Science of Caring

Nursing and Health Care Reform

Supporting Graduate Nursing Students

Doctoral Program in Sociology

Clinical Issue
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staff works closely with Associate Dean Judith Martin-Holland, Assistant Dean Shirley Manley-Lampkin and Assistant Dean Scott Ziehm.

"While we believe that generally this is a very safe and welcoming place, we encourage students to seek us out, so we can connect them to the right people and programs," says Kilmer.

Finally, after the last exam or thesis is complete, students often need help in attaining the external accreditations that advance their nursing careers — and finding jobs in the areas in which they’ve been educated. The OSA has staff dedicated to these important needs as well.

One of Terence Linton’s duties is helping students in the Master’s Entry Program in Nursing get through the process of applying for the National Council Licensure Examination, which earns them the right to practice as an RN.

“It can be complex for new students who are not used to the profession or its requirements,” says Linton. He conducts information sessions, supplies students with a timeline, coaches them through the process, and sees to it that their final transcripts and verification of nursing education are sent to the California Board of Registered Nursing.

Cynthia Ellis plays a parallel role as she helps master’s students get their nurse practitioner, clinical nurse specialist and midwife certifications. These too can be detailed, bureaucratic processes in which errors cause painful delays.

“It’s my job to make sure every ‘i’ is dotted and every ‘t’ is crossed,” says Ellis.

She says that one advance has been the use of Moodle software to create an online checklist of everything students will need when they are ready to advance their candidacy for certification.

Finally, the OSA helps students pursue their careers through a close collaboration with the Office of Career and Professional Development. There, students can find not only job listings, but also help with things like résumés, interviewing skills and negotiating skills with a potential employer.

The combination of all these services is what, for many students, makes a graduate education — the opening of new worlds — possible.

“When I came here, Kathy Dracup said to me that she wants to create grateful alumni,” says Murray. “That’s been my goal ever since.”

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Toni Bureau and Cynthia Ellis

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Balancing Dance, School and Nursing

When Brandy Logue applied to the Master’s Entry Program in Nursing (MEPN), she was working as a veterinary technician and pursuing her passion for dance through various classes. She chose nursing over medical school because “I wanted that patient connection,” she says.

But once she enrolled, Logue became concerned that the program’s time and financial demands could prove too much. Her first contact with the Office of Student Affairs reassured those concerns. “That first informational meeting soothed a lot of us,” she says. “They made it clear that they would find a way to make this work.” And they did, by among other things — pointing Logue toward scholarships that eased her financial stress.

Concerns kicked in again, however, when just before entering MEPN’s master’s portion, Logue accepted an offer to join a professional dance company. “It was hard [to do both], but the Office of Student Affairs and MEPN faculty encouraged us to find breaks from studying and to squeeze in other things,” she says.

They also encouraged students to support each other, a focus that began during the initial orientation. This led to a tight-knit group that, outside of their clinical and academic hours together, would get together for everything from informal Friday night dinners to holiday parties.

Logue clearly learned how to complement her love of nursing with other passions. Today, she is an RN in the transplant unit at UCSF Medical Center, teaches nursing at Samuel Merritt University in Oakland and continues with her professional dance career.