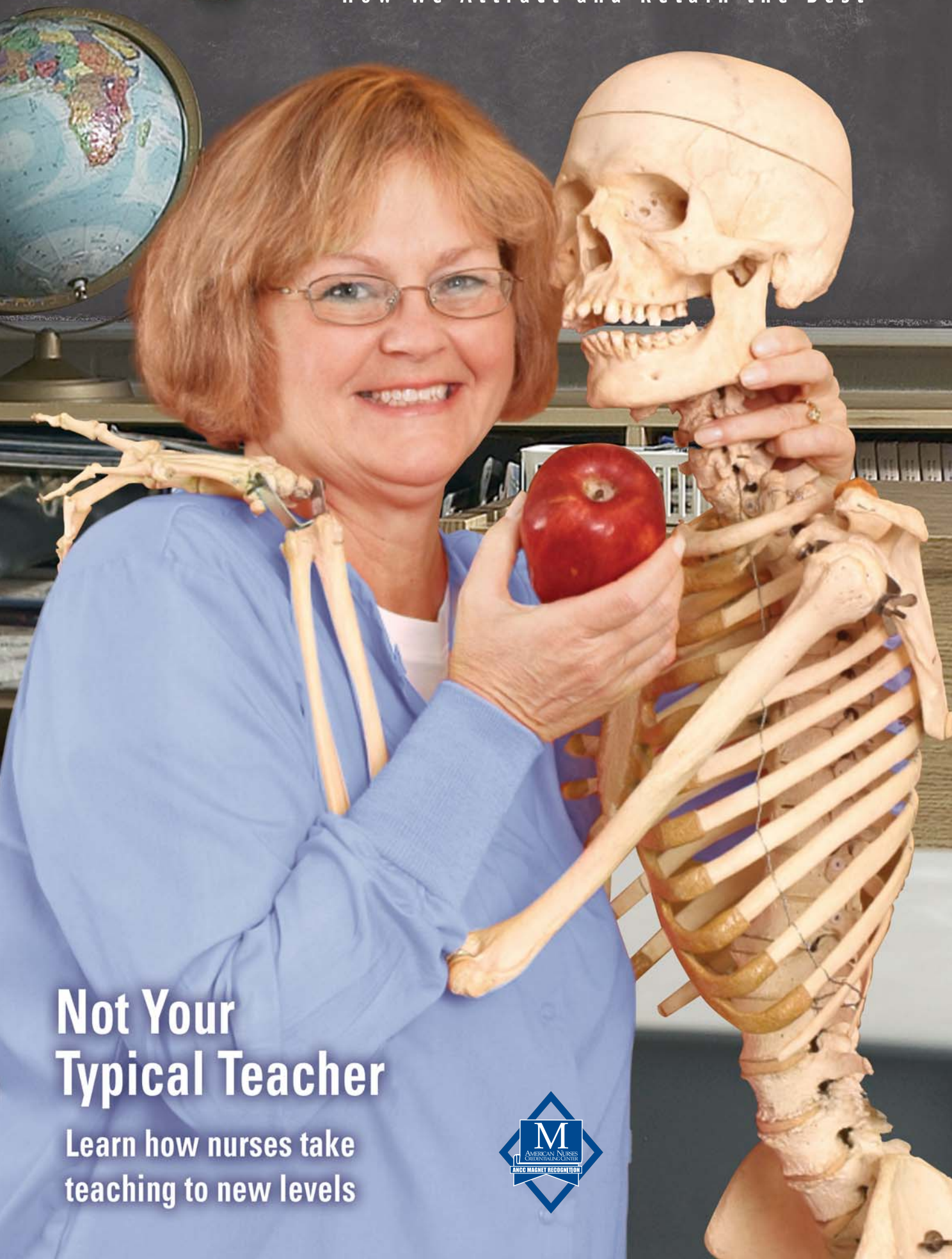


magnetattractions

How We Attract and Retain the Best



Not Your Typical Teacher

Learn how nurses take
teaching to new levels



o u r m a g n e t s t o r y

Magnet hospitals are so named because of their ability to attract and retain the best professional nurses. *Magnet Attractions* profiles our story at Lehigh Valley Hospital and Health Network and shows how our clinical staff truly magnifies excellence.



i n s i d e t h i s i s s u e

We Are All Teachers

Terry Capuano, R.N., discusses why teaching matters

2

Most Likely to Teach

Bedside nurses serve as Cedar Crest College faculty to teach future nurses

3-4

Put On Your Glasses

A creative look at the Friends of Nursing Celebration

5-6

The Many Faces of a Teacher

Deb Belles' students are patients, colleagues, high school students and parishioners

7-8

About That Thing From Mars

Orthopedic nurses learned how to teach patients—and talk their language—before stepping into the classroom

7-8

Our Magnet Moments

See how one nurse is embracing "The Joy of Work," enroll in a course and find out who's presenting nationwide

9-10

I'll Never Be the Same

Student nurse John Lanzilotti taught an 81-year-old patient what it means to care—and in turn, he learned another life lesson

11

On the cover:

Sharon Clark, R.N., is not a typical teacher. As an adjunct faculty member of Cedar Crest College, she teaches future nurses at the bedside, giving them firsthand patient care experience.



We Are All Teachers

At the bedside, in classrooms and communities, we teach patients, neighbors, future clinicians and each other

I was blown away as I read letters from Cedar Crest College nursing students who recently participated in a program, in which their teachers were our bedside nurses, not their classroom professors. One student wrote: “I worked with a nurse who fostered a love of nursing. She encouraged me to reach beyond my role as a student and begin to attain a sense of autonomy in my nursing practice.”

We are pioneers, starting a program that allows more students to jump-start their careers—possibly at LVHHN—and addresses the national nursing faculty shortage. The first program went so well, we expanded it to more students. It’s just one more reason we’re Magnet. This issue of *Magnet Attractions* highlights our force of clinicians as teachers. As clinicians, teaching comes naturally. We strive to continually share our knowledge with patients, colleagues, the community and future nurses.

Thirsty for knowledge, we embrace new ideas and programs, learn them and then teach each other. Some of you were the first to learn computer assisted physician order entry (CAPOE), medication bar coding and MetaVision. You then taught your colleagues. Recently, LVH—Muhlenberg emergency department staff learned the T-system, in which patient care is documented online, and then they taught their emergency department colleagues at LVH—17th and Chew and LVH—Cedar Crest. Even as directors prepared to move their units into the new LVH—Muhlenberg tower, they turned to experienced directors at LVH—Cedar Crest for tips and strategies.

We also teach our national and international colleagues by sharing our research and best practices through conferences and published articles. (See what we’ve done on page 10.)

We take our knowledge into the community, speaking to civic organizations, volunteering at health fairs and educating school groups. Labor and delivery nurse Deb Belles, R.N., helps teach high school students about the realities of parenting and serves as a parish nurse in her church. (Read more about her on pages 7 and 8.) She represents many of our staff members who teach their neighbors in unique ways.

At the bedside, we teach patients, preparing them for surgeries or care at home. When they’re home, patients receive more education from home care nurses or clinicians at outpatient facilities. Studies show people tend to forget what they’ve learned in the hospital, whether it’s due to anxiety or stress. So, we find creative ways to reach them.

As teachers we also need to continue learning. That’s why resources like continuing education funds and flexible scheduling are available to you. You’re a member of our team because you recognize teaching and learning are important. Your students may not bring you apples, but they certainly appreciate all you do.

Terry A. Capuano, R.N.
Senior Vice President, Clinical Services

Our clinicians are involved in educational activities within the organization and community. We welcome and support students

Clinicians As Teachers

from a variety of academic programs, and develop and mentor staff preceptors. Staff members have the opportunity to serve as faculty and all are preceptors for students from a variety of academic programs.

Our patient education program meets the diverse needs of patients in all care settings.

Most Likely to Teach

Bedside nurses serve as Cedar Crest College faculty to teach the next generation of nurses



The Professor
Sharon Clark, R.N.
Open Heart Unit

Sharon,
Thanks for being a great
mentor. Looking forward
to working with you on
TOHU!

- Mary Lynn



The Student
Mary Lynn Mazur, G.N.
Open Heart Unit

Sharon Clark, R.N., always thought of herself as a student, especially when she returned to college after raising her children. Now, 17 years later she's being praised as "teacher of the year" by her nursing students.

Sharon doesn't lecture in a classroom; she teaches student nurses on the transitional open heart unit (TOHU) where she's a patient care coordinator. "I remember how nervous I was as a student nurse," Clark says. "I want students to feel at ease and confident in their care."

That's why Clark and other bedside nurses are serving as teachers for Cedar Crest College to help alleviate a nationwide shortage of nursing faculty. Because college faculty members can teach only a limited number of students while in the hospital, this creative partnership allows more students to experience bedside nursing.

As "clinical associates," nurses are paid a stipend to teach two students during their eight days of "clinicals." Throughout this time, clinical associates are co-assigned to patients, providing students support and guidance as they care for patients. "It's a win-win for everyone," says Clark. "More students get bedside experience, and we have a larger pool of students from which to recruit new nurses."

That's just how Clark attracted student nurse Mary Lynn Mazur, G.N., to TOHU. Mazur enrolled in nursing school after caring for her father while he battled cancer. Before graduating from Cedar Crest College in May with her second bachelor's degree (the first was in hotel-



Thinking About Returning to School?

Here's what you should know about two new nursing roles recently proposed by the American Association of Colleges of Nursing:

Doctor of nursing practice degree – Currently, advanced practice nurses (including nurse practitioners, clinical nurse specialists, nurse midwives and nurse anesthetists) must have master's degrees, along with their specific certifications and licenses. In 2015, they will be required to earn doctoral practice degrees—putting them on the same level as pharmacists and physical therapists who must earn doctoral practice degrees.

Clinical nurse leader – Nurses who may not be interested in formal teaching or administration but want to earn a master's degree to continue working at the bedside can become certified nurse leaders.

Want to Know More? Contact the Center for Professional Excellence at 610-402-1704.



restaurant management), Mazur spent her final semester at the bedside learning from Clark. She was one of eight stellar students selected for the program.

“Sharon was a great mentor,” says Mazur, who now works on TOHU. “She wanted to help us. I could approach her and talk to her about anything.” Clark reviewed their basic care skills, checked their charting, observed their patient discharge teaching and gave them tips for communicating with team members and physicians.

Clark admits teaching was challenging. “When you’re a nurse for 17 years, you do it naturally,” she says. “It’s a whole different ballgame when you teach it to someone else.”

Clark definitely left an impression on Mazur. “When it got busy, Sharon always remained calm and collected,” she says. “There is a grace about her. I hope to practice that as well.”

Sally Gilotti

Our teachers - As adjunct faculty members for Cedar Crest College, these nurses (right) taught nursing students at the bedside. Most of their students became their colleagues upon graduation.



Put On Your Glasses

By looking through special lenses, clinicians celebrate creative care at the Friends of Nursing Celebration

1. The future's so bright — President and CEO Elliot J. Sussman, M.D., has gotta wear shades. "Thank you for everything you do to make us a Magnet Hospital and create our bright future," he says.

2. There we are — 5C colleagues (from left) Sue Gross, R.N., Sheila Swift, R.N., and Tracey Silfies, R.N., check out their unit's photo as they enter the Friends of Nursing Celebration. The unit received an award for demonstrating a commitment to professional excellence.

3. Through fresh eyes — New colleagues on the new medical surgical unit at LVH-Muhlenberg 6T (from left) Tami Meltsch, R.N., administrative partner Chris Reichard and director Beth Kessler, R.N., see care through unique eyes.

4. They started it all — Dick and Peggy Fleming, shown with their son, Robert Fleming, know the value of education. Twenty-five years ago, they launched the Friends of Nursing program with a \$100,000 donation — the first ever to support nursing practice, research and education.

5. Family attraction — When Cheryl Jones, R.N. (second from right), received the Alma W. Holland award for Excellence in Home Care Nursing, her daughters knew how special it was. They're all nurses, too. From left: Joelle Morehouse, R.N., home care; Jessie Klock, R.N.; and Shelly Sabol, R.N., labor and delivery.





6. The after-party – When the ceremony ended, LVH–Muhlenberg cath lab colleagues took their own photos on the stage. From left: Audrey Gunderman, R.N.; Andrea Abrams, invasive specialist; Tracy Goetter, R.N.; Michelle Bernier, R.N.; Paul Muzopappa, R.N.; Tina Mann, invasive specialist; Jake Zimmer, technician and recipient, John M. Eisenberg, M.D., award for Excellence as a Student Nurse; Diane Conley, director; Rick Tolan, R.N.; and Bob Conway, technician.

7. Oh, what a night – Carol Cyriax, R.N., and technical partner Julie Shattah on 4A (from left) celebrate their unit's Friends of Nursing award with 6B colleagues Megan Dodge, R.N., and Tracie Heckman, R.N.



8. All smiles – Friends of Nursing award recipient Cathy Odom, clinical exercise specialist (third from right), creatively teaches patients to exercise after heart surgery. Her family and friends beam with pride. From left: son-in-law Aaron Bittner, R.N., LVH–Muhlenberg cath lab, daughter Caley Bittner, friend Andrea Miller, information systems analyst, son Justin and husband Clyde.

9. With my secret decoder... – Labor and delivery colleagues (from left) Kim Reinart, R.N.; Chris Feller, technical partner; Tia Beers, R.N.; Deb Binder, L.P.N.; and Laurie Griesel, R.N., put on their glasses to read the program's hidden message ("See it through unique eyes.").



10. Right this way – Professional Nurse Council members (from left) Lois Guerra, R.N., Linda Trella, L.P.N., Diana Haines, R.N., Terry Burger, R.N., and Mary Jean Potylycki, R.N., welcome guests to "The Reel Future of Care" movie.

11. Pediatric nurse extraordinaire – Jennifer McCadle, R.N. (second from right), received the award for excellence in pediatric nursing. She celebrates with (from left) best friend and colleague Brenda Earley, R.N., father Frank Samer and husband Kevin.



To read inspirational stories about our 2005 Friends of Nursing award recipients, visit www.lvhnurses.org.

MARS

about that thing from

It's a machine patients need. Describing equipment in this simple language is one way nurses teach patients.

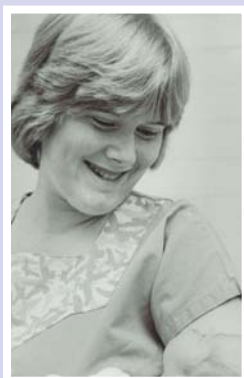
Officially, it's an orthopedic electronic drain system that helps patients recover from total hip or knee replacement surgery. But when Candice Pasco, R.N., and Kathy Fromholz, R.N. (right), called it by that name, patients scratched their heads. "Now, before explaining what it really does, we call it the big machine that looks like it's from Mars," says Fromholz with a chuckle.

Sound silly? Not really. When Fromholz, a nurse on LVH—Muhlenberg's 4T orthopedic unit, and Pasco, a nurse on the ambulatory surgery unit, started teaching the pre-surgery class, they learned to talk in a patient's language. "Using technical terms causes confusion," Pasco says. "We make it easy so patients and family members understand exactly what will happen."

Some hospitals may educate their patients – but what's the difference here? Our clinicians learned how to teach. Fromholz and Pasco first participated in a similar class started at LVH—Cedar Crest by nurses on



The Many Faces of a Teacher



1 Deb Belles, R.N., wanted to work on labor and deliver so badly she queried the head nurse for two years about an opening until an internship became available. Although she had 10 years of coronary nursing experience, Belles was a student again. "I spent my first year fumbling and learning," she says. Fourteen years later, the 2005 Friends of Nursing award recipient, is the teacher – at work and on her own time.



2 Teaching patients and colleagues – Belles knows her role is more than caring for expecting mothers, like Anna Dziak of Bethlehem. "I teach patients breathing and relaxation techniques they

can carry into parenthood," she says. She also enthusiastically teaches future nurses and colleagues like Lisa Sim, R.N., giving them hands-on experience and walking them through procedures. "The best teachers are passionate about nursing," she says.

5B. Then Rita Bendekovits, former patient education manager (and now patient care services quality manager), taught them tricks of the teaching trade (like encouraging participants to talk to their nurses and one another) and held practice sessions. Now, with more guidance from Paula Robinson, R.N., patient care specialist on the special procedures unit, they share their expertise with patients twice each month.

In a typical class, held in the days prior to surgery, our nurse teachers show patients models of their replacement joints and educate them about length of stay (typically three days), day-to-day care (you'll stay in the same bed from surgery through discharge), when it's OK to walk again (often the day after surgery) and what medications they might get. A service excellence coordinator explains what to bring to the hospital, a physical therapist teaches exercises used during recovery, and a case manager discusses insurance.

The joint surgery session is among several patient education classes taught by LVHHN nurses. The newest: a pre-op open heart surgery class at LVH—Muhlenberg, led by Roslyn



First in class – The pre-surgery total joint replacement class, taught by Kathy Fromholz (left) and Candice Pasco (right), helps patients and fellow colleagues. “I often have only 30 minutes to admit patients just before their surgery,” Pasco says. “By teaching the class, I let patients know exactly where to report. That allows me to admit them quicker and keep the operating rooms on schedule.”

Harris, R.N. Each class gets its message through to patients, and offers patients “familiar, friendly faces,” Fromholz says.

Teaching also brings professional satisfaction. “We learn to be patient advocates in our nursing programs, and teaching lets me help a patient make an informed decision,” Pasco says. “It’s not something I do because I have to, but something I want to do to be a better advocate.”

Kyle Hardner

Deb Belles, R.N., educates patients, colleagues, high school students and parishioners



3 Teaching future parents – Belles recognized a need for more in-depth parenting education and on her own time, teamed-up with the consumer science teacher at Parkland High School. In addition to classroom lessons about the economics of raising a family, students come to the hospital. Belles teaches them about sexually transmitted diseases, birth control, the stages of labor and gives them a tour of a delivery room.

She talks frankly and encourages students to ask questions they may not ask a parent or teacher. The program now includes Weatherly High School students, and she hopes to have additional students soon. Belles even wrote an article for *ADVANCE for Nurses*, teaching regional colleagues how to reach out to high school students.



4 Teaching parishioners – After attending a conference about parish nursing, Belles took what she learned to her own congregation at Neffs U.C.C. Church. Through a column in the monthly newsletter, she teaches parishioners like Dorothy Allwine of Schnecksville about glaucoma, asthma and

how to deal with the stress of having children. Belles recruited other nurses in her congregation to help hold blood drives and blood pressure clinics. When people need care at home, she helps coordinate it.

Our Magnet Moments

continuing education

JULY		AUGUST CONTINUED	
14	Bedside Scientist Institute (PCS Group) - Sample Size Part I 8:30-10 a.m., ECC 1-CC	9	Critical Care Course: Cardiovascular Part III 8 a.m.-4:30 p.m., Aud-CC
20	Assessment and Management of Behavioral Dyscontrol Part I (critical care interns) 8 a.m.-4:30 p.m., Banko 1 & 2	11	Progressive Critical Care Course: Cardiovascular Part I 8 a.m.-4:30 p.m., Classroom 1-CC Bedside Scientist Institute (PCS Group) - Sample Size Part II 8:30-10 a.m., ECC 1- CC
21	Assessment and Management of Behavioral Dyscontrol Part II (critical care interns) 8 a.m.-4:30 p.m., Banko 1 & 2	12	Progressive Critical Care Course: Cardiovascular Part II 8 a.m.-4:30 p.m., Classroom 1-CC
25	Basic Dysrhythmias - Day 1 (critical care interns) 8 a.m.-4:30 p.m., Classroom 1-CC	15	Critical Care Course: Pulmonary/Mechanical Ventilation Part I 8 a.m.-4:30 p.m., Aud-CC
28	Basic Dysrhythmias - Day 2 (critical care interns) 8 a.m.-4:30 p.m., Classrooms 2 & 3-CC Bedside Scientist Institute (Health Care Group) - Sample Size Part I 10- 11: 30 a.m., ECC 1 - CC	16	Critical Care Course: Pulmonary/Mechanical Ventilation Part II 8 a.m.-4:30 p.m., Aud-CC
AUGUST		22	Basic Dysrhythmias - Day 1 (Med-Surg G.N.s) 8 a.m.-4:30 p.m., Classroom 1-CC Critical Care Course: Hemodynamics (Group 1) 8 a.m.-4:30 p.m., EMI, 2166 S. 12th St.
1	Critical Care Course: Pre-Course BKAT & Interdisciplinary Concepts 8 a.m.-4:30 p.m., Aud-17th & Chew or SON Auditorium for Progressive Critical Care	23	Progressive Critical Care Course: Neurosciences 8 a.m.-4:30 p.m., Aud-CC
2	Critical Care Course: Cardiovascular Part I 8 a.m.-4:30 p.m., Aud-CC	25	Basic Dysrhythmias - Day 2 (Med-Surg G.N.s) 8 a.m.-4:30 p.m., Classrooms 2 & 3-CC Bedside Scientist Institute (Health Care Group) - Sample Size Part II 10-11:30 a.m., ECC 1-CC
8	Critical Care Course: Cardiovascular Part II 8 a.m.-4:30 p.m., Aud-CC	29	Critical Care Course: Neurosciences Part I 8 a.m.-4:30 p.m., Aud-CC
Contact Donna Stout at 610-402-2482 to register for a course.		30	Critical Care Course: Neurosciences Part II 8 a.m.-4:30 p.m., EMI, 2166 S. 12th St.
		31	Critical Care Course: Hemodynamics (Group #2) 8 a.m.-4:30 p.m., EMI, 2166 S. 12th St.

what's happening with PNC?

Supporting Scholars

Five nurses pursuing bachelor's and master's degrees in nursing recently received \$1,000 scholarships from the Professional Nurse Council. They are: Mari Driscoll, R.N., Eileen Palmer, R.N., and

Deborah Arnold, R.N., who are earning bachelor's degrees, and Eileen Sacco, R.N., and Paula Robinson, R.N., who are earning master's degrees. The Professional Nurse Council raised the scholarship funds through its 2004 Art Auction.

The Joy in Work

It's there – if you're open and creative

June Kelly, R.N., finds the joy of work in even the most mundane days. When it's time to distribute medications to her patients, she dons her hot dog vendor uniform, loads the cart up with "gummy" hot dog candies and proceeds to make patients' days. Each patient gets a daily dose of medicine, a hot dog treat and a smile. "I try to make

June Kelly, R.N., interventional and progressive coronary unit, makes medication time fun for her patients.



Representing Our Spectrum

Three of our nurses recently were named finalists in *Nursing Spectrum* magazine's 2005 Nursing Excellence Awards.

Lois Guerra, R.N. (left), director of 5B and 5C, was recognized as a nursing leader. She assists staff to meet patients' needs and gives positive feedback. There is frequent interest for employment on her units and positive comments from patients and families.

Julie Kaszuba, R.N. (center), a staff nurse on 4C, is an excellent mentor. She often helps students on her own time, teaching them critical thinking. Most of the nurses she has trained have taken jobs with the hospital.

Tami Lee, R.N. (right), director of 4C, was selected for excellence in clinical care. She spearheaded creating the express admissions unit and pull system to improve patient flow and staff morale.

sharing our knowledge

Society of Trauma Nurses

Las Vegas, Nev., March 2005

Laurie Cartwright, R.N.: Trauma Resuscitation Process: A RN core team approach (poster presentation)

Trauma 2005: A Continuum of Care Conference

Allentown, Pa., March 2005

Marie Dieter, R.N.: Core Trauma Nursing in the ED: Improving the Care of the Trauma Patient (poster presentation)

Pennsylvania Speech-Language-Hearing Association Conference

Pittsburgh, Pa., March 2005

Julie Herbener: Pneumonia, Pneumonia: Who's Getting Pneumonia? (oral presentation)

American Association of Neuroscience Nurses

Washington, D.C., April 2005

Jennifer Gazdick, R.N., and Claranne Mathiesen, R.N.: Introducing the NIH Stroke Scale into Daily Practice on a Neuroscience Unit (poster presentation)

Michelle Trzesniowski, R.N., Joseph Provenzano, R.N., and Arlene Gerchufsky, R.N.: Post Partum Pituitary Apoplexy: A Case of Sheehan's Syndrome (poster presentation)

American Organization of Nursing Executives 2005 Annual Meeting

Chicago, Ill., April 2005

Tami Lee, R.N.: Focus on Throughput: Initiating a Pull System (poster presentation)

Terry Capuano, R.N., and Kim Hitchings, R.N.: The Relation Between Patient Care Unit Leadership Practices, Staff Member Teamwork and a Shared Governance Model (oral presentation)

Molly Sebastian, R.N., and Anne Rabert, R.N.: The Future Is Now: Implementation of a Tele-Intensivist Project (oral presentation)

Joni Bokovoy, R.N., and Kathy Baker, R.N.:

Creating and Maintaining a Bedside Scientist Program (oral presentation)

Society for Vascular Nursing 2005 Convention

Cincinnati, Ohio, April 2005

Tami Lee, R.N.: Vascular Collaborative Rounds With Vascular Surgeons (poster presentation)

Karen Groller, R.N., and Kim Bartman, R.N.: Amputee Support Group-Creating a Successful Program (oral presentation)

Karen Groller, R.N.: Orientation to Vascular Care (oral presentation)

Tami Lee, R.N., and Sallie Urfer, R.N.: Vascular Disease: Increasing Community Awareness (oral presentation)

Northwest Community Hospital

Arlington Heights, Ill., April 2005

Kathy Baker, R.N., Anne Rabert, R.N., and Joni Bokovoy, R.N.: Creating and Maintaining a Bedside Scientist Program (oral presentation)

Society for Vascular Nurses Annual Meeting

Albuquerque, N.M., April 2004

Pat Matula, R.N.: Certification Workshop Cardiac-Vascular (oral presentation)

Eastern Nursing Research Society

New York, N.Y., April 2005

Joni Bokovoy, R.N.: Understanding of Discharge Instructions After Vascular Surgery: An Observational Study (poster presentation); and Teaching Research Principles in the Context of a Study (oral presentation)

Anne Panik, R.N.: Research on the Frontlines of Health Care: Journey of a Magnet Hospital Level I Trauma Center's Research Team (oral presentation)

Beth Karoly: Development, Validation and Results of an ED Waiting Room Evaluation Survey (oral presentation)

Kim Badillo, R.N.: Use of a Qualitative

Approach to Evaluate Outcomes from the Multidisciplinary Team's Waiting Room Observations (oral presentation)

Courtney Vose, R.N., and Charlotte Buckenmyer: Designing Realistic Interventions to Improve Satisfaction With the ED Waiting Room Environment (oral presentation)

National Teaching Institute and Critical Care Exposition

New Orleans, La., May 2005

Carolyn Davidson, R.N.: Enhancing Critical Thinking Skills Through Didactic Sessions (poster presentation)

Dan Leshko, R.N., and Betsy Seislove, R.N.: Transporting the Trauma Patient Directly to the OR (poster presentation)

Lori Snyder, R.N., Cindy Dempsey, R.N., Diane Gotthart and Judy Strawdinger, R.N.: Evaluation of Factors That Affect Patient Rest in the ICU (poster presentation)

Lori Snyder, R.N., Cindy Dempsey, R.N., Diane Gotthart and Judy Strawdinger, R.N.: Pilot Evaluation of Attitudes and Perception of Patient's Ability to Rest in the ICU (poster presentation)

Kathy Baker, R.N.: Advanced Intensive Care Unit (AICU): How May I Help You? (oral presentation)

National Association of Orthopaedic Nurses 2005 Congress

Phoenix, Ariz., May 2005

Barb Larsen, R.N.: Orthopaedics "Down Under" (oral presentation)

Atlantic City Medical Center 2005 Trauma Symposium

Atlantic City, N.J., May 2005

Mike Wargo, R.N.: Ocular Trauma and Emergencies (oral presentation)

people feel comfortable with us," she says "We can have fun and still be professional. Patients love it."

Clinical services colleagues first learned about the value of such creativity by studying the best-selling book, "FiSH," which profiles the successful Pike Place Fish Market in Seattle and its winning principles: make customers' days, choose your attitude, be present and play.

The theme continued at May's Medallion Lecture with Jody Urquhart, motivational speaker and author of the syndicated column, "The Joy of Work." How else can you create a positive and rewarding work environment where patients

can heal? Urquhart mentioned colleagues here already "get it," but offered these trusty reminders:

Smile. It makes you and others around you happy and inspires confidence.

Listen with both your head and your heart. Let your purpose guide you.

Laugh. It decreases tension, creates rapport, increases oxygen and releases endorphins, which diminish pain and boost immunity.

Exceed expectations. Create raving fans who will tell everyone how great you are.

I'll Never Be the Same

John Lanzilotti writes about his powerful learning experience with an 81-year-old-woman

*by John Lanzilotti
Cedar Crest College nursing student and Friends of Nursing award recipient*

Mrs. Hope Paz* lay cozily in her hospital gown with the sheets pulled up to her shoulders. The 81-year-old woman rested her head on the pillow that supported her fragile neck. As I approached her bedside, I gently whispered, "Mrs. Paz. Mrs. Paz." A small crease formed in her brow, showing a slight disturbance from my waking her. "Good morning," I continued, "I'm so sorry to wake you. You seem to be resting so peacefully. My name is John. I'm a nursing student. Would it be all right if I help with your care today?"

"Yeah, fine," she responded. I certainly understood her agitation. I wouldn't appreciate being awakened either. I thanked her and asked if I might take her vitals. She reminded me of my grandmother. I would hope if ever she were in the position of Mrs. Paz that she would be treated with the same love and joyful care.

At about noon, I asked her if I might help with her bath. Again, she complied, slightly agitated. Carefully, I brought the warm water, washcloths, towel and new gown. As I bathed her, we spoke of her children and her deceased husband. As she spoke of him, she looked up at me. I slowly stopped bathing her and allowed her to stare into my eyes. She seemed to be searching if I really cared.

I experienced a deep reverence for this woman as I bathed her. In her aging, she remained mysteriously beautiful. When the bath was over, something seemed different. It was gently powerful. She thanked me. Her thank you seemed casual, but her eyes communicated a deeper gratitude. She was warmer and no longer sarcastic.

The next morning when I walked into her room, she smiled. I was very happy to see her, too. "Good morning, Mrs. Paz," I said. "Please, call me Hope," she said.



Show of support — John Lanzilotti's (center) loved ones drove 80 miles one-way from Sussex, N.J., to surprise him and celebrate his John M. Eisenberg, M.D., Friends of Nursing award for Excellence as a Student Nurse. They are (clockwise from upper left) parents Jean, R.N., and Tom, M.D., brother Joseph, girlfriend Anne Marie Gulfried, sister Maria Louise, and younger brothers Terrence and Thomas.

"Good morning, Hope, How are you this morning?" I was concerned. She had sad, tired eyes. "I don't feel well, John. I think I'm dying. My minister came and talked with me. I'm scared. I lived a good life, though. I tried to be good."

Her minister had left some pamphlets discussing "the end of life" along with a Bible. "May I read to you, Hope?" "Oh, please," she uttered weakly. We spent the day talking about mercy, love, the extraordinary miracle of her ordinary life, and her anticipated reunion with her husband. I tidied her room and made it as cozy as possible. When it was time for me to go, Hope took my hand and told me she was grateful for the peace she had. She shared that she knew what love is in the way I cared for her. Our eyes became teary as we smiled at one another. "I won't forget you, Hope. Peace be with you."

A few days later, Hope passed on. I never would see her again nor would I ever be the same. Hope helped me realize the gentle power of love and priceless opportunity we are given to bring life to a world in such need. Thank you, Hope, for showing me what it means to care. Rest peacefully, until we meet again.

Read the full version of his story and stories about all our Friends of Nursing award recipients on the internet at www.lvh.org.

**Because of patient confidentiality, this is not her real name.*