GUEST EDITORIAL
Is the DNP Fulfilling its Promise?

by Shaké Ketefian, EdD (’72), RN, FAAN, Professor Emerita, University of Michigan School of Nursing

Given the rapid expansion of Doctor of Nursing Practice (DNP) programs and the sudden increase in the number of DNP programs and graduates enrolled in these programs, it is natural that there is wide interest in this new practice degree. A phenomenon in its own right, it has eclipsed discussions and collegial sharing around the PhD and other research-focused doctoral programs. The following quotes are from the American Association of Colleges of Nursing website (www.aacn.nche.edu) on the inception and intent of the DNP:

Doctor of Nursing Practice: “On October 25, 2004, the member schools affiliated with the American Association of Colleges of Nursing (AACN) voted to endorse the Position Statement on the Practice Doctorate in Nursing. This decision called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the doctorate-level by the year 2015. This endorsement was preceded by almost three years of research and consensus-building by an AACN task force charged with examining the need for the practice doctorate with a variety of stakeholder groups.

“The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers, prepared in PhD, DNSc, and other research-focused nursing doctorates.”


AACN further reports, in the above website, that in 2012 there were 184 DNP programs, with 101 additional programs in the planning stages. At the same point there were 125 PhD and other research-focused doctoral programs in place. At an AACN PhD summit in September 2013, updates were provided as follows (for the 2012-13 academic year): 131 PhD programs, with 4,452 enrolled students and 531 graduates. In contrast, there were 217 DNP programs, with 10,545 enrolled students and 1,715 graduates. It is worth noting that PhD and research-focused doctorates developed over a period of 80 years (1932-33 to the present, Teachers College Columbia University was the first, followed by New York University, both offering the EdD). The exponential growth in DNP programs, their students and graduates can be seen from the above figures.

Additional facts and commentary:

1. Many institutions are opening DNP programs in order to use such graduates to fill the vacancies created by retiring faculty, despite the fact that faculty roles were not the intended positions for graduates of this program.

2. When advanced practice preparation moves to the DNP level (from the master’s) in a few years, and many graduates continue to take faculty positions, we will be depriving the intended positions for graduates of this degree.

3. The above information from the AACN says that graduates of this degree are equipped to implement the science developed by nurse researchers. Despite this claim, when DNP curriculums are examined, one finds that the research component is meager, with one course in research, and some also including a course and practicum on evidence-based practice; the largest number of schools offer a course on quality improvement (QI). (It needs to be acknowledged that there may be exceptions and variations to these curricular patterns as far as the research component and other elements in DNP programs). Minnick, Norman, Donaghey (2012) surveyed DNP programs on capacity issues, and report the various curricular elements on scholarship that are included; these are meager and do not seem sufficient or of a nature to enable graduates to implement, apply, or translate the available science into patient care. To be able to function in the specified manner, graduates need to have had relevant coursework and experiences to be able to evaluate, synthesize, and translate research; content not in the DNP curriculums at present.

4. Schools are claiming that graduates of DNP programs are hired on clinical tracks, not the regular tenure track. However, these faculty are assigned responsibility for teaching courses and overseeing junior faculty or graduate student teaching assistants. While a few (five in the study by Minnick et al., 2012) schools do include modest content on curriculum and teaching, many do not. Minimal content conveyed in one course, or no content at all, do not prepare graduates to function as teachers/educators. In any case, this is not why the DNP was created as a degree, although holders of the degree are said to “be prepared to provide clinical teaching support” (Minnick et al., p. 93).

(Continued on page 2)
5. Some institutions are now attempting to recruit new baccalaureate graduates into their DNP programs; this means that these individuals will have had only a minimal amount of practice experience; they will obtain some supervised practice experience with advanced practice nursing courses during their program of study; upon graduation this type of graduate cannot be considered to be an expert in nursing practice, although those hiring them will expect expert practice performance.

6. Minnick et al. (2012) report significant PhD prepared and research-active faculty engagement in various teaching activities for DNP students (in settings where both degrees are offered, as well as those offering only the DNP). This raises concerns about faculty work overload, and whether institutions added to their faculty contingent commensurate with DNP program needs when they initiated the new degree; or, whether the DNP program was added with the expectation that it would be managed by existing faculty. The extent to which the latter solution was sought, it can jeopardize faculty research, the attention faculty members are able to devote to their PhD students’ academic and scholarly development, and indeed to the entire nursing research enterprise.

7. Minnick and colleagues (2012) document that those entering DNP study following a master’s degree receive minimal, if any, further clinically-oriented content, and those entering DNP study after a bachelor degree receive clinical courses early in the curriculum, but the extent to which they are similar or equivalent to clinical content in master’s programs was not known.

8. Minnick et al. (2012) note a large number of DNP programs reporting that students can complete requirements without having to reside in the area, and their use of various combinations of program delivery strategies. Those might lead one to wonder whether these approaches are employed for their educational benefits or for any expected benefits, such as more efficient use of faculty resources.

Many international colleagues are now discussing the idea of whether the DNP is right for them. In many instances these countries do not have a strong foundation of advanced practice to build on. As they consult various of us from the U.S., it has become evident (anecdotally) that the nature of the advice they receive depends on the consulted person’s bias—pro or con—regarding the DNP rather than the specific situation in a given country.

There are many unanswered questions and concerns that the current situation raises in view of the course that the DNP education has taken since its inception. Some of these are: Is the degree fulfilling its mission? What impact is it having on existing structures such as the PhD program and the production of nursing science? What impact is it having on master’s programs and the preparation of clinical nurse specialists (CNSs) and nurse practitioners (NPs)? Is there any dissatisfaction with the current preparation for CNSs and NPs that requires a new degree? What impact is it having on practice environments? If a new role or degree is indeed needed in nursing, does the current format and content of the DNP provide/fulfill the right combination to respond to the need? Is there a good fit or a disconnect between what is needed for nursing practice and what the DNP actually offers at present? What kinds of studies are needed by the practice sector, and what type of preparation is required to conduct them? How do patient outcomes compare when care is provided by CNSs and NPs, vs. when care is provided by DNP graduates? What value is being added to nursing practice by the DNP student projects, especially with the emphasis being placed on QI? What is needed by the practice sector, and what type of preparation is required to conduct a high quality DNP program? What are pros and cons of combining students from the PhD and DNP programs together in courses and other activities, in terms of student development, their satisfaction and their socialization?

Answers to the above questions might provide informed guidance for the next decade of these programs. I welcome your comments and feedback.

Reference:


Shaké Ketefian, EdD (’72), RN, FAAN, Professor Emerita, University of Michigan, Ann Arbor, MI. Currently Professor and Interim Director, Bronson School of Nursing, Western Michigan University

Reprinted from Dean’s Notes, 2013, Volume 35, Number 2. Reprinted with permission of the publisher, Anthony J. Janetti, Inc., East Holly Avenue, Box 56, Pitman, NJ 08071-0056; (856) 256-2300; FAX (856) 589-7463; Web site: www.ajj.com Send comments to: couriereditor@tcneaa.org
Update from the Executive Program for Nurses

by Elaine La Monica Rigolosi, EdD, JD, FAAN, Professor of Education and Program Coordinator, Executive Program for Nurses, Department of Organization and Leadership
Alison Howell, BS, Program Manager

In August 2013, the Executive Program for Nurses welcomed a new Academic Secretary, Christine Yeh. We also welcomed the return of twelve second-year doctoral students and a new Master’s Cohort of twelve students who were introduced to Teachers College for the first time in their professional careers. Our Cohorts are filled with students coming from a broad range of backgrounds in community health, nursing education, and the corporate world of healthcare. It is with great pride that we underscore the diversity of our student population; their varied experiences and viewpoints create rich classroom dynamics and a teacher-learner environment for everyone.

In May of 2013, we celebrated the graduation of two of our doctoral students: Colette Allen and Ann Marie Balz. In addition, the Executive Program for Nurses welcomed two alumni from our doctoral program with positions as Adjunct Assistant Professors. In autumn 2012, Dr. Josiane Hickson taught Marketing Nursing Programs and Services alongside of Dr. Vincent Rudan. This autumn, Dr. Robin Goodrich is teaching a Master’s level course entitled Crisis Intervention. Both graduates have drawn on their time at Teachers College, as well as their professional experience, to develop innovative curricula, relevant to challenges faced in modern nursing and healthcare practices.

As time and life continue at Teachers College, Columbia University, the Executive Program for Nurses continues its long and rich history of preparing and graduating nurses who demonstrate excellence in advancing the profession of nursing through positions in education, administration, and health policy. We encourage and invite you to spread the excitement of our growing professorial and administrative masters and administrative doctoral programs with your associates and colleagues. Call the office at 212-678-3812 or e-mail us at nursesexecutives@tc.columbia.edu for information on our programs and upcoming open house events.

Chat from the Chair

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

Teachers College Way. That’s the new name of the block of 120th Street where Teachers College sits. On September 4, 2013 as part of the 125th Anniversary Celebration, a NYC Double Decker Tour Bus rolled onto the closed-off block festooned with balloons. On the top deck were TC’s leaders from many realms of the college, Administrators, Chairs of Academic Departments, Student Leaders, and Union Leaders, as well as the Deputy Mayor of New York and a New York Assembly Person. Accompanied by a marching band from the community and streamers shot into the air, the Teachers College Way banner was unrolled from the top of the bus.

But the “Teachers College Way” is so much more than a street. The Teachers College Way recognizes the rich history of the college while striving for futuristic goals and innovative methods to improve the world through its programs in education, health, and psychology. I’m starting my 15th year at TC (just returning from a year’s sabbatical) and I still have so much more to learn about the place and the people. But it’s great to be here and to be part of such a vibrant and unique institution.

As I have mentioned in the last two newsletters, we are embarking on reimagining the Nursing Education doctoral program in the Department of Health and Behavior Studies. I have contracted with two excellent consultants to help with this task. Sharon Judkins, PhD, RN is a retired Associate Professor from the University of Texas Arlington College of Nursing, where she was the Program Director for the Nursing Administration Program and developer of several online programs. She received funding for a number of projects, one of which was, “A description of the factors designed to decrease attrition of students from PhD in nursing programs.” Her research concerns the concept of hardiness in nurse managers and nurse practitioners. Sharon has a strong track record in online learning and she continues to teach several courses including a graduate course in curriculum development and evaluation. Sharon is taking the lead on helping us develop a new curriculum for the Nursing Education EdD Program.

Diane Billings, EdD, RN, FAAN is the Chancellor’s Professor of Nursing Emeritus at Indiana University, where she served as the Associate Dean for Teaching, Learning, and Information Resources. In addition, she had a long career in curriculum development and evaluation and as an instructional designer. She is currently Manager, Academy of Nursing Education at the National League for Nursing. Dr. Billings has been a curriculum consultant for numerous schools of nursing dating back to 1978, but also in the last few years. She is an expert on educational technology and is gave a major presentation and the NLN Technology Conference in October. Although Dr. Judkins is taking the lead on producing documents for our committee review, Dr. Billings will be active in giving us feedback and ideas. Both of these nursing education consultants are excited about the possibilities at TC.

Members of the Nursing Education Advisory Committee currently include TC Alumnae Cynthia Sculco, Pam Ginex, and Diane Reynolds, and the Diabetes Education and Management Program Coordinator, Jane Dickinson. We are in the process of adding additional members to the committee and gearing up to complete the process or curriculum renewal by January 2014. The committee, of course, has to wrestle with the usual decisions made in revising curricula. But we must also integrate the huge innovations taking place in education around the world. The possibilities are exciting and bewildering.

In other news, I’m happy to congratulate Nursing Education doctoral student Geraldene Basler who was selected as one of two recipients for the Vice President’s Student Research in Diversity Grant and also was awarded the Dean’s Grant for Student Research for her study, “Factors associated with falls and near falls in community-dwelling elderly blacks.” The funds attached to these two awards will help Gerrie compensate study participants at Mount Sinai Medical Center in New York. Congratulations to TC Nursing Education doctoral students June Como and Launette Woolforde, who graduated in May 2013 and also to Brooke Kneteman, the first graduate from the Diabetes Education and Management Masters Program.
Rachel Louise Metcalfe was born four years prior to the close of the 19th century. At that time, typically, women were employed as nurses, teachers, librarians, secretaries, or entered into marriage and motherhood. Miss Metcalfe initially attended Pratt Institute in Brooklyn, NY (1915-1916), earning a Certificate, Institute Management Program. After working for two years, she responded to the call for nurses. She entered Massachusetts General Hospital SON as World War I was winding down and graduated in 1921. Her first nursing job position was as a staff nurse at Waterbury Hospital in Waterbury, CT. In a short period of time, a vacancy in the Director of Nursing position afforded Miss Metcalfe the first-hand opportunity to experience nursing leadership. As she grew in the position, Miss Metcalfe realized that she needed more education in leadership methodologies to become an effective nurse leader. So in 1923, she applied and was accepted into the Nursing Division of Teachers College, Columbia University. This decision would connect her with Teachers College for over three and a half decades. In Nursing (ca. 1919 to 1925) and faculty members such as Annie Goodrich (later to become the first Dean of Yale University School of Nursing), M. Adelaide Nutting, and Isabel Maitland Stewart (both of whom headed the TC nursing Department) advocated for continuing the preparation of “practicing” nurses, not “teaching nurses.” Following consultation with many NYC hospitals and entities, the Rockefeller Foundation endowed the Yale University School of Nursing (1923) to prepare baccalaureate degree nurses. As a result, Teachers College’s sole focus became the education of nurse educators.

Throughout these six years, 1923-1929, Miss Metcalfe entered a prominently known educational institution when she joined the ranks of students at Teachers College, Columbia University. Just as students attending Teachers College were prepared to be teachers, students in the Nursing Department were educated to be teachers of nurses. However, the leadership had a divergence of opinion as to direction this education should take. Initially, Teachers College granted a Baccalaureate Degree in Nursing (ca. 1919 to 1925) and faculty members such as Annie Goodrich (later to become the first Dean of Yale University School of Nursing), M. Adelaide Nutting, and Isabel Maitland Stewart (both of whom headed the TC nursing Department) advocated for continuing the preparation of “practicing” nurses, not “teaching nurses.” Following consultation with many NYC hospitals and entities, the Rockefeller Foundation endowed the Yale University School of Nursing (1923) to prepare baccalaureate degree nurses. As a result, Teachers College’s sole focus became the education of nurse educators.

In 1929, R. Louise Metcalfe suspended her doctoral pursuits and resigned her faculty position at Teachers College to marry John Hugh McManus, a widower with two sons and four daughters. The McManus family grew to seven with the birth of their daughter, Joan. Not much information is available about her family life in these intervening years; but in 1934, John Hugh McManus
died. Suddenly, Mrs. McManus found herself a single parent of seven children to support. What avenue to employment would be the most beneficial for herself and her family? Providentially, in 1935, Mrs. McManus received a letter from Isabel Maitland Stewart requesting her return to employment at TC as a Research Assistant for the Curriculum Study. She accepted Stewart’s offer and moved from Connecticut with her now five remaining school-aged children to 120 Morningside Drive. Once again, she was deeply ensconced in educational endeavors at TC.

RETURN TO TC 1937

A Curriculum Guide for Schools of Nursing was published in 1937. This Guide, in Mrs. McManus’s words was, “mass education in nursing education. And it taught my people not only what a curriculum was, but how to share education.” Dr. McManus’s words was, “mass education in nursing education. And it taught my people not only what a curriculum was, but how to share education.”

Over the next ten years, Mrs. McManus worked closely with Miss Stewart to promote the Nursing Department of Teachers College, promote changes in higher collegiate education and complete work on her doctorate.

Nineteen thirty-seven proved to be a seminal year in her future career path. Mrs. McManus learned of the work of the Cooperative Test Service (CTS) of the American Council on Education, the need to develop methods to advance the nursing profession in light of the calls to change as already evidenced in the Curriculum Guide. Each one of these problems were examined through the lens of societal and educational changes. Dr. McManus initially tried to solve each of them single-handedly, until she created ways to acquire help.

In the post-WWII environment, TC had 800 to 1000 students enrolled in the baccalaureate program. There were 70,000 nurses nationwide eligible for GI Bill benefits. Many combat-seasoned nurses wanted to advance their educational foundations and government studies projected a need for 40,000 nurses per year up to 1960. How could TC meet the financial and programmatic needs of nurses seeking master and doctoral preparation? The curriculum study currently in progress emphasized the need for educational reform. Diploma programs educated the predominance of the nursing workforce, but to legitimize and advance nursing education and faculty procurement, nursing needed to utilize a new educational model. After reading the preliminary report of the study, McManus believed that nursing specialization in administration, education, consultation, and research should take place at the graduate level. Yet more needed to be done. She enlisted the help of fellow Columbia University Professor Eli Ginsberg to research the problems facing nursing in the future.

In 1948, Dr. Ginsberg issued his report which revealed that nursing education needed to be given at the baccalaureate level and that diploma education should be melded into two years thereby granting a BSN and an Associate Degree in nursing. He advocated that the two-year graduate nurses be recognized as “technical” nurses and the four to five-year collegiate graduates be recognized as “professional” nurses. Dr. McManus internalized this report and put these ideas in her infamous “bottom drawer” awaiting the right nurse to champion this information and implement it for change.

Part two of this series in the next issue of Courier will tell “the rest of the story.”

References can be found on page 9.
50th Annual Isabel Maitland Stewart Conference on Research in Nursing
Friday, April 26, 2013, Teachers College Columbia University

The Best of Nursing: TC Leading the World in Education, Administration, and Research

Many thanks to TC Alumni who sponsored undergraduate student registrations for the Stewart Conference: Cynthia Sculco, Elaine Tagliareni, Rory Sweeney McGovern, Louise Fitzpatrick, Brenda Davis, Lorraine Emeghebo, Charlotte Dison, Sadie Smalls, Shake Ketefian, Margaret McClure, and Elise Lev. The students enjoyed the conference and appreciated the support.

Photo 1: Keynote Speaker: Elizabeth R. Dawson, BEd, Med, RN, shared the positive influence of her “Great Aunt Tib” (Isabel Maitland Stewart) had on her life and career; Photo 2: Isabel Maitland (Circa 1900); Photo 3: Elizabeth Dawson and descendants of Isabel Maitland Stewart (Left to Right): Jan Dawson RN (Elizabeth’s daughter), Katie Neufeld RN (Jan’s daughter), Pat Dawson (Elizabeth’s husband), Elizabeth Dawson, Karen Dawson (Elizabeth’s daughter), Abby Neufeld (Karen’s daughter), and John Neufeld (Karen’s son). Note: Elizabeth’s two daughters married brothers so all of her grandchildren have the same surname, Neufeld.

Photo 4: The Influence of Nursing Education at Teachers College and Its Influence Over Time—a Case Study. Panelists (Left to Right): Margaret McClure; Louise Fitzpatrick; Dona Rinaldi Carpenter; Sharon Haducek; and Annemarie McAllister; Photo 5: Afternoon Speakers (Left to Right): Shaké Ketefian (Influencing Nursing Education Around the Globe); Frank Shaffer (Influencing the Global Workforce); Lucille Joel (Influencing Global Policy and Regulation); and Lillie M. Shortridge-Baggett (Influencing Nursing Education Around the Globe).
Alumni Sightings and Celebrations

Photo 6: Frank Shaffer, Contributor to Man Up! Expert advice, practical information, and a formula for success for students and men in nursing (published by Sigma Theta Tau International), shares the publication with his colleague and mentor, Robert V. Piemonte, at the National League for Nursing Education Summit, September 2013 in Washington, DC; Photo 7, Left to Right: Elizabeth Speakman, Elaine Tagliareni, Terry Valiga, and Louise Fitzpatrick (seated) at the NLN Education Summit Awards Dinner, Washington, DC, September 2013

Photo 8: Alumni meet Jesse Kennedy, president of the National Student Nurses’ Association, at the NLN Education Summit Awards Dinner, Washington, DC. Left to Right: Eileen Zungolo, Judith Tyler, Jesse Kennedy, Diane Mancino, Robert V. Piemonte.

Photo 9: Keville Frederickson is pictured here cruising onboard the Aqua Azul Yacht with TC recent grads: From left to right: Medel Paguirigan (EdD ’11), Carole Baraldi (EdD ’12), Robin Goodrich (EdD ’12) Annemarie McAllister (EdD ’12), Keville Frederickson (center), Collette Allen (EdD ’13), and Nan Masterson (EdD ’12). For information, contact: tomassons@aol.com. See Alumni News on page 8 for more details; Photo 10: Diane Mancino and Tom Hardie at the Friends of the National Institute of Nursing Research Annual NightinGala, Nursing: The Heart of Team Science” at the Grand Hyatt in Washington, DC, October 16, 2013; Photo 11: Keville Frederickson (seated center) with current TC Executive Program for Nurses Cohort.
Alumni News

Carole A. Baraldi (EdD ’12), had three abstracts accepted for the American Public Health Association Annual Conference in Boston, MA, November 2013. Topics included: An observational report on Vietnamese community based rehabilitation project for individuals with disabilities, accepted by the Vietnam Caucus; Community based rehabilitation: thinking global and acting local, accepted by the Public Health Nursing Section; Breast cancer screening project for women with physical disabilities, accepted by the Disability section.

Miriam Carasa (MA ’98; EdD ’03) was promoted to Chief Operating Officer of Lincoln Medical Center in Manhattan. Prior to this appointment, she served as Chief Nurse Executive at Woodhull Medical Center in Brooklyn, NY.

Brenda Davis (BS ’69; Med ’72; EdD ’76). Over 30 years of loyal service and commitment to Norco College and the Riverside Community College District was recognized on March 5, 2013 at the dedication of a building named after Drs. Brenda and William Davis. Brenda Davis became Norco College’s first president in 2006 after serving as provost for 13 years. She was pivotal in the growth of what started as a small branch campus, and led the way for it to be named California’s 112th community college. Her career spans 45 years as a nurse, educator and college administrator; she retired in July 2011.

Clare M. Fagin (MA ’50) received the Visiting Nurse Service of New York Lillian D. Wald Award in recognition for her significant contributions to the health and welfare of others. The event took place at the Waldorf Astoria on November 14, 2013.

Keville Frederickson (EdD ’73; MEd ’69), Founding Executive Director of the Nursing Science (DNS)/PhD Program, The Graduate Center, City University of New York, was honored with a named scholarship. The scholarship will support doctoral education in nursing at CUNY. A fundraiser for the scholarship took place onboard the Aqua Azul Yacht on October 6, 2913.

Laura Jannone (EdD ’06) received the New Jersey State School Nurse Award from the NJ State School Nurses’ Association. The award was presented at their annual conference in March 2013.

Janet Kasoff (EdD ’05) was promoted to Senior Director for the Center for Learning and Innovation at the Care Management Organization of Montefiore Medical Center. In June, she received the Research Award from Case Management Society of America for the evidence-based study conducted on readmission reduction strategies (funded by a grant from the NYS Health Foundation). This was the first clinical project for the Bronx Collaborative.

Natividad C. Laurella-Espiritu (MEd ’78) published her autobiography, “Living a Life of Faith and Love: Memoir of a Filipino-American Nurse,” in December 2012. A retired associate professor of nursing, she served in professional practice roles for 45 years in the Philippines and the United States. She describes her memoir as a “tribute to God as he has orchestrated events that shaped my destiny from a life of poverty and hardship to service in the profession of nursing.”

Ruth Watson Lubic (BS ’59; MA ’61; EdD ’79) was honored with a special performance “Enlisted in a Proud Profession—Nursing.” This historical memoir traces her progress and hardship to service in the profession of nursing.

Marie Menzel McCutchen (BS ’61; MA ’78) is keeping her practice active by working part-time on private duty cases.

Reynaldo R. Rivera (MA, MEd ’92) was inducted as a Fellow of the American Academy of Nursing last October. He is director of nursing, New York—Presbyterian Hospital and immediate past president of the Philippine Nurses Association of America.

Sadie M. Smalls (MA ’75; MEd ’78; EdD ’96) attended the 30th Anniversary American Association for the History of Nursing Conference last September in Cleveland, Ohio.

Gladys Sorensen (EdD ’65) has settled into a senior living facility in Tucson, Arizona and is active in the residents’ council. Marcia Straley Yavich, a TC alumna (MA ’53), is also a resident and they both enjoy reminiscing about their experiences at TC.

Helen J. Streubert (EdD ’89) was named the 7th President of the College of Saint Elizabeth in Morristown, New Jersey. She is the first lay president in the 114-year history of the College. Dr. Streubert has an extensive background in higher education including; vice president of academic affairs at Our Lady of the Lake University, San Antonio, Texas; and associate vice president of academic affairs at Misericordia University in Dallas, Pennsylvania; and has served in other academic capacities for more than 16 years. She is the author of numerous articles and books, and has been the recipient of many professional honors and awards including induction into the Teachers College, Columbia University, Nursing Education Hall of Fame. Dr. Streubert also serves as Trustee at Franklin Pierce University in New Hampshire.

Rose Mary Murphy Tyndall (MA ’55; MEd ’74; EdD ’78) just completed soon to be published, “Enlisted in a Proud Profession—Nursing.” This historical memoir traces her progress from the depression era, through the US Cadet Nurse Corps, to the current crisis in the health care system.

Connie Vance (EdD ’77) was presented with the Transcultural Nursing Scholar Award by the Transcultural Nursing Society International at their Annual Conference on October 24, 2013, in Albuquerque, New Mexico. She was nominated for this honor by her TC colleagues and members of the Northeast Chapter of TCNS. Dr. Vance was cited for her significant contributions to the field of transcultural nursing through her mentorship, teaching leadership, scholarly publications, and policy advocacy. In December, she presented a keynote address, Mentoring New Leaders, at Lehman College, Bronx, NY.

Verle Waters (MA ’60) became an Honorary Fellow in the National League for Nursing Academy of Nursing Education at the 2012 NLN Education Summit in Anaheim, CA.

Rita Reis Wieczorek (EdD ’75) continues to spend the winter season sailing the calm seas of the Bahamas and traveling to distant lands—Northern Europe is on the horizon is 2014. Rita is an emeritus member of Nurses Educational Funds, Inc. 🌟
Call for Nominations—Run for NEAA Office!

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, 2014. The following positions on the Board of Directors and Nominating Committee will be elected for a two-year term.

- President
- Treasurer
- 2 Directors
- 3 Nominating Committee Members

All nominees must complete a short biographical information form and be current NEAA members. 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. It is expected that officers will attend Board meetings and be willing to financially support NEAA functions.

The Nominating Committee meets via telephone conference call to prepare the slate. 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 31, 2014.

Nominations may be emailed to Marianne Jeffreys: marianne.jeffreys@gmail.com

Interested candidates may contact members of the Nominating Committee:

Committee chair:
Marianne Jeffreys
201-647-8673
marianne.jeffreys@gmail.com

Committee Members:
Kathleen Scher
914-967-1669
kmscher@optonline.net

Lynn Kemp
201-873-9095
Lynn126@aol.com

Josiane Hickson
914-302-7199
JosianeHickson@aol.com

Ann Marie McDonald
917-604-5930
Ammcd8@aol.com

We look forward to hearing from you. Thank you for your support!

51st Annual Isabel Maitland Stewart Conference on Research in Nursing

Friday, April 25, 2014

Teachers College Columbia University, New York, NY

Engaging the Consumer—Nursing’s Greatest Ally

CALL FOR POSTER ABSTRACTS: Deadline January 31, 2014

The Annual Stewart Conference Planning Committee, co-chaired by Terry Gottlieb and Caroline Camunas, invite all nurses to attend this celebrated conference and for researchers and doctoral students to submit an abstract of their work for posters. The theme for the 2014 Stewart Conference centers on engaging the consumers of healthcare and highlighting how consumers are the greatest ally to the profession of nursing. TC alumni and current students are encouraged to submit abstracts on their research endeavors and innovations in consumer education, practice and research. If your poster abstract is selected, you will receive complimentary registration for the conference. However, you will be responsible for your own travel expenses.

Guidelines for abstracts:
1. Use interactive form available on www.tcneaa.org for your submission.
2. 250 words; minimum 12 font type.
3. E-mail your abstract to: Terry.Gottlieb@va.gov
   Include title; author’s name(s); credentials; street address and e-mail; telephone and fax numbers. Attach a copy of your curriculum vitae with your submission.
4. Abstracts must be received via e-mail by January 31, 2014.
5. All abstracts will be acknowledged upon receipt.
6. Notices of selected poster abstracts will be e-mailed in February.

For further information contact: Terry Gottlieb: Terry.Gottlieb@va.gov

REFERENCES FROM PAGE 4: Rachel Louise (Metcalfe) McManus, PhD, RN, Part I

R. Louise McManus - A Champion for Nursing Education at Teachers College

2. Interview between R. Louise McManus and Janie Brown. 9 Sept 1976
5. T. Christy. Cornerstone for Nursing Education, 93.
6. T. Christy, ibid, 96; <http://ehis.ebscrohost.com.libproxy.albany.edu>
Col. Eileen Margaret Bonner. The following abstract was written for the “Celebration of Life” ceremony which was held in Eileen’s honor by family and friends on October 6, 2012 at the Fort Hamilton Community Club in Brooklyn, NY. Eileen was born on July 25th, 1928 in Brooklyn, NY. She passed into the next life on July 12th, 2012. Eileen always knew what she wanted to do with her life and did just that. She was literally a genius with an IQ hovering around 160. She graduated from high school at 15, joined the Cadet Nurse Corps and became a nurse. She held many positions in the profession from care-giver to teacher and administrator. Along the way she earned a MEd in Nursing Education from Teachers College Columbia University. Her career in the Army Nurse Corps took her through the ranks from 2LT to Colonel. Though she lived in the era of the “glass ceiling” she still managed to ascend to positions that, to date, she has been the only woman to ever hold. She remains the only woman who served as national president Retired Military Officers Association and the only past vice president CJOMR (Interallied Confederation of Medical Reserve Officers). She served in the military, in nursing, and in the American Red Cross. Donations in her memory may be made to Nurses House, Inc. 2113 Western Avenue, Suite 2, Guilderland, NY 12084. www.nurseshouse.org

Carol Stier Goetz (EdD ’97), 72, died November 27, 2012. Carol was born in New York, NY, raised in Ridgewood and formerly of Oradell before moving to Bedminster, NJ in 1986. She was employed as a professor of psychiatric nursing at Staten Island University for 15 years, retiring in 2003. She graduated from Columbia University with an EdD in 1997. She was a member of St. Martin’s Episcopal Church and numerous nursing associations. Carol enjoyed teaching and was always willing to help with the pinning ceremony for the graduation of nursing students. Contributions can be made to the College of Staten Island Foundation in memory of Dr. Carol Stier Goetz. The contributions will go toward nursing student scholarships.

Anna P. Herz (MA ’51), died on Tuesday, July 2, 2013, at her residence in Bucks County. She was born March 15, 1922 in Bethlehem, PA. Anna was a graduate of Liberty High School and earned her RN from Hahnemann College. She received the B.S. and Ph.D. degrees from the University of Pennsylvania, along with a master’s degree in higher education administration from Teachers College Columbia University. She taught Slavic and Eastern European Languages and received an Excellence in Teaching Award in 1971. She held many positions in Lehigh University history to be named department chair. She served as head of Modern Foreign Languages. She was a contributor to the International Bibliography of Languages and Literatures of the Modern Language Association of America and served her country proudly in the Army Nurse Corps during World War II.

Sister Mary Rita McCarthy (EdD ’74) SC of Mt. St. Vincent, Wellesley Hills, MA, passed away on March 14, 2013. A Sister of Charity (Halifax) for 71 years, she was missioned in Halifax and North Sydney, Nova Scotia and Columbia, Maryland. Sister McCarthy earned an EdD at Teachers College Columbia University in 1974 and was a Life Member of NEAA. Donations may be made to: Sisters of Charity, Mt. St. Vincent Community, 125 Oakland St., Wellesley, MA 02481.

Audre McLoughlin (MEd ’65; BS ’58) a retired colonel in the Army Nurse Corps and a former teacher of nursing administration at the University of Maryland and Georgetown University, died Sept. 24, 2013 at Sibley Memorial Hospital in Washington. She was 81. Col. McLoughlin served in the Army Nurse Corps from 1957 to 1987, with postings in South Korea, Okinawa and Walter Reed Army Medical Center in Washington, where she was chief nurse. She taught nursing administration at U-Md. and Georgetown following her military retirement. Audre Janice McLoughlin was born in Revere, MA. She graduated from Massachusetts General Hospital nursing school in 1956 and received a bachelor’s degree in nursing from Columbia University Teachers College in 1958 and a master’s degree in nursing education from Teachers College in 1965. She received a doctorate in educational administration from the University of Maryland in 1974. She lived in Washington and had a summer home in New Harbor, ME. (Source: The Washington Post 9/16/13)

Jean Beattie Milligan (EdD 72; Med ’68; MA ’51) a former Dean of the University of Vermont School of Nursing, passed away peacefully at The Arbors in Shelburne, VT, on July 6, 2011, at the age of 89. Jean was born in Chile where her father worked at a copper mine as a metallurgist. The family eventually settled in New Haven, Conn. where her father was a professor in the Department of Metallurgy at Yale University. Jean was a proud graduate of Middlebury College (A.B. 1944), Yale University (M.N. 1946) and Teachers College Columbia University. She was a Life Member of NEAA. After brief stints as a practicing nurse at Grace New Haven Hospital and as an instructor at Yale University School of Nursing and the University of Michigan School of Nursing, Jean joined the faculty of the University of Vermont School of Nursing in 1953 as an Assistant Professor. She steadily advanced through the faculty ranks becoming Dean of the UVM School of Nursing in 1974 and served in that position until her retirement in 1987. Jean was the recipient of many awards, including the Distinguished Alumna Award from the Yale University School of Nursing and the Isabel Hampton Robb Scholarship. During her nursing education career, Jean served numerous professional organizations, including the Vermont State Nurses’ Association (President), the New England Council on Higher Education for Nursing and the New England Board of Higher Education. Jean was an active and longtime member of First Congregational Church in Burlington where she served multiple terms as Deacon and Trustee. (Published in The Burlington Free Press from July 8 to July 9, 2011.) Editor’s Note: The passing of Dr. Milligan only recently came to NEAA’s attention, thus the delay in informing our members of her death.

Ethel L. Mitty (EdD ‘87) passed away on April 29, 2013. She began her career as a governor at Mt. Sinai Hospital School of Nursing. Her education culminated with an EdD from Teachers College Columbia University. Her career included being Research Associate and Adjunct Clinical Professor of Nursing at the College of Nursing at New York University (CONNYU); a Consultant in long-term care at the Hartford Institute for Geriatric Nursing CONNYU; and 25 years as a Director of Nursing in long-term care. Dr. Mitty retired in 2011. She wrote a “best seller” on how to “do” nursing leadership and management in nursing homes, and taught bioethics research at the CONNYU. Her research projects included: the role and opportunity for nurses in culture change initiatives; cross-cultural issues in end-of-life decision making; the use of ritual to transform everyday care into resident-centered care; and development and evaluation of a Bill of Rights for Hospitalized Older Adults. She was published extensively and wrote several book chapters on long-term care, health care decision making, and ethical issues. Dr. Mitty was active on the advisory boards of several state and national associations, including the Foundation for Long Term Care, the Center for Excellence in Assisted Living (The CEAL) and the American Assisted Living Nurses Association (AALNA). Contributions to the NYUCON Hartford Institute for Geriatric Nursing, specifying the Ethel Mitty Dialogue, and mail to: NYU College of Nursing, 726 Broadway, 10th Floor, New York, NY 10003. (Source: http://hartfordin.org/articles/42))

Editor’s Note: We have also learned of the passing of the following alumnae but do not have additional information about their nursing careers. If you have information, please send it to couriereditor@tcneaa.org. Thank you.

Elaine Langerquist
Renee Lieb
Margaret Shetland (EdD ’53; MA ’42)
Marian S. Wood (MA ’55)
Achievement Awards and Hall of Fame Nominations
Deadline: Received by February 28, 2014

- The R. Louise McManus Medal
- The Nursing Scholarship and Research Award
- The Nursing Education Award
- The Nursing Practice Award
- The Nursing Service Award
- The Leadership in Professional and Allied Organizations Award
- TC NEAA Hall of Fame

Award winners and Hall of Fame inductees will be honored at a special luncheon during the NEAA Stewart Research Conference on Friday, April 25, 2014.

McManus Medal and Achievement Awards
Alumni Achievement Awards General Criteria (go to www.tcneaa.org for specific award criteria):

- Nominee must be an 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 Award Nominations:
- Nominator’s letter of support and two additional support letters;
- Curriculum vitae of nominee;
- Nominator’s and Nominee’s contact information (Name, complete address, home and work phone, e-mail address).

TC Nursing Hall of Fame Criteria:
1. The nominee must have demonstrated leadership that affected nursing education, health, and social history through sustained contributions to nursing;
2. The nominee must have completed course work and/or requirements for a degree representative of one of the nursing education programs at Teachers College;
3. 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 for Hall of Fame Nominees:
1. Name, address, telephone/fax/Email address of the nominator;
2. Name of the nominee at the time of graduation from TC and current name if different;
3. Current name, address, telephone number and ways to contact the nominee;
4. Nursing Program, date of graduation and years of study at TC;
5. If available, the CV of the nominee.
6. The nominator should present a written statement to document each of the three criteria listed above;

Achievement Awards and Hall of Fame Committee co-chairs:
Barbara Krainovich-Miller: bk30@nyu.edu
Cynthia Sculco: cdsnedd@aol.com

Mail award applications to:
Barbara Krainovich-Miller, 7 Gramercy Park apt 4D, New York, NY 10003
If possible, please send via express mail so that it can be tracked and delivery by the deadline is assured.

NEAA Awards and Hall of Fame Induction
Many thanks to the Teachers College Office of Alumni Relations for hosting a beautiful luncheon to celebrate the Achievement Award Winners, the R. Louise McManus Medal recipient, and the Hall of Fame inductees. The event took place at Columbia University on April 26, 2013 during the 50th Anniversary Isabel Maitland Stewart Conference on Research in Nursing.
It is inspiring to see so many photos of recent TC graduates and current students in this issue of Courier! I know that many of our alumni have seen several changes in TC nursing over the decades; but the fact remains that TC produces graduates with excellent Masters and Doctoral preparation. I am also very pleased to see that Professor O’Connell is “reimagining” the Nursing Education doctoral program in the Department of Health and Behavior Studies—and I look forward to hearing more as this work progresses.

Shake’ Ketefian’s guest editorial, “Is the DNP Fulfilling its Promise?” raises important questions for educators and administrators of higher education. There are currently 217 DNP programs with 11,575 students enrolled; and only 131 research-focused doctoral programs with 5,110 students enrolled. (AACN Annual Report 2013) From August 2011-July 2012, 1,858 graduates were produced from DNP programs compared to 620 from research-focused doctoral programs. (AACN Annual Report 2013) Many colleges and universities are discontinuing master’s preparation for APRNs. As the demand increases for Primary Care APRNs, will this movement from masters preparation to doctoral preparation meet the demand? This remains to be seen.

Since 2008, when we began to see a marked increase in undergraduate nursing program enrollments, concern has been raised about the high number of “qualified” potential nursing students unable to be admitted due to faculty and facility shortages. In 2012, 194,898 first-time and repeat candidates passed the NCLEX-RN. (Data retrieved from www.NCSBN.org 2/1/13) With the high number of new RN graduates unable to find employment in the field of nursing, it is perhaps a blessing that so many “qualified” students have been turned away, allowing the best and the brightest to enroll.

The issue of supply and demand in the RN workforce is of critical importance to the profession and to the public. Thus far, I am unable to find reliable demand data. Without both sides of the equation, I ask you, how can we plan for the future? Send your thoughts to couriereditor@tcneaa.org

Best wishes for a happy and healthy Holiday Season.

Diane Mancino (EdD ’95), Editor and Chair Courier Committee