non-nurses who have already completed undergraduate studies in other fields and prepare them for nursing leadership roles in hospitals and other health-care delivery settings.

Thus, beginning in the fall, the school will offer the UC system’s only undergraduate nursing degree program, along with an innovative graduate program that will prepare individuals without previous nursing experience for eventual nursing leadership positions in hospitals and other settings. The new programs will more than double the number of nursing students enrolled at UCLA by 2010, from the current 300 to 624.

These students won’t have to look far to find jobs once they graduate. The “help wanted” sign is up for more than 100,000 nursing positions across the country, and the demand for nurses is particularly dire in California, which ranks 49th out of the 50 states in nurse-to-population ratio. Given the state’s rapid growth and aging population, an additional 43,000 nurses will be needed by 2010 just to maintain this

“The complexity of hospital nursing requires a well-educated nurse to help manage the care of very sick patients. Our programs will help to attract bright and talented individuals to the profession, and will prepare them to make a difference in this challenging environment.”

— Dr. Marie Cowan, Dean

New Programs Address Nursing Needs
Undergraduates, Graduates from Other Fields Will Be Prepared to Assume Clinical Leadership Positions
low ratio, according to a study by UC San Francisco. Complicating matters for California hospitals is a new state law mandating that wards carry a minimum of one nurse for every five patients. Lack of interest in nursing is not the problem. “The work environment and salary levels have improved to the point that this is now seen as a tremendously attractive field,” says Heidi Crooks, UCLA Medical Center’s senior associate director of operations and patient care services. “As a result, in California we have thousands of superbly qualified individuals who are interested, but can’t get in.” That’s because of an educational bottleneck that has sent would-be nurses to other states, or other professions. The two pathways to becoming a registered nurse are the two-year associate-degrees program offered by community colleges and the four-year baccalaureate degree offered, until now, through the California State University system and private universities. All of these programs are fully enrolled, and many have admission waiting lists as long as three years. Educating health professionals is expensive — and the shortage of nursing faculty is as acute as the shortage of nurses working at the bedside.

The undersupply of baccalaureate nursing programs in California has given the state a much higher proportion of registered nurses who are graduates of two-year associate-degree programs (80%) than the national average (30%), according to Dr. Marie Cowan, dean of the UCLA School of Nursing. National nursing organizations have recommended that the four-year baccalaureate degree be required for entry into professional nursing.

“California has a shortage of nurses related to both quantity and quality – we don’t have enough, and we don’t have enough with baccalaureate or higher degrees,” says Cowan. The reinstated baccalaureate program and the new MECN program will address both shortages, Cowan adds, as will expansion of the school’s existing A.D.-B.S.-M.S.N. “bridge” program that offers associate-degree nurses the opportunity to earn a bachelor’s and master’s degree in three years.

The master plan for education in California calls for the upper 12.5 percentile of high school graduates to be eligible for the UC system. Until now, the state’s brightest college students were discouraged from going into the profession. “We have always felt that the top-caliber students who are admitted into the UC system should be given the option of going into nursing as undergraduates, setting them on the course for graduate nursing studies,” says Dr. Mary Ann Lewis, professor and chair of the school’s Undergraduate Program Committee.

“The UCLA School of Nursing’s decision to add these important new programs will help address the severe shortage of hospital nurses in the state,” says Dr. Gerald S. Levey, vice chancellor of UCLA Medical Sciences and dean of the David Geffen School of Medicine at UCLA. “Knowledgeable professional nurses can lower the length of hospital stays, reduce costs, prevent medical errors, and enhance patient satisfaction, quality of care and health-related quality of life.”

“Patients in hospitals are more complex today than they ever were, making it very important that we raise the bar for nursing education in California. We’re very excited that our new programs will be addressing concerns about quality as well as quantity.”

— Dr. Adey Nyamathi, Associate Dean for Academic Affairs
“Patients in hospitals are more complex today than they ever were, making it very important that we raise the bar for nursing education in California,” adds Dr. Adey Nyamathi, associate dean for academic affairs at the school. “We’re very excited that our new programs will be addressing concerns about quality as well as quantity.”

In addition to becoming leaders in the acute care setting, graduates of these programs will help to address an aspect of the nursing shortage that is at least as severe as the shortage in hospital settings: the dearth of nursing faculty across the country, according to Lewis. “In the past, more than half of our undergraduate students have gone on to graduate school,” she notes.

Students in both the baccalaureate and MECN programs will be given curricula that stress concepts important to clinical nursing leadership, including knowledge of organizational systems, case management, and population-based patient care. Concurrent with the classroom learning, they will spend 40 hours a week in clinical rotations that will find them paired with nursing professionals caring for patients at UCLA Medical Center, Santa Monica-UCLA Medical Center, Cedars-Sinai Medical Center and Saint John’s Health Center. Students in the baccalaureate program will also be able to minor in another subject, to expand their knowledge base.

“The complexity of hospital nursing requires a well-educated nurse to help manage the care of very sick patients,” Cowan says. “Our programs will help to attract bright and talented individuals to the profession, and will prepare them to make a difference in this challenging environment.”

Despite the short notice, both the MECN and undergraduate programs received far more applications than there were enrollment slots, according to Dr. Suzette Cardin, the school’s assistant dean for student affairs. “We were extremely pleased with the quality of the applicant pool,” Cardin says. “The process for both programs was extremely competitive.”

Those admitted to the undergraduate program meet the same high qualifications as other UCLA freshmen. For Kai Craig, a stellar student at Fairfax High who will begin the school’s baccalaureate program in the fall, the resumption of the program couldn’t have come at a better time. “I’ve known I wanted to go into nursing for awhile,” she says. “But until UCLA reopened its program I thought I would have to go out of state. Staying close to home was my first choice.”

Cardin notes that the new MECN students will be a diverse group coming from many different professions and bringing a wide variety of life experiences. That appeals greatly to Michele Maines, one of the students who will start the MECN program in the fall. “It makes for a much more well-rounded learning experience when you have people from diverse backgrounds,” says Maines, 33, who got her undergraduate degree from UCLA in psychobiology in 1996 and is currently working as a research assistant in UCLA’s Department of Neurology.

“Nursing is such a great profession with so many opportunities right now,” adds Maines, who wants to become a gerontology nurse. “The MECN program is perfect – it enables me to build upon the experience I have and take my education and career to the next level.”

“We have always felt that the top-caliber students who are admitted into the UC system should be given the option of going into nursing as undergraduates, setting them on the course for graduate nursing studies.”

— Dr. Mary Ann Lewis, Chair, Undergraduate Program Committee
Helping to Redefine the Way Nurses Are Educated and Trained


In developing curricula for the new Masters Entry Clinical Nurse (MECN) and reinstated generic Bachelor of Science programs, the UCLA School of Nursing sought to address the needs of the state, which provided funding for the programs as a response to the severe nursing shortage.

But beyond educating nurses who will be prepared to work at the bedside, where the shortage is particularly great, the two programs – along with the expanded A.D.-B.S.-M.S.N. “bridge” program – will be setting a new standard in the way they prepare graduates, say the faculty and administrators who were involved in their design.

When it appeared funding might become available to start the MECN, a new graduate degree program for non-nurses who had earned a baccalaureate in another field, Dean Marie Cowan assembled a team of faculty members to work with Associate Dean for Academic Affairs Adey Nyamathi in developing a curriculum for the proposed degree. They received input from nurse leaders in the community, including the school’s practice partners at UCLA Medical Center, Santa Monica-UCLA Medical Center, Saint Johns Health Center and Cedars-Sinai Medical Center.

The group proved to be dynamic, with each member bringing disparate backgrounds and expertise to the process. The team’s core faculty members included Dr. Valda Upenieks, a former hospital director whose research has looked at how leadership and organizational structure affect bedside care; Dr. Lorraine Evangelista, a clinical nurse specialist and tertiary care expert who has developed interventions for advanced heart failure patients; Dr. Dorothy Wiley, an epidemiologist whose expertise is in primary, secondary, and tertiary approaches to prevention; and Dr. MarySue Helleman, a public health nurse whose focus includes bringing population-based approaches to the hospital setting.

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— Valda Upenieks
The MECN program is based on a national movement inspired by the American Association of Colleges of Nursing (AACN) to develop Clinical Nurse Leader programs. The AACN’s idea is to equip the nurse to think not only about individual patient care, but also about the bigger picture on the unit, in the facility and in the community.

In short, Heilemann explains, the AACN’s clinical nurse leaders would have both a bird’s eye view and a bedside view. “AACN was brilliant in identifying that what we really need, more than specialists, are expert generalists,” she says. “We need nurses at the bedside who can see the big picture while being involved in the intricate daily activities of caring for patients. This is very different from taking snap clinicians who want to specialize as nurse practitioners, and teaching them community health and population-based nursing.”

The curriculum committee attended conferences on the Clinical Nurse Leader concept, meeting with nurse leaders from across the country to talk about the new vision. Based on those and other discussions, the faculty began to devise a curriculum with the goal of educating masters entry nurses who would take a trifocal approach—providing patient care while simultaneously paying attention to the unit and the larger systems, both hospital and community. These nurses will enter clinical practice at the master level, well equipped to advance to leadership positions.

“These students will not pursue the same track as nurse practitioners or clinical nurse specialists,” says Upenieks. “They’re going to be generalists at the bedside who have a strong knowledge base about health care delivery systems.”

“Our graduates will be critical thinkers,” says Evangelista. “Beyond knowing how to treat patients, they will be focusing on health promotion and illness prevention, and they will think in terms of groups of patients, the hospital, and the community.”

With the program being designed to prepare nurses who will be able to make an impact within a short period of time, Evangelista stresses that the curriculum will be rigorous and extremely challenging. “We want these nurses to think beyond just ‘me and the patient,’” says Upenieks, noting that many of the budget and financial concepts that she teaches to students in the school’s Nursing Administration program will be included in the MECN curriculum, as well as skills ranging from...
Heidi Crooks
Senior Associate Director of Operations and Patient Care Services
UCLA Medical Center

For every slot in a baccalaureate-degree program in California, we have three highly qualified candidates who could help fill the nursing need in California, but can’t get in. That’s one reason the reopening of the UCLA baccalaureate program is exciting. Another is that the quality of the School of Nursing is outstanding. Whenever we have nurses working for us while they’re getting their graduate degree at the school, they always talk about the excellence of the education and the school’s faculty. We are also excited about the MECN program, because from our experience with other universities that have similar programs, the students it will attract tend to have superb critical thinking skills and a high level of maturity.
DR. LORRAINE EVANGELISTA, A CLINICAL NURSE SPECIALIST AND TERTIARY CARE EXPERT WHO HAS DEVELOPED INTERVENTIONS FOR ADVANCED HEART FAILURE PATIENTS, STRESSES THAT THE NEW CURRICULUM WILL BE EXTREMELY CHALLENGING. 

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Given the diversity of California’s patient population. The curriculum will include courses such as informatics, health care organization and systems, systems at the unit level, health care policy, and population-based quality practice, as well as a strong social justice component. “These courses are now being required for the MECN students at the same time that they’re learning to become nurses,” Nyamathi says. “That dual focus is what makes this program particularly innovative.”

When it became apparent that funding might also become available to reopen the baccalaureate program, many of the same faculty and practice partners who worked on the MECN curriculum began to develop a program for undergraduate nursing majors that would adhere to principles that formed the basis for the MECN. “We’re re-opening the baccalaureate program with very sig...
Dr. Dorothy Wiley, an epidemiologist whose expertise is in population-based approaches to care, believes nurses need to think about broad issues of community health during every patient encounter.

“Significant changes,” says Nyamathi. “Many of the program’s graduates will be working at the bedside, but we want them to do so with a population-based perspective.”

Dr. Mary Ann Lewis, chair of the Undergraduate Program Committee, explains that unlike the school’s previous baccalaureate program, students this time will be able to choose a minor in addition to their nursing major. “We want to groom them for leadership roles,” she says. “Consistent with our mission as a research university, we hope many of them go on to become not only practicing nurses, but also nurse scientists and educators.” Both the MECN and the baccalaureate programs set students on a path that would easily enable them to continue to work toward a doctorate, Lewis says.

Both the baccalaureate and the MECN programs reflect a new vision for how nursing education can be implemented. “I think we’re unique in our commitment to a focus that goes beyond the management of individuals or units,” says Heilemann. She notes that the basis for the MECN program is a public health nursing practice model first used in Los Angeles County and later adopted by the California Department of Health Services. Heilemann and Wiley, who have taught the model to public health nurses, felt that it could be effectively adapted for nurses in the hospital setting. Both the MECN and baccalaureate students will take a public health nursing course, in which they will gain experience with population-based community health.

“Nurses can work with the ill or infirmed and help them get well while also maximizing the probability that the population will stay healthy,” explains Wiley. “We can’t be so focused on individuals that we lose track of what needs to be done for the larger group.” When a woman enters a hospital with gallbladder disease, for example, maximizing the population’s health would mean

“Their programs will be preparing nurses who know how to operate in a complex environment from a social and technological perspective. We will be educating people on the cutting edge of issues that deal with all of the dimensions of health care, whether it’s biology, sociology, or psychology.” — Dorothy Wiley

12 UCLA NURSING
Mary Ellen Blakley  
Vice President, Patient Care Services  
Saint John’s Health Center

The new nursing programs at UCLA are wonderful! We have had the opportunity to partner with the UCLA School of Nursing faculty to shape the curriculum, and we know for a fact that the graduates from UCLA will be competent, confident, and ready to hit the ground running. The nursing shortage is not going away, and in fact, will become greater as the aging baby boomers begin to need more health care and our “boomer” nurses retire. We currently have great nursing schools in Southern California, but they cannot keep up with the demand for new nurses. UCLA’s programs will assist greatly in alleviating the acuteness of the shortage. We have always wished for a local solution. Now we have one, right in our own backyard!
The need for baccalaureate and advanced practice nurses to achieve patient safety and quality goals has increased dramatically over the last 10 years. It is the increased demand for patient care that influences the number of nurses required by health care organizations to provide safe, reliable, patient-centered, lean and efficient care. The reinstatement of the UCLA School of Nursing’s baccalaureate program is critical and will contribute to our goal of improving the capacity of health care organizations to meet the public’s demand for care. Cedars-Sinai Medical Center is proud to be a part of the School of Nursing clinical sites and to support the expansion of the vital education, clinical and research initiatives provided by the school. Dr. Marie Cowan is a visionary leader with an extraordinary faculty of dedicated professionals committed to working with students, staff, health care and community organizations and the alumni to ensure access to the best-qualified nursing staff in the country.
not only treating the disease, but also finding out when the woman was last screened for cervical and breast cancer and whether her family risk factors indicate any other concerns that need to be followed up on, Wiley notes.

For nurses to be looking beyond the immediate health needs of the patient in front of them requires that they understand a wide range of issues, Wiley adds, including all aspects of primary, secondary and tertiary prevention. “We have structured our program so that there is a developmental, integrated approach with wellness as an emphasis rather than a footnote,” Wiley says.

In California, more than in other states, the nursing shortage is not just one of quantity. Only one in five nurses in the state has a baccalaureate or graduate degree. “Our programs are going to expand the professionalism of nursing,” says Upenieks. “We believe our graduates will enhance the level of nursing as a profession not only at the bedside but also within the health care delivery system. We need to heighten awareness of the worth nursing brings to the organization and of the fact that nurses are the most crucial asset in providing excellence in patient care, and these nurses are going to help to do that.”

“My hope is that these will be the best nurses who have ever hit our streets – and I believe they will be,” says Wiley. “These programs will be preparing nurses who know how to operate in a complex environment from a social and technological perspective. We will be educating people on the cutting edge of issues that deal with all of the dimensions of health care, whether it’s biology, sociology, or psychology.”

“The nursing shortage is not just in California; it’s national and international,” concludes Heilemann. “We believe that if we can improve how nurses are trained here, it can have a positive effect across the country and around the world.”

“We need nurses at the bedside who can see the big picture while being involved in the intricate daily activities of caring for patients. I think we’re unique in our commitment to a focus that goes beyond the management of individuals or units.” — MarySue Heilemann
The announcement that the UCLA School of Nursing had received funding to reinstate its baccalaureate program after a 10-year absence was greeted with enthusiasm from many quarters, but one would be hard-pressed to find a group more thrilled by the news than the program’s earliest graduates.

“It was a great sorrow for all of us to see it disappear in the first place,” says Judy Benson, who graduated from the school’s baccalaureate program in 1960. “We’ve all just been champing at the bit, hoping it would one day reopen, and we’re very happy that it’s starting again.”

Beyond the sentimental value of seeing the reinstatement of the program that prepared her for her nursing career, Benson is pleased for the positive impact future graduates will have in the community. “There is such a great need not only for registered nurses, but for nurses who can go on to assume leadership roles, which is what these graduates will be doing,” she says.

One of Benson’s classmates, Arlene Healey Rocchio, says she didn’t immediately appreciate the extent to which the UCLA School of Nursing baccalaureate program prepared her for professional success. “I went on to work with mostly diploma nurses, and I saw that they were not taught to question things in the way we were,” she says. “It was an eye-opening experience.”

“We were taught to think about what we were doing, and to question decisions that were made by other health care providers, including doctors,” agrees Mirja Bishop, B.S. ’60, who says that the ability to think critically served her extremely well over the course of a 30-year career as a public health nurse, much of it spent in tuberculosis control.

“It’s hard to put into words the skills you get when you’re in a university setting,” Bishop says. “I didn’t realize it at the time, but later on it served me in my work situations over and over again.”

“This will help to draw high-caliber nurses to the profession, because they will be getting a UCLA education,” says Sheryl Caverly, who graduated from the bac-
IN MEMORIAM: HARRIET MOIDEL

Professor Emeritus Harriet Moidel passed away on April 11, 2006 from pneumonia. Harriet Coston Moidel was one of the founding faculty of the school. She served first as assistant dean from 1970-1971, and from 1976-1977 shared the title of associate dean with Donna Vredevoe. Moidel retired in 1979 after 28 years of service to the school. The professional collaboration between Moidel and Dean Lulu Wolf Hassenplug extended into a lifelong friendship. Moidel was married to a lawyer and did not have children.

In lieu of flowers, the family asks that she be remembered with gifts to the Harriet Coston Moidel Fund sent to Dean Marie Cowan, UCLA School of Nursing, P.O. Box 951702, Los Angeles, CA 90095.
THE CHIRONIAN SOCIETY

In our last issue, the headline read: “The Chironian Society – Coming Soon!” Well, it’s here! We are gearing up to welcome our new undergraduate class this fall, and The Chironian Society will play a major role. The main focus of The Chironian Society is to enhance the student experience and provide scholarships. The school will look to the society as the alumni fundraising arm, with annual renewal memberships to allow us to forecast our ability to distribute scholarships each year.

Membership in The Chironian Society is available at the following annual levels:

- Chironian Honor Roll: $1,000
- Chironian Patron Member: $500
- Chironian Regular Member: $200

Pledges are accepted for annual memberships (to be realized within the fiscal year).

As a Chironian, you will receive an acknowledgement of your membership and invitations to UCLA School of Nursing events. You will also be invited to participate in various volunteering opportunities and, at the appropriate giving level, be listed in the UCLA School of Nursing Honor Roll.

We invite your membership. You may contact our new Development Officer, Rene Dennis, at (310) 206-3662 and/or visit our Web site: www.nursing.ucla.edu.

Membership contributions to The Chironian Society are different and separate from the annual fund.

DID YOU KNOW?

- Named student scholarships and endowments can be established based on funding amounts. Endowed scholarships can be established for a minimum of $50,000. Endowed graduate fellowships can be established for a minimum of $100,000. The UCLA School of Nursing appreciates contributions in any amount.
- You can make a gift to the UCLA School of Nursing that will provide income for your lifetime as well as an immediate income tax charitable deduction.
- If you are 78 years of age, you can establish a charitable gift annuity that has a 7.1% payout rate that will continue for your lifetime. The older you are the higher the payout rate.
- You can make a gift of your home, receive an immediate income tax charitable deduction and continue to live there for your lifetime.
- Bequests are a significant source of support for the School of Nursing.

GIFT ANNUITY PAYMENT RATES (Single Life)

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For more information, please call Rene Dennis at (310) 206-3662 or visit www.giftplanning.ucla.edu

RENE DENNIS APPOINTED DIRECTOR OF DEVELOPMENT

Dean Marie Cowan has hired a new development officer, Rene Dennis. While this is a new administrative position for Dennis, she is not really new to UCLA, nor is she unfamiliar with the School of Nursing. Dennis has served on the Chancellor’s Staff for nearly 25 years, and has been the administrator of executive searches for the chancellor for 22 of those years. In that role, she was the coordinator for the administrative searches that recruited former School of Nursing dean Ada Lindsey and current dean Cowan.

Many members of the school’s faculty knew Dennis already, and she says she has felt welcomed to the school since her arrival February 1. Dennis began working at UCLA in 1980, spending one year in the Clinical Social Work department. In 1981, after the birth of her son, she transferred to the Chancellor’s Office as the executive assistant to the assistant executive vice chancellor. In 1984, she was asked to develop a process to search for deans on campus; since then, Dennis has coordinated the administrative dean searches for every school on campus, and for virtually the entire executive team (vice chancellor, director, etc.) excluding the chancellor’s position. (That search is conducted in the UC Office of the President.)

In addition to her son, Dennis has twin daughters, who were only six weeks old when she started working in the Clinical Social Work department. She is completing her second two-year term as president of the UCLA Black Faculty and Staff Association, and serves on the UC Black Administrators Council through the UC Office of the President.

“I am very happy to join the UCLA School of Nursing family, and look forward to contributing to the growth of the school,” Dennis says. “I’m also proud that Dean Cowan has expressed her confidence in my administrative and management abilities, as well as that intangible possession labeled ‘people skills.’ I enjoy interacting with people and look to learn something from each encounter. Along the way, I’ve managed to assemble a wealth of friendships.”
MESSAGE FROM THE DEVELOPMENT DIRECTOR

The announcement of the re-establishment of the undergraduate program and the establishment of the new Masters Entry Clinical Nurse (MECN) program has generated much excitement among the faculty, students, staff and friends of the School of Nursing. Those alumni who had the opportunity to receive an undergraduate degree in nursing are happy that new students will be afforded that experience at UCLA, rather than having to seek out other programs elsewhere. These new programs have inspired discussions for named scholarships, endowments and general support with new prospective donors and alumni, as well as with those who have shared their generosity in the past. We will celebrate the new programs at the annual School of Nursing Celebration in September.

Dean Marie Cowan is encouraging contributions for scholarships to help our students realize their dreams. Tuition for each of our programs continues to rise: Currently, the annual tuition for undergraduates is $7,062; for master’s students, $11,153; and for students of the doctoral program, $8,109. While students will be grateful for any level of financial assistance, when you total the full student budget (including living expenses, books, etc.), the optimal scholarship would be awarded at $25,000 for undergraduates, $32,000 for master’s students and $28,000 for doctoral students. We hope you will join us in our efforts to raise scholarships for our students. If you are an alum of the school, you are invited to join The Chironian Society to provide an annual contribution, and we welcome other donations for the growth of the school as well.

UCLA has just completed its capital campaign and raised a record-breaking $3 billion, a historical milestone for a public university! The School of Nursing more than doubled its goal, raising more than $10 million. Donors who made both large and small gifts have the heartfelt thanks of the dean and the chancellor for their participation and generosity.

I look forward to working with you to continue your relationship with the School of Nursing. Together, we will make a difference!

Rene Dennis, Director of Development

$75,000 GIFT FOR NEW PROGRAMS

Jan Nash and Liz Resnick read about the school’s new programs in the Los Angeles Times. Although neither has a connection to UCLA, nor are they nurses themselves, Nash’s mother was a nurse in North Carolina, and both she and Resnick’s mother were cared for by “wonderful nurses” in their later years. Jan Nash and Liz Resnick are establishing the Jewell Nash and Paula Resnick Scholarship Fund in the amount of $75,000 for students entering the new MECN and Undergraduate programs. With a three-year commitment, they would like to give $25,000 a year for a student to cover fees, room and board, books, personal expenses, and health insurance. The first two years of funding will go to a MECN student and the third to a third-year undergraduate student.

Congratulations to Jan Nash and Liz Resnick for being the first donors to share their generosity for the new programs. The school is grateful for their kindness.

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