



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on Carrie Lenburg by Diane J. Mancino

In November, Carrie B. Lenburg (EdD '72), FAAN, will be honored as a 2007 Living Legend by the American Academy of Nursing in Washington, DC. Dr. Lenburg is also one of the first class of Fellows to be inducted into the National League for Nursing Academy of Nursing Education in Phoenix, Arizona at the end of September. These and other honors and awards bestowed upon Dr. Lenburg recognize her revolutionary approach to competency-based education and her many contributions to the advancement of nursing education.

Editor: What brought you to the nursing profession?

I was the oldest girl of seven children and so I spent a lot of time learning about baby and child care as I was growing up and had a lot of responsibility in the home. When I was 13 years old, I developed a severe inflammation involving the entire left side of my face (probably a severe sinus infection) that required antibiotic injections over my one month stay in the US Naval Hospital in Portsmouth, VA near my home. (My father was a career Navy man.) I was in an adult female ward of 20 plus patients, but right next to the nurse's station. One nurse in particular, Miss Cooper, gave me special attention, was very caring, and let me come into the nurses' station, help with simple chores in the unit, and let me collect many "nurse things." I saw caring and how nurses helped patients and I decided that's what I wanted to do. As a senior in high school, several of my friends also wanted to go into nursing. We had a window of opportunity as the Norfolk General Hospital diploma school was waiving tuition for a couple of years at the time we enrolled. That made school possible for me, in addition to other part time work those three years. My previous home responsibilities helped me to do very well in meeting the responsibilities required of students even in the first year of training—night charge nurse on a 36 patient ward with one orderly!



Editor: What brought you to Teachers College?

Several months after obtaining my diploma, I decided to go the Western Reserve University in Cleveland to get a BSN. One of my diploma instructors got her master's degree there and she was a very good teacher. I worked throughout that degree and two years later obtained a United States Public Health Service (USPHS) traineeship to continue with my master's degree with a major in nursing education. After teaching a few years in Cleveland, then at the University of Bridgeport, CT and Purdue University North Central, I realized that I needed more preparation to be a competent nurse educator and researcher. That determination, TC's reputation and its new nurse scientist program led me to TC in 1968. I was fortunate to finally get a USPHS Fellowship to pay most of my expenses... how I finally got it is another story (see below)! I entered the specialty double major of Research in Nursing Education and Sociology.

Editor: What was TC like when you were there? Who were your mentors?

TC was filled with so much historical significance to nursing and nursing education that I felt inspired to learn and make my contribution as well. All of it was special: the old rooms and hanging portraits of luminaries, the creaking wooden floors, special conferences, classes... and of course the leaders of the day as teachers. Actually, I spent more time on the Columbia campus as my major was research and sociology and I loved the whole experience. My professors included Robert Merton, Amati Etzioni, and others, and I worked with Alan Barton at the Bureau of Applied Social Research. This was the time of the "Columbia Riots" related to the Vietnam War, and the sociology department was fully engaged in that turmoil. But it was a wonderful time of growth and professional development for me and my classmates in this TC program... we were doing

something different... the first group in the new "nurse scientist" program. My mentors included Eleanor Lambertsen and Nathan Lefkowitz, who was a sociologist on faculty at TC. We worked together intensively as my major was sociology and research. We developed a creative funded project designed to promote "change in the culture of nursing." We worked for two years with 100 nurses from 10 hospitals in the metro area and helped them become change agents. Others who were important to me then included Helen Simon, my advisor, and Terry Christy, who persuaded Faye Abdullah (then head of USPHS) to add my name to the fellowship list; funds were available for 15 students, but I was number 16! I'm where I am today because of Terry's and Faye's efforts on my behalf. I worked especially hard to demonstrate that I could make a contribution to nursing and education. And it seems that their faith in me has been realized.

Editor: You served as associate director, Division of Research at the National League for Nursing from 1971-1973. What was the NLN like when you worked there? Who did you work with?

Walter Johnson was the director of the department and he gave me space to develop my abilities in research. In those days, we used electric typewriters, computer punch cards and counter-sorters to enter and analyze data and transfer it to huge reels of magnetic tape. I wrote computer code for many of the programs we used. I was assigned responsibility to coordinate the Open Curriculum Study and chair the advisory committee that included some very important and thoughtful people, including Ruth Mathney, Mildred Schmidt (Secretary of the NY Board of Nursing), Mildred Montag and many others. I created a national survey of mobility opportunities in all NLN accredited schools and with these data created the first "Directory of Career Mobility Opportunities in Nursing Education." Even among NLN senior staff, however, I was criticized for using the word "Opportunities" as no evidence existed they were acceptable practices... more resistance from the traditionalists. Unfortunately the Second Edition of that volume, published several years later, does not even acknowledge the existence or authorship of the First Edition, a huge disappointment to me as the one who initiated and fought for it.

(Continued on page 7 ●)

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A Publication of the
Nursing Education Alumni Association
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Columbia University
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Printer:

Richardson Printing
Kansas City, MO

Stewart Conference Photos:

Michael Dames
New York, NY

From the President

by Diana M. L. Newman, EdD, RN



The fall typically suggests new beginnings for academics and students. New beginnings can be in many forms, changes in job or educational endeavors or in new ways of doing something familiar to us. Recent events have brought to mind the role of disaster nursing: September 11, Hurricanes Katrina and Rita, the Virginia Tech shootings, the Minneapolis bridge collapse, and the mine disaster in Utah. Events such as these threaten our infrastructure which supports the core functions of our society. Since nurses are in the forefront of responding to disasters, the current nursing shortage threatens the capacity of our workforce to respond to disasters.

How can nursing, and specifically nurse educators, respond to disasters? While this domain of practice has often been the purview of Public Health Nursing, knowledge about disaster response should be incorporated into general nursing practice, since disasters are often not predictable. For example, professional nurses should be aware of community health problems and health hazards relevant to their work and residential communities. Nursing should contribute to educating and empowering communities to identify and solve health problems. Competence in nursing practice includes provision of health care when otherwise unavailable, in a disaster for example. Key to providing effective nursing intervention is nursing research to provide innovative nursing interventions at the time of disasters.¹

Florence Nightingale stated, "For us who nurse, Nursing is a thing, which unless we are making progress every year, every month, every week, take my word for it, we are going back."² I know these words ring true for all of us and have a special meaning for those involved in disaster nursing. Many nurses are aware of the Nightingale Declaration Campaign, which supports the proposed UN General Assembly Resolution of the year 2010 as "The International Year of the Nurse," celebrating the centennial of the death of Nightingale and the decade 2010-2020 as the "UN Decade for a Healthy World," celebrating in 2020 the bicentennial of Nightingale's birth. Further information about the declaration can be found at www.nightingaledeclaration.net.

I encourage you to nominate NEAA members for the Hall of Fame, McManus Medal and Achievement Awards; and to consider running for office in 2008. I hope to see everyone at the Stewart conference on April 18, 2008. More information is included in this issue of *Courier*. Be sure to watch www.tcneaa.org and broadcast e-mails for more details. If we do not have your latest e-mail address, please sent it to couriereditor@tcneaa.org so that you do not miss any important NEAA news! Thank you all for supporting NEAA through your membership, participation, and contributions! ☺

¹ Berkowitz, Bobbie. Public Health Nursing Practice; Aftermath of September 11, 2001. *Online Journal of Issue in Nursing*, Vol.7; No. 2, September 30, 2002. (Retrieved 8/15/07)

² <http://www.nightingaledeclaration.net/> (Retrieved 8/15/07)

Join the NEAA Leadership Team—Run for Office! Nominations are due January 28, 2008

Elections for the Board of Directors and Nominating Committee take place annually by mail ballot prior to the annual meeting, at which time the results are declared. Elected positions for 2008 are: President, Treasurer, two Directors, and three members of the Nominating Committee. The Officers and Directors serve for a term of two (2) years or until their successors are elected; and may be elected to a second consecutive term. The term of office begins at the close of the annual meeting at which time election results are announced. Active, Retired and Life Members are eligible to serve on the Board of Directors and Nominating Committee. Refer to NEAA Bylaws on www.tcneaa.org (click on NEAA Leadership) for the roles, functions, and responsibilities of elected officials. All nominees must complete a short biographical information form and be current NEAA members (available on www.tcneaa.org click on NEAA Leadership). ☺

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Chat from the Chair

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



Doctoral students in the Nursing Education Program are required to take at least two statistics courses. Many students consider statistics foreign to all the other knowledge that they've gained in nursing. But in truth, modern nursing was founded on

statistics. I was recently reminded of Florence Nightingale's contribution to statistics when I was looking at Pocket Knowledge, a new service launched last year by the Gottesman Libraries of Teachers College. Pocket Knowledge is described as a social archive and digital repository for the college. This archive is available to faculty, students, and alumnae.

In August 2007, the Library announced the addition of digitized collections of documents related to nursing and to nursing education at the college, specifically, the Mary Adelaide Nutting Historical Nursing Collection and the Florence Nightingale Collection. The collections contain links to library holdings and to

PDF files of scanned documents. I downloaded the 23-page document by Nightingale entitled "A Contribution to the Sanitary History of the British Army During the Late War with Russia," published in 1859. In the document, Nightingale compares data from various sources. She pulls no punches in her remarks on the discrepancies in the reported deaths. "Either the surgeons made erroneous statements at the time, or the statistics were afterward 'dressed' to account for the 177 deaths, which we adopt as the more probable hypothesis" (page 5).

Nightingale took three tables of figures and converted them into diagrams, constructed of wedges arranged around a center, with each wedge representing the amount of mortality. But these are no ordinary pie charts! Each wedge represents a month, but some wedges protrude far out of the "pie pan," representing the incredibly increased mortality and others are tiny representing months of low mortality. Some of the charts show the different causes of death, illustrating her famous conclusion that disease, not war wounds, was the major cause of death. The originator of evidence-based practice, Nightingale urged authorities to gather accurate statistics and use them to improve health and hygiene.

The Mary Adelaide Nutting Historical Nursing Collection is primarily a monograph collection of works on all aspects of nursing. Originally assembled by Adelaide Nutting during her years at Teachers College and continued by her successors, the collection consists of numerous reports, pamphlets, programs, manuscripts, and published volumes on nursing and medicine. Moreover, the Pocket Knowledge collection also includes recognition of the achievements of additional faculty members, including Rachel Louise McManus, founder of the Institute of Research and Service in Nursing Education at Teachers College and early leader in the extension of professional nurse training.

Alumnae can get access to Pocket Knowledge but they must set up an account: Go to <http://pocketknowledge.tc.columbia.edu/home.php/editprofile>. Be sure to answer "NO" to the affiliation question. Afterwards, send the following information to Christopher Greaves (Greaves@exchange.tc.columbia.edu) in the TC Office of Alumni Relations: (1) Full name (while at TC), (2) Year of Graduation; (3) Program/Department. After he confirms this information, they will modify your account so that you can access all the materials. ☺

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



According to the *US News and World Report* America's Best Graduate Schools 2008, Teachers College, Columbia University occupies the number one spot for graduate schools of education ahead of Harvard and Stanford. This accomplishment comes

from faculty, administrators, and students who build a world that gets noticed. This world embraces the traditional and uses that strong and secure platform to reach out and create new pathways and new beginnings in education.

The TC executive program for nurses continues to paint and expand its space on the map of the profession of nursing. Our interdisciplinary educational programs run parallel with the interdisciplinary nature of health care delivery systems and the various cultures and backgrounds that mesh into one

blended system with one primary goal—caring for people who need help.

Our program prepares nurses for roles in administration and education—across myriad healthcare delivery systems. Cutting edge technology provides us with an individual and constantly available library, accessing the world's resources as we speed through time and space with faster development toward achieving our unified goals.

I am delighted to report that our target last year to open the professional arm of the Executive Program for Nurses exceeded expectations. In the masters of arts program, we admitted 20 new students specializing in administrative studies; and 17 new students specializing in professional studies. We have nine continuing doctoral cohort students in course work and there are three doctoral students completing dissertations. Recruitment and admissions for three new cohorts has already begun and we ask for your continued support by telling prospective students about the program. In September 2008 we plan to admit students into two MA programs (administrative and professional studies) and the doctoral program.

Faculty members share in the excitement

of growth in the executive program for nurses that has not been seen or felt for at least 15 years. Our faculty include: Keville Frederickson, Sheila Melli, Kim Mendez, Cynthia Caroselli, Vincent Rudan, Kathleen Gialanella, Marvin Sontag, Judith Parker, and Arthur Langer. Next year, Kathleen Dirschel and Bonita Jenkins will also be joining us.

I am also pleased to introduce Christine Farrugia, our new program manager. Christine joins us having worked most recently in the Columbia Business School. She is working on her MEd in higher education in the Department of Organization and Leadership.

Nursing education at TC marches forward as we all continue our story of success in leadership and education. Please visit the updated website: <http://www.tc.edu/o&l/NurseExec/index.asp>. Thank you for your continued support and for all that you have done for TC. Please tell the world about TC and the meaning that it has in your lives. ☺

Need recruitment materials? Please contact Christine Farrugia at 212-678-3812.

Martha E. Rogers, ScD, RN Iconoclast, Revolutionary, Scientist

Martha E. Rogers was born on May 12, 1914 – exactly 94 years to the day after the birth of Florence Nightingale. Although born nearly a century apart, these distinguished nursing leaders shared a common passion for excellence that prompted them to become controversial reformers in the best sense of that phrase. Rogers embraced Nightingale's principles of nursing education and practice and chastised those whom she thought ignored them. In December 1992 – less than two years before her death in March 1994 – she reiterated her admiration for and agreement with Nightingale, alleging that nursing educators had and were continuing to ignore "...the fact that Nightingale had pointed out that nursing should never be mixed up with medicine."¹

A voracious reader from early childhood with access to a family library collection of internationally significant works, Martha Rogers undoubtedly had the finest of liberal arts educations long before she graduated from high school. In 1931 she entered the University of Tennessee at Knoxville, majoring in science and medicine. In September 1933, she entered the Knoxville General Hospital School of Nursing from which she graduated in 1936. She later explained that she entered nursing, following the lead of a friend, because she didn't know where she was going. She left the program after three months "...but after a long weekend of thinking about it, I decided to go back...because... I saw nursing as a way of helping people."²

Rogers earned the Bachelor of Science degree from George Peabody College in Nashville, the

Master of Arts degree from Teacher's College, Columbia University and the Master's of Public Health and the Doctor of Science degrees from Johns Hopkins University. From 1937 to 1954 she held positions of progressive responsibilities in public health nursing in Michigan, Connecticut and Arizona. In 1954 she was appointed Professor of Nursing and Head of the Division of Nursing at New York University (NYU). She served in these positions until her retirement in 1975.

Like Nightingale, Rogers understood and enjoyed wielding the "power of the pen." As editor of *Nursing Science*, and author of *Educational Revolution in Nursing*, *Reveille in Nursing*, *Theoretical Basis of Nursing* and countless items in professional journals, she sparked and sustained collegial dialogue on critical professional issues. Colorful, flamboyant and filled with warmth and wit, she delighted in shocking colleagues and students alike and took unqualified joy in stimulating them to think "beyond the box."

Doctoral students enrolled in nursing during the 1960's at NYU and Teachers College, Columbia University had the enormous privilege of attending joint symposia led by Martha Rogers and Eleanor C. Lambertsen, then Director of the Department of Nursing education at Teachers College. Billed as opportunities for exchange of student opinion and expertise, the sessions were for most students a brilliant introduction to challenging, intense and mutually respectful debate between two of nursing's most illustrious leaders.³

Rogers' curriculum reform created a five year baccalaureate degree program and major revisions in the graduate nursing programs at NYU. Most of these reforms were based on her steadfast belief that nursing should not be based on the medical model. Consistent

with her early interests in and intense study of science, she articulated the Science of Unitary Human Beings, often referred to as Rogerian Science. To this day, her scientific framework creates great enthusiasm in some circles and heated debate and confusion in others. Scholars devoted to her scientific views created the Society of Rogerian Scholars which today claims international membership and publishes *Visions: The Journal of Rogerian Nursing Science*.

An early admirer of nurses who fought for suffrage and other social reforms, Rogers did not shrink from public action. In the early 1970's as the New York State Nurses Association (NYSNA) sponsored and fought for legislation to refine the legal definition of nursing in New York State, Martha invited NYSNA staff to meet with NYU nursing faculty to discuss the proposed legislation and its prospects for passage into law. After extensive discussion of the bill and its advocates and adversaries, Martha declared, "We must march in the streets!" Thence was born the "1971 March on Albany" which brought thousands of nurses and nursing students from around the state to the Capital to publicly demonstrate their support of the bill. At Martha's direction, NYU nursing faculty organized many logistical details of the March. On the day of the March, Martha, smiling widely and dressed in a silver mink, her nursing cap and uniform and white tennis shoes, was among the banner bearers.⁴ Vetoed in 1971, the bill with some revisions was enacted into law in 1972 and became the model for nurse practice acts in other states and countries.



Left to right: Tray presented to Martha E. Rogers in appreciation for her services as a consultant to the U.S. Air Force Medical Service; Martha's Bible with her signature inside; Martha E. Rogers Portrait on Display, NYU College of Nursing; 1991 Photograph of Martha Rogers used by the Society of Rogerian Scholars for publicity. Photograph by M. Bramlett. Poster donated to the Bellevue Alumnae Center for Nursing History by Elizabeth A. Mahoney, PhD, RN; **Above:** Martha's "Signature" evening bag



Known and respected for her candor, Martha often took high-profile opposition to positions enunciated by distinguished colleagues and important organizational and governmental groups. Her challenging response to Extending the Scope of Nursing Practice, the 1971 report to the US Secretary of Health, Education and Welfare from the Secretary's Committee to Study Extended Roles for Nurses Commission was instantaneous and unyielding.⁵ In her view the recommendations were an extension of nursing's acquiescence to the medical model. In all likelihood, her dismay came as no surprise to the many national nursing luminaries, including several TC nursing alumnae, who served on the Committee. Nor did her opposition weaken the bonds of professional association that united her with these colleagues.

Despite her lifelong commitment to baccalaureate education for nurses she vigorously opposed the New York State Nurses Association's (NYSNA) 1985 Proposal to require the baccalaureate degree for nursing licensure. She argued that the grandfather clause waiving the requirement for already licensed graduates of associate degree and diploma schools "was socially dangerous."⁶ In these and innumerable other disputes, Martha always took the "high road," never launching personal attacks on those with whom she differed, and indeed, often joining them simultaneously to work in earnest on positions mutually shared.

Humble to the core, Martha Rogers was widely revered and honored. She received eight honorary doctorates, Sigma Theta Tau's Mary Tolle Wright Award for Leadership, NYSNA's Nursing Education Award, and the Teachers College Nursing Education Alumni Association R. Louise McManus Medal (1975). Always interested in space, she earned recognition for her service as an advisor to the US Air Force.

In 1996 she was inducted into the American Nurses Association Hall of Fame. She is the subject of the 2007 issue of the Limited Edition Nursing Pin produced by the Bellevue Alumnae Center for Nursing History, Foundation of New York State Nurses. The latter coincides with the celebration of NYU Nursing's 75th Anniversary.

A Martha E. Rogers Manuscript Collection is included in the Center for History holdings. Additional Martha Rogers' items are included in other collections, reflecting the intersection of her life and those of her colleagues and students. Although her pen and voice are now still, like Nightingale, her contributions to nursing science are a singularly unique component and source of perpetual spirited, scholarly discourse.

1 Barbara Boyle, Martha Rogers: Telephone Interview 6 December 1992, Oral history transcript (1993) in the Martha E. Rogers Collection, Bellevue Alumnae Center for Nursing History, Foundation of New York State Nurses.

2 Ibid.

3 Cathryne A. Welch, direct observation as a doctoral student in nursing at Teachers College who was a grateful participant in these symposia.

4 Cathryne A. Welch, direct observation as a member of the NYSNA staff who worked directly with Martha Rogers and the NYU faculty on this project.

5 The Secretary's Committee to Study Extended Roles for Nurses, "Extending the Scope of Nursing Practice," *American Journal of Nursing*, 2346-2347, December, 1971

6 New York State Nurses Association, Transcript of Voting Body Proceedings (New York, NY, October 15, 1977) p. B-139

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 New York State Nurses; and Gertrude B. Hutchinson, Foundation NYSN, Archivist.

Martha Elizabeth Rogers Collector's Pin Available

Martha E. Rogers, ScD, RN, FAAN, was an internationally respected nursing educator and theorist. A graduate of the Knoxville General Hospital School of Nursing, she earned a Bachelor of Science from George Peabody College; an MA in Nursing Supervision from Teachers College, Columbia University; and a Master's in Public Health Nursing and a Doctorate of Science from Johns Hopkins University. Her extensive experience in public health nursing and lifelong interest in science shaped the development of her theoretical framework, *The Science of Unitarian Human Beings*. The Society of Rogerian Scholars, with international membership, promotes and extends her theory and publishes *Visions: The Journal of Rogerian Science*. Dr. Rogers authored *Education Revolution in Nursing*, *Reveille in Nursing*, and *Introduction to the Theoretical Basis of Nursing*. She was head of the Department of Nursing at New York University for 21 years. Colorful, passionate, warm and witty, she was an inspiring leader. She was a member of ANA, NLN, NYS League for Nursing, American Association for Higher Education, the American Association of University Professors, and Sigma Theta Tau. She received eight honorary doctorates, the NYSNA Nursing Education Award, the Teachers College Nursing Education Alumnae Association's R. Louise McManus Medal and posthumous induction into the ANA Hall of Fame.

To purchase pin (pictured here) 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 New York State Nurses
Veronica M. Driscoll Center for Nursing
2113 Western Avenue, Suite 1
Guilderland, New York 12084-9559



At left: March on Albany, Martha Rogers (fifth from left) conversing with Laura L. Simms (TC graduate), Chairman of the NYSNA Special Committee to Study the Nurse Practice Act and (seventh from left) Evelyn Peck (TC graduate), President of NYSNA.



Martha Elizabeth Rogers Collector's Pin

The Martha Elizabeth Rogers pin, released in September 2007, is one in a collection of 15 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.foundationnysnurses.org/giftshop.htm>

44th Annual Isabel Maitland Stewart Conference on Research in Nursing Teachers College Columbia University · Friday, April 27, 2007 Technology and Its Implications in Academia and Practice



Stewart Conference Speakers L to R:
Lillie Gelinas, Keynote speaker; Sean Clarke; Joan Garity; Margaret McClure; Mary Norton; Leah Curtin, Endnote Speaker.



Above: (L to R): Diana Newman, NEAA President; Andre McKenzie, Alumni Council Immediate Past President; Cynthia Sculco, Alumni Council Member; (L to R) Eileen Zungolo, Constance Baker, and Kathleen Nokes; Caryle Wolahan (L) and Barbara Kranovich-Miller.

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At Right:
Harold and
Sofia Salvador-
Greenfield with
Diane Mancino
(center)



Above, Left to Right:
Poster Presenter Diane Reynolds (on right); (L to R) Sadie Smalls, Mignon Smith, Pam Hosang; Connie Vance, Carol Fetters Anderson (TC doctoral student), Marjorie Peterson, Frank Shaffer, Phyllis Collins.
Seated: Maria Vezina, Sylvia Barker, Lucille Joel

Spotlight on Carrie Lenburg

(Continued from front cover)

These were difficult times for anyone who wanted to create change in nursing education... And that's what this study was all about. I coordinated a number of conferences for those engaged in or wanting to implement "career mobility programs," as they were called then. Together we learned about many struggles and possibilities to help graduates of practical nurse, diploma and associate degree programs to continue educational preparation. Most of nursing's leaders were opposed to these ideas.

Two important outcomes emerged from my work on these NLN projects. First, Mildred Schmidt initiated actions that led to my accepting the position as first Coordinator of the nursing programs at the NY Regents External Degree Program (later changed to Dean). This propelled me into a national debate and controversy at every level in nursing and nursing education that lasted nearly three decades, and contributed to profound changes now evident in nearly all nursing programs in this country and abroad.

In addition, I decided to author a book about these changes and included 38 contributors to describe their experience in the four major mobility patterns that I classified from the NLN study. *Open Learning and Career Mobility in Nursing* was published in 1975. This focus on educational mobility to promote the continuing development of nurses led me to write more, conduct more research, and make multiple conference presentations and workshops and meet with many gatekeepers and nursing leaders. I felt compelled to help faculties and administrators adopt and adapt these changes and continue this movement for increased flexibility in nursing education.

Editor: How did the idea of developing a self-directed external degree nursing program come about?

The short answer to this question is that some very bright and forward-looking staff in the NY State Education Department began exploring ways to help working adult citizens of NY State to earn an academic credit through college-level examinations that would be accepted by colleges and universities. This effort was initiated around 1962-63. The nationally standardized exams, developed by faculty experts from NY colleges and universities, gained a lot of acceptance and soon other states became interested. Later, in 1970 or so, a new Commissioner of Education, Dr. Joe Nyquist, was inaugurated by the Board of Regents. In preparation for his speech these staffers recommended that he include their newest idea: If colleges accepted credit by examination why not combine multiple exams with other forms of earning college credit and offer an entire "external degree" similar to the long-standing University of London's external degree. He resisted at first but finally was convinced that this would help adult learners, a concept he had long believed in, since

helping create advanced placement options while a professor at Columbia University in 1957. He included this in his speech. Excerpts of the speech and interview were printed on the front page of the NY Times the next morning. He mentioned that many groups including businessmen, and nurses, could use this pathway to earn college degrees while continuing to work and thus benefit society. This was "big news" to the Secretary of the State Board of Nursing and everyone else and started a firestorm of controversy across the state among nurse educators and leaders; it soon spread across the country. Mildred Schmidt and her staff held meetings all across NY State and elsewhere to describe the program and safeguards surrounding it; they were fully in support. She helped recruit the project director, initial nursing faculty to develop the associate degree program, and a few months later, she recruited me to direct the nursing program. She also helped obtain funds from the W.K. Kellogg Foundation to augment funds already obtained from the Carnegie Foundation. The rest is history.

Editor: Did the nursing community embrace this new concept of learning at that time?

The nursing community was opposed in the most heated way, at every level. They declared it an outrage that bureaucrats in Albany were destroying nursing and this could not be tolerated. Several nurse educators on faculty at accredited programs primarily in NY and NJ, however, were convinced to join the Overall Faculty Committee, as it was called, to insure its protection from the "bureaucrats," and to set policy, develop curriculum, and work with other nurse faculty committees to create the written and clinical performance exams for this totally innovative assessment program. These exams, along with credits earned by college courses or other methods, were required for students to validate their knowledge and competence in nursing and general education subjects.

I frequently was treated as an outcast at professional meetings and on one occasion at a national meeting of the Baccalaureate and Higher Degree Council, a motion was made and debated to censor me and the program. My study of master's programs that revealed about half of them offered some form of advanced placement for RNs had just been published in *Nursing Outlook*; they could not accept that reality. Fortunately, the motion was tabled and died at the next meeting. When the BSN program was denied NLN accreditation in 1980, I was persistent in the argument that the program was equivalent, not the same, but an alternative way to prepare capable and self-regulated learners to meet degree requirements and fill important professional roles. After two years, eleven different hearings and appeals meetings, and considerable financial resources, the BSN program was fully accredited and retroactive to include all graduates. Resistance by many State Boards persisted for many years; rules and regulations were written for traditional subjects and specific number of hours. The external degree had none of those restrictions.

Editor: Self directed learning and online education is now coming into its own. Did you ever imagine that it would develop the way that it has?

When I resigned after 17 years, all state boards of nursing (with two-three exceptions) allowed Regents graduates to be licensed, most graduate schools accepted them, and now most nursing programs at all levels use some of the very methods they previously objected to most vociferously. The compass has rotated 180 degrees; most schools offer some form of distance learning and credit by exam and many now focus on competency and performance exams. During these last 16 years I have worked with innumerable faculties, schools and organizations at all levels to incorporate the basic principles of educational mobility and validation of knowledge and competence initiated in the NY Regents programs, now named Excelsior College. The most amazing turn of events to me is that Excelsior (Regents) was one of the first schools selected by the NLN as a Center of Excellence. Moreover, over the past few years NLN has replaced the restrictive structure of educational uniformity and now focuses on faculty development and curriculum innovation, creativity, and diversity. The paradigm has changed, finally.

Editor: Tell me a about Creative Learning & Assessment Systems (CLAS).

After resigning from Regents College in 1990, I was committed to helping the many faculty and administrators who wanted me to consult with them, to bring about change in their schools. I was convinced that few others could provide the expertise I could offer and so I created a one-person consultant firm, CLAS, Inc...to focus on Creative Learning and Assessment. In these years, I've always had more requests for my help than time allowed, and have been increasingly asked for consultation. I have tried for over 10 years to retire, but as more faculties are convinced of the need to use practice-based outcomes, objectively validate competence, and provide quality and flexible mobility options, I have been called on more than ever. But, this is an undeniable reward to me, to know that all those years of learning and confronting status quo traditional thinking are receding into past history. Through CLAS I have been privileged to work with nursing programs, organizations and associations in this country and abroad, and together we have made significant contributions to the profession and society.

Editor: How do you see the future of nursing education evolving?

I'm not sure how the profession will evolve. I see such polarization and differences of opinion about the direction to take. On one hand the nursing and faculty shortage is leading toward more pressure to give nursing care at the most limited end as resources are stretched. More adjunct and part time clinical instructors are used who have little or no knowledge of nursing education and thus the tendency is toward apprenticeship. On the other extreme, the profession is trying to promote evidence-based practice and doctoral degrees for all nurses, mostly focused on clinical practice and research. Unless deliberate steps are taken to avoid it, few with the DNP will be competent as nurse educators and administrators, to the detriment of students and graduates. I worry about both extremes and those in the middle as well.

(Continued on page 11 ➡)

Alumni News



Constance M. Baker (EdD '77, MEd '74) et al, was recently published in: *Nursing Education Perspectives* ("Learning Skills Profiles of Master Students in Nursing Administration: Assessing the Impact of Problem-based

Learning"); *International Nursing Review* ("Empowerment Among Latina Nurses in Mexico"); and in the *Journal of Professional Nursing* ("Evaluating Impact of Problem-based Learning on Learning Styles of Masters Students in Nursing Administration"). She also traveled to Singapore in July where she presented "Problem-based Learning and Critical Thinking: What is the Evidence?" at the Upsilon Eta Chapter of Sigma Theta Tau International; and to Lilongwe, Malawi in August to present a paper at the Sigma Theta Tau International, Tau Lambda Chapter on "Preparing Culturally Competent Nurses: Evidence-based Approaches for Educators."

Miriam Carasa (EdD '03; MA '99) was recently appointed Chief Nursing Officer, St. Vincent's Hospital, New York, NY.



Diane Mancino (L) and Rita Chow in Yokohama, Japan.

Rita Chow (EdD '68) and **Diane Mancino** (EdD '95) participated in the International Council of Nurses Conference, May 27 – June 1, 2007 in Yokohama, Japan. Dr. Chow presented, "Preventing and reducing crisis of unexpected

falls and diabetes of the elderly—two national projects." Diane moderated two panels including the American Academy of Nursing presentation on, "Technology targets: A synthesized approach for identifying and fostering technological solutions to workflow inefficiencies on medical/surgical units."

Phyllis Cunningham (EdD '99) joined The Granny Peace Brigade—"We will not be Silent!" Find out more: www.grannypeacebrigade.org

Sylvia K. Fields (EdD '77; MEd '75; MA '60) recently retired from her position as Executive Director, Savannah Health Mission (free clinic for uninsured).



Shirley H. Fondiller (EdD '80) just published *Go and Do Thou Likewise - A History of the Cornell University-New York Hospital School of Nursing 1877-1979*, a scholarly exploration of one of the most prestigious schools of nursing.

The CU-NYHSN history parallels the development of the nursing profession in relation to the evolution of health care; the struggle of women for autonomy; and the advances in clinical nursing and research. It presents compelling new data that build on previous histories and show the interaction of the school's leadership with officials of the New York Hospital and the Cornell University community. These interactions also included national nursing organizations and the administration, faculty, and students at TC. In 1970, Eleanor Lambertsen (EdD '57) became the third and last dean of the CU-NYHSN. Shirley believes that the work provides valuable lessons to nurses in the 21st century. To obtain a copy, send a check for \$20 (payable to CU-NYHSN Alumni Association) to: Office of Alumni Affairs, 1300 York Avenue, Box 61, New York, NY 10021, Attention: Michelle Vale-Martin. Another recent publication (Fondiller, et al), *Health Professionals Style Manual*, is available on line from www.springerpub.com.



Barbara R. Heller (EdD '73; MEd '71) has been promoted to Senior Vice-President, Strategic Initiatives and Product Development, Laureate Education, Inc. Baltimore, MD, an international provider of higher education serving 240,000 students in 20 countries across the U.S., Europe, Latin America and Asia. She has also been appointed to Maryland's Statewide Commission on the Shortages in the Healthcare Workforce. The Commission, which was enacted as a legislative initiative in 2006, was established in response to Maryland's severe shortage of health care workers.

Marilyn Jaffe-Ruiz (EdD '80; MEd '78) travels to Reykjavik, Iceland in October to present "Transforming Healthcare through Cultural Competence," at the European Nurse Directors Association Conference.



Laura Jannone (EdD '06) published *Coping Strategies Used by Adolescents During Smoking Cessation*, in *The Journal of School Nursing*, June 2007 with her dissertation sponsor, Kathleen O'Connell. The article was

based on Laura's dissertation entitled, *Process of Smoking Cessation in Adolescents Attending Quit 2 Win, A Teen Smoking Cessation Program*. In June, she presented her research at the National Association of School Nurses 39th Annual Conference in Nashville, TN. Laura

is Assistant Professor and Coordinator of the School Nurse & Health Studies Programs at the Marjorie K. Unterberg School of Nursing at Monmouth University in West Long Branch, NJ.

Ani Kalayjian (EdD '86; MEd '81) was recognized with the 2007 Mentoring Award from the American Psychological Association (APA) International Division. For more than a decade, Ani has been on a journey of healing through forgiveness and meaning. She has devoted her life to studying the impact of trauma; mentoring and helping others heal so that they can reach a state of wholeness. The Mentoring Award is presented annually to a member who plays an exceptional mentoring role in an international context. The APA International Division represents the interest of all psychologists who foster international connections among psychologists, engage in multicultural research or practice, apply psychological principles to the development of public policy, or are otherwise concerned with individual and group consequences of global events. For more information about Ani's work, visit www.meaningfulworld.com.

Imogene King (EdD '61) resides in South Pasadena, FL and wrote an e-mail to inform us that she appreciates receiving NEAA broadcast e-mail to keep up-to-date with TC and NEAA events. Imogene is the recipient of many awards and honors including: Florida Nurses Association Hall of Fame; American Nurses Association Hall of Fame; and recognized as a Living Legend by the American Academy of Nursing.



Ruth Watson Lubic (EdD '70; MA '61; BS '59) Family Health and Birth Center (FHBC) made the cover of the May 27, 2007 *Washington Post Magazine*. The article brought to light the FHBC's success in reducing the disparities in the rates of premature birth, low birth weight, and cesarean section between the African American families being served at the Birth Center and the general population.



Margaret McClure (EdD '72; MA '65) was selected by the American Academy of Nursing (AAN) to be honored as a 2007 Living Legend, a designation that recognizes exceptional individuals who serve as reminders of the proud history of the nursing profession and as extraordinary role models. Two of the six Living Legend honorees are TC graduates (Carrie Lenburg and Margaret McClure) and were selected by the AAN Board of Directors after being nominated by their peers. They will be honored at a reception on Thursday, November 8, at the AAN Annual Meeting and Conference in Washington, DC.

Sheldon Ornstein (EdD '97; MA '65; BS '62) is teaching full time at Lehman College where he holds the title of Distinguished Lecturer. Created in 2002 by The City University of New York Board of Directors, the purpose of the title Distinguished Lecturer is to facilitate the University's recruitment of experienced practitioners or teachers who are in the forefront of their profession. Sheldon's vast experience in long-term care, along with his teaching experience, will bring a wealth of practical as well as theoretical knowledge to the Department of Nursing and its students.



Robert V. Piemonte (EdD '78; MEd '70; MA '68) adjunct professor, New York University, is working on special projects for College of Nursing Dean, Terry Fulmer.

Barbara C. Rottkamp (EdD '75) traveled with her family to Ireland last May. She volunteers with Long Island Blood Services and with the Religion Ministry at SUNY Stony Brook University Medical Center.

Jeannette L. Sasmor (EdD '74; MEd '68; BS '66) is pleased to announce that 2010 marks the 50th Anniversary of the opening of the nursing program at Bronx Community College (BCC). The charter nursing class would like to plan a celebration of that milestone. As one of the original Associate Degree Nursing program pilot sites created by Mildred Montag (EdD '50; MA '38), BCC was a repository for educational materials for the original programs and part of the Montag's published research. All BCC nursing graduates are invited to share in the 50th Anniversary Celebration. If you or someone you know is a BCC nursing graduate, please contact: jlsasmor@msn.com and help spread the word about this important celebration.



Linda J. Scheetz (EdD '88) accepted a faculty position in the College of Nursing at New York University where she will be teaching in the graduate nursing program and conducting research in geriatric nursing. Her previous studies in geriatric

trauma focused on prehospital trauma triage and access to the appropriate level of care for older persons injured in motor vehicle crashes. Continuing this research agenda, she plans to validate a prehospital trauma triage decision rule. Her future studies also will examine the psychological sequelae of multisystem injuries in this population and factors that mitigate negative outcomes. You can reach Linda at: lj13@nyu.edu.



Margaret (Peg) Tyson (EdD '63) was honored with the Foundation of the New York State Nurses 2006 Driscoll Award. The award is conferred in recognition of outstanding support of and contributions to the Foundation of New York State Nurses. Peg served as an active member of the Board of Trustees for many years and is currently an honorary Trustee. ☺

The TC Nursing Student Experience



Launette Woolforde, MS, RN, BC, always knew that she wanted to be a nurse, and for as long as she can remember, she knew that she wanted to be a pediatric nurse. So immediately after high school, Launette entered Pace University Lienhard School of Nursing to pursue a nursing degree. After the pediatric rotation, Launette realized that she was not cut out to work with sick children—and at times even wondered if nursing was for her. Nevertheless, she completed a BSN and began working with adult patients.

After many years of working with adult patients and mentoring nursing students on her unit, Launette began to realize how much personal and professional satisfaction she gained from teaching nursing students. After completing an MSN at Hunter College as an Adult Health Clinical Nurse Specialist, her career took a new path when she accepted a position as a nursing instructor.

Working as an educator inspired Launette to further her education and complete a post-masters certificate in nursing education at the College of New Rochelle (CNR). It was at CNR where she met her mentor, Dr. Connie Vance, who inspired her to advance the profession in new and dynamic directions through mentorship. Dr. Vance continues to inspire Launette to mentor others in nursing.

One day in class at CNR, Launette recalled that Dr. Vance spoke of the importance of furthering our education and engaging in doctoral study. Although she needed to focus on the program she was in at CNR, Launette decided to explore doctoral programs. An advertisement about an open house at TC caught her attention. "I had always dreamed of attending Teachers College because of its world renowned status and unmatched nursing history," she recalled. "I spoke with Dr. Vance about it and she encouraged me to pursue a doctorate in education at her alma mater."

Four years later Launette is entering her third year at TC in the Nursing Education program. "Sometimes I stroll through the hallways in awe of where I stand," she reflected, "in the same halls and classrooms that were graced by some of the greatest scholars in nursing. I am looking forward to completing my coursework this semester and starting my dissertation classes and taking the certification exam in the spring." Launette's research interest is to understand why African Americans are under-represented in health related research studies and the impact this has on their health.

Launette currently holds the position of orientation coordinator and clinical affiliations coordinator for the North Shore-Long Island Jewish Health System, North Shore University Hospital. In this capacity she gets to work on two educational frontiers that she loves: working with nursing students and with new nurses (and experienced ones too). "For me," she reflected, "nursing has been full of opportunities and professional development. Once I finish my degree I intend to work on the development of programs and strategies aimed at bridging racial and socioeconomic health disparities on Long Island and the surrounding areas." ☺

In Memoriam

Vida Swartzentruber Huber (EdD '70; MA '66) passed away on Nov. 20, 2005, eight months short of retirement from her position as Associate Dean, College of Integrated Science and Technology, James Madison University (JMU), Harrisonburg, Virginia. She was also founder and director, Institute for Innovation in Health and Human Services at JMU. Earlier she had been head of the Nursing Department at JMU for 11 years and prior to that chaired the Nursing Dept. at Eastern Mennonite University, Harrisonburg, for 17 years. She was an active leader in professional, university, church and community affairs, including the Harrisonburg-Rockingham Free Clinic and the Valley AIDS Network. For her work in forging many campus-community partnerships, she was awarded the James Madison University Citizenship award in 2002. She is survived by her husband of 35 years, Harold; one daughter and son-in-law; and one grandson. (Received April 2007 from her widower, Harold Huber.)

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

Celebrating Colleagues: The Why's and How's

Connie Vance (EdD '77); Harriet Karuhije, (EdD '78, MEd '72);
Lillie Shortridge-Baggett (EdD '77, MEd '73)

Our profession is most fortunate to have in its midst extraordinary women and men who make us proud of being a nurse. These nurses go "above and beyond" in their professionalism, their gifts to the people they serve and their generosity to nursing. Often, they go about their work modestly and without formal recognition. They deserve our appreciation and should be celebrated.

We were reminded of these matters as we served on the recent NEAA Awards Committee. Myriad numbers of highly distinguished TC nursing alums—many not ever formally recognized—are available in a data base. Yet very few are nominated for Recognition Awards. This worried and saddened us. The NEAA is not different in this experience. Numerous nursing organizations provide opportunities for colleagues to formally celebrate each other, and yet it's only a few who participate in this process. The pool of worthy candidates is large; those nominated and finally recognized are few.

Without belaboring the issues of why more nurses don't engage in recognizing each other for awards, we would like to: (1) remind our colleagues of the value and beauty of celebrating "special" nurses who deserve our accolades—the why's; and (2) offer some suggestions for how to do this—the how's.

The Why's: As often as we can, we should formally and informally celebrate each other and our contributions to society. This simple act of celebration reminds us of our value and necessity—our ethos of generous service to the public's health and welfare. This should not go unnoticed by the public and us. Nurses who are "special" should be applauded and encouraged to continue their incredibly important work, often in enormously challenging situations. It is our opportunity and obligation to recognize them.

The How's: Once we make a commitment to being on the "lookout" for amazing nurses, how do we engage in the formal organizational process for doing this? Here are some suggestions:

- Watch for those "star" nurses who "stand out" in the crowd—who epitomize the values of professional nursing and are making a difference in the profession and in health care. Think how they could be recognized, informally and formally.
- Look for award announcements by nursing and health care organizations for opportunities to nominate colleagues for awards. These are publicized in journals, newsletters, email messages, and mailings.
- Meet the deadlines for nominating your colleague(s) for specific awards. Review the award criteria. Make sure you know the organizational criteria for being considered a nominator as well as a nominee. Notify your colleague(s) that you are nominating them and get their resume and support materials. Involve other colleagues in writing support letters.
- Organize the nomination packet carefully and completely. Give specific examples of why your colleague should be recognized, always in relation to the award criteria. Make sure that support letters also address the award criteria.
- Remember that the quality of the nomination packet plays a major role in a successful review by an awards committee. Get others to review/edit the materials before sending them.

Let us remember to give to our nursing colleagues the gift of the simple and yet powerful act of recognizing each other. In this way we celebrate each other and our profession of nursing. Then, too, others can see what nurses are accomplishing to improve the health of all. ☺

NEAA Awards

2007 NEAA Achievement Awards Winners were honored at special reception on Friday, April 27, 2007. The event took place in the Grace Dodge Room. The 2007 NEAA Achievement Award Winners are pictured below.

NEAA Research Award (\$1,500): Pamela Ginex, TC doctoral student for her study, "The Role of Intrusive Thoughts in Smoking Cessation."

Call for Award Nominations

Achievement Awards and Hall of Fame

Deadline: February 1, 2008.

Achievement Award and Hall of Fame criteria are posted on www.tcneaa.org. Hard copy is available by request from the Committee Chairs.

McManus Medal and Achievement Awards Committee Chair: Phyllis Shanley Hansell, Dean and Professor of Nursing, Seton Hall University College of Nursing, 400 S. Orange Avenue, S. Orange, NJ. Telephone 973-761-9014. Email Hanselph@shu.edu.

Hall of Fame Committee Chair: Sandra Lewenson, Professor of Nursing, Lienhard School of Nursing, Pace University, 861 Bedford Road, Pleasantville, NY 10570. Telephone 914-773-3551. Email: slewenson@pace.edu.

Research Awards Available

A total of \$3,500 is available for up to two pre-doctoral and two post-doctoral nursing research grants. Applicants must be registered nurses who hold an earned doctorate in nursing or are pursuing doctoral education in nursing. Doctoral students must be at the dissertation stage of their education. Applicants who are not doctoral students at Teachers College must have at least one graduate degree from Teachers College. Details are on www.tcneaa.org or contact the chairperson for hard copy. Deadline: June 30, 2008

Research Awards Chair: Cynthia D. Sculco, 132 East 95th Street, New York, NY 10128. Email: cdsrnedd@aol.com ☺



Award Winners and Awards Committee (L to R): Wanda Hiestand, *Leadership in Professional and Allied Organizations*; Lillie Shortridge-Baggett, Awards Committee Member; Elizabeth Anne Mahoney, *R. Louis McManus Medal*; Connie Vance, Award Committee chair; Caroline Camuñas, *Nursing Education*, and Harriet Karuhije, Awards Committee member.

International News

Advancing the Cause of Global Nursing Education: Health Volunteers Overseas

by Connie Vance

Nurses and nurse educators have become a major international resource—sharing clinical information, teaching, and networking with colleagues around the world. Many nurses are participating in global service with a variety of private and governmental organizations. Health Volunteers Overseas (HVO), based in Washington, DC, is a non-profit organization that has actively engaged nurses in its mission to “improve the availability and quality of health care in developing countries through the training and education of local health care providers.”

Celebrating its 20th anniversary, HVO has 75 clinical education programs in 25 developing countries in the Americas, Asia, Africa and Eastern Europe. Program areas include nursing education, nursing anesthesia, pediatrics, burn management, dentistry, dermatology, internal medicine, physical therapy, wound management, orthopedics, anesthesia, hematology, oral surgery and hand surgery.

Nancy Kelly, MHS, Executive Director, says that a major issue in international health is the lack of trained nursing personnel around the world. According to Kelly, “Throughout the developing world, we find that nurses are educated in outdated curricula, have limited opportunities for leadership development and career training, and are faced with a paucity of resources and professional respect.” To address this enormous need, HVO currently has 5 active Nursing Education Programs in Phnom Penh, Cambodia; Siem Reap, Cambodia; India, Tanzania, and Uganda.

A Nursing Education Steering Committee oversees the nursing component of HVO’s work. This Committee collaborates with a local nursing partner in the respective country to determine program goals, program needs, and volunteer qualifications and recommendations. Marie O’Toole, EdD, RN, FAAN served as the first chair of this Committee 14 years ago. Dr. O’Toole and her colleagues, including TC students and alums, Caroline Camuñas (EdD ’91), Lan Gien (MEd ’74), Sheila Melli (EdD ’87), and Connie Vance (EdD ’77), were volunteers in the Vietnam Rehabilitation Project, just completed this year.

Nurses have generously given to their international nursing colleagues, and they have also benefited in their personal growth and cultural knowledge. Several nurse educators who have volunteered with HVO have been recognized with lifetime achievement awards issued by the President’s Council on Service and Civic Participation. One of these honorees, Jill Derstine, EdD, RN, FAAN, Professor and Chair at the

Department of Nursing, Temple University, PA, member of the HVO Nursing Education Steering Committee and long-term volunteer in Vietnam and Cambodia, says, “My volunteerism has been a way of giving back to my profession and to patients in other cultures. I can honestly say that this has been one of the most profound and enriching career experiences for me.”

Nurse volunteers for HVO often turn their vacations into a purpose or use sabbaticals to travel and teach. Michelle Dea, Project Associate who manages the recruitment for the Nursing Education Program, is excited about new funding recently received to support nursing volunteers’ travel and living expenses in 2008 for 4 to 8 weeks. Volunteers normally pay for their own travel and nominal living expenses that averages about \$2300 for a month, considered a charitable contribution and may be tax deductible.

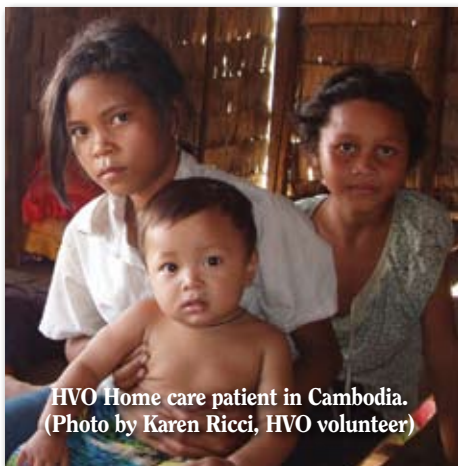
Health Volunteers Overseas looks forward to their future vision of further developing and expanding educational programs to empower health care providers in developing countries. Nurse educators interested in learning more may contact: Health Volunteers Overseas, 1900 L Street, NW, Suite 310, Washington, DC 20036. www.hvousing.org

Contact Michelle Dea, Project Associate: 202-296-0928 m.dea@hvousing.org.

Obtain *Guide to Volunteering Overseas* (5th ed) and a supplementary CD-Rom, etc (HVO web site for \$25).

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- Vance, C. (April 7, 2003). Two worlds, one profession: An American nurse encounters nursing in Vietnam. *Nursing Spectrum*. (www.nursingspectrum.com/MagazineArticles/article.cfm?AID=9255)



HVO Home care patient in Cambodia.
(Photo by Karen Ricci, HVO volunteer)

Spotlight on Carrie Lenburg

(Continued from page 7)

As organized nursing confronts these issues and lobbies for sufficient funds to rectify these problems, the situation may improve. But too many nurses still function in very traditional ways and resist change. These factors and the stress of shortage both in nursing and other health disciplines, contribute to the increasing number of unnecessary medication errors, hospital infections and ultimately the rising death rate for patients. This is very alarming and educators and healthcare providers must implement more stringent methods to insure patient safety.

Editor: If you could do it all over again—go back to the beginning—what would you do differently?

I’m not sure what I would do differently. I’ve always been attracted to following “the path less traveled by” and yes, that has made all the difference. I’m glad for all of my levels of nursing education and employment as they prepared me for the journey, the saga, that I didn’t know was to be my career. I am glad for the contributions I have been able to make and I keep on learning.

Editor: What advice do you have for nurse colleagues entering the field of nursing education?

Get well-founded preparation in nursing education and continue to learn innovative solutions to problems; integrate a focus on humanities as well as science. Nurses are in the people business, usually with hurting, desperate, needy people; they all need kindness and respect as well as science. Get the most effective preparation you can in curriculum development, the influence and relevance of consistent policies, skill in diverse interactive, practice-based learning methods, focus on competency outcomes rather than traditional faculty-driven objectives, and the development of competency performance examinations. Seek out and work with competent, caring mentors. Through all the stress and challenges, determine to be responsive to students’ concerns; they need confirmation that what they are actually learning prepares them for real practice. They need frequent positive feedback, they need to know they’re “doing it right”...but they also need to be held accountable and responsible for their knowledge, actions and the standard of practice essential for safe patient care. That’s a lot to expect; but that’s what is demanded in today’s practice of nursing and nursing education. Each generation has its challenges and this one is perhaps even more demanding. Together, with determination, we each stretch to find our special service to humanity. ☺



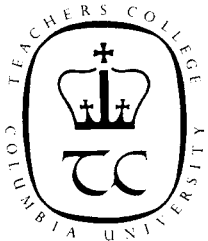
Please send address changes, alumni news, letters to the editor, news items, and manuscripts up to 500 words to:

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Is it the drinking water, the creaking floors, the cafeteria? Is it the interdisciplinary approach to education, the faculty, the lingering spirit of our ancestors? Perhaps it's the students, the administration, the alumni? Most likely it is all of these things and more that make leadership in nursing education at Teachers College unique. Countless nursing leaders have emerged from the hallowed halls of TC—and this long tradition remains alive and very well.

This issue of *Courier* documents the exceptional contributions of TC nursing alumni. The Spotlight shines on Carrie Lenburg as she shares the remarkable story of her career. Carrie (along with five other TC nurse colleagues) was inducted with the first 41 Fellows in the NLN Academy of Nursing Education. M. Elaine Tagliareni (EdD '01) was installed as NLN President and serves with two additional TC nurse colleagues on the NLN Board of Governors: Elizabeth Speakman (EdD '00; MEd '85) and Helen Streubert Speziale (EdD '89). In addition, Terry Valiga (EdD '82; MEd '73) and Carol Fetters Andersen (TC student) hold executive level positions at NLN.

TC nursing leaders continue to spread their influence throughout the world of nursing education and service. Absorbed through the drinking water, winding through the creaking floors and in the cafeteria, our deep roots continue to grow stronger and to nurture new leaders. I hope that you enjoy this issue of *Courier*. 🌐



TEACHERS COLLEGE COLUMBIA UNIVERSITY

Nursing Education Alumni Association

Courier

c/o Diane Mancino, Editor

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