

CELEBRATING THE CLOSE OF A CAMPAIGN

AND LOOKING AHEAD

A decade ago, the University launched the "Be Boundless—For Washington, For the World" campaign with the powerful idea that what you care about can change the world. Since then, a community of more than half a million donors has joined us to do just that. You—our alumni, friends, faculty, staff, retirees, parents, patients and students—have come together as tireless UW School of Nursing champions and advocates. And you've positioned the school as a local, national and global leader that is truly making an impact. Thank you.

By the close of the university campaign, which raised more than \$6 billion, generous School of Nursing supporters contributed more than \$49.3 million, amplifying the school's impact on our students and the communities we serve. In a time of tremendous societal upheaval, marked by racial injustice and worldwide health crises, the need for compassion, knowledge and action has never been more apparent or urgent.

WE ARE TRANSFORMING THE STUDENT EXPERIENCE

The UW's public mission promises all students access to excellence. Through the campaign, philanthropy has increased the opportunities that define the Husky Experience: scholarships and support services that make it possible for a diverse community of students to attend the UW School of Nursing and know that they belong here; endowments that attract and retain the very best professors; opportunities for students to engage in faculty-led research; study abroad, service learning, career connections and community internship opportunities; and a broad array of activities that ensure a rich student life.



MIKE BROCK

Frances Brock Templeton was tireless. From the 1950s to the 1990s, she and her two children worked the family's five-acre property in Bellevue, Washington, tending apple, cherry and prune trees, and taking care of blueberry and boysenberry bushes. They kept the land cleared, cared for beef cattle and boarded horses, and canned many types of fruit.

It's worth mentioning that, in addition to being a mother and farmer, Frances was also a full-time nurse at UW Medical Center. "Mother worked just as hard at the hospital as she did at home," says her son, Mike Brock.

Mike remembers that his mother—a recovery nurse in the organ transplant clinic at the medical center—kept her uniforms starched, ironed and spotless. More importantly, he remembers her professionalism, her high standards and her kindness.

"She was a very good nurse," Mike says, "always very empathetic with the people in her care. Caring for patients was her mission in life."

Since his graduation from college in 1965 until his mother's death in 2009, Mike and his wife Hilda traveled monthly from the Bay Area back to Bellevue. Mike, now a mortgage brokerage and wine industry retiree, and Hilda, a retired Silicon Valley brokerage executive, still tend the farm: cutting grass, clearing blackberries and pruning fruit trees.

While the Brocks stay busy keeping up the grounds, they have also created a long-term plan for the property. In 2018, they made a pledge to create the Frances Brock Templeton Endowed Scholarship Fund for undergraduate and graduate nursing students.

As they contemplate this pledge today, Mike and Hilda can't help but think of the COVID-19 pandemic sweeping the country and the perennial need for a strong nursing workforce.

"We're so grateful to be able to give something to the nursing profession—which has given so much to our communities—when the need for nurses in the future will be so great," says Mike.

The pledge also prompts Azita Emami PhD, MSN, RNT, RN, FAAN, the Robert G. and Jean A. Reid Executive Dean of the UW School of Nursing, to think about the future.

"It's simply a wonderful gift," says Emami. "Scholarships are so important to our students, and it's splendid to think that Frances will be remembered by a new generation of nurses."

When Mike remembers his mother, he thinks about her dedication to nursing, to community service and, of course, to his boyhood home.

"We've taken care of that farm for 76 years," says Mike. "It's good to know that someday our gift will help students grow into nurses, so they can keep taking care of all of us—including me!"



When nursing students arrive for their first session at the Simulation Center, they sometimes find the manikins—fleshy, prone, mouths agape—intimidating.

Instructor Sarah Alba, DNP '20, on the other hand, is an enthusiastic fan.

"We have some incredible manikins that have very realistic capabilities," she says. "Their heart and lungs sound, their pupils constrict and dilate, they have pulses."

The manikins are part of a years-long renovation and expansion of the UW School of Nursing's Simulation Center, funded by the State of Washington and donors like Evie Lynn.

Lynn, a member of the school's advisory board, has long been involved in the health care field. With degrees in counseling psychology and marriage and family therapy, Lynn is now the board chairman of Careage, a family-owned business that

constructs, manages and operates senior living facilities in Washington and California. Careage hires a substantial number of nurses, notes Lynn.

“We need good simulation centers,” says Lynn. “It’s very important for nurses to have a good education with actual hands-on procedures.”

Hands-on procedures—in a controlled practice environment—are precisely what the Simulation Center offers. Using state-of-the-art equipment and technology, undergraduate students learn critical skills, such as how to insert IVs, manage a central line and handle a Foley catheter, among others. Graduate students take on subjects such as biopsies, laceration repair and cyst removal.

All the students get the chance to practice, to make mistakes, to manage emergencies, to work as a team and to sync up hands-on and classroom learning. It’s an enormously valuable learning experience that helps prepare nurses for treating real patients.

“We’re really developing students’ critical thinking skills,” says instructor Miki Sato, DNP ’20. “They bring in all they’ve learned about pathophysiology and medications, and then they figure out how all of it connects.”

In her turn, Albaum reflects on how the Simulation Center changes the students. For one, the undergrads are no longer leery of the manikins.

“By the time students get to their final, most intense simulation, you’ll see them hop on a manikin’s chest to deliver high-quality compression,” says Albaum. “They’re not afraid to jump in and deliver CPR. They’re not afraid to assume new roles.”

Capacity building is a key part of the process at the Simulation Center.

“So much of nursing can only be learned at the bedside, and we’re doing our best to give our students the confidence and skills for a strong foundation,” adds Sato.

Lynn, who has met several students from the UW School of Nursing, is impressed by their innovativeness, their openness to new ideas, and their qualifications. She knows that her gift is an investment in a precious resource: excellent nurses.

“The better the education,” says Lynn, “the better the nurse.”



Eleventh-grader Abby Park lowered her expectations when she heard that Nurse Camp, held by the UW School of Nursing, was going online. “To be honest, I just thought it was going to be super boring,” she says.

When Park applied to camp earlier in 2020, she had signed up for an in-person adventure, one where she could explore the idea of a career in health care. After COVID-19 arrived on the scene, Park wondered just how well an online camp would work. She soon had her answer.

“It was a really good experience overall,” Park says. “I gained so much knowledge about the many professions in the nursing field and how to get into nursing school.”

Creating Nurse Camp

Nurse Camp was founded in 2008 as a response to a difficult challenge: students from diverse backgrounds were applying to the school, but they weren’t getting accepted. The admissions committee didn’t see the prospective students as competitive.

Carolyn Chow, MA ’94, then the school’s admissions director, points to a whole host of factors that affect students’ lives and applications. These factors include fewer resources, low expectations from teachers and guidance counselors, and systemic racism.

“Redlining, where you can buy a house—that influences where you can send your kids to school,” Chow says. “And that influences the resources that students of color and first-generation students have academically.”

Chow had begun to reengineer the school’s admissions process to become more equitable—to take a more holistic look at a student’s work history, capacity for compassion and leadership potential, as well as their progress on prerequisites. At the same time, Chow and UW Medical Center faculty Lauren Cline, BSN (’02), MN ’04, EdD, were contemplating the other half of the equation: the students who were applying.

“Lauren and I were thinking, ‘How do we help underrepresented students really sell themselves and really feel confident going into that application process?’” Chow says.

Their answer was Nurse Camp.

Paying it forward

Justina Lang is a second-year nursing student, a co-lead of DAWGS (the school’s Diversity Awareness Group) and a living example of Cline’s and Chow’s master plan for Nurse Camp. As part of DAWGS, Lang, a former camper, now plays a major role in running the program.

“We reach out to schools and counselors who work directly with first-generation students and students from low-income households,” says Lang. “A lot of our students are people of color, students who are the first in their family to go to college.”

Lang, who was the first person in her family to go to college, knows just how valuable Nurse Camp can be. The kids find their role models, making contacts who will sustain them through high school and college.

“Camp let me see what the career really entails, and it also gave me a support system,” says Lang. “Having access to people who you really liked and could ask for help—that’s something that I really wanted to pay forward.”

Changing plans

Normally, during July’s five-day Nurse Camp, campers eat together, shadow nurses at UW Medical Center (the medical center is a partner in producing the camp) and spend time in the Simulation Center, among other activities. COVID-19 made all of that impossible in 2020.

“We had to decide what to focus on,” says Cher Espina, co-chair of Nurse Camp and the school’s director of admissions and student diversity. “We still wanted the students to understand what it’s like to be a nurse and to keep that sense of mentorship.”

Espina, along with co-chair Enedina Dumas, Lang and the other planners, reduced the usual full-day session to three hours online. Those hours, however, were chock full of icebreakers, activities and breakout discussions with multiple mentors. Students learned about effective nursing communications, the admissions process, health disparities and the many professions that nurses can pursue.

What was the students’ favorite part of camp?

“The campers wanted more time with our students,” says Espina. “They wanted more time to talk to them, more time to ask questions.”

Fostering confidence

Meeting the nursing students gave camper Abby Park a jolt of confidence. Although Park is taking early college courses through Washington’s Running Start program, she had wondered if she were smart and hardworking enough for the nursing profession.

“Camp helped me be so much more confident in wanting to be a nurse because everyone was so supportive,” says Park. The camp also inspired her to set some new goals.

“I’m trying to finish all my high school credits,” Park says. “But after that, I’m going to try to take some prerequisites for nursing school.”

What You Need to Know About NURSE CAMP

“I definitely want to become a nurse someday. I want to be there for people when they’re at their most vulnerable and need someone to be their advocate.”

GISSELLE VILLASANA, HIGH SCHOOL SENIOR
2020 CAMPER

FOUNDED 2008

MISSION

To establish greater equity in health education and in health care through mentoring and through teaching youth from diverse backgrounds about nursing.

THE DEMOGRAPHICS

This year, the high school campers included:

- 30** girls and 2 boys
- 13** Asian/Pacific Islander students
- 5** Black/African American students
- 10** Mexican-American students
- 4** Caucasian students

OUR THANKS

Nurse Camp is generously funded by hundreds of gifts each year. While some people give to the camp directly, other donors, by giving to the Nursing Excellence Fund, also support our students. Thank you all for building the future of nursing.

WE ARE EMPOWERING INNOVATION

As change creators, the UW School of Nursing's faculty, students and many partners make the Puget Sound one of the world's thriving innovation ecosystems. By educating, transforming and inspiring creativity and entrepreneurship, our university embodies the grit, determination and inclusive approach to problem solving that is a hallmark the Pacific Northwest. The school's innovation mindset influences students and scholars across disciplines, turning ideas into impact.



MORE GREEN THAN GREY

EXECUTIVE DEAN AZITA EMAMI AND DORIS CARNEVALI

DORIS CARNEVALI'S NEWEST WRITING PROJECT DIDN'T START ON THE KEYBOARD. INSTEAD, IT BEGAN WITH A RANT.

A FEW YEARS AGO, CARNEVALI, AN EMERITA FACULTY MEMBER AND ALUMNA OF THE UW SCHOOL OF NURSING, BSN '47, MN '61, WAS HOSTING A LUNCH FOR COLLEAGUES FROM THE SCHOOL. AT ONE POINT, CARNEVALI BEGAN TO TALK ABOUT THE PROCESS OF AGING.

"I thought that aging had been given a raw deal," says Carnevali, now 98. "It hadn't proven stagnant and grey. It was constantly moving, challenging, making me feel the need to be green and growing."

Lunch guest Azita Emami, PhD, MSN, RNT, RN, FAAN, the Robert G. and Jean A. Reid Executive Dean of the UW School of Nursing, took it all in, then made a surprising suggestion: Perhaps Carnevali might consider sharing her insights online?

This conversation was the genesis of Carnevali's Engaging With Aging blog. Every week, Carnevali sits down at her computer, draws on years of scholarship related to nursing and aging, considers her own experiences and current events, and writes. She discusses bath mitts and COVID-19, long-ago nursing practices and aging-related challenges.

She's writing what she thinks fellow agers might be interested in considering—and aren't getting from the culture.

"Maturational changes in children are highly valued by the child, adults and society," says Carnevali. "Those of the aged are not, so there's an incentive to ignore the age-related changes of the latter years as long as possible."

In Engaging With Aging, Carnevali is making a case for her readers: That age-related changes are inevitable, that admitting changes and identifying strengths are part of purposeful living and that aging (and determining how best to use your time and intention) can be rich and meaningful.

Basia Belza, PhD, RN, FAAN, director of the de Tornay Center for Healthy Aging and the Aljoja Endowed Professor in Aging, thinks that Carnevali's blog might hold a key to re-thinking the challenges of getting older.

"One of the most important concepts that Doris is presenting is that aging is not synonymous with pathology," Belza says. "She's making us wonder if the field needs a new developmental theory of aging."

Belza and her colleagues, including Shaoqing Ge, PhD, MPH, are beginning to explore this idea with the help of a fellowship created by Jeffrey and Alicia Carnevali, Carnevali's son and daughter-in-law.

Ge, the inaugural Doris Carnevali Engaging with Aging Postdoctoral Fellow, says her research team intends to recruit and study a cohort of 20 older adults of varying demographics and socioeconomic status. With the help of a grant from the de Tornay Center, they'll assess how participants address the challenges of aging. They'll also determine if Carnevali's ideas on engagement might prove helpful.

"The process of aging is a trajectory, not a single moment in time," says Ge. "Engaging With Aging focuses on that trajectory, on the actual daily challenges of living that adults encounter as they age. We'd like to use Doris's theory and ideas as a platform to help older adults create personal strategies that fit their individual needs."

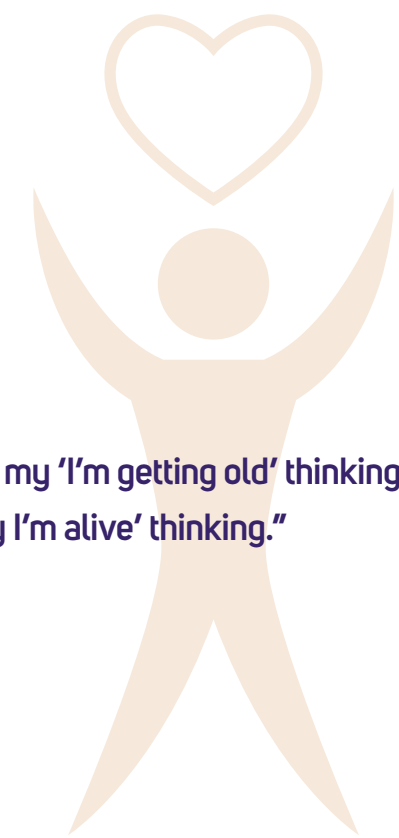
Based on the appreciative comments posted on her blog, Carnevali has already made inroads in helping fellow agers.

"You are helping to turn my 'I'm getting old' thinking into 'I'm growing every day I'm alive' thinking," writes one reader. "The can-do attitude shines through," writes another. "I'm trying to bottle it to help me follow this wise guide deeper into elderhood."

Carnevali says the blog helps her, too.

"It keeps me engaged, looking forward as well as looking back, and it's led to contacts with others—virtually, for the most part—that are enlivening and offer me new ideas and friendships I would not otherwise have had," she says.

"There's still gold in this river of aging," says Carnevali. "And I'm finding it."



"You are helping to turn my 'I'm getting old' thinking into 'I'm growing every day I'm alive' thinking."

WE ARE DRIVING THE PUBLIC GOOD

As a leading global public university, our mission is to serve the people of Washington and the world. We promote equity and social mobility by educating promising students from a wide range of backgrounds and supporting our community through partnerships and alignments that support real change—in schools, social services, businesses and policies that improve the health and wellbeing of all people. Support of the campaign has fueled community initiatives, programs and research projects, providing a forum for ideas, ideals and actions that impact the greater global good.



The PURPOSEFUL TRAVELER

(L-R) MORGAN BUSSE, MARISSA MASHIDAS, YVETTE RODRIGUEZ, AND JANE KIM.

WHEN MORGAN BUSSE, DNP '20, ARRIVED IN IQUITOS WITH HER TWO SMALL CHILDREN IN TOW, IT WAS HOT AND HUMID AND DUSTY. THE PERUVIAN CITY WAS LOUD, FULL OF TAXIS AND CONSTRUCTION.

“I’VE TRAVELED A LOT,” SAYS BUSSE. “BUT I FELT VERY, VERY FOREIGN.”

IT WAS 2018, AND BUSSE—JUST EMBARKING ON A NURSING PRACTICUM HOSTED BY THE UW CENTER FOR GLOBAL HEALTH NURSING—HAD 10 WEEKS TO ENGAGE IN TWO IMPORTANT PROJECTS. THE FIRST PROJECT WAS A HEALTH-RELATED INTERVENTION UNDERWAY IN THE CLAVERITO NEIGHBORHOOD OF IQUITOS. (SEE SIDEBAR.)

At the time of Busse’s visit, the intervention was in its second year. The collaborative involved in the project had started to make environmental improvements, such as the creation of a staircase to navigate a steep hill and the development of household gardens filled with fresh vegetables and medicinal plants. For two weeks, Busse went door to door to gather health data on community members in order to gauge the clinical impact of the improvements. She measured patients’ hemoglobin, blood pressure, heart rate, weight and other health indicators.

And the second project? Busse and a fellow nursing student, Marissa Masihdas, designed it themselves. Inspired by an early childhood and parenting development program created in South Seattle, the two adapted it for residents of Claverito.

Their first step was to reach out to local families. “We went to the community and asked them what their biggest challenges were and what they wanted to learn about,” says Busse. As it happens, the parents wanted to know more about diarrhea, an illness that afflicted many of their children.

Busse enlisted the help of Carmen Diaz, the dean of the Nursing School at the Universidad Nacional de la Amazonía Peruana, and her students. Together, the group held community classes on diarrhea prevention, cemented the concepts by conducting home visits, and handed out laminated recipe cards for families to keep. The cards illustrated the creation of homemade oral-rehydration solution, as well as information on water purification and storage.

Busse’s life was changed by her Peruvian experiences. She attributes her progress to those experiences and having received an award from the School of Nursing’s Barbara Wyman Fund for Global Nursing. Donor Jeb Wyman and his sisters created the fund to remember their mother: nurse and adventurer Barbara Wyman.

“We wanted to give students an opportunity to see other places, to recognize the enormous material privilege we have in this country,” says Wyman, a professor at Seattle Central College. “Students have transformative experiences, you know, and it changes their lives and their priorities.”

Barbara Wyman first felt the call of international nursing when she was 20, delivering immunizations and providing relief from parasitic infections in Tlapacoyan, Mexico. Years later, she would act as a volunteer nurse in Nepal and Namibia and as an English teacher in Bangladesh, among other service-based travel.



Just as Barbara’s trip to Mexico in 1953 helped solidify a lifelong commitment to service, the Wyman-funded journey to Peru left an indelible mark on Busse.

“There are so many inequities in Iquitos,” she says. “And then coming back to the United States—the trip really highlighted the stigma and bias in our health care system.”

Now in a residency at a community health center, Busse intends to conduct a health intervention with the predominantly Spanish-speaking residents of Seattle’s South Park neighborhood.

“Nurses can take the lessons we’ve learned from global health work and apply them in our communities,” she says. “We are resilient, we can overcome a lot of barriers, and we can really help elevate the voices of marginalized people.”

THE GREATER GOOD Collaboration in Claverito

The neighborhood of Claverito in Iquitos is the site of a multiyear collaborative intervention designed to improve health, environmental resilience, and social equity.

In 2017, the collaborative embarked on an experiment: to see if changing an impoverished neighborhood’s built and natural environments would improve residents’ health, wellbeing and social cohesion.

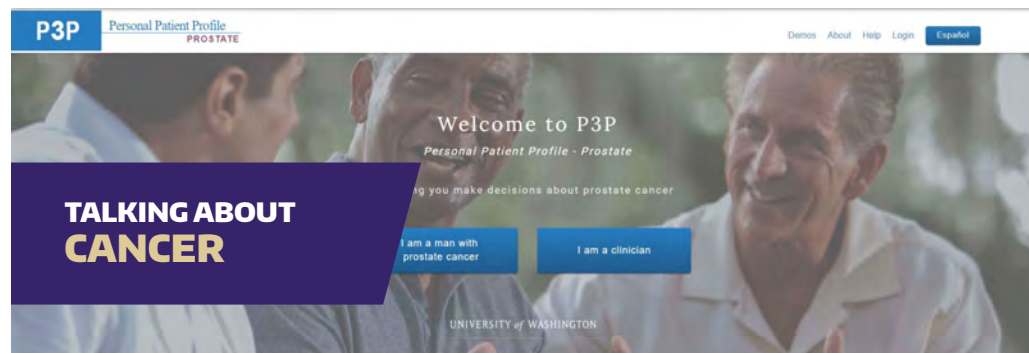
The site also serves as a learning laboratory for students from Peru and the University of Washington.

Members of the Collaborative

- The Claverito Community
- Instituto Nacional de Salud
- Centro de Investigaciones Tecnológicas, Biomédicas y Medioambientales
- Universidad Nacional de la Amazonía Peruana
- University of Washington (a multidisciplinary team funded through the Population Health Initiative)

WE ARE PROMOTING A HEALTHIER WORLD

At the UW School of Nursing, we believe improving population health worldwide is a moral imperative. With the support of donors and advocates, university experts have long worked at the intersection of human health, environmental resilience, and social and economic equity, examining all the factors that affect people's health and wellbeing. The importance of that expertise has never been clearer, as the university continues to provide leadership, care and guidance for our state and country in response to COVID-19. From lifesaving testing and care, to rapid-response grants helping interdisciplinary teams study and respond to the COVID-19 pandemic and other global health crises, to the future Health Sciences Education Building, a collaborative hub for innovative research, teaching and learning—we promote health, save lives and drive transformative change far into the future.



When Donna L. Berry, Ph.D. '92, R.N., AOCN, FAAN, created her first health informatics project, the term “health informatics” didn't even exist. The UW School of Nursing alumna was simply implementing her dissertation—an exploration of how men with prostate cancer made treatment-related decisions.

“Back in the early 1990s, men were so confused,” says Berry, a UW professor in Department of Biobehavioral Nursing and Health Informatics. “There was no one best treatment for low-risk prostate cancer, so doctors would present the options, then ask their patients, ‘Well, what would you like to do?’”

Confused by their choices—and worried about the potential of losing genitourinary control and function—men would often consult friends and co-workers rather than talk to their clinicians.

“I wanted to build an intervention that honored these concerns,” Berry says. “At the same time, I wanted to educate men on the bigger picture and to coach them in talking to doctors about the things that were important to them.”

Thus began the development of the Personal Patient Profile-Prostate or P3P. Today, this web-based health informatics tool leads men with prostate cancer through a series of questions. The tool then helps patients understand their options, talk to their doctors and make informed decisions.

The development of P3P contributed to Berry being awarded the Health Informatics Endowed Professorship in Nursing, a position created with a gift from professor emerita Marjorie V. Batey, BSN '53, PhD, FAAN. Berry's work on the Electronic Self-

Report Assessment-Cancer, a tool that helps patients evaluate and communicate about their at-home symptoms, was almost certainly another factor.

Dr. Berry's deep commitment to helping trainees also played a role in her receipt of the professorship; over time, she has mentored more than 100 students and junior investigators from multiple disciplines, including nursing, medicine and epidemiology.

“There's nothing more important than mentoring,” says Berry.

Endowed professorships confer both prestige and resources, and Berry intended to use the funds, in part, to present research results at a conference in Washington, D.C. When COVID-19 interrupted that plan, she devised a new one. First, Berry intends to conduct a pilot study to bring P3P into urology practices. Then, in 2021, she hopes to use the professorship to present a continuing education course for her colleagues.

More generally, professorship-provided funding will allow Berry to continue to make important contributions to the school's programs in health informatics—and in mentoring students interested in those programs.

Berry is proud of holding the professorship and grateful for the resources that Batey has made available. Most of all, she appreciates the opportunity to keep her patients healthy and well-informed.

“With Marge's support, I'm absolutely certain that we are making a difference in the lives of people with cancer,” Berry says.



JOELLE FATHI AND ASSOCIATE DEAN FOR DIVERSITY, EQUITY, & INCLUSION BUTCH DE CASTRO

Could you take decades of work and ideas, condense them into a five-minute pitch, then present the result to a Shark Tank audience? As it happens, alumna Joelle Fathi, DNP '13, RN, ARNP '00, could and did. In fact, she won the grand prize at a Shark Tank competition held last November by the UW School of Nursing.

To this day, Fathi, an associate teaching professor in the Department of Biobehavioral Nursing and Health Informatics, is unsure if she won because of firm convictions or alarming statistics.

“If vaping numbers continue on their current trajectory, we'll soon surpass the levels of cigarette consumption recorded in 1964,” says Fathi. That year, nearly half of all adult Americans smoked.

Nicotine, whether delivered by a traditional cigarette or an e-cigarette (vaping), is a highly habit forming stimulant—and an e-cigarette, which pushes nicotine to the brain in about seven seconds, is a very efficient delivery system. It can take as little as three days to develop a chemical dependency.

Unfortunately, vaping—which can damage the developing brain and may contain harmful chemicals—has caught on among teenagers. In 2011, approximately 1.5% of high-school youth reported vaping in the previous 30 days. By 2019, that number had risen to 25.7%. Fathi, who has helped patients quit smoking for many years, took notice.

“I've spent my practice on the adult side of the continuum. Today, I see these young people who have such bright futures ahead of them. And through no fault of their own, they are at risk for developing a lifelong dependency on nicotine,” says Fathi.

“I knew I wanted to help prevent that from happening,” she says. “The question was how.”

It was at that point that Fathi remembered the UW School of Nursing's Shark Tank—a contest in which nursing researchers vie for innovation funding to address pressing health-related issues. As of July 2020, generous donors to Shark Tank have enabled the distribution of seven grand prizes and 12 participation awards, along with \$74,000 in funding.

The contributors to Shark Tank include alumna and nursing advisory board member Jody Evans Smith, BSN '81, and David Smith, BFA '70, MFA '72.

Jody, who had worked at Harborview Medical Center and Swedish Medical Center, primarily in surgery, has a strong commitment to and interest in nursing. In his turn, David spent many years with medical equipment companies as a designer and executive, and he has extensive experience in bringing creative approaches to medical challenges. The Smiths' gift, made in 2017 to create an endowment that fosters nursing innovation, has supported Shark Tank as a vehicle to promote inventive nursing research in the community.

“My forte was always looking at a different way of approaching a problem, and we were interested in helping other people make those sorts of innovations,” says David. “We also wanted our gift to act as an amplifier, so the community could learn about the fantastic research taking place at the UW School of Nursing.”

Fathi's winning Shark Tank innovation is to create no-cost educational tools on vaping prevention for the Seattle Public Schools system. The award money will allow her to interview students and staff and to develop an online educational platform. If sufficient funding remains, she'll have the program translated into several languages used by district students.

Like David, Jody realizes that ideas like Fathi's—and gifts like the ones she and her husband made—can change the future. She encourages other donors to join them in giving to nursing and nursing innovation.

“We're impressed with how a small amount of money can further an idea,” says Jody. “It's really just a seed, but sometimes it's enough to get a project launched.”

Fathi, grateful for the gift, agrees.

“I hope this tool will reach thousands of teens in the Seattle area,” Fathi says. “Shark Tank and programs like it can make a tremendous difference in people's lives.”

WE ARE EXPANDING OUR IMPACT

The campaign has supported an established legacy of scholarship and research that transforms our world. From medicine to climate change, literacy to human rights, UW School of Nursing faculty and students are tackling every major issue facing society today. The campaign has bolstered our drive to solve the greatest challenges of our time through interdisciplinary inquiry and scientific advancements. Together, we turn ideas into the policies, cures and solutions of tomorrow.



AN EARLY START

on MENTAL HEALTH

PARENTS LEARN TO READ BABIES' EXPRESSIONS: THE FURROWED BROW THAT FORECASTS A WAIL, FOR INSTANCE, OR THE EXPRESSION OF DELIGHT AT SEEING A TOY. AND OF COURSE, THE LOOK OF CONCENTRATION THAT ACCOMPANIES THE NEED FOR A DIAPER CHANGE.

JUST BENEATH THAT ADORABLE SURFACE, HOWEVER, PROFOUND EMOTIONAL DEVELOPMENT IS TAKING PLACE.

"There's a back-and-forth communication between parents and children," says Monica Oxford, MSW, PhD '00. Oxford is the executive director of the Barnard Center for Infant Mental Health and Development at the UW School of Nursing. "If an infant cries, they are signaling to their caregiver they need help. When their caregiver responds and the infant's needs are met, they learn to calm down and regulate their upset feelings."

By meeting the needs of babies and toddlers, parents help children learn how to trust, manage emotions and communicate. The interaction between parents and children shapes a child's brain architecture—and helps set a path for future mental health.

That said, there's no guarantee that children and caregivers will form a relationship that fosters emotional development. Parents may have a host of challenges—mental health issues, the stress of poverty or domestic violence, even situational depression or anxiety—that can upset the balance. In other cases, the child may have medical needs that the caregiver is not equipped to handle without support.

Unfortunately, today's medical system isn't well equipped, either. "If a pediatrician is concerned about a caregiver and a baby, there aren't many referral options that support that developing relationship," says Oxford.

With a five-year grant to establish the Barnard Center Advanced Clinical Training (ACT) Program, Perigee Fund hopes to build a stronger support system for parents and children in Washington state. The program, by recruiting up to 20 mental health postgraduates each year, will train experts who can, when needed, support the developing baby-parent relationship.

"Perigee's goal with this grant is to build the infant and early childhood mental health workforce," says founder Lisa Mennet, PhD "We have a focus on families affected by trauma, racism and poverty, and we know that investing early in strong relationships is critical to giving children the best start in life and mitigating the impacts of early adversity."

Nucha Isarowong, PhD, LCSW, hired in January 2020, is the training program's inaugural director. He's dedicated to creating a diverse group of providers and tailoring the curriculum to their needs.

"My goal is to create a curriculum that delivers the clinical knowledge and skills these professionals will need in their work, that pays attention to the knowledge they already have about their communities, and that incorporates the social and cultural perspectives of young children and families," says Isarowong. "I want our graduates to take in all this knowledge and all of these skills so that they're prepared to strengthen relationships between babies and parents from diverse communities."

Isarowong estimates that the program will open in winter 2021, and he and Oxford have high expectations for the program's graduates.

"They'll be the future leaders in infant and early childhood mental health, and they'll be mentors to the generation of clinicians after them," Isarowong says. "They'll also bring their principles and perspectives to influence policy and legislation."

Oxford agrees, adding that Perigee Fund's investment—in addition to building workforce leadership—will also change lives. Program graduates will serve as a new, welcome resource for providers and community programs that want to promote mental health.

"This grant is a foundational opportunity to change the trajectory of families throughout Washington state," Oxford says.

What is **PERIGEE FUND?**

Perigee Fund is a national philanthropic endeavor committed to advancing work in the field of infant and early childhood mental health and maternal mental health.

Founded in Seattle in 2018, the fund envisions communities where all parents and primary caregivers are supported in caring for their children with confidence, competence and joy.

WE ARE STRENGTHENING OUR COMMUNITY

The UW community has deep local roots that go back decades and generations — and a broad reach, extending around the world: students, alumni, faculty, staff, patients, families, friends, collaborators, organizations and enterprises who are both served by and have built a university dedicated to the greater good.

CLIMBING the HILL



IT'S A BEAUTIFUL DAY IN JULY, AND ANNE HIRSCH, PHD, ARNP '79, IS MULTITASKING: SHE'S WALKING HER DOG WHILE DISCUSSING THE RURAL NURSING HEALTH INITIATIVE. DESPITE HER ENTHUSIASM FOR THE PROGRAM, SHE HAS TO STOP FOR A MOMENT TO CATCH HER BREATH. "WE'RE GOING UP A STEEP HILL," HIRSCH SAYS.

AFTER A MOMENT, HIRSCH CONTINUES, EXPLAINING THAT THE UW SCHOOL OF NURSING'S NEW INITIATIVE—FUNDED WITH A \$4.7 MILLION, FOUR-YEAR GRANT FROM PREMERA BLUE CROSS—WILL IMPROVE RURAL HEALTH IN WASHINGTON STATE.

"We know that health care delivery and access to care can be a real issue in rural and remote communities," says Kitti Cramer, BS '94, JD '98, MHA '02, Premera's executive vice president and chief legal and risk officer.

Cramer and her colleagues have done their research on the topic. The company spent several months meeting with more than 80 organizations in Washington and Alaska to investigate rural health issues. It became clear to Premera that a shortage of nurses was affecting rural health care.

"We learned how critical nurses are to the fabric of communities, not only in the delivery of care, but also in social services," says Cramer. "In rural communities, nurses tend to be the connective tissue."

For Cramer and Hirsch, the question then became: How do you recruit more nurses to work in rural areas? The answer revolves around training.

"We know from the literature that if a student has a positive experience in a rural setting, they're much more likely to go back and work in that rural setting," Hirsch says.

The Rural Nursing Health Initiative, which focuses on nurse practitioner students and fellows, will help create these positive experiences. By the time the four-year program is complete, 80 students and 30 fellows will have trained with practitioners in rural communities—the students for a quarter or semester and the fellows for a year. All the students will learn skills from established nurses and doctors, and all will come to appreciate the joys and challenges of rural health care. The fellows will also conduct projects intended to connect them even more closely with the community.

Hirsch is excited by the promise of the program, which began this fall, and her excitement is shared by her partners at Gonzaga University, Pacific Lutheran University, Seattle Pacific University, Seattle University and Washington State University. Nursing students and fellows from all six universities will participate in the program. In fact, the collegiality and collaborative nature of this group inspired Premera to invest in the initiative.

"These schools already shared a good, positive network," says Sharon Berry, RN, BSN '90, clinical consultant for Premera and a member of the organization's steering committee for the Rural Nursing Health Initiative. "They all know one another, they all want to work together, and they are all experienced and organized."

With Premera's help, this new initiative will not only give students across the state exciting opportunities to train and work in rural areas. It will also help nurse practitioners scale a different hill: broad recognition of their skills and talents.

"We can contribute in a very positive way to health care in small communities," says Hirsch. "Sometimes people don't believe that until they have the opportunity to work with a highly educated and qualified nurse practitioner."

WE ARE LOOKING TO THE FUTURE

As a public nursing school, our role in the future is more important than ever. We continue to provide leadership, care and guidance for our state, country and the world in response to COVID-19. By collaborating with nurse and health care leaders across the state, we are addressing critical gaps in Washington's nursing workforce. Through a global partnership with Sweden, we have reaffirmed our commitment to healthy aging and dementia care and research. Along with the other health science schools at the UW, we have broken ground for a new Health Sciences Education Building to better equip and prepare our faculty, students and researchers to transform health sciences education and care. And we remain united as a community on a path toward justice, equity, and civility. We will continue to promote health, save lives and drive transformative change far into the future.

Thank you for the many ways you help broaden our reach and deepen our impact. It is because of you that we are able to take on the many challenges of today—and prepare for whatever challenges await us tomorrow.

A decade ago, we set our sights on changing the world.

And together, we already are.

The Be Boundless campaign came to a close on June 30, 2020. I want to thank each and every one of our generous donors who enabled the School of Nursing to successfully raise more than \$49.3 million, exceeding our campaign goal by more than 23%. In all, we received gifts from 4,122 donors.

Thank you for your commitment to our school. I also want to give special thanks to our Campaign Co-Chairs, Joanne Montgomery and Brooks Simpson, as well as our Advisory Board and Advancement team. Their leadership efforts were exceptional, and so was the result.

The campaign was about ensuring the success of our school for a boundless future. The dollars raised mean more equitable access to a UW nursing education, advancing nursing research through faculty support, increased opportunities for global engagement, and improved health care locally, statewide, and throughout the world.

Thank you all for your commitment and support for the future of the UW School of Nursing.

Azita Emami, PhD, MSN, BSN, RN, FAAN
Robert G. and Jean A. Reid Executive Dean
UW School of Nursing