



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on Marilyn Jaffe-Ruiz by Diane J. Mancino



Marilyn Jaffe-Ruiz earned a MEd ('78) and EdD ('80) at Teachers College, and an MA. in Adult Psychiatric Mental Health Nursing from New York University. In April 2006, Pace University held the

Centennial Marilyn Jaffe-Ruiz Faculty Convocation to honor Dr. Jaffe-Ruiz for her commitment to the pursuit of academic excellence. The *Courier* Editor interviewed Dr. Jaffe-Ruiz for this issue's Spotlight.

Editor: Every nurse has a special story about why they went into nursing. What called you to the profession?

MJR: I am one of those people who said I wanted to be a nurse from when I was very young. Of course, as a young girl growing up in the Bronx in the 1950's, my image of a nurse was very white and starched and that was who I wanted to be. In high school I was a "candy striper" at Montefiore Hospital and I loved it. I was on a surgical floor and helped to take care of a variety of patients with surgical procedures. Because the nurses knew I wanted to be a nurse they included me in observing and assisting with various procedures. On a more personal level I have a brother who is severely developmentally disabled. He has Down Syndrome and I think that experience made me more compassionate and caring, always a champion of the underdog, which we now call advocacy.

Editor: As a young nurse did you have a vision for your career?

MJR: I knew I wanted to take care of people and did envision being a head nurse. That was the highest position I really knew at that time. While in nursing school I decided I wanted to work in psychiatry which has been the best preparation for administrative positions particularly. My mother would tell you if she were alive today that I always enjoyed being a "monitor" in school when I was a child. The idea of being a leader has always had an

appeal to me. Teaching came later after I worked in psychiatry as a staff and head nurse and felt that there were not enough opportunities for me to develop intellectually and that teaching afforded me that chance.

Editor: What led you to Teachers College?

MJR: I was teaching at Columbia University School of Nursing after getting my Masters Degree at NYU and decided to take advantage of the relationship that Columbia had with TC. I also by then knew I liked teaching and wanted further preparation for that role.

Editor: Who mentored you at TC?

Betty Mahoney was my mentor. She believed in me through many fits and starts. Others who were very helpful were Mary Ramshorn and Harriett Karuhije.

Editor: How did TC prepare you for the academic roles you have held?

MJR: TC gave me an education in how to be an educator. By that I mean I learned so much about philosophy of learning and teaching, legal aspects of teaching, curriculum development, and methods of teaching. I recently thought about Marie Seedor who taught the methods course because I am in the process of preparing an online course at Pace on strategies for teaching. I wonder what Marie would have said about online teaching.

Editor: What would you say was the highlight of your tenure in the Provost role at Pace University?

MJR: For about 20 years I served as Department Chair, Dean, Vice Provost, Vice President for Academic Affairs and then Provost. Assuming the role of Executive Vice President for Academic Affairs and Provost was the highlight though being dean of nursing was an earlier thrill. What made me happy about being Provost was that I was a nurse doing that and always used the RN after my name in all communication. We still must fight so many negative stereotypes and that was my small way of saying nurses can hold many different types of surprising positions. I also really enjoyed learning about all of the other Colleges and Schools of the

University as well as learning how it operated. I made a difference particularly in the area of diversity and student centeredness.

Editor: This past April, a very special convocation to celebrate the 100th Anniversary of Pace University was held. It was also the MJR Inaugural Convocation. For the benefit of our readers, please describe the purpose and significance of event.

MJR: I reinstated convocation at Pace in 1999. I wanted the faculty to have a time where they were honored and where we devoted time and space to a spirit of intellectual inquiry. We then had convocation for three years in a row and when I told the President that I wanted to step down from being Provost he said we would dedicate convocation to me hereafter. Then, for various reasons, the University did not have convocation for three years and it was reinstated in April 2006 and it was the first one in my name. That tradition will continue and the next one will be fall 2007. It is traditional to have them in the fall, but it was held in the spring this year to celebrate the University's Centennial.

Editor: What advice would you give to colleagues interested in pursuing an administrative leadership position such as Vice Provost or Provost?

MJR: I would tell colleagues to pursue positions in central administration in universities. Our preparation as nurses gives us the ability to do critical thinking, work in teams, be quick on our feet, and set priorities. I would also say that emotional intelligence and the ability to work with people are paramount, as well as fiscal knowledge. That is one skill that many nurses shy away from.

Editor: As a professor of nursing at the Lienhard School of Nursing, Pace University, you have come full circle. What do you hope to accomplish in this role?

MJR: It feels wonderful to be back teaching and involved with nursing again. I left the Provost role in August 2003, had a sabbatical for a year and then reentered the classroom in fall 2004. I have learned a tremendous amount from my colleagues and my students. I hope to demonstrate to my students that nursing is something wonderful that one can do for life. ☺

Courier

A Publication of the
Nursing Education Alumni Association
Teachers College
Columbia University
© 2006 NEAA, Inc.

NEAA Board

President	Diana Newman	2006-08
Vice President	Connie Vance	2005-07
Secretary	Lenora McClean	2005-07
Treasurer	Joan Marren	2006-08
Directors	Marianne Jeffreys	2005-07
	Lucille Joel	2006-08
	Anie Kalayjian	2006-08
	Eileen Zungolo	2005-07

Nominating Committee

Chair	Keville Frederickson	2006-08
Members	Susan Bastable	2005-07
	Louise Fitzpatrick	2006-08
	Joan Trofino	2006-08
	Mary Lou Yam	2005-07

TC Nursing

Programs Liaison Kathleen O'Connell

Committee Chairs

Finance	Joan Marren
Courier	Diane J. Mancino
Achievement Awards	<i>To Be Announced</i>
Hall of Fame	Wanda Hiestand
Research Awards	Cynthia Sculco
Stewart Conference	
Chair:	Frank Shaffer
Membership	M. Louise Fitzpatrick

Send letters to the editor
and address changes to:

Courier
c/o Diane Mancino
23-07 19 Street
Astoria, NY 11105
courieditor@tcneaa.org
(718) 210-0705 Ext. 103

Layout and Design:
Todd Anderson, ArtWorks
toddanderson@comcast.net

Printer:
Prestige Printing, Kansas City, KS

From the President

by Diana M. L. Newman, EdD, RN



I am truly honored to serve as 2006-08 NEAA President. NEAA represents continuity of the mind, body, and spirit of TC Nursing over time as different events in the profession unfold.

Some of these events include the debate (again) over the shortage of practicing nurses which is keenly felt in the scarcity of nursing faculty. Can TC respond to this deficiency by educating teacher scholars? Since most professional nurses are involved in one or more aspects of teaching (nursing students, peers, patients, and students of other disciplines) nursing can role model excellent teaching which may encourage others to enter nursing and choose to be nurse educators. It is in the preparation of nurse educators that TC has and can continue to play a pivotal role to ease the nursing shortage.

The context in which nursing is practiced today is not so different than in the past. That is, there have always been wars, poverty, and acute and chronic illness. However, the threat of terrorism close to home presents a new challenge for nursing and is being addressed in nursing administration, education, practice and research. How can TC address this and other challenges related to disaster preparedness?

The profession is engaged in applying research evidence to nursing practice to improve patient care. Application of research to practice suggests that we reflect on the values of nursing education and practice. Reflection on the core values of nursing helps nurses provide a "caring relationship that facilitates health and healing."¹ Nursing values that underlie research evidence can only enhance practice. The 2007 Isabel Maitland Stewart Conference on Research in Nursing, demonstrates NEAA's ongoing support of nursing scholarship. Be sure to mark your calendar for the 2007 Stewart Conference which takes place on Friday, April 27.

Another key issue in nursing is the debate over the Doctor of Nursing Practice (DNP). Some authors state that this degree prepares an expert in health care, leadership or teaching.² Others suggest that the ethical issues of this new degree need further exploration.³ We can only imagine what our esteemed TC ancestors would have to say about this.

The NEAA Board is asking members to review the NEAA Bylaws for areas that need clarification. Please send your comments about the bylaws to Eileen Zungolo, zungolo@duq.edu; Marianne Jeffreys, jeffreys@mail.csi.edu; Connie Vance, cvancern@aol.com; or Mary Lou Yam, myam@sp.edu. The NEAA Bylaws are available on www.tcneaa.org under the "NEAA Leadership" tab. Changes, if any, will be circulated to the members and voted on at the Annual Meeting, April 27, 2007.

I hope to see many of you and your friends and families at the Awards Dinner on October 5th at Scaletta's Restaurant. I look forward to speaking with many of you about how TC Nursing's mind, body, and spirit continues to unfold for TC alumni within today's context. ☺

¹ ANA Nursing's Social Policy Statement (2nd Edition). Silver Spring, MD.

² Fulton, J. S. & Lyon, B. L. (2005) The need for some sense making: Doctor of Nursing practice. *Online Journal of Issues in Nursing*. Retrieved from http://nursingworld.org/ojin/topic28/tpc28_3.htm.

³ Silva, M.C. & Ludwick, R. (2006) Is the Doctor of Nursing Practice ethical? *Online Journal of Issues in Nursing*. Retrieved from http://nursingworld.org/ojin/ethical/Ethics_17.htm.

Susan H. Fuhrman—TC's New President



Susan H. Fuhrman has been named the 10th president of Teachers College. She took office on August 1, succeeding Arthur Levine, and is the first woman to serve as TC President. For the past 11 years, Fuhrman served as Dean of the University of Pennsylvania Graduate School of Education. Fuhrman earned her doctorate in political economy at TC and is a former faculty member. She is an expert on issues of teacher excellence, accountability for school performance, and the changing balance of power between the federal, state and local governments in setting school policy. For full story, go to: <http://www.columbia.edu/cu/news/06/05/fuhrman.html> ☺

Chat from the Chair



It is a time of transition at Teachers College. Susan Fuhrman has begun her tenure as President of Teachers College, replacing Arthur Levine who had been President since 1995. Dr. Fuhrman is the first woman president of the col-

lege (except for the Darlyne Bailey who served as Acting President while Arthur Levine was on sabbatical). In addition, Dean Bailey has also resigned to take a position at the University of Minnesota. A search is underway for a new Dean.

I just returned from my sabbatical at the University of British Columbia where I became familiar with Canadian nursing and with the innovative research carried out by the Nursing and Health Behaviour Research Unit, which provided me a lovely office and wonderful colleagues for the year. Sabbatical has been a wonderful gift, giving me time to read, to think, and to write. I have pursued the study of processes underlying habit formation and change, which I hope to apply to health habits. Vancouver is a beautiful city where the mountains meet the sea at a lovely bay, but my husband, Tom, and I were happy to return to NYC, the most exciting city in the world.

Although I was on sabbatical, email and phones kept me in close touch with doctoral students. Four doctoral students graduated in May. Congratulations to the new Teachers College Nursing Education Alumnae: Dr. Karin Gapper, Dr. Sheila Hankin, Dr. Laura Jannone, and Dr. Barbara Joslyn.

Congratulations to Maria Rosario-Sim, a doctoral student in Nursing Education who received the NEAA Predoctoral Research Award for her dissertation study entitled: "Factors Influencing How Asian American Adolescents Make Decisions to Smoke and Not to Smoke." Maria is thrilled with the \$2,500 award, which will help her defray the costs of data collection and subject reimbursement.

Ray Zakhari, one of our current doctoral students, spent his summer on assignment for the New Jersey Air National Guard and the US Air Force working as a nurse in an emergency facility in Iraq. Ray has written about his experiences in Iraq. Below, with his permission, is a message we received from Ray on August 16.

Yesterday I accompanied a patient flown in by helicopter to the civilian side of the airport. He had sustained a closed head injury, and a corneal abrasion due to some explosion. He was a Jordanian contractor and was going to be returned home via commercial medical flight. I went with him on the ambulance to do the hand off. Any time one leaves the camp one must wear

full battle rattle and load their weapon. The ambulance was loaded. It was three enlisted people with machine guns and one with an M-9. The one guy who fancies himself as a Rambo type stood guard over the ambulance. The others provided cover for me and the patient as I walked to the plane and gave report to the doctor. We then quickly got in the ambulance and headed back to camp. About 10 minutes after we arrived the crash phone rings. It was report of two mortar attacks to the area where I had just done the patient hand off. They called to put us on alert for possible arrivals of incoming wounded. Thankfully there were no wounded and no deaths, which means they must have taken off almost immediately. Baghdad outside the wire is commonly referred to as the Wild West.

Ray is scheduled to return to the US and to TC in mid-September. We look forward to welcoming him and all TC Nursing Program students to the 2006-07 academic year. ☺

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

Update from the Executive Program for Nurses



Your continued support is evident and I want to personally thank each and every one of you for believing in our program at Teachers College. My last column announced that beginning in September 2006, the College supported the re-opening

of a Master of Arts degree program with a specialization in the Professorial Role while continuing the Master of Arts degree program in the Administration Role.

I am pleased to share that we have reached and exceeded our goal of admitting 35 students into both of the above two cohort programs in September 2006. Further, our doctoral program that began in September 2005, continues to flourish with an exciting

and committed group of students entering their second year of a three year program of formal coursework that will be continued by completion of their dissertations.

Faculty in the Executive Program for Nurses continues with diversity as well as an increased commitment to the program administratively. In particular, Professors Keville Frederickson, Sheila Melli, and Kim Mendez are integral to the program in the following areas: teaching; marketing and recruitment; doctoral sponsorship, membership, advisement; consultation; grant-writing; and administrative activities. Professor Marvin Sontag continues to teach statistics and research. The following people also are connected closely with the interdisciplinary nature of nursing and our expanding team of faculty members: Professors Kathleen Gialanella, Vincent Rudan, Cynthia Caroselli, and Judith Parker. Mary Price continues as our informatics expert. During this academic year, I will put forth rationale to my colleagues at the College, requesting permission

to recruit another fulltime faculty member for our program.

All of us in the Executive Program for Nurses look forward to the continued growth and expansion of our Program. We are on the move...! As always, I thank all of you for your support and ask that you continue to spread the excitement of our programs with your colleagues, associates, and potential students in your unique nursing worlds. We will provide you with information in the form of leaflets, markers, announcements, and/or guest visits from faculty—all at your request. Please call me at 212-678-4004 or email me at elnlynn@aol.com. Best wishes to all of you as we continue to expand and to energize our nursing profession—together and as a team. ☺

Elaine La Monica Rigolosi
EdD, JD, RN, FAAN
Professor of Education and
Program Coordinator

Living Up to Every Possibility: M. Adelaide Nutting, 1858-1948

Part 1: A Nurse's Illustrious Career

Mary Adelaide Nutting was the first recipient of the National League of Nursing Education's leadership medal which bears her name. Miss Nutting, as she was known to her students and colleagues, accepted the medal saying, "I don't deserve it."¹ She would certainly be the only one surprised that she would be the recipient of such an award! Even a brief glance into her successes, both in nursing and outside the field, shows there are few so deserving of this honor as this early leader in professional American nursing.

Born in Quebec, Miss Nutting was thirty years old when she began the nursing program at Johns Hopkins School of Nursing. While many factors must have contributed to her decision to enter the field of nursing at this point in her life, her recent experience caring for her mother during a long illness, without a doubt, had an effect on her choice. Her career began at Johns Hopkins, where she held a wide variety of teaching and administrative positions after graduating in the school's first class in 1891. Only three years later, she stepped into the role of superintendent of nurses when Isabel Hampton, who would continue to be a valued friend and colleague, married and left the position. In this role she put into practice many of Miss Hampton's ideas and visions, and developed her own innovative methods of

improving the school. She introduced social subjects into the curriculum, established scholarships and tuition fees, began payment of lecturers, and hired full-time instructors and supervisors. In 1901, she founded a ground-breaking 6-month preliminary course preparing the new student for hospital experience.²

Miss Nutting is perhaps best known for achieving one of the most important firsts in nursing history: Appointment as the first nurse in the world to the position of professor of nursing, a title she assumed in 1907 upon agreeing to direct the fledgling nursing program at Teachers College Columbia University. But while she is most often remembered for her role as an educator at Teachers College and Johns Hopkins, the full portrait of Miss Nutting cannot be drawn without observance of her strengths in other areas. As one admirer wrote, "Miss Nutting belongs in the ranks of those administrators who are born, not made."³

This observation is reinforced by the remarkable work accomplished at Teachers College under the guidance of Miss Nutting and Isabel Hampton Robb. Miss Nutting served on the committee of the American Society of Superintendents of Training Schools for Nurses, which was chiefly responsible for influencing Teachers College Dean, James E. Russell, to begin a program in hospital economics in 1899 and, eventually, nursing education. At the 40th anniversary of this event, Dean Russell looked back on the time and said, "Forty years ago I surrendered to a group of determined nurses."⁴ Determined they would have to be to weather the difficult early years of the course, which was fraught with financial and administrative difficulties. Miss Nutting initially turned down the leadership position at Teachers College, citing her need to carry on her work at Johns Hopkins.⁵ But she was eventually persuaded by Mrs. Robb and Dean Russell of the great need for her abilities and the opportunities she would have at the fledgling program.



Not only were her administrative talents exactly what was called for to bring order to the young program, but her determination and skills in fundraising would prove highly valuable. She believed that nursing schools needed to seek financial independence of hospitals through endowments, and sought to do exactly this with the fledgling nursing education program at Teachers College. In this respect, she followed in the footsteps of Emma Willard, a pioneer in education for women, who sought endowments for schools for women a century before Miss Nutting did the same for nursing education.

Early in Miss Nutting's tenure, the course continued to face harsh financial problems.

Miss Nutting became convinced that an endowed chair in nursing was necessary to assure some level of financial security for the course. She sought the support of the general public for the program. Miss Nutting believed the purpose of education, particularly nursing education, was not personal gain but an opportunity to benefit society, and, therefore, society had an obligation to make education possible for all potential students. As she wrote in the program's Fourteenth Annual Report:

We are not training nurses entirely for the benefit of hospitals, doctors, nor for private patients, but we are training them for useful service to the people in all matters which affect their health and well being; for intelligent efforts toward the prevention of illness as well as intelligent and skillful care of the sick, and just as medical scholars for instance may turn to the community and say, "Give us money for buildings and teachers so that we may supply you with well trained physicians," so, we, in view of the public as well as private importance of our work, have a right to turn to the community and say help us also – so that we may train and send out to you women who can understand their responsibilities and meet them fully.⁶

Her fundraising efforts paid off considerably. While financial concerns continued to be an issue at the school throughout her tenure,

Mary Adelaide Nutting



the program maintained a stability and a rate of growth that were impossible before Miss Nutting took the reigns. When she arrived at the school in 1907 only nine students were enrolled in the nursing education course. Upon her retirement in 1925, that number had grown tremendously to 346 regular session students and 316 summer session students.⁷

Throughout it all, Miss Nutting was first and foremost an advocate for the professionalization of nursing. Seeing nursing as a highly skilled vocation, Miss Nutting saw nursing students as an exploited group and spoke freely on what she deemed injustice and inadequacy in the hospital training school system. Speaking at an 1896 Superintendents Society meeting, Miss Nutting said: "Now what are training schools? Are they charitable institutions? Is it a condition of employer and employee? When we read in some circulars of nurses' wages, one might think it. They are really, however, educational institutions, and it is time that this fact be better appreciated."⁸ ☉

Look for Part 2 of this piece in the spring issue to read about M. Adelaide Nutting's contributions outside of nursing education and administration.

¹ Goostray, Stella. Mary Adelaide Nutting. *American Journal of Nursing* 58:11, November 1958, p.1529.

² Goostray, p.1525.

³ Goodsell, Willystine. Mary Adelaide Nutting: Educator and Builder. *Teachers College Record* p.382-3.

⁴ Cunningham, Elizabeth V. Education for Leadership in Nursing: 1899-1959. *Nursing Outlook* 7, 1959.

⁵ Christy, Teresa E. *Cornerstone for Nursing Education: A History of the Division of Nursing Education of Teachers College, Columbia University, 1899-1947*. New York: Teachers College Press, 1969, p.1993, 1926, p.382.

⁶ Christy, p.39

⁷ Christy, p.69

⁸ Goostray, p.1526

Mary Adelaide Nutting Collector's Pin Available

Mary Adelaide Nutting was an outstanding nursing educator and dedicated to the professionalization of nursing. A graduate of the first class of the Johns Hopkins School of nursing in 1891, she became superintendent of nurses and principal of the school in 1894. She championed national standards for nursing, founding the Superintendents of Training Schools for Nurses (later the National League for Nursing Education) and helped launch the American Nurses Association.

The first professor of nursing in the world, as head of nursing at Teachers College, Columbia University she transformed nursing internationally. She was honorary president of the Florence Nightingale International Foundation, the recipient of the M. Adelaide Nutting Medal (created by the NLN in her honor), the Liberty Service Medal of the National Institute of (WWI) of the National Institute of Social Services and an Honorary MA from Yale University, and is an ANA Hall of Fame inductee.

To purchase pin (pictured below and at left) send your name and mailing address along with a \$5.00 check or money order made payable to Foundation of NYS Nurses and mail to:

Foundation of the New York State Nurses
Veronica M. Driscoll Center for Nursing
2113 Western Avenue, Suite 1
Guilderland, New York 12084-9559

The Mary Adelaide Nutting pin, released in September 2006, is one in a collection of 14 Center for Nursing History limited edition pins honoring nurses who have contributed to the rich history of nursing in New York. To view all of the pins and additional items for purchase, go to: <http://www.foundationnys-nurses.org/giftshop.htm> ☉

The History Column is contributed by Cathryne A. Welch, EdD, RN, Director, Bellevue Alumnae Center for Nursing History and Center for Nursing Research Foundation of the New York State Nurses Association

E-mail: mail@FoundationNYSNurses.org
Phone (518) 456-7858

Thanks to Rachel M. Donaldson, MLS, Archivist, Bellevue Alumnae Center for Nursing History, Foundation of the New York State Nurses Association, for her assistance in preparing the Nursing History column.

Nursing Education Alumni Association Teachers College Columbia University CALL FOR ABSTRACTS

Deadline December 18, 2006



**44th Annual Isabel Maitland Stewart
Conference on Research in Nursing
Friday, April 27, 2007
Teachers College Columbia University
Technology:
What it Means for Practice and
Academe Tomorrow**

You're invited to attend this celebrated conference and to submit an abstract of your work for presentations and posters. Examples of topics we are looking for: data mining methods; research databases; technology innovations for evidence-based practice and education; health information system design; cutting-edge nursing informatics; virtual nursing practice; online education; practice innovations such as electronic order entry systems, online bidding for shifts; electronic monitoring; etc. If your abstract is selected, you will be provided with complimentary conference registration. You will be responsible for all of your own expenses.

Guidelines for abstracts:

1. Download form from www.tcneaa.org.
2. 250 words; minimum 12 font type.
3. Submit via e-mail to Dr. Frank Shaffer: fshaffer@crosscountry.com
4. Include title; author's name(s); credentials; street address and e-mail; telephone and fax numbers. Attach a copy of your resume/CV with your submission.
5. Abstracts must be received via e-mail by December 18, 2006.
6. All abstracts will be acknowledged upon receipt.
7. Notices of selected abstracts will be e-mailed in January.

For further information contact:
Frank Shaffer: 800-530-6152
fshaffer@crosscountry.com



Mary
Adelaide
Nutting
Collector's Pin

**43rd Annual Isabel Maitland Stewart Conference on Research in Nursing
Teachers College Columbia University
Friday, April 21, 2006**

A Futurescape of Nursing: Its Challenges, Changes and Choices



Stewart Conference Speakers (l to r)
Eileen Zungolo, Maylou Yam, Denise Tate,
Mary Anne Rizzolo, Sue Salmond, Caryle Wolahan,
Diana Newman, Rita Smith, Frank Shaffer, Sarah
Steen Lauterbach, Diane Mancino



Keynote Speaker,
Gloria Ferraro Donnelly,
addressed the theme,
*A Futurescan of
Nursing: Journey to
Tomorrow.*



Endnote Speaker,
Colleen Conway-Welch,
closed the day with
*A Proactive
Perspective on Nursing:
Challenges, Choices
and Changes.*



Andre McKenzie, President, TC Alumni Council and
Caryle Wolahan during luncheon held at the home of
the TC president. The luncheon was sponsored by the
TC Office of Alumni Relations.



Following the NEAA business meeting, friends and colleagues gather around M. Elizabeth Carnegie (seated in center), NEAA Honorary Life Member, to wish her well for her 90th Birthday.

**Thanks to Cross Country Staffing and Johnson & Johnson
for supporting the Stewart Conference**



(l to r) Marilyn Jaffe-Ruiz, Gloria Donnelly, Keynote Speaker, and Sandy Lewenson enjoy a coffee break in the Grace Dodge Room.



(l to r) Wanda Hiestand, Cynthia Sculco, Diana Newman, and Carolyn Camunas



Colleagues and students pause for a photo with M. Elizabeth Carnegie (seated in center).



Diane Mancino (L) and Andrea Higham (R), Director, The Campaign for Nursing's Future, Johnson & Johnson, presented *Making a Difference—The Johnson & Johnson Campaign for Nursing's Future* and the *Promise of Nursing* program.

Nursing Education Alumni Association Annual NEAA Awards Dinner Thursday, October 5, 2006 Scaletta Restaurant 50 West 77th Street New York City

We are privileged to celebrate the accomplishments of our esteemed colleagues

R Louise McManus Medal - Franklin A. Shaffer
 “Dr. Shaffer was one of Nursing’s early entrepreneurs, carving out opportunities that make nursing better for all of us. Throughout his career, Frank has contributed to (TC’s) nursing education enterprise as an adjunct faculty and as a member and officer of NEAA. His international reputation and loyalty to Teachers College make his sustained efforts valuable, varied, and numerous... (he) is a fine candidate for the McManus Medal.”
 (L. Fitzpatrick and L. Joel)

Nursing Scholarship and Research - Marianne R. Jeffreys
 “Dr. Jeffreys is a true scholar with a clear program of research related to cultural competence and teaching culturally diverse students, (supported by) 21 grants from various organizations... she has 23 articles and 3 chapters in textbooks. Her most recent publication, is *Teaching Cultural Competence in Nursing and Health Care*.
 (L. Purnell)

Nursing Education - Shirlee A. Stokes
 “A consistent theme throughout Shirlee’s career is her commitment as a master teacher, and a distinguished record as a grant recipient of scholarships for disadvantaged students.” (B. Jackson)

Nursing Service - Miriam Carasa
 Dr. Carasa “is truly an accomplished leader in her influence on large systems of care that are sensitive to the challenges of a complex world... is an exemplary leader in designing and delivering holistic, culturally sensitive, evidence-based practice nursing models in an urban setting.” (C.Vance)

All Achievement Award Winners are inducted into the Teachers College Nursing Hall of Fame.

Start thinking now about nominations for the 2007 McManus Medal, Achievement Awards, and Nursing Hall of Fame.

Research Awards
 Pre-doc Award: Maria Rosario-Sim. Study Title: “Factors Influencing How Asian American Adolescents Make Decisions to Smoke and Not to Smoke”
 Post-doc Award: Sadie Smalls. Study Title: “Enlightened Nurse: Estelle Massey Riddle Osborne”

Watch for photos from the 2006 dinner and the award winners in the next issue of *Courier* and on www.tcneaa.org.



Thanks to the Achievement Awards Committee Members:

Connie Baker, Chair
 Miriam Carasa
 Christine Coughlin
 Lois Lagerman

Alumni News

Milestones



Ivy Nathan Tinkler (MA '50; BS '47) celebrated her 100th birthday on March 11, 2006. Tinkler is the first African-American to be appointed (1954-61) as Director of Nursing

of the Lincoln School for Nurses and Lincoln Hospital (Bronx, New York). A 1931 graduate of the Lincoln School for nurses, Tinkler also held leadership positions in hospitals in New York, Illinois, and Virginia and was Assistant Clinical Professor of Community Health, Albert Einstein College of Medicine. Committed to strengthening the nursing profession, and to fostering professional development, she served on the Board of Directors and chaired committees of such important organizations as Nurses House, the American Nurses Association, District 13 of the New York State Nurses Association, the Alumnae Association of the Lincoln School for Nurses, and the State Board for Nursing. In 1999, Tinkler was inducted into the Teachers College Nursing Hall of Fame. In October 1999, the Board of Trustees of the Foundation of NYSNA dedicated a Solarium at the Veronica M. Driscoll Center for Nursing, in her honor. (Source: Foundation of the NYSNA)

Congratulations on reaching this remarkable milestone!

Ruth Alward (EdD '88; MEd '83; MA '82) and her husband, Sam, received the President's Award from IONA Senior Services in Washington, DC for their support of the organization over the past two decades. Both served two terms on the Board of Directors, helped with fundraising, and contributed financially, are among their cited contributions. IONA provides a range of services such as day care, Alzheimer's Clubs, case management, counseling, meals, and transportation.
Ruthalward@aol.com



Mila Aroskar (MEd '68) received an honorary Doctor of Science degree from Creighton University, Omaha, NE at commencement in May for her work in bioethics and professional ethics. This occasion was celebrated with family and friends.
aroskarm@mindspring.com

aroskarm@mindspring.com

Rita Chow (EdD '68) Two Teachers College graduates and former majors in the Army Nurse Corps, Yaye Togasaki-Breitenbach and Rita Chow, have provided an American Nurses Foundation (ANF) endowment to perpetuate nursing research. Their latest ANF endowment scholar is Rachel Yaffa Zisk, PhD, RN of Yale University who is studying Parental Postoperative Pain. **Rita.Chow@ncoa.org**



Brenda Davis (EdD '76; MEd '72; BS '69) will be inaugurated as the first president of Riverside Community College (RCC) District, Norco Campus on September 21, 2006. Brenda, a 28-year veteran of the District, previously served as provost of

the campus, a position she held for the past 13 years. During her tenure as provost, she is credited with expanding the popular Weekend College program, making it possible for working adults to earn an associate degree taking classes Friday through Sunday. She also was instrumental in bringing the Center for Applied Competitive Technologies to the campus (one of only 10 centers in California); implementing an Adopt-A-Computer program for economically disadvantaged students; and bringing a \$2.2 million Title V grant to RCC Norco. Riverside Community College District is the seventh oldest public two-year institution of higher education in California, and one of the largest community college systems in the state. **Brenda.Davis@rcc.edu**

Bernadette Forget (EdD '97) recently retired from Yale-New Haven Hospital and is heading for Paris for 3 ½ months. She wants to know if we have any alumni living there that she might contact. Upon return from Paris, she will be looking for opportunities to consult in her areas of expertise: patient safety, leadership development and emergency management. Bernadette can be reached at: **bforget@snet.net**

Marilyn Jaffe-Ruiz (EdD '80; MEd '78) went to Iceland this past April to teach nursing leadership at the University. She also traveled to China where she had a opportunity to teach in Hong Kong. **mjafferuiz@pace.edu**



Marianne Jeffreys (EdD '93; MA/MEd '88) published a new book, *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation* (Springer Publishing). Partial funding for previous research on the Transcultural

Self-Efficacy Tool (TSET) and the assessment of students' transcultural self-efficacy (confidence) perceptions was obtained from NEAA Postdoctoral Research Fellowship Award (and is noted in the acknowledgment section of the book). This research topic was sparked by findings from Marianne's TC doctoral dissertation concerning self-efficacy and nontraditional student achievement and retention. Ongoing research concerning student retention led to a first book in 2004, *Nursing Student Retention: Understanding the Process and Making a Difference*, (Springer Publishing). **jeffreys@mail.csi.cuny.edu**

Anie Kalayjian (EdD '86; MEd '81) president of the Association for Trauma Outreach and Prevention (ATOP), recently visited New Orleans while participating in the 2006 American Psychological Association (APA) Convention. During her stay, she ventured into the areas most affected by Hurricane Katrina and conducted research via interviews with the survivors there. Many survivors were frustrated with the government and had no other option but to rebuild without federal or national support. Many survivors were using their retirement money, leaving them with nothing if another disaster strikes. Psychologically, Kalayjian found that many New Orleanians are showing signs of very mild Post Traumatic Stress Disorder. "Many survivors reported less nightmares and flashbacks than a year ago. But a high level of anger, apathy, and disenchantment continues to be directed towards leaders, FEMA, insurance companies and others involved in the relief effort," Kalayjian reported. Survivors continue to tell their rescue stories and still can't believe they were able to survive. "This is not a natural disaster, it is a human-made disaster" stated Kalayjian. (**www.meaningfulworld.com**)



Anie Kalajian (L.) interviewing New Orleans resident



Barbara R. Heller (EdD '73; MEd '71) has been selected as vice president of strategic initiatives for nursing and health sciences at Laureate Education, Inc. (NASDAQ: LAUR), the world's leading international provider of higher education. She

will be responsible for identifying, developing, planning and establishing new health sciences and nursing degree programs in Laureate's online division and will provide her expertise to Laureate's network of higher education institutions. brhfjw@aol.com



Carla Mariano (EdD '78; MEd '70) is President of the American Holistic Nurses Association, a 3,000 member specialty nursing organization dedicated to the advancement of holistic nursing nationally through education, practice, and research. In addition, Carla developed,

served as Coordinator, and now teaches in the NYU College of Nursing, Advanced Practice Holistic Nurse Practitioner Program, the first holistic nurse practitioner program in the US. She also chairs the Values and Competencies Task Force of the National Education Dialogue, a group created by the White House Commission on Alternative/Complementary Medicine to advance integrative health care in the US. cm2@nyu.edu

Stephen R. Marrone (EdD '05) has assumed the roles of Director of Nursing Education in the Institute of Continuous Learning and Teaching Hospital Associate Administrator at the State University of New York - SUNY Downstate Medical Center; and Clinical Assistant Professor of Nursing in the SUNY Downstate College of Nursing, Brooklyn, NY. stephenmarrone@hotmail.com

Diana M. L. Newman (EdD '81) accepted a position as Professor in the Department of Nursing, Massachusetts College of Pharmacy and Health Sciences (MCPHS), Boston, MA. A dynamic new accelerated BS program with two tracks, one for generic students and one for students with a Baccalaureate Degree, will be available at three sites: Boston, Worcester, MA and Manchester, NH.

Mary E. Norton (EdD '85; MEd '73; MA '70) Professor and Associate Dean, Department of Graduate Nursing at Felician College, just returned from Karachi, Pakistan where she was an educational consultant at the Aga Khan University. Mary serves as a member

of a consortium of colleges and universities that will be helping with the development of the first PhD program in nursing at the University of Jordan. She is also a member of the Planning Committee for the United Nations Annual NGO/DPI conference in New York in September. Mary recently delivered several papers including: "Implementing the Millennium Development Goals" at the First Jordanian Nursing Council International Conference in Amman, Jordan, April 2006; and "Building an International Learning Community: Using Technology and Partnerships," American Association of Colleges of Nursing conference, February 2006, in San Antonio, TX. nortonm@felician.edu

Linda J. Scheetz (EdD '88) was elected a fellow in the Academy of Emergency Nursing. In addition, she was appointed Associate Dean for Student Affairs at Rutgers College of Nursing. lscheetz@andromeda.rutgers.edu



Frank Shaffer (EdD '83) will travel to Amsterdam, Netherlands in November to participate in the International Jubilee Congress Public Safety 2006. One of two presenters from the US, he joins faculty from

Brussels, Spain, France and the Netherlands to address, "Patient Safety and Global Concern." Frank was recently appointed to the American Organization of Nurse Executives (AONE) task force on Pay for Performance—Developing a Pilot Study for Recognizing Nursing. In addition, he is on the planning committee for the AONE 40th Anniversary Celebration, April 2007, in Washington, DC. Frank is serving as the treasurer for the Friends of the National Institute for Nursing which is gearing up to celebrate NINR's 20th Anniversary, October 11, 2006 in Washington, DC (contact Susan Dove at sdove@wsba.com for details). fshaffer@crosscountry.com

Christine M. Silverstein (EdD '03), director, Summit Center for Ideal Performance, published an article titled, "Therapeutic Interpersonal Interactions: The Sacrificial Lamb?" in the February 2006 issue of *Perspectives in Psychiatric Care*. It is a "call to arms" for psychiatric nursing to retain its core beliefs, which, throughout history, have had a pervasive impact on professional nursing in the areas of research, education, administration, and practice. Christine delivered a paper at the 29th Annual Convention of the International Psychohistorical Association held at New York University. The paper, "All for the Price of Fool's Gold: A Psychohistorical Perspective on the Emergence of Mod-

ern Mental Health Paradigms," explored how and why psychiatrists gave up their core beliefs for power, prestige, and money. In addition, Christine presented a paper at the 2006 National Guild of Hypnotists Convention and Educational Conference on "Stroke Recovery: How Hypnotists Can Facilitate the Recuperative Process." summitcenter@optonline.net

Mignon Williams Smith (MEd '74) was one of six recipients of the Community Human Rights Award by the United Nations Association of the National Capital Area last December. Mignon is president and founder of the Global Associates for Health Development, Inc. (website www.gahd.org). The organization, an NGO, is engaged with the development of a clinic in a village of northern Ghana. mignon.smith@att.net

Helen Streubert Speziale (EdD '89) has been named Associate Vice President of Academic Affairs at College Misericordia, Dallas, PA. Helen most recently served as the Special Assistant to the President for Sponsored Research and National Programs. She is former chairperson of the Department of Nursing and the Division of Health Sciences at College Misericordia. hspzial@misericordia.edu

Terry Valiga (EdD, '82; MEd, '73) recently published a chapter in the following book edited by Rona Levin and Harriet Feldman: *Teaching Evidence-Based Practice in Nursing: A Guide for Academic and Clinical Settings* (Springer Publishers). Terry, who is the Chief Program Officer with the National League for Nursing, is the author of the chapter entitled "Why We Need Evidence-based Teaching Practices." tvaliga@nln.org

Rita Reis Wiczorek (EdD '75) has edited two new nursing modules for the March of Dimes: "Breastfeeding the Infant with Special Needs" and "Premature Care." Last spring, Rita was elected secretary of Nurses Educational Funds. For the past five years, Rita has been raising oysters on her dock in front of her home. The oyster farm is part of an environmental water program sponsored by Cornell University Marine Program and the government. The oysters are growing fast in the warm summer water from the bay and they are going to be terrific to eat this fall! ritaw@greenportcapital.com ☺

**Got Alumni News?
Send it to:
couriereditor@tcneaa.org**

From the NEAA Mailbox

Letter from Mary Bourgraf, daughter of TC nursing alumna, Irene Gabriel.

I have often talked to my Mom about her nursing career, of which she is very proud, as well as her career as a World War II Army nurse, final rank Lieutenant. Here's a brief story of her life.

Mom, Irene Reibold, was born on a farm in Jefferson County, MO in 1913, the last of six children. She was the only one to complete grade school let alone college. She accomplished this by working and living with an aunt in St. Louis. The money she received as a nanny, housekeeper, and store clerk enabled her to afford high school. She continued to work after high school and with the help of her parents attended St. Johns Hospital, affiliated with St. Louis University, to receive a nursing diploma. Upon graduation, she joined the Army for one year and was stationed at Camp Robinson in Little Rock, Arkansas.

She was transferred to Lowrey Field in Denver. While en route Pearl Harbor was bombed—thus her service in the Army was extended. She was never able to serve overseas due to a poor chest x-ray reading. During her Army career, she became Chief Nurse of Fitzsimmons Hospital in Denver. While at Fitzsimmons, she met and married my father, Harry Whitaker, who was also in the US Army serving in France. He was injured overseas and came to Fitzsimmons for surgery. They met and married in Denver.

After the war, they moved to New York City, which was close to Harry's hometown, Larchmont, NY. It was during this stay in the city that Irene attended Teachers College Columbia University. Sometime in the late 1940's they bought a home and moved to Larchmont.

Mom no longer practiced nursing due to moves and family commitments until the 1960s. At that time she returned to nursing part-time at Kettering Memorial Hospital in Dayton, Ohio on the maternity floor. She worked there until she retired.

After being a widow for ten years, Mom remarried at age 70 to Ed Gabriel, age 80. They were married for five fun years.

At 93, Mom still enjoys her family and friends, her flowers, and the many activities at the Brookwood Retirement Home in Cincinnati, Ohio. She loves to discuss her past, especially her nursing and WWII stories. She does love to chat with the nurses at the nurses' station. She loves mail and would be interested in anything you may have concerning nursing at TC and the nursing archives. Her current address is: Irene Gabriel, Brookwood Retirement Home, 12100 Reed Hartman Hwy, Cincinnati, OH 45241. 🌐



International News

Keville Frederickson Helps Develop First Nursing PhD in Mexico

In 2000, Keville Frederickson was invited to participate in the development of the first nursing doctoral program in Mexico. The Universidad Autonoma de Nuevo Leon Nursing School was in the process of completing the development of their PhD in nursing. Based on her experiences with nursing doctoral programs at New York University and our own Teachers College, Frederickson was recruited to assist with the final stages of program development and the initiation of the first cohort. These were very exciting times as Mexico is an integral part of the NAFTA agreement as well as an important neighbor in the provision of health care.

Frederickson's first meeting was led by Esther Gallegos, chair of the new PhD program, and Bertha Cecelia Salazar, co-director and faculty, both of whom had obtained their PhD in nursing from Wayne State University in Detroit. In attendance were three other faculty from nursing around the world, Jane Dimmitt Champion (University of Texas, San Antonio), Martha Velasco Whetsell (Endicott College, Mexico City) and Carmen de la Questa (University of Columbia, Medellin, Columbia). As the faculty refined the courses and developed the sequencing of courses, the differences in educational systems and research perspectives became the source of many lively discussions.

Coincidentally, Frederickson was ready for a sabbatical the fall of 2003 and was therefore available to teach the first nursing theory development course and spend six months in Monterrey, Mexico. The first cohort consisted of 8 students of which two were not nurses, but had health care backgrounds. The university had stipulated that the nursing PhD program be open to those without a nursing degree. Having taught doctoral students for almost 30 years, meeting her first class was the most anxious experience she had ever had in academia. Frederickson's Spanish was pretty minimal and the student's English was also minimal.

For the first three classes, Frederickson prepared lessons that incorporated all of the senses to communicate a beginning understanding of theory development. The first class used a drawing of a "thing" with wings, feelers etc. In class, they were to identify the "thing" with a descriptive name, label each of the parts and then write two sentences that identified the function of each part. We spoke of this exercise as an introduction to theory development. In the second class, Frederickson approached concepts and each student discussed and selected a concept of interest. The assignment over the next week was to visit the museums, attend theatre and concerts, and select two pieces of artistic works that reflected their concept, take pictures or recordings, and share these with the class at the third meeting. By the fourth class, Frederickson's Spanish had improved through intensive tutoring three times a week.

The experience has provided Frederickson with a new perspective on education and on immigrants. Living in a country where one does not speak the language is very isolating, but never underestimate the generosity and kindness of the students and those around you. 🌐



Vance Honored by Humanitarian Award

Hope for a Healthier Humanity and The Pan American Catholic Health Care Network has bestowed its 2006 Humanitarian Award to Connie Vance, EdD ('77). Vance has been a strategic planner, educator, and activist in support of the needs of the poor and disenfranchised, particularly women and children. She has traveled extensively, developing curricula, teaching, mentoring, and consulting throughout the Caribbean, Latin America, Russia, and the Far East. She is the co-author of *The Mentor Connection in Nursing*, author of the forthcoming *The Mentor Bond: Cultivating Leadership and Talent in Nursing* (Springer), and numerous publications on education, policy and politics, leadership, and mentoring.

Connie Vance and Miriam Carasa ('03) are currently collaborating on a Community Health Promotion Program to educate and mentor Honduran health workers (promotores) who provide basic health care and health education to rural villages. The maternal and infant mortality and HIV-AIDS statistics in Honduras are among the worst in Central America; and the promotores are the first line of defense for case finding and health promotion. The model for community health education training, developed by Vance and Carasa, will be implemented in other Latin American countries.

Connie Vance is professor of nursing at The College of New Rochelle, NY (CVanceRN@aol.com). Miriam Carasa is chief nursing officer and vice president for patient care services at North General Hospital, NYC (miriam.carasa@ngsc.org). ☉



Connie Vance (center) with promotoras and their children

Kalayjian Interviews Public on Lebanese-Israeli Conflict

To read the entire story go to www.meaningfulworld.com. *While presenting papers on the impact of disasters at the Congress of the International Association for Applied Psychologist in Athens, Greece the war was in progress in Lebanon. Dr. Kalayjian feeling overwhelmed and sad went to the Temple of Apollo and meditated for peace. As she was meditating she was filled with more sadness and darkness, which made her cry the entire 30 minutes of the meditation. On her way back from Greece she had a long layover in Frankfurt.*

During the layover in Frankfurt, Germany, Anie Kalayjian (EdD '86; Med '81), president and founder of meaningfulworld.com and the Association for Trauma Outreach and Prevention, interviewed randomly selected individuals in an attempt to gauge the public's emotional and psychological response to the Lebanese-Israeli war. With only minor variation, the general theme of the interviews was overwhelmingly clear: the public felt sad, hopeless, helpless, fearful and confused. For the majority, the psychological struggle was to express the unique mixture of these emotions; a difficult task as interviewees attempted to articulate and reconcile on one hand the poignant grief they felt at the loss of innocent life; and on the other a degree of withdrawal and resignation to what they understood to be the self-perpetuating and unsolvable nature of Middle Eastern conflicts.

Few felt there was hope for a lasting peace in the Middle East. While some qualified this response as 'cynical' others felt there was no need, assuming that the impossibility of peace for Israel and her neighbors was common knowledge. "This is a 2,000 year old conflict," said a 43-year-old man making his way home to Norway, "I can't care about it, it would not make a difference. There is no solution, only fantasy..."

A 15-year-old Polish boy didn't hesitate to confirm this sentiment, answering unwaveringly "This isn't anything new, the area will never be in peace." He continued, "I feel sad but am not surprised...there are two things that could happen to achieve peace, either they annihilate each other, or there is a *miracle*. It is all part of a larger economic plan and a power struggle."

While the participants' backgrounds varied, the small majority European, and their ages ran the gambit from 15 to 65, these demographic variations didn't correlate strongly to any specific differentiation in response. Unsurprisingly, Israelis were more prone to defend their state, but even this population focused more on the seemingly unstoppable nature of the conflict and the darkness of the future which loomed ahead, "I feel uncomfortable, I don't know what will happen and I fear for my friends who are fighting this war...I never thought it would come to this," lamented a 17 year old Israeli woman.

Almost three quarters of those interviewed said they felt hopeless or that there was little to no hope for the future, the majority of this group feeling cynical, pessimistic, or disempowered.



Anie Kalayjian at the ruins of Temple of Apollo in Greece

Though this "overwhelmed resignation" was difficult to articulate, few felt sincerely optimistic, "There is nothing new here, it is the same old struggle between two countries that do not recognize each other, accept each other, or respect each other and who want the other destroyed so they can live there alone. No peace can happen if they don't want to change their mentality of being chosen nations. I am sorry, I am so bitter and hopeless since I feel so powerless," said a Greek man who went on to speak about Greece's past dark relationship with Turkey and the slow, but necessary process of forgiveness taking place there which was absent in the Israel-Palestine conflict.

To help alleviate this trauma, Dr. Kalayjian is pursuing an opportunity to mobilize the Association for Trauma Outreach and Prevention's (ATOP) Mental Health Outreach Project (MHOP) in Lebanon. MHOP would provide counseling to those traumatized by recent events and train local mental health practitioners in trauma intervention and psychotherapy. MHOP is aiming to send the first team of mental health volunteers in January. For more information about ATOP and past MHOPs, please see <http://www.meaningfulworld.com/projects.htm>.

This program has reaffirmed that leadership on behalf of better health throughout the life span can be developed on the local level through cross-cultural sharing and learning, and that education is the key to achieving lasting change in communities. It is also clear that both trainers and trainees gain immense benefits from global educational and cultural exchanges. ☉



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

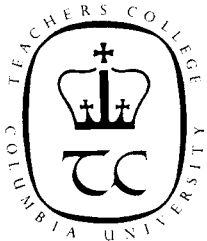
NEAA *Courier*
c/o Diane Mancino
23-07 19 Street
Astoria, New York 11105
Or e-mail to:
courieditor@tcneaa.org

Creating the *Courier* is a meaningful assignment that has greater significance for me every time I put one to bed. Publishing a newsletter is a daunting task filled with responsibility, accountability, and respect for the printed word (and image). This issue is no exception and it reflects even more of the remarkable contributions by members than in past issues. The news from our illustrious alumni is truly awe-inspiring. And the international involvement, a TC nursing tradition, is literally all over the map!

The two annual NEAA activities—the Awards Dinner and the Stewart Conference—along with the *Courier* and www.tcneaa.org, bring our members together to enjoy and strengthen the common bond we share. For me, what makes this bond special, is its connection to the unmatched network of current, retired, and deceased TC nursing leaders. Even the footsteps of our distinguished leaders can be heard echoing in the distance of Grace Dodge Hall, somewhere between the creaks and cracks of the floor boards and walls.

I trust that this issue of *Courier* will add another link in the chain of leadership and education at TC. Read it cover to cover and get connected to some of the most meaningful news you'll ever read. Thanks to all of you who are continuing to make noteworthy contributions to the nursing profession and for carrying on TC's tradition of excellence. ☺

Diane J. Mancino
(EdD '95)
Editor and Chair
Courier Committee



TEACHERS COLLEGE COLUMBIA UNIVERSITY

Nursing Education Alumni Association

Courier

c/o Diane Mancino, Editor
23-07 19th Street
Astoria, New York 11105

First Class
U.S. Postage

PAID

Permit No. 175
Kansas City, KS 66106