



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on Stephen R. Marrone, EdD, RN-BC, CCRN, CNOR, CTN-A

by Diane J. Mancino



Stephen R. Marrone, EdD, RN-BC, CCRN, CNOR, CTN-A (EdD '05) is the Deputy Nursing Director for the Institute of Continuous Learning at The State University of New York (SUNY) – Downstate Medical Center in Brooklyn, NY with a joint faculty appointment as a Clinical As-

sistant Professor of Nursing at the SUNY Downstate College of Nursing. His scope of accountability includes the Department of Nursing Education, Professional Practice, and Research; the Center for Community Health Promotion and Wellness; Patent Education; Magnet Recognition; Nursing Informatics; and Advanced Practice Nursing. Under his leadership, SUNY Downstate Medical Center offered its first Regional Transcultural Nursing and Healthcare Conference in the Fall of 2009. Stephen teaches in the Program for Nurse Executives at Teachers College as an Adjunct Assistant Professor of Nursing Education and provides dissertation advisement as a Clinical Associate Professor of Nursing in the Doctor of Nursing Practice program at Case Western Reserve University in Cleveland, Ohio. Dr. Marrone was recently inducted as a Fellow of the New York Academy of Medicine, one of only 35 nurses worldwide to achieve fellowship in the Academy.

I first met Stephen in 2003 when he was a TC doctoral student in the Program for Nurse Executives cohort. Stephen, along with other students in the marketing course taught by Dr. Harriet Forman, took on the challenge of securing sponsors for the Stewart Research Conference and assisting with conference marketing as part of their course work. Their efforts were very successful and Stephen has been involved in NEAA since that time. He currently serves on the Nominating Committee.

Editor: What brought you to the Nursing Profession?

When I was very young I knew that I wanted to be in healthcare. My mother had chronic lung disease and was hospitalized many times when I was a child. Because of my age, I was not able to visit my mother when she was hospitalized, so I would either wait in the hospital lobby or my dad would take me outside

where I could wave to my mother from the street. This made the hospital seem a forbidden place, and therefore, given my persistent personality, I was determined to access and conquer forbidden territory. My mother frequently spoke about the skill, kindness, and caring of the nurses, and that piqued my interest in learning more about the profession. At first, I was sad because I thought that men could not be nurses. I did not see men mentioned in any of the literature that I read. It wasn't until I was in high school and became a hospital volunteer that I met men who were nurses and was happy to discover that I could pursue nursing as my profession.

Editor: What brought you to Teachers College?

I chose Teachers College because I wanted to earn my doctoral degree as a Nurse Executive and determined, after careful review of many other programs, that the TC nurse executive program curriculum was best suited to my needs. Teachers College long and distinguished history of graduating influential nursing leaders at the national and international level appealed to me. I wanted to be academically prepared to expand my influence on a global level and felt confident that I would receive the necessary education so that my practice would be responsive to the needs of the profession as well as the needs of the global society. Of particular interest to me was the number of adjunct faculty. It was important to me to learn from those who were experts in their fields and actually practicing their specialty—the "lived experience" so to speak. I will also admit that attending the only Ivy League school in New York was a nice perk.

Editor: What was Teachers College like for you as a student in the Executive Nurse program?

Being a student at Teachers College was a life changing event. The cohort model was extremely helpful to my success as I had an immediate support group among my colleagues and fellow classmates. The curriculum was demanding, scholarly, and transdisciplinary, a key element that is essential for success today, as nurses do not practice in a vacuum. I was fortunate to be a member of a relatively small cohort of doctoral students so that we all received a high level of individualized support, guidance, and mentorship from the faculty. Expert guest speakers also enhanced the learning experience.

Editor: You have experience as a nurse clinician, nurse administrator, and nurse educator. Please describe the progression of your career.

My interest in critical care nursing, and cardiac nursing in particular, began when I was in high school. I was a volunteer in the newly opened Intensive Care Unit in a small community hospital in Brooklyn where I was able to see first hand what nurses did, what nurses needed to know, and how patients and families trusted and depended on them. I decided to earn a baccalaureate degree in Nursing and my first position as a new graduate was as a Staff Nurse in the Cardiothoracic Intensive Care Unit at The Mount Sinai Hospital. After a few years I became interested in working in the Cardiothoracic Operating Rooms, an experience that enhanced my understanding of the postoperative course of cardiac surgical patients and made me a better clinician. Having mastered cardiac nursing at the point of care, I wanted to expand my scope of influence and earned a masters degree in nursing as a cardiopulmonary clinical nurse specialist, which prepared me to become the Nurse Educator for the Cardiothoracic Center. As I continued to gain leadership experience, I set my sights on a doctoral degree to prepare myself as a nurse executive. I have enjoyed my journey from staff nurse to deputy nursing director. The road had some unexpected twists and turns, including a seven year tenure in Saudi Arabia, but I would not change anything if I had to do it all again!

Editor: You hold several certifications, however, one that stands out on your CV is the Six Sigma Green Belt Certification. Please describe.

Six Sigma is a set of measurement-based, performance enhancement practices designed to improve systems and processes, reduce outcomes variations, and eliminate defects. In healthcare, this translates to designing seamless processes that minimize opportunities for error. In Six Sigma, a defect is defined as any outcome that does not meet intended outcome specifications or that could lead to creating an undesirable outcome. Six Sigma equates to 0.00034 percent defects per million opportunities or 99.99966% achievement of desired outcomes.

(Continued on page 2 ➡)

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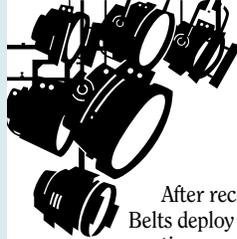
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Spotlight on Stephen R. Marrone

(Continued from front cover)

After receiving intensive training in Six Sigma principles and practices, Six Sigma Green Belts deploy Six Sigma techniques and lead process improvement projects within their respective areas of expertise. One project that I worked on with a transdisciplinary team at The Mount Sinai Hospital was "Reducing Excessive Medication Administration in Hospitalized Adults with Renal Dysfunction." The Six Sigma team designed and implemented an automated system to complement an existing computerized order entry system by detecting the administration of excessive doses of medication to adult inpatients with renal insufficiency. Automated detection and routine feedback reduced the rate of excessive administration of medication in hospitalized adults with renal insufficiency. This project was recognized as a best practice in medication administration by the Institute of Medicine (IOM).



Stephen Marrone (center) with members of the Jordan Nursing Council and Jordanian Nursing Students - Dead Sea, Jordan - April 2008

Editor: You are active in several organizations including the Global Society for Nursing and Health and the Transcultural Nursing Society. How did your interest in transcultural nursing begin? Describe the mission of the TCNS and the activities that you are engaged in.

My interest in Transcultural Nursing began when I lived and worked in the Kingdom of Saudi Arabia. I saw first hand how important it was for nurses and other healthcare practitioners to be competent in the provision of culturally congruent care as well as working as integral members of a transdisciplinary, multicultural healthcare team (the healthcare team represented over 70 countries). This experience fueled my desire to become a member, and later to be appointed to the Transcultural Nursing Society (TCNS Board of Trustees), and to become a Certified Transcultural Nurse, Advanced.

The mission of the TCNS is to enhance the quality of culturally congruent, competent, and equitable care that results in improved health and well being for people worldwide. The Society seeks to provide nurses and other healthcare professionals with the knowledge base necessary to ensure cultural competence in practice, education, research, and administration. Some of the activities in which I was involved included 1) being a member of the Transcultural Nursing Certification Commission that redesigned the certification exam and eligibility criteria, 2) Peer Reviewer for the Journal of Transcultural Nursing, and, 3) Associate Editor and Contributor to the first Core Curriculum in Transcultural Nursing and Health Care that will be published in 2010.

At the end of 2009, I will be leaving the TCNS Board of Trustees after serving for six years. Beginning January 2010, I will begin my appointment to the Diversity Council of the American Organization of Nurse Executives (AONE). The main goal of the Council will be the implementation of the AONE Diversity Toolkit to assist nurse leaders in implementing strategies to address diversity within the workforce and among the patients, families, communities, and populations that we serve.

Editor: As a man in nursing did you face any special challenges? If so, how did you overcome them?

I cannot recall any particular challenge that I would credit to being a man in nursing. I think that the challenges that I faced were my own regardless of my gender. Typical of many men in nursing, however, I worked in nursing specialties that were considered fast-paced, high-tech, and autonomous, such as critical care and perioperative nursing. Two-thirds of my career has been spent in nursing leadership positions, mainly nursing education and nursing administration, in practice settings in the USA and abroad. So perhaps my gender influenced my career trajectory as these nursing specialties seem to attract men. When I reflect on my career, I concede that I may have had more opportunities to partner with physicians who were men more than some of my nurse counterpart who were women. And some of my patients who were men did not like referring to me as their nurse. They would want to call me "Doc." We usually settled on calling me "Steve." But I thought that this was a reflection of how society viewed the nursing profession, as feminine, rather than as a personal issue. I had very few men who were role models for me in nursing. Perhaps this could be viewed as a challenge, but I did not think so. My many mentors have been successful women and nurses and, I am proud to say, that many men have referred to me as a role model. I consider the latter to be a great privilege.

Editor: What do you think is the biggest challenge facing the nursing profession?

I think that one of the biggest challenges facing the nursing profession today is the development of a healthier partnership between academic nursing education and nursing practice in the service sector. With the explosion of information, the rapid advances in technology, and the ever-increasing complexity of healthcare, it is impossible for new graduate nurses to be prepared for the demands of patient care without stronger involvement of nurses in clinical practice in both the educational process and curriculum design. Of course, I would be remiss if I did not mention that another challenge dear to me is that we need to address the delivery of safe care to diverse patients. We simply are not doing a very good job! To do my part in meeting these challenges, I maintain three faculty appointments. And it is an honor and a privilege to be able to mentor our future nursing leaders. ☺

From the President

by Diana M. L. Newman, EdD, RN



Undoubtedly NEAA Members are aware of the current dialogue regarding healthcare reform occurring in the

US Congress and elsewhere. NEAA members don't need to be reminded of the salient points affecting the future of nursing and healthcare. However, we need to be articulate in voicing what is really needed for improvements in nursing and healthcare. Shouldn't the public ask a healthcare expert- that is a nurse, "What can improve healthcare?" Although there has been some inclusion of the American Nurses Association in this debate, voices from other areas in nursing have not been articulated. I encourage NEAA members to share their views with the local and national media, for example in the areas of insurance coverage, abortion and end of life care issues, conscience protection, coverage of illegal aliens and other topics.

The Stewart Nursing Research Conference on April 23, 2010 features Dr. Kristine Gebbie as the keynote speaker. Dr. Gebbie will address issues regarding healthcare reform. Other speakers include Dr. Jean Jenkins from the National Human Genome Research Institute and Dr. Barbara Glickstein addressing Human Trafficking. This is a wonderful opportunity for robust dialogue with the presenters about these important topics. Please plan to attend the 2010 Stewart and bring a friend.

The NEAA fall, 09 survey, authored by Stephen Marrone, Marianne Jeffreys and Connie Vance is currently being analyzed. We are reviewing the data and comparing with a previous survey. The results will be published in the spring 2010 *Courier*. The NEAA Board of Directors thanks the members for completing the survey in a timely manner.

Merry Christmas, Happy Hanukkah and Happy New Year to all. ☺

Chat from the Chair

by Kathleen O'Connell, PhD, RN, FAAN,
Isabel Maitland Stewart Professor of Nursing Education



Diabetes has become an epidemic in the United States, affecting nearly 24 million people (CDC, June 24, 2008). In addition, the Centers for Disease Control and Prevention (2008) estimate another 57 million people have prediabetes, a condition that puts people at increased risk for diabetes. In 2007, direct medical costs for diabetes amounted to approximately \$116 billion in the U.S. Indirect costs, including lost wages and unemployment benefits, are estimated to be \$58 billion. Untreated or poorly treated diabetes results in numerous complications such as blindness, kidney failure, stroke, heart attack, and extremity amputations. Because of the many chronic illnesses spawned by diabetes, the Agency for Research for Health Care and Quality of the U.S. Department of Health and Human Services. (2007) has characterized diabetes as a good "tracer condition" to determine how to improve chronic illness care at the community level. Thus, improved diabetes care could lead to improved care of chronic illness in general.

Diabetes educators play a major role in helping people with diabetes manage their disease. However, in an article addressing the "crisis in diabetes education," Tenderich (November, 2007) declared that there is a serious shortage of diabetes educators. Tenderich maintained that if all the persons with diabetes met with an educator the recommended four times per year, each would have to serve "more than 22 people every week day." Clearly there is a need for more diabetes educators.

Over the past several years, with the help of TC nursing education alumna, Melissa Scollan-Koliopoulos, we have been developing a proposal to offer a Diabetes Education and Management Masters Program here at Teachers College. Melissa, a Certified Diabetes Educator (CDE), herself, arranged for us to meet with officials at the American Association of Diabetes Educators who were very supportive. They helped us conduct an online needs assessment. In addition, they allowed us to conduct two focus groups at their annual meeting. Also, we have recruited a Task Force of CDEs to consult with us on the plan.

Early in 2009, we were awarded a Provost Investment Grant from Teachers College to further develop the program and the courses. With the help of another TC alum, Joyce Vergili, we put together a proposal. Taking a cue from the results of our needs assessment, we decided to offer the program entirely online. Melissa Scollan Koliopoulos is currently teaching one of the courses that will be offered in the program as a Special Topics course. She recently wrote in an email: "The class is going well. I am so excited about the students' ideas and interest in diabetes."

Our proposal is still going through the approval process. We'll keep you posted on how it's going. But we're enthusiastic about its chances for success.

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Update from the Executive Program For Nurses

by Kim K. Mendez, EdD, ANP-C, RN
Assistant Program Coordinator/ Assistant Professor of Nursing Education

Just as each season changes, the Executive Program for Nurses is on an ever-evolving course with a focus on the continued growth and success of our doctoral and masters programs. We remain alert to local, national, and global events that have the potential of changing the landscape of healthcare in general and impact the profession of nursing. Preparing students to be change agents as nurse leaders and educators across the continuum of healthcare drives program development.

As our Master's students enter their final year in the Cohort Program, the Executive Program for Nurses remains proactive in planning for future student enrollment and recently hosted a successful open house and career fair. It is exciting to see individual nurse interest in the development of their professional careers and the notable excitement at their potential to attend Teachers College, Columbia University in particular. Thank you to Dr. Vincent Rudan for his role in ensuring the success of these events.

This semester finds Dr. Elaine La Monica Rigolosi, Professor of Education and Program Coordinator for the Executive Program for Nurses, returning from her sabbatical, empowered by her continued pursuit of professional excellence. Additionally, the Executive Program for Nurses welcomes two new adjunct professors to our faculty. Drs. Janet Kasoff and Stephen Marrone have both received accolades from our masters' students in the short time they have been onboard. We look forward to their continued achievements in the Executive Program for Nurses.

With the accomplishment of two completed semesters, the current Executive Program for Nurses doctoral students underwent the doctoral certification examination process in October 2009. During the first year of their studies, each of these doctoral students embraced the environment of learning that is Teachers College. We are delighted with their past achievements and wish them every success in passing their certification examinations. Fall 2009 also sees six continuing doctoral students hard at work on their dissertations, some of whom are in the final stages of preparation for their dissertation oral defenses. We are filled with excitement as our doctoral students finalize their doctoral journey and wish them much success for the future.

We continue to recruit nurses for the next Masters Cohort that is scheduled to begin in September 2010. We encourage and invite you to spread the excitement of our growing professorial and administration masters programs to your associates and colleagues. Call our office at 212-678-3812 or email me at kkm20@columbia.edu for additional information or program materials.

As always, thank you for your support and best wishes this holiday season! ☺

Isabel Maitland Stewart: Educator, Researcher, Innovator, Mentor

Part II: The TC Years and Beyond

“Part I: Early History and Career at Teachers College” in the Spring 2009 issue of *Courier* described how Isabel Maitland Stewart became a dynamic force for nursing education at Teachers College (TC). Appointed as Director of the TC Department of Nursing in 1925, Isabel Maitland Stewart traversed the social and financial challenges attendant in the latter years of the Progressive Era to move the TC nursing program forward.

A Long and Distinguished Tenure as Director

As noted in Part I, M. Adelaide Nutting encouraged Miss Stewart with these words, “You have at least – a 10 year job before you.” Miss Nutting’s prediction proved to be an understatement. Between 1925 and 1947, Miss Stewart molded the TC curriculum and the profession through her involvement in the NLNE and as the founder of the Association of Collegiate Schools of Nursing (1937-1941). She revised her 1914 edition of the *Standard Curriculum for Nursing Schools* in 1917, wrote and revised *A Curriculum Guide for Schools of Nursing* in 1927, and chaired the Indexing Periodical Nursing Literature Committee and the NLNE Education/Curriculum Committee. Mildred L. Montag recalled that Miss Stewart “was more of a curriculum person [interested in] international nursing because she traveled so widely.”¹

Miss Stewart welcomed discussion and debate about curriculum standards and she knew how to control the tenor of debate, “Conflict is not in itself bad, indeed a certain amount of it is stimulating and necessary for healthy growth – [but] conflict that is chronic and destructive becomes so harmful.” Her renowned support of curricula standards earned her the moniker “Miss Curriculum.”²

While curriculum was her first love, she found the desire to do research more and more compelling. Time and motion studies which improved business and industry captured her imagination. What could these studies mean for nursing? In 1928, the Lincoln Hospital Board of Trustees invited the TC Department of Nursing Education to study its hospital and school utilizing time and motion methodology. The resultant *Lincoln School Study* represented the first university-sponsored nursing research using a team approach. This unique study examined not only the usual grading and curricula used, but it expanded to assess the nursing process and the results of care in terms of patient comfort and safety through the application of nursing standards. This quality of research analysis is today’s evidence-based practice; but this was “cutting edge” research in 1928. In 1929, Miss Stewart wrote:

If nursing is ever to justify its name as an applied science...some way must be found to submit all our practices as rapidly as possible to the most searching tests which modern science can devise....Nurses may not be prepared to make the more difficult studies at

once, but if a few will prepare themselves to start in a small way and to show what can be done, others will undoubtedly become interested, and in time, resources will be found, if the results warrant them.³

From the results of the *Lincoln School Study*, Miss Stewart obtained grant funding to study the curricula of nursing courses encompassing the basic hospital diploma courses and the collegiate nursing programs. Virginia Henderson, TC alumna and an extraordinary researcher in her own right, acknowledged the progressive spirit of Miss Stewart: “[she] tried to get a research institute at TC before 1930...And she deserves all the credit in the world for having tried to get that started, and it was Miss Stewart who had the “Nursing Education Bulletin...way ahead of its time.”⁴

As the Great Depression loomed, Miss Stewart turned the challenges faced by every nursing program into research opportunities benefiting the NLNE first and TC second. R. Louise Metcalfe [McManus] conducted a time study of all the activities of supervisors who also functioned as principals of their schools of nursing. The information she collected along with other students, provided research opportunities for the students and data for the Education Committee. As she remembered,

Both Miss Nutting and Miss Stewart held their responsibilities for advancement of the profession *through* the National League, to be paramount –...I would say that the work of the Education Committee certainly centered at the College and the leg-work for the Committees was done by students at the College as requested by Miss Nutting or Miss Stewart...⁵

Another study report completed by Miss Metcalfe, “Achievements of Nurses in Relation to Intelligence Test Ratings,” became a template for measuring various dimensions of nursing achievement and aptitude.⁶

It is important to realize that while enrollment in many nursing programs declined nationwide during the Depression, the enrollment of international and national students at TC expanded slightly. That is a credit to the foresight and creativity of Isabel M. Stewart. She emphasized democracy in the program. In the words of student and fellow colleague, Martha E. Rogers, Miss Stewart “had a social conscience and she believed that nursing had to be socially responsible. She was a knowledgeable risk taker. So she wasn’t afraid to rock the boat – [and] she was very smart in how she rocked it!”⁷

As a devoted member of the Stewart family and a private duty nurse, Isabel Maitland Stewart traveled often to Europe. On one such trip in 1908, she visited hospitals and schools of nursing



to “find out all I could about nursing in Great Britain.” Although she was unable to meet with Miss Nightingale, she did meet with Mrs. Bedford Fenwick, editor of the *British Journal of Nursing*. Miss Stewart was “staggered” about the lack of preparedness and “old-fashioned” nature of British nursing. In her words, “This trip greatly broadened my experience and knowledge of nursing and its history.”⁸

With the 1914 outbreak of hostilities in Europe, Miss Stewart advocated for preparing nurses for duty in the field. Finding a paucity of published recruitment and educational materials on military nursing, Miss Stewart wrote materials to fit the need and chaired the Curriculum Committee of Vassar College Training Camp. This Training Camp provided a locus to boost the nursing profession among collegiate women as well as the war efforts.

Her continuing advocacy for military nursing preparedness education within the NLNE continued after the end of WWI and culminated in many advances. In 1940, Stella Goostray, a well-respected nurse educator, an active member of the NLNE and colleague of Miss Stewart’s, wrote to ANA President Julia Stimson urging action to establish the Nursing Council for National Defense.⁹ As the former Superintendent of the Army Nurse Corps, Major Stimson understood the urgency of the request and the Nursing Council of National Defense was established. Ohio Congresswoman Frances Payne Bolton, another champion of the Vassar College Training Camp, continued her support of military nursing education in the House of Representatives. The Appropriation Act of 1942, otherwise known as The Bolton Bill, created the funding for Cadet Nurse Corps in World War II.¹⁰

A prolific writer, Miss Stewart authored two additional books: *A Short History of Nursing* with Miss Lavinia L. Dock, 1920; and *The Education of Nurses: Historical Foundations and Modern Trends* in 1943; 17 pamphlets on a myriad of subjects from workplace hours and conditions to educational standards for entry, graduate, and post-graduate nursing education, to the military preparedness of nurses during both World Wars; and 123 articles in many national and international nursing and educational journals.¹¹

Post Retirement

Following her retirement from TC in 1947, Miss Stewart remained very active as the Chair of the NLNE Committee on Historical Source Materials.¹² During these years, she received many awards such as the "Pro Benignitate Humana" from the Republic of Finland, 1946; the Mary Adelaide Nutting Award from the NLNE, 1947; Silver Bicentennial Medallion from Columbia University, 1954; the Florence Nightingale Medal from the International Committee and the Red Cross, 1955; and three honorary doctorates: Doctor of Laws, Western Reserve University, 1948; Doctor of Humane Letters from her alma mater, Columbia University, 1954; and an honorary Doctor of Laws, The University of Manitoba, 1956.

At Miss Stewart's 84th birthday celebration, January 14, 1962, the TCNEAA surprised and honored her by announcing to her and guests in attendance, the Alumni Association's establishment of the Isabel Maitland Stewart Research Professorship in Nursing – the first endowed chair at TC honoring a nurse. The public announcement came one month later.¹³

After a rich and fulfilling career as educator, researcher, innovator, and mentor, Miss Stewart died quite suddenly of a myocardial infarction on October 5, 1963. She was visiting her nephew at the time of her passing. Her funeral services were held at St. Paul's Chapel on the campus of Columbia University. Isabel Maitland Stewart never left her beloved New York. In accordance with her request, she was cremated and her ashes were scattered on the Hudson River.¹⁴

The American Nurses Association posthumously inducted Miss Stewart into its Hall of Fame, Class of 1976.¹⁵ To honor her, TC inaugurated the Isabel Maitland Stewart Conference in 1963. The 47th Isabel Maitland Stewart Conference on Research in Nursing will be held April 23, 2010.

1 The Indexing Periodical Nursing Literature was a comprehensive index started in 1922 in response to nurses' inquiries for a centralized index carrying all the titles of nursing articles published in all the nursing journals of the period.; Mildred L. Montag was a student of and colleague with I. M. Stewart from 1937-1963. While they had mutual agreements about curriculum, they held divergent opinions about 2-year vs. 4-year basic educational levels.; Joan LeBoeuf Downer, *Education for Democracy: Isabel Maitland Stewart and Her Education 1878-1963*, "Oral History of Mildred Montag," Doctoral Dissertation, Doctor of Education. Teachers College,

- Columbia University. (New York: Teachers College, 1989), 40, 50.
- 2 Isabel Maitland Stewart, "Curriculum Revision an Essential Step in the Reconstruction of Nursing Education." *AJN* Vol. 35, No. 1, p 61; Teresa E. Christy, *Cornerstone for Nursing Education: A History of the Division of Nursing Education of Teachers College, Columbia University, 1899-1947*. (New York: Teachers College Press 1969), 76; Laurie Scrivener and J. Suzanne Barnes, J Suzanne Barnes, "Stewart, Isabel Maitland (1878-1963) Nurse," *A Biographical Dictionary of Women Healers: Midwives, Nurses, and Physicians*, (Westport, CT: Oryx Press, 2002) 269.
- 3 Christy, 79.
- 4 Joan LeBoeuf Downer, "Oral History of Virginia A. Henderson," 49.
- 5 Christy, 83.
- 6 Ibid.
- 7 Christy, 82; Isabel Maitland Stewart, *AJN* Vol. 35, No. 1, p 62.; Joan LeBoeuf Downer, "Oral History of Martha E. Rogers," 71.
- 8 Joan LeBoeuf Downer, 217, 218.
- 9 Miss Goostray continued service to the Council as a member of the Board of Directors and later as President of the National Nursing Council for War Service. Major Julia A. Stimson, Retired Army Nurse Corps, served in WWI as Chief Nurse of Base Hospital 21, then Chief Nurse of the American Expeditionary Forces. She also served as Superintendent of the Army Nurse Corps and was the first Dean of the Army School of Nursing. "Julia C. Stimson, 1881-1948." <<http://beckerehibits.wustl.edu/mowihsp/bios/stimson.htm>> 13 March 2009; Bullough, 151.
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- 13 Joan LeBoeuf Downer, 32, 34.
- 14 Ibid,105.
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The History Column is contributed by Cathrynne A. Welch, EDD, RN, Director, Bellevue Alumnae Center for Nursing History, Central NY Nurses Center for Nursing Research, Institute for Nursing: NYS Nursing Workforce Center; and by Gertrude B. Hutchinson, MA, MSIS, RN, Archivist, BACNH, Foundation of New York State Nurses.



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Laura L. Simms
Collector's Pin

Alumni Sightings and Celebrations!



Above: Several TC alumni attended the National League for Nursing Education Summit held in Philadelphia, PA last September. Left to right: **Diane Mancino, Lynette Hinds, Carol Fetters Andersen** (TC doctoral student), **Mary Anne Rizzolo, Louise Fitzpatrick, Eileen Zungolo, Helen Streubert, Elaine Tagliareni** (outgoing NLN President), **Judith Tyler, Carrie Lenburg, Elizabeth Speakman, Georgie Labadie, Terry Valiga** and **Steve Hetherman**.



Above: **Marienne Jeffreys** (left) and **Stephen Marrone** were inducted as Fellows in the New York Academy of Medicine (NYAM) on November 17, 2009: **Connie Vance** is pictured on right.



Above: **Keville Frederickson** was the keynote speaker for the Mexican Student Nurses Association meeting in Tabasco, Villahermosa. Over 1,000 students representing almost every state in Mexico were in attendance.



Above, left to right: **Diane Mancino, Elaine Tagliareni** (president of the National League for Nursing) and **Louise Fitzpatrick** at a reception sponsored by the National League for Nursing in Durban, South Africa during the International Council of Nurses 24th Quadrennial Congress in July 2009.



Above: **Keville Frederickson** (left) was also inducted as a Fellow in the NYAM on November 17, 2009. **Connie Vance** is on the right. The Fellows of the NYAM embody the highest levels of achievement and leadership in the fields of medicine, science, social work, nursing, education, law and research. For information visit: <http://www.nyam.org>



Left: Dr. Barbara Krainovich Miller presents The Rose and George Duval Award for Excellence in Nursing Education to **Dr. Shake Ketefian** (left) in recognition of a nurse educator who creates humanistic and innovative approaches to nursing and inspires commitment to learning during the New York University College of Nursing Celebration of Nursing Excellence on November 9, 2009.

47th Annual Isabel Maitland Stewart Conference on Research in Nursing Annual Awards Luncheon and NEAA Annual Meeting Teachers College Columbia University · April 23, 2010 Health Care and Nursing Imperatives for the 21st Century



Keynote Speaker:

Kristine Gebbie, DrPH, RN, first Joan Hansen Grabe Dean of Nursing (Acting), Hunter-Bellevue School of Nursing, City University of New York speaking on

Health Care Reform. Dr. Gebbie served as the AIDS czar during the Clinton Administration and as the Public Health Commissioner in the states of Washington and Oregon. Dr. Gebbie served as the Elizabeth Standish Gill Professor of Nursing and the Director of the Center for Health Policy at Columbia University School of Nursing. She is an elected member of the Institute of Medicine; a fellow of the American Academy of Nursing and of the New York Academy of Medicine; a member of the Board of Trustees, Lutheran Medical Center, Brooklyn; and a career-long member of the American Nurses Association.



Genetics and Genomics:

Jean F. Jenkins, PhD, RN, holds a key leadership position at the National Institutes of Health as Senior Clinical Advisor to the Director, National Human Genome Research Institute.

In 1999, her doctoral work at George Mason University, VA focused on "Innovation of Diffusion Research on Genetics Education for Nurses," and it was during a clinical internship as part of her doctoral studies that she recognized the importance of advances in genetics research for all health care providers. Dr. Jenkins has been motivated and committed to the preparation of others to become aware of, plan for and integrate genetic concepts into clinical practice. In 2005, she received the Michael J. Scotti Jr. Award for National Coalition for Health Professional Education in Genetics (NCHPEG) efforts as the Content and Instruction co-chair. She coordinated the development and consensus of the NCHPEG competencies and the Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics.

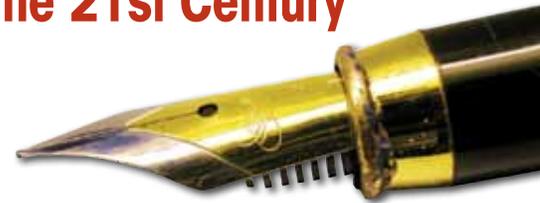


Human Trafficking:

Barbara Glickstein, MPH, RN, is a public health nurse executive, health policy expert and broadcast journalist. For more than 25 years, she has produced and hosted "Healthstyles,"

an award-winning, weekly program on public radio in New York City. She is also a contributing health reporter on **Martha Stewart's** radio show, "Living Today." Glickstein co-founded and served as director of the Continuum Center for Health and Healing at Beth Israel Medical Center in NYC, the largest academic integrative health care center in the United States. She is on the Editorial Board of the *American Journal of Nursing* and co-author of *The Role of Media in Influencing Policy: Getting the Message Across in Policy and Politics in Nursing and Health Care*. She is a board member of Project Keshar, a women's advocacy organization working in 160 communities across Russia, Ukraine, Belarus, Moldova, Georgia, Kazakhstan, Israel and the United States. Her activism focuses primarily in the areas of health care advocacy, gender inequality, religious and ethnic intolerance, trafficking in women and women's health.

Watch for updates and details on www.tcneaa.org and via broadcast e-mail. The brochure will be mailed to all members in March. Please help us to publicize this important event!



Call for Abstracts

Abstracts for the 47th Annual Isabel Maitland Stewart Nursing research will be accepted until February 15, 2010.

Abstracts must include:

Title; Type of Presentation –Poster or Oral Paper; Area of Nursing Scholarship addressed Administration, Education, Practice, and Research; How does this endeavor address Health Care and Nursing Imperatives for the 21st Century; Status of work: in progress or completed.

Abstract must be one type written page. Submission must include one title page with the name(s) and contact information of the primary presenter(s). One copy of the abstract with no identifying information.

Send to: dianadoc@comcast.net For information e-mail or call 508-833-4694.

NEAA is pleased to announce the 2009 Research Award Recipients:

Diane Reynolds "Parental Attitudes Toward Human Papilloma Virus Vaccine in 9-18 Year Old Girls"

Mary Fassetta "Faculty Utilization of Role Modeling to Teach Caring Behaviors to Baccalaureate Nursing students"

Kathleen Kenney Riley "Social Support and Health Related Quality of Life in Health Siblings of Chronically Ill Children"

Alumni News

Rita K. Chow (EdD '68) was a guest speaker for the two-day invitational workshop on "Role Taking and Modeling for Nurses and Future Nursing Leaders," November 6-7, 2009 in Taipei, sponsored by the Taiwan Nursing Accreditation Council. Rita K. Chow is Senior Volunteer Fellow National Council on Aging Interfaith Coalition on Aging. Reach her at: Rita.chow@ncoa.org



Charlotte Dison (MA '66) was inducted into the Florida Nurses Association Hall of Fame last September 2009. Charlotte is the image of a transformational leader who has shaped the lives of countless RNs and professional nursing within the state of Florida. Her work also extends

nationally and internationally through the American Nurses Credentialing Center's Magnet Recognition Program. Through literature, conferences and other mediums, Charlotte led nursing through patient education, infection control, cardiac rehabilitation and oncology programs, architectural designs and renovation of patient care units and nurse-physician collaboration. She is an inspiration to all nurses with her professionalism and commitment to nursing, and is an outstanding role model for the thousands of nurses whose lives she has touched throughout her career.



Pamela E. Hosang (EdD '85; MEd '74; BS '68) attended ICN's 24th Quadrennial Congress in Durban, South Africa, 29 June to 3 July 2009. This was the first time that South Africa hosted the ICN Congress. Pam had the pleasure of attending the DE-

NOSA (Democratic Nursing Organisation of South Africa) CNR (Council of Nurse Representatives) Reception and Awards Dinner held at the Durban Botanical Gardens. At this grand affair, DENOSA honored nursing leaders from around the world who had assisted them in establishing a national nursing organization in 1996 at the birth of the post-apartheid Era. Among the awardees was **Dr. Serara Solelo-Mogwe** (nee Kupe) of Botswana, who received her EdD from Teacher College.

Laura T. Jannone (EdD '06) received tenure and became an Associate Professor at Monmouth University, West Long Branch, NJ, where she has been a professor in the Marjorie K. Unterberg School of Nursing and Health Studies since 2000. Laura opened the school nursing certificate program there in 2000 when she was hired as a Visiting Professor. While attending TC to finish her doctorate in nursing education, she opened a MSN Program in School Nursing and a BS in Health Studies Program. Laura continued her previous work as a school nurse and her research focused on high school students who were attempting to quit smoking. Besides coordinating the School Nurse Program Laura was also appointed the MSN director. Last summer she hosted the 15th Biennial School Nurses International Conference at Monmouth University. Over 100 school nurses from as far away as Japan, Hong Kong, Australia and New Zealand participated in the conference.



Harriett F. Karuhije (Ed.D '78; MEd '72), was honored as co-founder and first chairperson of the Department of Nursing Education during the department's 30th anniversary celebration held at the University of Botswana in Gaborone,

Botswana on October 30, 2009. The Department of Nursing Education was the first degree program for nurses in Botswana at the university; the goal was to prepare Botswana nurses to be their country's nurse educators. The trip was sponsored by a graduate of the third class of students admitted to the program who is currently the Manager of Operations at the Botswana Medical Aid Society. The award recognized Dr. Karuhije's outstanding leadership in creative curriculum development, inspired teaching and as a role model for both faculty and students. The Department Chairperson for the current School of Nursing, one of the first graduates of the nursing program, presented the award during a day-long celebration; a gala reception followed at the Gaborone International Convention Center. Following the celebration, Dr. Karuhije spent 10 days renewing old friendships and meeting with the new students in the school of nursing.



Cynthia Sculco (EdD '74; MEd '70) was honored on November 16, 2009 by the Association of Fund Raising Professionals Greater New York Chapter National Philanthropy Day for her work with the Hospital for Special Surgery and other Philanthropic institutions. The event took place at the Plaza in Manhattan.



Terry Valiga (MED '73, EdD '82) was inducted as a Fellow in the Academy of Nursing Education in September 2009. For details about the National League for Nursing Academy of Nursing Education visit: www.nln.org. Terry also co-edited and contributed chapters to two

books that focus on nursing education, as well as contributed a chapter to a book for foreign-educated nurses that was edited by leaders of the Commission on Graduates of Foreign Nursing Schools. In addition, the third edition of her co-authored book on leadership was published in 2009. Terry served as a consultant to the Ministry of Health of the Government of Bermuda as that country develops its first nursing program, and currently serves as a consultant to the North Carolina Board of Nursing's Foundation for Nursing Excellence on its Transition-to-Practice project. Finally, she has been appointed to serve on the Advisory Board of Teaching Smart/Learning Easy, selected for inclusion in the 2009 edition of the Academic Keys Who's Who in Health Sciences Higher Education, and appointed as a member of the National Advisory Committee of the RWJ Foundation Evaluating Innovations in Nursing Education initiative.

Terry is the Director for the Institute for Educational Excellence at the Duke University School of Nursing, Durham, NC Contact: Terry.Valiga@duke.edu



Geraldine Varrassi (EdD '89; Med '77) received the Wholeness of Life Award given by the Health Care Chaplaincy Association. This award is given to people who have respect for life and help others. The award was presented at Cipriani's Restaurant on 42 Street in Manhattan at a gala black tie event. To learn more about the award go to: healthcarechaplaincy.org. Geraldine is currently Nursing Education Specialist in the Nursing Education Department at Lenox Hill Hospital in Manhattan.



Verle Waters (MA '61) received a Distinguished Graduate Award from the University of Minnesota School of Nursing in November 2009. Celebrating its 100th Anniversary, the U of M School of Nursing honored 100 distinguished graduates. Verle was recognized for her contributions

to Associate Degree nursing education. Beginning with teaching then directing the first experimental program at Orange County Community College in Middletown, NY and was later the founding director of two California programs, along with serving as a curriculum consultant for ADN and BSN nursing programs.

Rita Reis Wiczorek (EdD '75) reports that after spending the winter in the Bahamas she will be going to Israel for two weeks and then on a trip down the Danube River starting in Budapest and ending in Prague. When Rita's oysters were put to bed for the winter she decided on doing this for only one more year as the work is getting too hard. Rita consulted for the March of Dimes this past summer in California.

Raymond Zakhari (MED '09) Adult Health Nurse Practitioner of New York, LLC launched Metro Medical Direct in August 2009. Primary care is delivered by board certified nurse practitioner Raymond Zakhari who visits patients at their home, office or hotel. Metro Medical Direct covers all of Manhattan and anticipates expansion to all five NYC boroughs. There are 2 main differences between this practice and all the other medical house call practices in NYC. They are the following: emphasis on preventative primary care; participatory care model allows patients to actively engage in the care they receive; secure patient portal online which allows for scheduling appointments, messaging, virtual office visits, email consultation, web cam health behavior counseling, file sharing, electronic prescribing, and online bill pay. Patients can also have home x-rays, EKG, ultrasound, and lab services delivered as well. For details visit: <http://www.metrodirect.com> or contact Raymond: Raymond.Zakhari@gmail.com

**Got Alumni News?
Send it to:
diane@nsna.org**

Call for Nominations Nursing Education Alumni Association Board of Directors and Nominating Committee

The NEAA Nominating Committee is seeking leadership for several positions on the Board of Directors and Nominating Committee. Members are invited to nominate their colleagues as well as to self-nominate. The deadline for nominations is February 15, 2010.

All nominees must complete a short biographical information form and be current NEAA members (available on www.tcneaa.org). Board members are expected to participate in board meetings (at least three times per year-via conference call) and the annual meeting that takes place in conjunction with the Stewart Research Conference in April. Since most communication is via e-mail, board and committee members are expected to have e-mail access.

The following positions on the Board of Directors and Nominating Committee will be elected for a two-year term: President; Treasurer; 2 Directors; and 3 Nominating Committee Members (Including chairperson).

The Nominating Committee meets via telephone conference call to prepare the slate. It is expected that officers will attend Board meetings and be willing to financially support NEAA functions. Candidate must be a graduate of a TC nursing Program. In late February, all members will receive a ballot in the mail. The deadline for the ballot return is March 30, 2010.

Mail nominations to: Janet Kasoff, 29 Concord Road, Ardsley, N.Y. 10502.

Interested candidates may contact members of the Nominating Committee:

Committee chair:

Janet Kasoff, Chair, 914-693-0177, JKasoff@aol.com

Stephen Marrone, 718-856-7055, stephen-marrone@hotmail.com

Mary P. Tarbox, 319-368-6471, mtarbox@mtmercy.edu

Peggy Tallier, cell 917-865-2096, home 201-569-1576, ptallier@mercy.edu, ptallier@aol.com

Renee Wright, 516-333-1910, r.wrightfarnum@att.net.

We look forward to hearing from you. ☺

Achievement Awards Deadline January 15, 2010

McManus Medal and Achievement Awards Committee Chair

Eileen Zungolo · 11 Dinell Drive · Pittsburgh, PA 15221

412-727-2728 · zungolo@duq.edu

Alumni Achievement Awards General Criteria:

- Active/Retired member (dues current) or Life Member of the Nursing Education Alumni Association (NEAA)
- Holds an advanced degree from Teachers College;
- Is a respected nursing leader in the specific area for which she/he is being nominated;
- Has made significant contributions to the nursing profession;
- Has national reputation as evidenced by significant publications, consultation, service activities for national nursing organizations, and other recognition.

Required Information for Nominations:

- Nominator's letter of support and two additional support letters;
- Curriculum vitae of nominee;
- Nominator's contact information (Name, complete address, home and work phone, e-mail address).
- If possible, please send via express mail so that it can be tracked and delivery by the deadline is assured. Applications must be received by January 15, 2010.

Criteria for the following NEAA Achievement Awards are available at www.tcneaa.org

R. Louise McManus Medal

Nursing Scholarship and Research Award.

Nursing Education Award

Nursing Practice Award

Nursing Service Award

Leadership in Professional and Allied Organizations Award

TC Nursing Hall of Fame

Submit nominees by January 15, 2010 to:

TC Nursing Hall of Fame Committee Chair

Caryle Wolahan · 13 Ford Road · Landing, NJ 07850

973-398-8308 · dublin@optonline.net

Nursing Hall of Fame Criteria:

- The nominee must have demonstrated leadership that affected nursing education, health, and for social history through sustained contributions to nursing;
- The nominee must have completed course work and/or requirements for a degree representative of one of the nursing education programs at Teachers College;
- The achievements of the nominee must have enduring value to nursing beyond the nominee's lifetime. (Note: Nominees for the TC Hall of Fame Award may be living or deceased.)

Required Information:

- Name, address, telephone/fax/E-mail address of the nominator;
- Name of the nominee at the time of graduation from TC and current name if different;
- Current name, address, telephone number and ways to contact the nominee;
- Nursing Program, date of graduation and years of study at TC;
- If available, the CV of the nominee.
- The nominator should present a written statement to document each of the three criteria listed above.
- The Hall of Fame Committee will submit the slate of nominees to the Board of Directors.

In Memoriam

Jessie M. Scott (1915 - 2009) MA '49

Jessie M. Scott, 94, a retired assistant surgeon general in the U.S. Public Health Service who led the division of nursing for 15 years, died of congestive heart failure Oct. 20, 2009 at the Washington Home hospice. She lived in McLean, Virginia.

Ms. Scott, who was a rear admiral in the Public Health Service commissioned corps, testified before Congress on the need for better nursing training. Her testimony helped lead to the 1964 Nurse Training Act, the first major legislation to provide federal support for nurse education during peacetime.

"I'm convinced that nursing is the linchpin in the delivery of health care in the country," she said, explaining her many appearances before Congress.

She was born May 2, 1915, in Wilkes-Barre, Pa., and she graduated in 1936 from Wilkes-Barre General Hospital School of Nursing. She worked in private-duty nursing for four years and then was an infirmary nurse while attending the University of Pennsylvania, where she received a bachelor's degree.

In the mid-1940s, she taught science at Mount Sinai Hospital and Jefferson Medical College Hospital, both in Philadelphia. She moved to New York for two years to nurse and teach at St. Luke's Hospital.

Ms. Scott received a master's degree in personnel administration from Columbia University in 1949 and developed a program of field training in counseling for graduate students, the first of its kind in the country, according to "American Nursing: a Biographical Dictionary" (1992).

She then became assistant executive secretary of the Pennsylvania Nurses Association, a position she held until she entered the Public Health Service in 1955. She became the deputy chief of the service in 1957. In 1964, Surgeon General Luther Terry appointed her the second director of nursing. Her career led her to work on nursing shortages from Arkansas to Connecticut and later to work with nursing education programs in India, Egypt, Liberia and Kenya. She toured China in 1977, when it was still largely closed to American visitors, and she was president of the Commission on Graduates of Foreign Nursing Schools.

She was awarded the Distinguished Service Medal by the old Department of Health, Education and Welfare in 1973, and the American Academy of Nursing named her a "living legend."

In retirement, she lectured at George Mason University and the University of Maryland's graduate nursing program, as well as at the University of Texas, and she remained active in international nursing issues and public health policy projects until her death.



She had no immediate family survivors.

(Source: *The Washington Post*, October 30, 2009)

(Source: *The Washington Post*, October 30, 2009)

Muriel Elizabeth Chapman (1915 - 2009) EdD '69

Dr. Muriel Elizabeth Chapman, 93 of Brigman, Michigan died Saturday, June 6, 2009 at Woodland Terrace following an illness.

Muriel was born on November 24, 1915 of Elmer and Eleanor Eggleston (nee Chapman) in Oakland, CA. She remembers living in Seattle, Washington as a small child of about 5 and then moving San Diego, California to be near other family members when her father abandoned the family when she was 8. She legally changed her name to Chapman, as a young woman, and has been known by that name since.

She graduated as a nurse from San Diego County General Hospital in 1937. Her work experience began with managing and working in a physician's office in New Mexico where she assisted in home deliveries. Later she worked in a North Carolina obstetrical facility where the mother remained for 8-12 hours postpartum after which nurse Chapman would make home visits in the Appalachian homes of the mother and baby. This sometimes entailed parking the car and walking up the "hollow" to visit the patient.

She graduated from Walla Walla College with a major in biology and nursing and a BSNE degree in 1947. She completed post graduated courses in Obstetrical Nursing at Margaret Hague Maternity Hospital and Orthopedic Nursing at Columbia-Presbyterian Hospital. She earned her Master's in Nursing at Emory University in Atlanta, GA, and her Doctorate in Education in 1969 at Columbia University in New York.

Her educational experiences were interspersed with experiences as Director of Nursing Service at small hospitals in New Mexico, California and Georgia, as well as at the Florida Sanitarium and Hospital in Orlando, FL. She taught nursing at Crawford W. Long Hospital School of Nursing and Medical College of Georgia before accepting the position of Chairman of the nursing Department at Berea College in Kentucky.

Before coming to Andrews University in 1976 as assistant chairman of the Nursing Department, she served as a consultant to Seventh-day Adventist nursing in the Far Eastern Division for eight months. In 1980, while on academic leave from Andrews University, she organized the Nursing Archives at the General Conference of Seventh-day Adventists in Silver Spring, MD. From this work she gathered materials that led to the writing and publication in 2000 of her book titled, *Mission of Love: A Century of Seventh-day Adventist Nursing*.

After her retirement, when she was 70 years of age (1985-88) she went to Thailand as a volunteer missionary and lived in the jungle in a leaf and bamboo house on the Thai-Burma border. There she taught a program for "village health workers" to young ethnic Karen refugees. At least one of her students later came to the United States and completed her education at Loma Linda University as a medical physician and returned to Thailand to practice medicine.

Dr. Chapman lived in Berrien Springs, MI until 2004 when she moved to Woodland Terrace in Bridgman, MI. She is predeceased by her parents, and a sister Marjorie. She is survived by a niece, Linda Smith of Sedro Wooley, WA, a cousin Marion Hall of San Diego, CA, a cousin Susanne Dunaway of Shoreline, WA and her informally adopted family, Zerita Hagerman and Jacqueline Kinsman of Berrien Springs and Shing Mai and Bruce Hwang family of Philadelphia, PA.

She will be missed by a multitude of students and colleagues who have known her and appreciated her attention to detail and placement of current events into historical context. ☉

International News

Mary Norton (EdD '85; MEd '73; MA '70) The United Nation's Department of Public Information/Non-Governmental Organizations (DPI/NGO) announced that Dr. Mary E. Norton will chair the 63rd Annual DPI/NGO Conference which will be held in Melbourne, Australia in 2010. She will also serve as co-chair of the Conference's Planning Committee.

A North Arlington, NJ resident, Norton is Associate Dean and Professor, Global Academic Initiatives at Felician College, Lodi, NJ. In 2005 she was instrumental in securing NGO status for the College and established a three-credit fellowship program at the United Nations for Felician students. Today, Felician is one of only 18 colleges world-wide to be granted NGO status by the UN.

A five-time Fulbright Scholarship recipient, Norton serves as the official representative to the DPI, as well as the International Council of Nurses to both the DPI and UN's Economic and Social Council (ECOSOC).

In September 2009 she co-chaired the Youth Committee, and moderated the Franciscan International and Felician College-sponsored workshop titled, "Issues of Trust: Using Civilian Satellites and Military Hardware to Facilitate Nuclear Disarmament," at the 62nd Annual DPI/NGO Conference held in Mexico City, Mexico. The workshop was one of only 12 proposed workshops selected from North American Non-Governmental Agencies.

Norton served as a field researcher for the National Institute of Health in collaboration with Harvard and New York University Medical Schools. She is the author of a chapter on Transcultural Ethics and has conducted research on patient autonomy and informed consent in Pakistan and Jordan. This research has been translated into Urdu and Arabic. She has also conducted ethics workshops sponsored by the United States Agency for International Development (USAID), and Fulbright Intern-country grants in Qatar, Finland, and Jordan.

Dr. Norton also helped develop graduate and undergraduate programs in nursing in Iran, Jordan and Pakistan where she also served as the Director of the BSN Program.

In collaboration with the United Nations office in Tehran, Iran, and the Imperial Medical Center of Iran, Dr. Norton developed an immunization program for villages outside Tehran and immunized 500 children.

She served with the United Nations High Commission for Refugees, International Rescue Committee and Cornell Medical School cooperative project delivering health care in the Cambodian refugee camps on the Thai/Cambodian border.

Dr. Norton holds a Bachelor of Arts degree from Jersey City State University and Master of Arts, Master of Education, and Doctor of Nursing Education degrees from Columbia University, New York. She has completed a post-doctoral course in Biomedical Ethics and the Medical Humanities at Columbia University College of Physicians and Surgeons, NY.

About the DPI/NGO: Non-Governmental Organizations (NGO) have been partners of the Department of Public Information (DPI) since its establishment in 1947. Official relationships between DPI and NGOs date back to 1968. The Economic and Social Council in its resolution 1297 called on the DPI to associate NGOs with effective information programs in place and thus disseminate information about issues on the United Nation's agenda and the work of the organization. Through associated NGOs, the DPI seeks to reach people around the world and help them better understand the work and aims of the United Nations.

(Source: Felician College http://www.felician.edu/newsarticles/?article_id=536)

Elise Lev (EdD '86; MEd '79, MA '78) is first author on instrument development studies for two different instruments that have been utilized for research across the globe. One instrument measures grief and the other measures people's confidence in strategies used to promote health.

While a post-doctoral student at the University of Pennsylvania, Elise worked with colleagues to shorten an instrument to measure grief. The Revised Grief Inventory Experience Inventory (RGEI) is a 22-item scales that was shortened from the original 135-item Grief Experience Inventory (Sanders, et al, 1979). The RGEI is based on the Parkes' (1972) conceptualization of grief. "A shortened version of an instrument measuring bereavement," was published in 1993 [Lev, EL; Munro, BH & McCorkle, R. *International Journal of Nursing Studies*, 30(3) 213-226].

The instrument has been used in the US as well as in other countries, and was translated when needed for the population studied. Disciplines using the instrument include dentistry, medicine, nursing, psychology and social work in studies as varied as the study of grief in survivors of deceased persons who donated cadaver organs, grief after homicides, grief in persons who left their homeland, grief after the death of a pet, and grief after tooth extraction. Following are the countries in which the RGEI was used: Australia, Belgium, Canada (Quebec and Montreal), England, France, Hong Kong, University of Hong Kong; Hungary; Ireland, Israel, Japan, New Zealand, Netherlands, Nova Scotia, Taiwan, Scotland, Thailand, Turkey, and Wales.

Part of the challenge in maintaining quality of life after diagnosis of a chronic disease is exercising control over emotional distress associated with the physical condition. Active participation in activities meaningful to people is a good antidote to emotional distress. Thus people's behavioral strategies directed at managing distress during illness and their ability to control their emotional reactions are associated with quality of life. Higher self-efficacy or confidence in the strategies one uses is related to higher quality of life outcomes. Elise developed an instrument with a colleague to measure people's confidence in the use of Strategies they Use to Promote their Health (SUPPH) [Lev & Owen, 1996. A measure of self-care self-efficacy. *Research in Nursing & Health*. 19, 421-429]. The items were empirically generated, validated by an expert panel, and tested for psychometric properties. Later exploratory factor analysis was performed explaining 81% of the sum of eigenvalues. [Lev, et al 2007. Exploratory factor analysis: strategies used by patients to promote health. *World Journal of Urology*. 25, 87-93]. Results of both studies were congruent with *Bandura's* (1997) description of self-efficacy.

The instrument has been used in populations of people diagnosed with cancer, end stage renal disease, stroke and HIV-AIDS. It was used in the US as well as in the following countries where it has been translated into other languages when needed for the population studied: Australia; Canada (Nova Scotia, Edmonton, Toronto, Vancouver), China, England, Hungary, Indonesia, Iran, Ireland, Israel, Italy, Japan, Korea. Netherlands, Philippines, Scotland. Spain, Sweden, Taiwan, Thailand and Turkey.

For more information, please contact: Dr. Elise L. Lev, Associate Professor Rutgers, The State University of New Jersey 180 University Ave. Newark, NJ 07102; (973) 353-3832; e-mail eliselev@andromeda.rutgers.edu ☎

It seems like just yesterday that we celebrated the year 2000—and now we are entering the second decade of the Twenty-first Century. This is truly a transformational time for healthcare and for the profession of nursing. We are on the brink of healthcare reform and many believe that nurses will play a pivotal role in the successful implementation of high-quality accessible illness and wellness services.

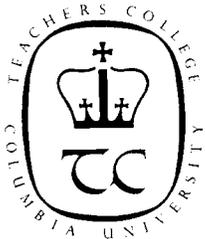
How will the next ten years impact the profession of nursing and what challenges will nursing leaders face? The delivery of many nursing services will transition out of acute care settings into community, independent/assisted/long-term care settings, and home-based care. This requires preparation of nurses who can think globally and who enjoy autonomy and independent decision-making. The development of productive communities and healthy living environments for older persons is an example of an entrepreneurial opportunity that nurses can explore. Another example is the new community based primary-care nursing practice established by **Raymond Zakhari** (MEd '09) who recently launched Metro Medical Direct (see page 9 of Alumni News). Now is the time to think out of the box—be innovative—and take the lead to address the delivery of contemporary nursing and healthcare services.

Teachers College is a vital resource for nursing education and practice. A serious shortage of well-educated nurses is looming. The dire need for nurse educators positioned to lead the preparation of future nurses must be addressed sooner rather than later. As the new decade unfolds, we must all keep our ear to the ground and be ready to move the nursing education and practice agenda forward—with TC graduates taking the lead. Please share your thoughts with your fellow alumni by writing to me at diane@nsna.org. I look forward to hearing from you. 🌐



Please send address changes, alumni news, letters to the editor, news items, and manuscripts up to 500 words to:

NEAA *Courier*
c/o Diane Mancino
23-05 19 Street
Astoria, New York 11105
Or e-mail to:
diane@nsna.org
courieditor@tcneaa.org



TEACHERS COLLEGE COLUMBIA UNIVERSITY

Nursing Education Alumni Association

Courier

c/o Diane Mancino, Editor

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