



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on New TC Graduates By Diane J. Mancino

When I received a photo of TC nurse graduates, I wanted to learn more about them. I am delighted that four of the 2012 grads responded to my invitation to share their nursing and TC experiences with *Courier* readers.

Madeline Cafiero, EdD, RN, FNP-BC, CWOCN

Assistant Professor, Nursing,
The Sage Colleges, Troy, NY

Editor: Tell me a little about your nursing career

My nursing career began in 1976 as a St. Clare's Hospital School of Nursing graduate working on a medical surgical floor. My interests led me to many different areas in nursing including critical care, emergency room nursing, long-term care, and community health. Lifelong learning has always been my passion. I completed my bachelor's degree in 1981 and received my Master's in Nursing as a family nurse practitioner in 1996. As I began to reflect on my career, I realized I wanted to pass on my love of learning and my diverse clinical experience to the next generation of nurses. My desire to teach motivated me to take a position as assistant professor at The Sage Colleges and begin my doctoral studies at Teacher's College in 2008.

Editor: Why did you select TC for your doctorate?

Teacher's College (TC) has a long and prestigious legacy of educating nurse leaders for academia as well as service. I chose TC because I wanted to be a part of that history. The Nurse Executive Program has a stimulating curriculum structured to fit a busy work schedule. Being in a cohort provided me with a group of fellow learners to share thoughts and insights with. These cohort colleagues are now resources for me in the fields of both academia and practice.

Editor: What was the focus of your doctoral dissertation?

My doctoral dissertation explored nurse practitioners' knowledge, experience, and intention to use health literacy strategies in clinical practice. As nurse practitioner caring for patients, I

recognize that health literacy is important to outcomes. As a nursing faculty, I am committed to ensuring nurses can communicate with patients effectively. I will continue this area of research exploring how nurses and nurse practitioners can best address health literacy in the curriculum as well as in practice.

Robin Goodrich, EdD, RN

Assistant professor and undergraduate program coordinator,
Department of Nursing,
Western Connecticut State University,
Danbury, CT

Editor: Tell me a little about your nursing career

My nursing career has spanned 25 years. I am originally a diploma graduate (1987), and obtained a BSN in 1994. The majority of my nursing career has been spent in newborn intensive care, where I maintain current practice in a level IIIb NICU. After obtaining the BSN, I realized the significance of life-long learning. I enrolled at Western Connecticut State University (WCSU) in Danbury, CT for graduate study in Adult Clinical Nurse Specialist/Nursing Education track. During this time as a graduate student, I was mentored by Dr. Barbara Piscopo (TC '86) and Dr. Patricia Lund (TC '88).

Editor: Why did you select TC for your doctorate?

After obtaining the MS, I was hired at WCSU as an Assistant Professor. Upon obtaining the faculty position, I began investigating doctoral programs. Dr. Piscopo and Dr. Lund both encouraged me to apply to TC. I listened to them talk about their experience at TC, the quality of their education, and the opportunities (especially with regard to networking) that only TC and New York City can offer.

Editor: Share one or two highlights of your TC education.

Highlights of my education at TC would be the quality, timeliness, and relevance of the curriculum in the Nurse Executive Program. In addition, the relationships I developed with my fellow 2012 graduates and TC faculty are sig-



Above, TC Department of Organization and Leadership Nurse Executive Program Graduates from L to R: Ann Marie McCallister; Madeline Cafiero; Robin Goodrich; Nan Masterson; Carole Baraldi. Other graduates not pictured: Josiane Hickson, Sharon Sussman

nificant. Finally, I was fortunate to be guided by Dr. Elaine La Monica Rigolosi during my dissertation: Nurses Transition to Academic Nurse Educator. Dr. Rigolosi is a scholar with incredibly high standards and expectations. It was a pleasure to work with her.

Editor: What's next?

Now that I have the EdD, I look forward to continuing to grow in the faculty role. It is my hope to help to advance nursing's agenda, specifically in the higher education setting.

Elaine L. Smith, EdD, MBA, NEA-BC, ANEF

Vice President System Nursing Education,
North Shore LIJ Health System,
New Hyde Park, NY

Editor: Tell me a little about your nursing career

I have had a wonderful career in nursing. Over the past three decades, I have had the opportunity to explore roles as a clinician, manager, educator and administrator. Each dimension of practice has offered me the opportunity to enhance the quality and safety of the patient experience—an area of great interest and importance to me. I wouldn't trade it for the world.

(Continued on page 2 ➡)

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Spotlight on New TC Graduates

(Continued from front cover)

Editor: Why did you select TC for your doctorate?

My dream for many years was to earn a doctorate from TC. I chose the school because of the long and rich history of nursing and education excellence. It is a school steeped in tradition yet cutting edge at the same time.

Editor: Share one or two highlights of your TC education.

Two highlights of my time at TC evolve around when I started and finished. I can still remember the day when I got the phone call letting me know I had been accepted—I was ecstatic. The other pivotal moment was when I was hooded upon graduation. I was so grateful that my mother and family were there to see the fulfillment of my dream.

Editor: What's next?

I hope to step back and reflect on where I have been and where I will go in the future. I have no clear next step in mind. I know that whatever I will do it will include being of service to other nurses as they pursue their professional goals.



Medel Salvador-Paguirigan, EdD, RN, CNE, CNN

Lead Instructor, Faculty Associate, and
Clinical Instructor, Pediatric Nursing,
New York University College of Nursing

Editor: Tell me a little about your nursing career

I came to the US from the Philippines in the 1980's as part of the wave of foreign-educated nurses hired to address the nation's serious nursing shortage. Nephrology, perioperative and critical care both adult and pediatric are my specialties in my nursing practice. Realizing the nationwide shortage of nurses and nursing faculty, I decided to pursue a teaching career by enrolling in Master of Science degree in Nursing Education in 2003 at New York University (NYU). After graduation, I started working as a clinical faculty at NYU.

Editor: Why did you select TC for your doctorate?

Once I became proficient at clinical teaching, I applied for admission to the Doctor of Education (EdD) program at Teachers College Columbia University to fulfill the scholarship and teaching role mentioned in the Boyer Commission and to lay the groundwork of developing a scholarly program of research. Teachers College has a structured curriculum designed for beginning skills of research and an education and administration component in the executive role.

Editor: What was the focus of your doctoral dissertation?

My doctoral dissertation explored the phenomenon of sacrificing something important among the compensated kidney donors in the Philippines. Growing up poor, I was able to identify with the vulnerable and marginalized population.

Editor: What's next?

Within academia, I will continue my teaching role. My ultimate goal is to return to the Philippines to offer my services in the health care and educational policy arena as an agent of change. I also envision myself becoming influential in designing a nursing curriculum that will suit the needs of the local constituency rather than the foreign market. This would be a curriculum that is geared toward health promotion and disease prevention, with equal exposure to the community and hospital environment. I will continue to teach and be a mentor to future potential leaders of my birth country and be able to make an impact on their lives and career. ☺

From the President

By Franklin A. Shaffer, EdD, RN, FAAN



As we enter into a new era of engagement among our membership I believe the future holds the promise of being an exciting time for TC NEAA. The very successful 49th Annual Stewart Research Conference, co-chaired by Terry Gottlieb and Caroline Camunas, brought together 150 alumni, colleagues and friends. The day was packed with excellent presentations provided by a stellar faculty with expertise on simulation and its application to nursing education, practice, and research.



NEAA Board of Directors (L o R): Connie Vance; Rosella Garcia (guest), Director of Alumni Relations Development & External Affairs; Rory Sweeney McGovern; Frank Shaffer; Peggy Tallier; Elise Lev; Maureen Creegan and Robert Piemonte.

The Awards Luncheon, sponsored by the TC Office of Alumni Relations, provided a time to reunite with colleagues and recognize the 2012 NEAA Award recipients and Hall of Fame inductees (see page 7). Many thanks to the Awards & Hall of Fame Selection Committee and to Keville Frederickson, chair. I also wish to thank Rory Sweeney McGovern for chairing the Nominating Committee and congratulate Marianne Jeffreys on her election as the 2012-14 Chair.

Future plans for NEAA were ignited when the Board met at TC on June 27, 2012. We had 100% participation. We were joined by Rosella L. Garcia, Director of the TC Office of Alumni Relations Development and External Affairs, who provided an excellent overview of TC activities and who offered assistance as we plan the Stewart Conference. Please mark your calendar for this special celebration on April 26, 2013: "The Best of Nursing: TC Leading the Way in Nursing Education, Research and Practice." We are looking forward to having Dr. Isabel Maitland Stewart's niece join us next year as we recognize and celebrate 50 years of sponsoring the Stewart Conference established in recognition of Dr. Stewart's many accomplishments and legacy. Watch your email and www.tcneaa.org for additional information. The official call for posters and presentation abstracts will be forth coming.

The board appointed committee chairs which are listed on page 2. Board committee liaisons were also appointed. In an effort to engage future graduates in NEAA the Board approved inviting two student representatives to serve on the Board (one from each program). In our continued effort to increase membership both by number and participation, Rory Sweeney McGovern and Peggy Tallier will co-chair the Membership Committee. We are pleased to be working with Elaine Rigolosi to present NEAA to the nursing students this semester.

Please nominate a colleague for one of the prestigious Achievement Awards, McManus Medal and Hall of Fame. Details can be found on www.tcneaa.org.

Now is the time to plan to run for NEAA office. Watch for the call for nominations or contact Marianne Jeffreys directly.

This is indeed an interesting and exciting time for TC NEAA and the nursing profession. I hope that you will become involved and lead the way as we recognize and celebrate *The Best of Nursing!* 🌟

Chat from the Chair

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



As the savviest alumnae in the world when it comes to nursing education. I need your help. During 2012-2013, a sabbatical leave allows me to reconsider the doctoral program in Nursing Education. The

Institute of Medicine Report *The Future of Nursing* has cataloged some of the changes in nursing education: the widespread institution of the Doctor of Nursing Practice; the reduced access to clinical settings for students; and health care reform, which will increase the demand that nurses assume greater responsibility for educating clients.

The nurse's role in health promotion and patient self-management is consistent with the current doctoral program in Nursing Education. Since my arrival at Teachers College in 1999, the program has focused on the nurses' role in the education of patients. Students were also required to take courses in education of students, but generally they do their dissertations on clients not students. With research-intensive study in health behavior, our Program is designed to produce scholars to do research in a fundable area as well as teach. But I have been surprised at how long it takes our students to finish. The present and looming faculty shortage argues for a more streamlined approach.

The IOM report also challenged nurse educators to build "the science of nursing education research on how best to teach students." Teachers College seems like the perfect place to contribute to the science of nursing education. However, interactions with colleagues during my 13 years at Teachers College have taught me just how difficult it is to do research on education. Teaching methods are difficult to study. True experimental research on educational methods must be done with multiple teachers and classroom groups, with the class or sometimes the school as the unit of analysis. This type of research is expensive and complex, and, quite frankly, beyond most doctoral students. There is little funding available for students or professors to carry out such research. While the U.S. government is willing to put billions of dollars into research on health care, it has been quite stingy about supporting research on the teaching healthcare professionals.

Doctoral programs are expensive and labor intensive. But the needs in nursing education are great. Should we make the program more accessible with more online offerings and with more streamlined paths to allow students to finish sooner? Should we allow group work on dissertations? Should we change the dissertation from its current research focus to demonstration projects as was the case in earlier years of the EdD? What are your thoughts? I'd like to hear them. Write me at occonnell@tc.columbia.edu. 🌟

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



It is a pleasure to have the opportunity to share my thoughts about the Executive Program for Nurses at TC.

Technology embraces different ways of knowing, different ways of learning, and different ways of teaching.

The expanse of education has been covered with the outpouring of knowledge that resulted from the age of technology...and perhaps this age is still in its infancy. Couple this evolving environment with the application of creativity from the minds of scholars, practitioners, educators, and basically everyone who is met during individual journeys in every aspect of life. What results today is a new beginning in how nurses are educated, how nurses practice, how we conduct research, how the nursing profession is marketed, and what is needed from the profession in the delivery of health care—today and in the future.

Teachers College and the Executive Program for Nurses continue to embrace the world's changes. The Program had two doctoral graduates in May 2012 who used the internet for data collection—Josiane Hickson and Robin Goodrich. We currently have two doctoral students working in the domain of simulations in nursing education, Robert Kerner and Anne Marie McDonald. In addition to Dr. Josiane Hickson and Dr. Robin Goodrich, we had five more doctoral students graduate in May, 2012: Carole Baraldo, Madeline Cafiero, Nan Masterson, Annemarie McAllister, and Sharon Sussman. Without a doubt, the Executive Program for Nurses has these students as well as all students heavily connected with the magnificent resources provided through computer technology at Teachers College as well as the up-to-the-minute Teachers College Library of digital data.

The Executive Program for Nurses' march of educational development through the pace of time is in harmony. I am proud to share that the faculty and student body remains consistent and strong. In autumn, 2012, we will have a new Doctoral Cohort preparing for three years of course work plus a dissertation, and a second year Master's Cohort that plans on graduating in May 2013. We also have continuing doctoral students working on completing their dissertations and plan to admit another Master's Cohort in September 2013.

The age of technology and creativity result in the possibility of increasing speed in the journey. I assure you that the Executive Program for Nurses remains in step and focused as future nurses are prepared for roles in education and administration—on the changing highway of technology. Further, the overriding goal is to embellish the desire and the emotions that emanate from communicating to all listeners what makes the nursing profession special...the ability to role model our "caring profession" to everyone who is touched by our individual experiences in our individual nursing roles.

May I also share...your continued support and assistance stemming from your love and memories of Teachers College, is warmly felt and greatly appreciated. 🌟

Florence Nightingale—Her Legacy to Humankind (Part II)

The Fall 2010/Winter 2011 issue of *Courier* (No. 100) focused on Florence Nightingale as a young woman, living in the upper strata of Victorian society, who expanded opportunities for women to better their opportunities and status in society by becoming a “proper nurse.” Miss Nightingale challenged the societal norm by working closely with and against men to improve the healthcare for soldiers. In this issue, the last fifty-four years of her life will be explored through the lens of her legacy to the nursing profession and health care in general.

Newspaper coverage of the Crimean War stirred Britons on the home front. In 1855, Queen Victoria and the Parliament decided to start a fund to which all citizens could contribute as a way to honor Miss Nightingale for her work with ill and injured soldiers on the front. It was thought that whatever model Miss Nightingale started for the training of nurses would provide a template for many similar institutions throughout Britain. When she returned home in 1856, the Queen presented her with a brooch designed by Prince Albert. Minister of War Sidney Herbert presented her with funds totaling £44,000 to start a nursing program at St. Thomas’s Hospital in London. In his book *Eminent Victorians*, Lytton Strachey described Florence Nightingale in this way:

She arrived in England in a shattered state of health. The hardships and the ceaseless efforts of the last two years had undermined her nervous system; her heart was pronounced to be affected; she suffered constantly from fainting fits and terrible attacks of utter physical prostration. For months at a stretch she never left her bed. For years she was in daily expectation of death. But she would not rest Wherever she went ... she was haunted by a ghost. It was the spectre of Scutari – the hideous vision of the organisation of the military hospital.¹

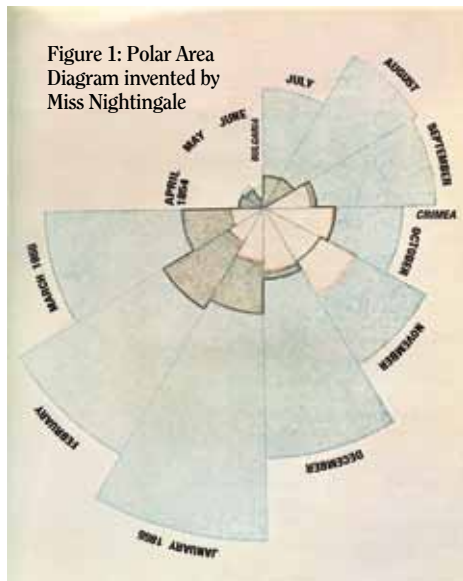
Miss Nightingale was overwhelmed by this show of gratitude by her fellow citizens. She, however, was not yet ready to embark on creating a school of nursing. Rather, her passion focused on the active military, returning veterans, their ongoing healthcare needs and the status of English hospitals.²

HOSPITAL ADMINISTRATION

As a young woman, Florence Nightingale loved figures and poured over statistics. Specifically, she studied hospital statistics dealing with every aspect of hospital life from supplies to morbidity and mortality. During her service at Scutari, the changes she effected in patient hygiene, diet, aeration, hydration and sanitation greatly improved the morbidity and mortality outcomes. Through the use of statistics, Miss Nightingale proved her hypothesis that a change in physical and emotional environment would improve the health of the British soldiers while hospitalized and lead to better long-term outcomes.

Upon returning home, Nightingale was vexed by the statistics she compiled while in the field in Scutari. The mortality figures were telling—more soldiers died from the co-morbidities of poor hygiene, poor nutrition, and poor sanitation than from direct battle wounds. She knew how to interpret and analyze the data created by this first hospital-based epidemiological study, but she needed a way to convey the information to the medical and political communities. Once again, Miss Nightingale used her ingenuity to create the Polar Diagram (see Figure 1).³

Armed with these statistics and notes taken from her



previous study of reports on domestic military hospitals in England, in 1856 and 1857 Miss Nightingale wrote a lengthy report entitled *Notes on Matters Affecting the Health, Efficiency and Hospital Administration of the British Army, 1858*. In it, she proved that the innovations she made at the Scutari Barracks Hospital – implementation of a nursing note and medical record documentation, use of triage assessment, improved nutrition, hydration and aeration, and changes in sanitation structure would increase the chances of physical survival. She also noted the importance of cultivating an environment of self-esteem and self-actualization among the soldiers (what Abraham Maslow would a century later label as the “Hierarchy of Needs”). She introduced the importance of fiduciary accountability in the management of hospital monies and supplies. Finally she put all these recommendations to use in constructing a veterans hospital in England. Miss Nightingale concerned herself with the same issues that concern modern day hospital Chief Executive Officers and Chief Nursing Officers.⁴

Publication of the 1858 report generated great pressure upon Miss Nightingale. Both the medical and parliamentary communities rebuked her report. In addition, Hugh Small writes in *Florence Nightingale: Avenging Angel* that as a result of intense pressure from many sides, Miss Nightingale considered resigning from any connections with the fund bearing her name, but Minister of War Sidney Herbert would not allow it. Herbert strongly pressed Miss Nightingale to “get on with the business of creating a School for Nursing” at St. Thomas Hospital. The public had raised funds totaling £44,000 for that purpose and those funds were lying idle. Minister Herbert used his friendship and position to force her into action. Knowing her aversion to the idea of training nurses at the university level, Herbert devised a counterplan which would be unacceptable to Miss Nightingale: create the school in Kings College Hospital instead of St. Thomas’s Hospital. She used her power and influence to stop Herbert. Rather than accepting university-based education, she agreed to open her school at St. Thomas’s. In 1860, the first probationers were accepted into the Nightingale School of Nursing at St. Thomas’s Hospital. Small notes that “Nightingale ignored its activities, claiming to be incapacitated by illness.” She did succeed in designing the new buildings, using her favourite scheme of many separate ‘pavilions’

to improve ventilation.”⁵ Miss Nightingale never set foot in her School of Nursing; however, she made a practice of sending a yearly letter to the probationers and students from 1872 to 1900.⁶

In Florence Nightingale’s written eulogy to Agnes Elizabeth Jones (a.k.a. “Una”) her student, friend and matron of the Workhouse Nurses, she described Jones as a woman who “had trained herself to the utmost – she is always training herself.” Nightingale then went on to write what would be one of the most notable quotes about nursing:

Nursing is an art: and, if it is to be made an art, requires as exclusive a devotion as hard a preparation, as any painter’s or sculptor’s work; for what is the having to do with dead canvas or cold marble, compared with have to do with the living body—the temple of God’s spirit? It is one of the Fine Arts; I had almost said, the finest of the Fine Arts.⁷

NIGHTINGALE’S IMPACT ON AMERICAN NURSING U.S. Sanitation Commission

By the start of our Civil War, in 1861, many women in the United States had read their own copies of *Notes on Nursing, what it is and what it is not* written by Florence Nightingale. At the request of another champion for patients’ rights and good environmental care, Dorothea Dix, Supervisor of the U. S. Sanitation Commission, Miss Nightingale sent her the 1858 report. Miss Dix implemented many of the reforms advocated by Miss Nightingale to improve the care and prognosis for recovery of soldiers being treated at the U. S. Sanitation Commission hospitals.⁸

Miss Louisa Lee Schuyler, a great granddaughter of Revolutionary War General Philip Schuyler and the first Secretary of the Treasury, Alexander Hamilton, was very active in the work done at the NY Sanitation Commission Hospital during the Civil War. Miss Schuyler knew of Miss Nightingale’s 1858 report because of her involvement with Miss Dix and the hospitals. Following the end of the American Civil War, Miss Schuyler returned to New York City.⁹ She saw the deplorable conditions at New York City’s Bellevue Hospital: fifty percent mortality following amputations, raging sepsis following even the simplest of surgical procedures and nine percent of all maternity cases died.¹⁰ Miss Schuyler and her friends devised a plan in 1872 to form the State Charities Aid Association and pledged to start a School of Nursing at Bellevue modeled after the Nightingale School for Nurses at St. Thomas’s Hospital in London. Dr. W. Gill Wylie supported Miss Schuyler’s efforts and offered to bear the expense of traveling to London to observe Miss Nightingale and her techniques first-hand.

Unfortunately for Dr. Wylie, Miss Nightingale was infirm and confined to bed at the time of his travel. He did observe the methods used at her school organized and managed by nurses for nurses. Miss Nightingale, chagrined that she was unable to meet with Dr. Wylie, wrote him a lengthy letter in September 1872 describing exactly how to establish a school of nursing managed by a board of lady managers, supervised by a nurse with nurses and physicians teaching young educated women how to be nurses.

With a few corrections, the 1872 Organizing Board of Lady Managers utilized the bulk of Miss Nightingale’s letter as the Charter for the Bellevue School of Nursing. Bellevue School of Nursing opened in May, 1873 with six students under the supervision of Sister Helen [Miss Helen Bowden] who trained in London at the University

College Hospital. Those six women graduated in 1875.¹¹ As a result of a report written by Dr. Wylie on his observations of European training schools, the Connecticut Training School in New Haven opened in October, 1873 and Massachusetts General Hospital opened its physician-managed Boston-training school in November 1873.¹²

With the success of the Bellevue, Connecticut and Massachusetts General Hospital Training Schools, other schools started all over the country. In 1893, Lystra Gretter, a nursing instructor at the Harper Hospital in Detroit, Michigan penned a tribute to Miss Nightingale modeled after the Hippocratic Oath. The 1893 spring class of the Harper Hospital School of Nursing was the first class in the nation to recite what became known as



the *Nightingale Pledge*.¹³

PROFESSIONAL & PERSONAL FRIENDSHIP WITH ISABELLE ADAMS HAMPTON ROBB

Just as Miss Nightingale was a dynamic voice for change within Britain, Isabelle Adams Hampton [Robb] was her counterpart in the United States and Canada. Miss Hampton proved herself an innovator to move the nursing profession forward (*Courier*, 2008). She invited Miss Nightingale to speak at the 1894 American Society of Superintendents of Training Schools for Nurses (ASSTSNS).

Miss Nightingale responded favorably to Miss Hampton's request and provided encouragement to those spearheading the growth and education of nurses "across the pond." Although she did not personally attend, an address from Miss Nightingale was read at the opening of the 1894 proceedings.¹⁴

YEARS OF DISCONTENT 1887-1889

Eighteen eighty-seven proved to be a year of success and discord. Miss Nightingale and Queen Victoria celebrated their 'Jubilees' as one being called into the nursing profession and one being called to assume the throne of England. Known throughout the realm for her expertise in district nursing, hospital administration and sanitation, Miss Nightingale served as a consultant on water treatment and sanitation for India. After two decades of working with officials in Madras, draining and sanitation were completed in 1887 and two years later the Bombay Village Sanitation Act was passed.¹⁵ The discord was championed in large part by Miss Nightingale herself.

In 1886, a proposal was put forth by the British Hospitals' Association to develop a standardized examination administered by an independent body to assess a nurse's

education and knowledge. By passing this examination, the nurse could then be entered into a registry. This proposal was endorsed by the British Nurses Association and opposed by Miss Nightingale. The gauntlet was thrown and the fabric of the nursing community was rent asunder.¹⁶

In a letter read to her probationers at the Nightingale School dated May 16, 1888, she wrote that "Every Hospital is an 'Association' in itself." She continued further on to press her case for the importance of the "individual nurse,"

It is again what the individual Nurse is and can do during her *living* training and *living* work that signifies, not what she is certified for... She may have gone through a first-rate course, plenty of examinations, and we may find nothing inside. It may be the difference between a Nurse nursing, and a Nurse reading a book on Nursing. ... [H]ow can a Certificate or public Register show this? Rather, she ought to have a moral "Clinical" Thermometer in herself.¹⁷

In Miss Nightingale's view, nursing was a calling and it is impossible to certify a woman's moral fiber through a written examination. She vehemently opposed registration and worked behind the scenes with members of Parliament to bring about the 1889 defeat of the British Nurses Association's petition for a Charter to register nurses.¹⁸ She tenaciously clung to her belief that "she was professionally accountable for what she did; accountable to the God whose respect for the dignity of the humans He had made was eternal and inflexible."¹⁹ The 'Battle of the British Nurses' continued until May 1893 when the final decision was announced removing the work "Register" from the 1892 Royal Charter.²⁰ This was Miss Nightingale's final battle.

DECLINE & DEATH

Miss Nightingale started to succumb to the vagaries of age: failing eyesight, deteriorating penmanship, decreasing mobility and in the fall of 1895, like her mother before her, complaints of 'a want of memory.' By 1896, enveloped by this slowing increasing "mist of uncertainty," she remained house-bound. Her penultimate honor – the Order of Merit – was bestowed upon her in absentia by King Edward VII in 1904.²¹

Falling asleep about midday on August 13, 1910, Florence Nightingale entered her eternal rest. The meticulous planning and writing she utilized in life carried on after her death. Historian Cecil Woodham-Smith noted that in her last will and testament, Miss Nightingale left nothing undone. Aware of her political influence and "mixed" popularity,

... she wished 'that no memorial whatever should mark the place where lies my Mortal Coil'; if this proved impossible she wished her body 'to be carried to the nearest convenient burial ground accompanied by not more than two persons without trappings.' A simple cross without her name, only with initials, and date of birth and death was to mark the spot. She also directed that her body should be given 'for dissection or post-mortem examination for the purposes of Medical Science.'

The Nightingale family followed Florence's wishes disallowing a national funeral with subsequent burial in Westminster Abbey. They did not donate her body to science. Instead, hundreds of mourners lined the streets. Six of "her boys" – sergeants in the British Army – bore her coffin to the family graveside in East Wellow, and her final wish was carved on the family tombstone: "F. N. Born 1820. Died 1910."²²

Miss Florence asked her sister Parthenope to burn all of her personal letters and professional correspondences. Parthenope sequestered them away giving future historians the opportunity



Nightingale Rose²⁴

to learn about the person beneath the icon from Miss Nightingale herself. Hundreds of people visit Trafalgar Square daily and pass beneath the statue of Florence Nightingale. Schools such as St. Thomas, Bellevue, and myriad others sprang up educating generations of nurses based on the Florence Nightingale model for nursing schools. Rose breeders developed the *Nightingale Rose* (shown above right). The United States Air Force commissioned in 1968 the construction of the C-9 *Nightingale* plane to transport littered and walking sick and wounded to higher levels of care during the Vietnam War. These examples are but a smattering of accolades honoring Florence Nightingale.

SUMMARY

Miss Nightingale knew how to navigate the Victorian social strata and to push against the constraints that society imposed. She focused on fulfilling her passions and achieving her goals. She was unrelenting in her quest to speak out for having structured health care for her "boys" – the British veterans. Using statistics from the field of battle and the halls of British hospitals, she garnered the reputation as a visionary in the area of hospital administration and architecture. Nightingale designed hospitals that promoted clean air, clean water, and dignity for patients and staff alike. She implemented the first nursing school at St. Thomas Hospital and from there hundreds of other schools in England, the British Empire and the United States. While stridently opposing the registration of nurses in Britain, she championed the growth of the nursing profession writing, "There is no such thing as amateur art; there is no such thing as amateur nursing."²³

In his sermon at the Annual Florence Nightingale Commemoration Service for the Nursing Profession (May 10, 2006), the Reverend Rowan Williams, Archbishop of Canterbury, described Miss Nightingale thusly:

Florence Nightingale was not an angel... she was a formidable tough, principled and obstinate woman, whose main goal was to create a climate in which... care was properly professional. And for her, proper professionalism was whatever served not only the physical health, but the dignity of those being cared for. [T]he modern profession of nursing was born out of a passion for human dignity – not just the sense of a practical job to be done, but a serious conviction that what is due to people in situations where they are helpless and even dying is time, respect and patience, no less than practical skill.²⁴

The legacy of Florence Nightingale is indeed vast and, in all likelihood, will be more fully illuminated by scholars still seeking to grasp her impact on humankind. She still remains "F. N.," a fascinating enigma for the ages. ☺

Endnotes available upon request

The History Column is contributed by Gertrude B. Hutchinson, MSIS, MA, RN, Archivist, BACNH, Foundation of New York State Nurses; and by Cathryne A. Welch, EdD, RN, Executive Director, Foundation of NYS Nurses, Director, Institute for Nursing – *New York State Nursing Workforce Center* and Co-lead, Future of Nursing – NYS Action Coalition – Steering Committee.

*49th Annual
Isabel Maitland Stewart Conference on Research in Nursing and
Annual Awards Ceremony
Teachers College Columbia University · April 27, 2012*

**From Mrs. Chase to Meet the Sims
Simulation in Nursing Education, Research and Practice**



Keynote Speaker,
Mary Ann Rizzolo,
Consultant, Professional
Development,
National League for
Nursing, NY, NY



Conference Speakers (Above, L to R): Kellie Bryant, Director of Simulation Learning and Clinical Assistant Professor, New York University College of Nursing; Lygia Lee Arcaro, SimLearn National Director of Nursing Programs, Department of Veterans Affairs, Orlando, FL; Mary Ann Rizzolo, Consultant, Professional Development, National League for Nursing; Jennifer Hayden, Research Associate, National Council of State Boards of Nursing, Chicago, IL; Gloria Donnelly, Dean and Professor, Drexel University College of Nursing and Health Professions, Philadelphia, PA; Robert Kerner, Clinical Education Specialist, Patient Safety Institute, Lake Success, NY; Frank Shaffer, NEAA President.



Endnote Speaker,
Gloria Donnelly,
Dean and Professor,
Drexel University
College of Nursing and
Health Professions,
Philadelphia, PA.



Poster Presentation, Sofia Salvador-Greenfield



Poster Presentation, Carol Sando



Terry Gottlieb,
Conference Co-chair



Poster Presentation, Elizabeth Berro



Conference Attendees



Carolyn Camunas,
Conference Co-chair

2012 NEAA Award Winners



NEAA R. Louise McManus Medal and Achievement Award recipients (L to R):

Frank Shaffer, NEAA President; Keville Frederickson, Awards Committee Chair; Amparo C. Kurtz, Nursing Practice Award; Marianne R. Jeffreys, McManus Medal; Elaine L. Smith, Nursing Service Award; Judith E. Hupcey, Nursing Scholarship and Research Award; and Maureen C. Creegan, Nursing Education Award. Sheldon Ornstein (not pictured) was inducted into the TC Nursing Hall of Fame along with all of the Achievement Award Winners.

Nurses Educational Funds Celebrates Centennial

Nurses Educational Funds (NEF) is celebrating its centennial this year with a cocktail reception at the elegant Weill Cornell Griffis Faculty Club on October 24, 2012, 6 - 8pm. The organization has numbered among its distinguished leaders such as greats (almost ALL TC alums) as Isabel Hampton Robb, Isabel McIsaac, Estelle Osborne, Eleanor Lambertsen, Margaret Tyson, Ada Mutch and Elizabeth Carnegie. In addition, many TC grads have received financial support from NEF. The organization continues to fund nurses -- today for graduate education only-- and it represents an important source of support in an era when education is so extraordinarily expensive.

About NEF

Nurses Educational Funds, Inc. (NEF) is a not-for-profit organization that seeks and distributes funds to baccalaureate prepared registered nurses who are in need of scholarship assistance for graduate study. NEF is administered by a Board of Directors comprised of prominent leaders in nursing, business, and other professions. Nurses comprise the majority of board members.

In 1910 a fund for graduate nursing was originally established following the death of Isabel Hampton Robb, a visionary leader of modern American nursing. By 1914 a second educational loan fund was established through the estate of Isabel McIsaac, who was twice president of the American Journal of Nursing Company and who also served as president of the Society of Superintendents which was later to become the National League for Nursing. The Robb and McIsaac Memorial Funds along with the Nurses' Scholarship and Fellowship Fund (est. 1952) were merged to form Nurses' Educational Funds, Inc. (NEF). Over the years, these funds have gradually increased as a result of wise invest-

ment, contributions from nursing leaders, friends of nursing, schools of nursing and other organizations such as nursing alumni associations and nursing honor societies. Contributions have also been made by corporations including pharmaceutical companies, and publishers such as the former American Journal of Nursing Company.



NEF leadership (L to R)
Susan Bowar-Ferres, NEF President;
and Cynthia Sculco (MEd '70; EdD '74),
NEF Vice President

NEF is preparing for an exciting 100th year anniversary. It was in 1912 that the first two Isabel Hampton Robb scholarships were awarded to two nurses, Cecelia Evans and Lisle French. From then on NEF has continued to support nursing professionals motivated to seek graduate degrees. With the support of those who value the critical need for nursing educators, advanced clinicians, and nurse researchers, NEF has become the largest, single, private, professionally endorsed source of funds for advanced study in nursing and will continue with this work for the next 100 years!

For more information, please visit: www.n-e-f.org

Alumni News



Faye G. Abdellah (EdD '55; MA '47; BS '45) was inducted into the American Nurses Association Hall of Fame in June 2012. As the first nurse and woman to serve as Deputy Surgeon General of the United

States, Abdellah worked tirelessly to protect the elderly by influencing policy on nursing home standards. She educated the public on issues such as AIDS, drug addiction, violence, smoking, and alcoholism. After retiring from the USPHS in 1989, Abdellah went on to found and serve as the first dean of the Graduate School of Nursing at the Uniformed Services University in Bethesda, MD. In 2002, she retired with more than 50 years of government service.

Carol Reed Ash (EdD '82; MA '74; BS '60) is the recipient of the 2012 Oncology Nursing Society (ONS) Lifetime Achievement Award. Ash is professor emeritus, Kirbo Endowed Chair, Oncology Nursing at the University of Florida in Gainesville. The award recognizes her outstanding contributions as an oncology nurse researcher, mentor, and educator as well as her service to ONS and the community at large. She served as the editor of *Cancer Nursing* for 28 years and is a prolific author and presenter. She is the driving force behind GatorSHADE™, an innovative strategy for skin cancer prevention and education to a wide variety of community-based audiences ranging from grade-schoolers to adults. She was honored at ONS's 37th Annual Congress, May 3–6, 2012 in New Orleans, LA.



Patricia K. Boos-Reed (MA '78) received the 2011 Excellence in Service Award from the Capital Chapter, Nurse Practitioner Association. She has been an active member of the NPA

since 1990 and served as a key volunteer on the Practice Issues Committee. In addition, she developed and implemented a website for the Capital Chapter, NPA and serves as its coordinator.

Rita K. Chow (EdD '68). Archivist Henry Sharp has written an article about "The Rita K. Chow Papers" in the *Windows in Time* Newsletter of the University of Virginia School of Nursing Center for Historical Inquiry. In reviewing the collection, he noted

that Chow became an instructor at Wayne State University College of Nursing in Detroit then enrolled in Teachers College, Columbia University. While pursuing her degree, she served on the editorial staff of the *American Journal of Nursing* and organized an innovative cardiovascular nursing research project at the Ohio State University Hospital that served as the foundation of the well-regarded textbook, *Cardiosurgical Nursing Care: Understandings, Concepts, and Principles of Practice*.



New York Academy of Medicine Inductees, Launette Woolforde (center) and Marianne Jeffreys (right) with Connie Vance (left).

Marianne R. Jeffreys (EdD '93; MA, MEd '88), while on sabbatical last year, completed her research study on evaluating cultural competence education with TC colleague Dr. Enis Dogan

(educational measurement and statistics). She published, *Nursing Student Retention: Understanding the Process and Making a Difference* and *Nursing Student Retention Toolkit*, a digital enhancement containing assessment tools and templates for designing, implementing, and evaluating retention strategies (Springer Publishing).

Lucille Joel (EdD '70; MEd '67; MA '64) was honored with the 2012 Teachers College Distinguished Alumni Award.



Above: Lucille Joel honored as TC Distinguished Alumna. The recognition ceremony took place at the Academic Festival on April 21, 2012 at TC. L to R: Diana Newman, Nominator; Lucille A. Joel (EdD '70); and Kathleen O'Connell.

Eleanor C. Lambertsen (EdD '57; MA '50; BS '49) was inducted into the American Nurses Association Hall of Fame in June 2012. A leader in nursing education, Lambertsen, who died in 1998, pioneered the concept of "team nursing," which revolutionized the organization and delivery of nursing and healthcare by placing RNs in the primary interdisciplinary leadership role. Upon completion of her doctorate from TC, and after serving as a faculty member, she attained leadership positions with the American Hospital Association. She later returned to TC as the nursing department's chairwoman and director of the Division of Health Sciences. She became dean of the Cornell University-New York Hospital School of Nursing in 1970 and senior associate director of nursing in 1974. Lambertsen is credited with enabling generations of clinical nurse specialists and nurse practitioners to practice independently. She served as president of the American Nurses Foundation and chaired the National Commission for the Study of Nursing and Education.



Family and Colleagues attend Lambertsen's Hall of Fame Induction (L to R): Robert Piemonte, Bradley Lambertsen (nephew) and his wife Martha; Emily Gibbs Lambertsen Davis; and Karen Ballard, past president of NYSNA (nominator).

Elise L. Lev (EdD '86) is presenting, "Using academic technology to impact nursing education in Haiti," at the 2012 National State of the Science Congress in Nursing Research, Sept. 13-15, in Washington, DC.



Lobel A. Lurie (MA '06) was recognized for Best Practice in Staff Development by National Nursing Staff Development Organization (NNSDO) for "Cone Health/Greensboro, NC

- Nurse Extern Program: A Themed Approach." Criteria is currently posted online at http://www.nnsdo.org/?page=best_practices. In addition, a poster titled, *Destination RN: Transition from Classroom to Career, A Themed Approach to Nurse Extern Program*, was presented at the NNSDO Convention in Boston, MA on July 12-15, 2012.

Marianne T. Marcus (MEd '77; MA '76), the John P. McGovern Distinguished Professor of Addiction Nursing, was one of 10 UTHHealth faculty members who received The University of Texas System Board of Regents' highest honor in recognition of their performance in the classroom and laboratory. Statewide recipients of the Regents' Outstanding Teaching Award were honored during a July 11, 2012 reception and dinner in Austin.



Stephen R. Marrone (EdD, '05) was the 2011 New York/New Jersey Regional recipient of the Nursing Spectrum Excellence Award in the category of Advancing and

Leading the Profession. He was elected President of the Northeast Chapter of the Transcultural Nursing Society and is the 2012 Recipient of the American Organization of Nurse Executives' PRISM Diversity Award. Stephen was a speaker at the 37th Annual Transcultural Nursing Society Conference in Las Vegas, NV. He also presented papers at the Third Annual Transcultural Nursing and Healthcare Conference, and at the National Nursing Staff Development Organization – New York Chapter.

Rory P. Sweeny McGovern (EdD '95, MEd '85, MA '84) Director of Nursing Education & Professional Development at St. Barnabas Hospital in the Bronx, former Administrator of Education & Practice Saint Vincent Catholic Medical Centers and Director of Educational Services for the Saint Clare's Hospital System was inducted as a Fellow in the New York Academy of Medicine (NYAM). NYAM Fellows represent the highest levels of achievement & leadership in the fields of urban health, public health, medicine, nursing, education and health services administration.

Mary E. Norton (EdD '85; MA & MEd '70) was elected to the office of Vice President – United Nations Non-Governmental Organizations affiliated with the Department of Public Information. She also serves as a Peer Reviewer for the Fulbright Program. In November 2013 she will receive the Nell J. Watts Lifetime Achievement in Nursing Award from Sigma Theta Tau-International Honor Society in Nursing. Mary is Associate Dean and Professor, Global Academic Initiatives, at Felician College.

Irene Pagel (EdD '71) was awarded the Lifetime Achievement Award by Adelphi University Chapter of Sigma Theta Tau at the Annual Nursing Leadership Conference at a ceremony held at Adelphi University on May 4, 2012. She retired in 1991 as Professor Emerita after 30 years of teaching at Adelphi and had served as Acting Dean, Associate Dean and taught in the Undergraduate, Masters and PhD programs. She was actively involved with the development of the BSN program at the Regents External Degree Program which has evolved into Excelsior College.

Robert V. Piemonte (EdD '78; MEd '70; MA '68) is the recipient of the Foundation of New York State Nurses 2012 Driscoll Award. An Award Reception will be held in the Griffis Faculty Club at Weill Cornell Medical College, located at 521 East 68th Street, New York, on October 9, 2012.



Colleagues enjoy a Florida Reunion: Left to right: Louise Fitzpatrick (EdD '72); Mary Sue Infante (EdD '71); Robert Piemonte (EdD '78); Shaké Ketefian (EdD '72); and Margaret McClure (EdD '72).

Muriel Poulin (EdD '72) will be recognized in October 2012, as a Living Legend by the American Academy of Nursing. Professor Emerita at Boston University, Muriel is celebrated for pioneering the education and preparation of a generation of leaders in nursing service administration both nationally and internationally. Each year, the Academy Board of Directors recognizes a small group of Fellows as Living Legends.



Elaine L. Smith (EdD '12) was appointed to the American Nurses Credentialing Center's Commission on Accreditation for a 4 year term 2012-2016

. In addition, she is the NY/NJ 2012 Regional Winner for Nursing Education and Mentorship, Nurse.com Nursing Excellence Award. Elaine is Vice President for System Nursing Education Institute

at Nursing North Shore Long Island Jewish Health System.



Elizabeth Speakman (EdD '00; MEd '85) Associate Dean, Thomas Jefferson University, was appointed Co-Director of the Jefferson Center for Interprofessional

Education (JCIPE) <http://jeffline.jefferson.edu/jcipe/aboutus/team.cfm>. In this position she oversees the interprofessional curriculum of the School of Nursing, School of Pharmacy, School of Health Professions, College of Graduate Studies and Medical College at Thomas Jefferson University. Dr. Speakman serves as a Board of Governor for the National League for Nursing.

Jane Sta. Ana (MA '78) is back home to the Philippines with her husband since 2005 and is a faculty member for graduate studies and Deputy Director of Nursing at a government owned hospital. With her husband she established a Christian preschool for indigent children and other student campus ministries supportive of values formation for the youth of our nation. Jane would like to connect with other TC nurse graduates: desta522@aol.com

Madeleine Sugimoto (MEd '69) was interviewed on cable TV for one of a series of presentations on, "The Broader Implications of War," produced and directed by Gloria Messer for Manhattan Neighborhood Network. Heather Wokusch interviews Madeleine Sugimoto who entered a Japanese Internment Camp as a child during WWII. Here is the link to the interview: <http://vimeo.com/27647144>.

Eileen H. Zungolo (EdD '71; MEd '69; BS '67), Dean and Professor, Duquesne University, Pittsburgh, PA retired in May. As a nurse, educator and leader, her contributions have had a profound effect on the School of Nursing. An endowed scholarship fund has been established in her honor. To donate go to: www.myduquesne.duq.edu/nursing75.

50th Annual Isabel Maitland Stewart Conference on Research in Nursing and Annual Awards Ceremony

April 26, 2013

Theme: The Best of Nursing: TC Leading the Way in Nursing Education, Research and Practice.
Watch your email and www.tcneaa.org for poster and presentation submission information.

In Memoriam

Eleanor K. Herrmann

Eleanor Krohn Herrmann, 77 of Cheshire, CT, wife of Lawrence Herrmann, died on July 31st, 2012 at home after a prolonged illness. She was born in New York City on February 1, 1935 the daughter of the late Martin and Ellen (Polson) Krohn. She had resided in Cheshire since 1977 and graduated Adelphi University, University of Colorado Graduate School and Teachers College Columbia University. Dr. Herrmann was employed by The University of Connecticut, retiring as Professor Emerita School of Nursing. She was a member of the following: Sigma Theta Tau Nursing Honor Society, a Fellow of the American Academy of Nursing, past president of the American Association for the History of Nursing, Cheshire Historical Society, Women's Auxiliary, Silver City Detachment Marine Corps League, and the Standard-bred Retirement Foundation.

In late Fall, a memorial tribute service will be held at the University of Connecticut Chapel in Storrs, CT. In lieu of flowers, memorial contributions may be made to: Eleanor Krohn Herrmann Reading Room UConn School of Nursing, c/o UConn Foundation, 2390 Alumni Drive, Storrs, CT 06269 or Eleanor Krohn Herrmann Keynote Speakers Fund, c/o American Association for the History of Nursing, 10200 West 44th Ave, Suite 304, Wheat Ridge, CO 80033. For online condolences please visit www.jferryfh.com ☺

Thetis M. Group

Thetis M. Group, of Scottsdale, Arizona and Salt Lake City, Utah, died January 20, 2012. She was dean and professor emerita, Syracuse University, Syracuse, NY, and adjunct professor at the University of Utah College of Nursing in Salt Lake City. She received a BS degree in nursing from Skidmore College, Saratoga Springs, NY, in 1960. After working several years as team leader and senior community health nurse with the Visiting Nurse Service in New York City, Dr. Group attended Columbia University, where she received her Master of Arts in nursing supervision, a Master of Education in community health nursing and then a doctorate in nursing education. In 1968, she was appointed assistant professor of nursing at the University of Wisconsin, Madison. In 1972, she returned to Syracuse, NY to accept a position as associate professor of community health nursing at Syracuse University School of Nursing. In 1975, she was appointed full professor and dean of the School of Nursing, moving quickly to rename the school as the College of Nursing. She continued as dean through 1985.

Dr. Group served as president of the New York State Deans of Nursing Council, during which time she was politically active in nursing's fight to establish the bachelor of science degree as the minimum entry level into nursing, attain nurses' independence from medicine and their right to practice nursing autonomously with prescriptive authority.

Contributions in her memory may be made to the Dr. Thetis Miller Group Charitable Trust, 7307 East Rose Lane, Scottsdale, AZ 85250. ☺

Lasting Legacy

By Annemarie McAllister (EdD '12)

Dissertation defense day is the most significant milestone of a doctoral student's academic career. When I entered the assigned room in Grace Dodge Hall early this past March, my dissertation committee member, Sheila O'Shea Melli (TC alumnus and TC Nursing Hall of Fame inductee) murmured, "This is the same room where I defended my dissertation." I was surprised to hear that the nursing classes were all held on the fourth floor of Grace Dodge Hall. Dr. Melli, a longtime faculty member at TC, was a significant mentor to me and the defense hearing was made even more memorable by the coincidence of the room assignment. Additionally, at the end of my successful defense, Dr. Melli presented me with the gift of her academic regalia. I was overwhelmed by her generosity and touched by the significance of her gift.

The history of nursing at Teachers College began in 1899 with two students enrolled in a Hospital Economics course started by M. Adelaide Nutting. For many years TC held the status of the first (and only) graduate school for nurses in the world. Students flocked to the school and by the late 1940s yearly student enrollment surpassed 1,000. This made the Department of Nursing Education not only the largest department at Teachers College, but also the largest department at Columbia University (Christy, 1969). Given its dedication to the education of nurses and the many thousands of graduates, it can be said that the influence of the department has had far reaching effect both nationally and internationally.



Annemarie McAllister proudly wears the Columbia University graduation regalia presented to her by Sheila O'Shea Melli at the 2012 commencement.

Note to TC nursing students: CU graduation regalia, donated by Carol Ann Mitchell (EdD '80; MEd '72; MA '70; BS '68), is available for use by TC nursing students.

Contact diane@nsna.org

My committee member, Sheila O'Shea Melli, unknowingly sparked my interest in nursing history in general and specifically in the history of events at Teachers College. She started the ball rolling at the beginning of my graduate education by stating with conviction that, "there is such a richness of nursing history here at Teachers College!" She, of course, was right and her continued encouragement of this novice researcher is deeply appreciated. Her impact as a mentor and educator of nurses is an immeasurable and lasting legacy. As one of the most recent graduates from the Executive Program for Nurses at Teachers College, I wore the vintage regalia proudly at graduation this past May and hope to continue the legacy that is nursing at Teachers College.

Christy, T. E. (1969). Cornerstone for nursing education. New York: Teachers College Press. ☺

Rutgers College of Nursing Partners with Haitian University to Help Build Haiti's Infrastructure and Keep Skilled Nurses Home

By Elise L. Lev (EdD '86) Professor Rutgers University College of Nursing, Newark, NJ

There was a time when a nurse in Haiti would have to leave the country to get an advanced nursing degree, and because of the harsh economic conditions – and 85% unemployment – most nurses who left didn't return. We hope our collaboration between the Rutgers College of Nursing and the Faculty of Nursing Science in Léogâne (FSIL) of the Episcopal University in Haiti, will change that. As one of the first programs to combine on-site and online education in Haiti, our goal is to decrease the need for nurses to leave the country in order to receive advanced education and to enable graduates to become enlightened change agents in Haiti.

In the U.S. there are 940 nurses per 100,000 population; Haiti has only 10.7 nurses per 100,000 population.¹ Much evidence suggests that there is a direct relationship between the number of health professionals and health outcomes.² The shortage of nurses and nursing faculty in Haiti has a severe impact on the health and well-being of the Haitian population. The life expectancy at birth is 52 years of age. Only 46% of the Haitian population has access to safe drinking water, and 28% of the population has access to sanitary sewer systems.³ The total deaths in Haiti per 100,000 population is 46% higher than in the Dominican Republic.⁴

At the time I conceptualized this program, no colleges or universities in Haiti offered graduate education programs in nursing. Few mentors are available to serve as role models for Haitian advanced practice nurses or to provide baccalaureate nursing education. Under the leadership of Dean Hilda Alcindor, FSIL, the first and only baccalaureate nursing program in Haiti opened in 2005 and graduated the first class of students in 2009. Currently there are 60 graduates.

Rutgers University College of Nursing received financial support from the Haiti Nursing Foundation for the first phase of the program: a 10-month professional development program designed to enhance students' knowledge of teaching, improve their English skills, and prepare them to enter the second phase of the program. Five site visits were made by faculty members from Rutgers University during the first year of the program, and online interaction



FSIL Graduation: Above, from l-r in the back row are Marah Armand; Shirley Dieuveille; Hilda Alcindor, Dean, FSIL; Paule-Nise Stinfil; and Merodes Dormeus. In the front row from l-r are Dr. Gayle Pearson, Assistant Dean, Center for Professional Development (Rutgers); Dr. Elise Lev, Professor (Rutgers); Marie Dominique Lauent; and Dr. Teri Lindgren, Assistant Professor and Specialty Director, Community Health (Rutgers)

between faculty at Rutgers and FSIL students continued throughout the program. Educational technology was combined with human interactions that comprise the essence of education. The Blackboard program™ was used to assess students' abilities to apply material presented, enable students to move ahead at their own pace, and enable faculty to evaluate the effectiveness of the teaching strategies. FSIL students successfully completed a Certificate in Nursing Education, offered through the Rutgers College of Nursing Center for Professional Development.

In a second phase of the program, FSIL will implement the Master's degree program in community health, which is aimed at keeping skilled nurses in Haiti where they are desperately needed. Rutgers faculty members will deliver the program to FSIL using the cross-institutional collaborative

model developed for the certificate program in phase 1. The Master's degree will be awarded by the Université Épiscolaire d'Haiti, Port au Prince. The aim of the master's program is to provide more Haitian nurses to address disease prevention and health promotion issues. Our goal is that this project will contribute to standards for future graduate nursing programs while creating a cadre of Haitian nurse educators prepared to ensure the program's sustainability. Funding for the second phase of the program is currently being sought.

I visited FSIL in May of 2011 with Dr. Teri Lindgren, assistant professor and specialty director of the community health program. The purpose of our visit was to assess the feasibility of the program. In September, 2011, Dean Alcindor visited Rutgers to help plan for the program. In November, 2011, I visited FSIL accompanied by Gayle A. Pearson, assistant dean of the Center of Professional Development, and Joy MacDonald, Manager of Information Technology in the Rutgers-Newark Office of Academic Technology, to begin the on-site program.

The Haiti Nursing Foundation, based in Ann Arbor, MI, was established in 2005 to support the advancement of nursing in Haiti, especially through education. The focus of this support has been on the FSIL nursing school in Léogâne, Haiti. ☺

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1. WHO Statistical Information System (WHOSIS) (n.d.). Retrieved from <http://www.who.int/whosis/indicators/2007HumanResourcesForHealth/en/>
2. Anand, S, Barnighausen, T. (2004). Human resources and health outcomes: cross country econometric study. *Lancet*, 364: 1603-1609.
3. Haiti Facts. Childrens Lifeline. (n.d.) Retrieved from <http://www.childrenslifeline.com/about-haiti/haiti-facts/>
4. Garfield, R. (2010). Priorities for mortality reduction in Haiti. *Disaster Medicine and Public Health Preparedness*. 4(1), 18-20.



Reading the profiles in this issue's *Spotlight* reminded me of my time at TC in the Nurse Executive Cohort. My undergraduate degree is from SUNY Buffalo where a faculty member advised students to: "Attend different universities for graduate degrees—to obtain different theoretical points of view." When a SUNY Buffalo classmate, who was in the PhD program at NYU, invited me to visit her at the university, I got hooked by Martha Rogers Theoretical Basis of Nursing. I immediately applied and enrolled in the MA program. This was an amazing experience—but I noticed something special about the NYU faculty at that time (1976-78)—many were TC nurse graduates and I began to notice that TC alumni were a close-knit group. Historical inquiry revealed that this seemed to be part of the TC nursing culture. When it came time to continue my education for a doctorate, my mentor, a TC graduate, suggested that I apply to TC. I enrolled in the 1989 Nurse Executive Cohort program. Although the curriculum was "lock-step" I greatly benefited from interdisciplinary teaching methods and the close ties that developed with my fellow students. I also found the doctoral seminars to be extremely valuable as we all discussed the progress of our dissertation research. But without a doubt, joining the TC Nursing Education Alumni Association has been the most lasting benefit of my TC education. Having access to an incredible cadre of TC alumni has created opportunities for networking, mentorship, collegiality and friendship. From the feisty cohort of nurse leaders who established the first post-graduate course in 1899 to the current innovations in curriculum, the tradition of TC's close nursing alumni relationships continue to evolve. ☺

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
couriereditor@tcneaa.org

Message from the NEAA Membership Committee

By joining your TC Nursing Education colleagues you will be connected with and have access to networking with the best in our field. Rekindle your passion for TC through active membership and participation in the Teachers College Columbia University Nursing Education Alumni Association.

Are you a Masters or Doctoral TC Nursing Education graduate or current TC nursing student? If so, we invite you to become a part of this dynamic organization. Preserve our precious history, participate in activities assisting in developing activities at TC. Join or renew your membership today!!

Feel free to contact us for more information:

Rory Sweeney McGovern - rmcgovern@sbhny.org

Peggy Tallier - ptallier@mercy.edu

P.S. We look forward to meeting TC nursing students at an upcoming visit to your TC class. ☺



TEACHERS COLLEGE COLUMBIA UNIVERSITY

Nursing Education Alumni Association

Courier

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