



Courier

Official Publication of the Nursing Education Alumni Association

Spotlight on M. Elaine Tagliareni, President, National League for Nursing

by Diane J. Mancino

Teachers College alumni, both past and present, have contributed to the establishment and the on-going development of the National League for Nursing. Several TC alumni currently serve as NLN volunteer leaders and staff. M. Elaine Tagliareni (EdD '01) champion of associate degree nursing, assumed the NLN presidency in 2007. In addition, two TC nursing education alumni, Elizabeth Speakman (EdD '00) and Helen Streubert Speziale (EdD '89) currently serve with Elaine on the NLN Board of Governors.

Several NLN staff are also TC alumni (albeit not all from nursing): Terry Valiga (EdD '82; MEd '73), Chief Program Officer; Mary Anne Rizzolo, EdD in Communication, Computing, and Technology in Education from TC, Senior Director Professional Development; Steve Hetherman EdD in Measurement, Evaluation and Statistics from TC, Senior Director Testing Services; Carol Fetters Anderson (TC nursing doctoral student), Director Curriculum Assessment and Retention Solutions; and Lynette E. Hinds (MA '06), manager, Professional Development. In addition, Constance Baker (EdD '77; MEd '74) serves as Vice Chair of the NLN Foundation for Nursing Education.

Several past presidents of the NLN and the National League of Nursing Education (1894-1952) were TC nursing alumni. The following interview with the current NLN president exemplifies the ongoing leadership of TC alumni in the nursing profession.

Editor: You have been at the Community College of Philadelphia (CCP) since 1983 and at Greenfield Community College before then—what attracted you to community college education?

I applied for a faculty position at Greenfield in 1979—and I have been dedicated to community college teaching ever since. At a recent ceremony at CCP, honoring the nursing department for its award as an NLN Center of Excellence in Nursing Education (2007-2010), I noted how well I remember attending my first NLN meeting in New York in 1979. That was the year I was a brand new faculty member at Greenfield. I remember learning how to use the Roy Adaptation Model, how to meticulously outline the essential components needed to write a valid nursing philosophy, and how to create a curriculum chart with vertical and horizontal threads.



M. Elaine Tagliareni

I loved it! At that moment, I knew that I was hooked for life, that being a nurse educator was exciting and had rich opportunities for personal growth. I loved the students who come from diverse backgrounds and life experiences bringing energy and passion to the nursing school experience. When I moved to Philadelphia in 1983 I applied to CCP for

nursing faculty position. I recall meeting with Susan Sherman, chair, and Andrea Mengel, curriculum coordinator, now dear friends. They told me about their student population and about their work to bring excellence to the nursing curriculum and to graduate practice in Philadelphia. Once again I was hooked and I have been working at CCP ever since. The students at CCP who have greeted me everyday for the past 25 years, with their enthusiasm, their idealism, their doubts and their imperfection, have inspired me.

Editor: When did your involvement with the National League for Nursing (NLN) start, who mentored you?

After that first NLN conference, I never missed an NLN convention. In the 1980's, I was introduced to the curriculum revolution and I discovered that I could reframe teaching and learning away from behavioral, content laden, measurable, curriculum models and start to think about ways to encourage students to be co-learners with faculty. I learned about interactive teaching approaches and the power of stories. I met Verle Waters (MA '60) who became my life-long mentor. We worked in partnership with the W.K. Kellogg Foundation and with the NLN demonstrating ways to infuse gerontology into associate degree programs. Verle taught me to embrace ambiguity and that curriculum reform was more about asking the right questions than finding clear and well defined answers.

Susan Sherman, President and CEO of the Independence Foundation (IF) since 1996, lead the CCP Department of Nursing for over 15 years. IF's support has helped CCP develop productive and fulfilling partnerships with health care and community based facilities throughout the city through which service is provided to highly vulnerable populations. While at CCP, Susan laid the groundwork for excellence and this Center of Excellence designation is built on her legacy. Susan and Andrea Mengel, who followed Susan as Department Head at CCP, are true friends and mentors.

Editor: You were elected NLN president-elect in 2005 and you are currently the NLN president for the 2007-09 term. What are your goals as NLN president?

I am delighted to be President of the NLN, the national organization that represents members from all types of nursing programs. I hope to build bridges between faculty who teach in these programs. In addition, I seek to foster alliances with nursing organizations that have like missions to enhance faculty and student development, and to build a strong and diverse nursing workforce.

Editor: What is your vision for the NLN?

The vision for the NLN is to be the voice of nursing education and that vision is inclusive of different ideas, systems, values and ethnicities. NLN represents one national nursing faculty that is united in its commitment to students and ultimately to the people they serve.

When I assumed the office of NLN President, I stated: "What binds us together is not where we teach nursing, in what type of nursing program, but rather how, as teachers, we create pathways to academic achievement and professional advancement. What binds you and I together, as members of the NLN, is not how students come to us, but how we value them for their diversity, and how we guide them, nurture them, retain them and create possibility for them. What ultimately binds you and I together, is not our differences, but rather our commitment to stand together as advanced practice nurses who aspire to build the science of nursing education."^{*}

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From the President

by Diana M. L. Newman, EdD, RN



An election year requires that we stand up for nursing and health-care and that we vote for candidates that represent the best options for the US society's health. Are we informed of the pressing issues so that we can respond to those who ask the relevance of this election outcome to nursing and healthcare? ANA's web site, www.nursingworld.org is one source of information about the presidential candidates and relevant health issues. The drop-down menu (Government Affairs, Election Action 2008) provides information about the 2008 candidate views on health care.

Political activism is equally important for NEAA, and I trust that you voted in the recent NEAA elections. I hope that you did not miss the 45th Annual Stewart Conference on April 18 at TC and the NEAA Awards luncheon which took place during the Conference. The topic "Restructuring the Practice Environment," and the speakers provided much food for thought. Restructuring of nursing education (accelerated degree programs, the Doctor of Nursing practice), research and practice impact our lives and nursing needs to be proactive in these changes.

We were fortunate to celebrate the accomplishments of our esteemed TC nursing alumni at the Stewart Conference Awards Luncheon. Sylvia Barker and Patricia Munhall were each awarded the R. Louise McManus Medal. Sylvia Barker also received the Nursing Service Administration award for the second time. The following were inducted into the TC Nursing Hall of Fame: Diane Rendon, Mary V. Tomaselli, Mildred Schmidt, Marylou Yam, Yolanda Cortes Landrau, M. Elaine Tagliareni, Marcia A. Dake, Rose M. Channing Danzis, Vida Huber (posthumously), and Gladys Sorensen. Mark your calendars for submitting 2009 Award nominations. The deadline is December 1, 2008. See www.tcneaa.org for details.

I know many of us were touched by the lives of Elizabeth Maloney and Imogene King, both of whom recently passed away (see In Memoriam on page 10). Their teaching and scholarship is a legacy to be remembered and celebrated as our profession continues to develop. Are we recognizing nursing leadership for the future? Professors Maloney and King would have us look forward, not standing still, not looking back—but taking bold steps to design nursing's future. ☺

The TC Nursing Student Experience



Diane Reynolds, MS, RN, OCN, CNE received her undergraduate nursing education from Hunter-Bellevue School of Nursing. Her first position after graduation in 1977 was on a thoracic surgery unit at Memorial Sloan Kettering Cancer Center. After a 16 year delay due to personal and family responsibilities, Diane returned to school and earned an MSN graduating Magna Cum Laude from SUNY-Health science Center at Brooklyn in 1994.

Diane credits Rosalie Rothenberg (EdD '80) with fostering her love for academia. Dr. Rothenberg was the acting Dean of the School of Nursing at SUNY-Downstate when Diane applied for a part-time lab instructor position. Dr. Rothenberg suggested that Diane come on board as a full time faculty member instead. She recalls that her very first assignment was teaching pathophysiology to sixty undergraduate nursing students and she loved it! Unfortunately, budget cuts forced the closure of the program. Subsequently, Diane took a position at Long Island College Hospital, where she worked for 5 years. Diane is currently employed as an Assistant Professor of Nursing at Long Island University where she teaches undergraduate nursing students in the mentorship program.

Having taught nursing students since 1994 with no formal education classes, Diane chose the TC doctoral program in nursing education. She was attracted to the curriculum which offered a well-rounded interdisciplinary course of study, focused on education coupled with a strong foundation in research. Having passed the competency exam last June, Diane is concentrating on a research project related to oncology and the need to close the health disparities gap surrounding this topic. To that end, her dissertation research will concentrate on parental acceptance of the Human Papillomavirus in 9-12 year old girls. Through an NIH Point-of-Care Technologies Research Network (U54) grant, Diane is currently working on a project examining breast density as a marker for breast cancer in Afro-American and Afro-Caribbean women.

After completing the doctorate, Diane is planning a post-doc fellowship to explore issues related to underutilization of hospice services. When she is not studying or on the computer, Diane likes to shop (for anything), cook, and attend the theater. Diane wishes to thank her mentor, Cynthia Davis Sculco (EdD '74; MED '71), for her personal and financial support. ☺

Chat from the Chair

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



It's dissertation season at TC. Every spring the whole college braces itself for the onslaught. Stressed doctoral students draft and redraft their dissertation chapters, having been given direction and corrections by their dissertation sponsors and cosponsors. Faculty members who serve as third and fourth readers spend their late-nights reading dissertations. Managing to get four impossibly busy dissertation committee members into a room at the same time for dissertation defense is perhaps the most difficult feat a doctoral student ever performs! Then feverish additional nights are spent making revisions in time for the final deadline. The collective amount of effort that goes into this activity is staggering.

It's really distressing then, that so many dissertations are never published outside of Dissertation Abstracts. In an editorial, Winslow (1996) suggested that failure to publish is a form of scientific misconduct! In recent

years, we have tried to remedy this situation by requiring a nontraditional dissertation format. Students write two or three ready-to-submit article-length manuscripts that form the major chapters of their dissertation. An introductory chapter describes the research problem and the specific aims of the overall document, while a concluding chapter provides a summary. In addition, to show their command of the literature, students are required to have as an appendix an annotated bibliography of all the literature they consulted.

This nontraditional approach to dissertations takes some adjustment. I usually send a note to committee members unfamiliar with this format to let them know what to expect. Sometimes the mutually independent articles have redundant information in the methods sections since the articles are based on the same study. Most dissertations, however, produce too much data for a single article, so that dividing up the findings is often necessary if the results are to be published. Committee members from around the college have been receptive to this format.

The format has a number of advantages. First,

doctoral students learn the skill of concise writing necessary for journal submissions. No other venue besides the traditional dissertation allows a person to write a 300 page document about a single study. Secondly, it really does facilitate manuscript submission to journals. Usually students who write a traditional dissertation run out of steam and don't have the time or skill to turn those 300 pages into a journal-length article. Students also get the benefit of committee members' comments on the articles and their advisor's consultation about how to integrate those comments. Third, publication, though not always immediate, usually does ensue enabling the student to disseminate their important research findings to a broader world besides those who get access to full-length dissertations.

The Teachers College Library has now digitized most dissertations so that they are available in a downloadable format. This will enable some of those unpublished research gems to see the light of day. ☺

Winslow, E. H. (1996). Failure to publish research: a form of scientific misconduct? *Heart & Lung*, 25, 169 -71.

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



Perhaps the most notable event since I last wrote to Teachers College Alumni was the passing of my dear friend and colleague, Elizabeth (Betty) Maloney. I remember, as if it were yesterday, when we had a retirement party for her at Tavern at the Green. I remember her happiness, her great smiles, her quick and witty responses, and the joy that we all shared that evening for a great woman, and a leader and pacesetter in the profession of nursing.

Betty and I shared an office suite for many years, laughing and joking about the happenings of the day as well as the happenings of life. I always supported her...and she always supported me. With gratitude, I count my blessing in life to have had a great friend, confidante, and mentor—in life's issues, school concerns, and cars.

I am sure that Betty Maloney touched many others, similarly to the way that she wove herself into the patterns of my life—always to

be loved and remembered. Thanks Betty and I wish you love on your continued journey....

This year is graduation for Master's students in both the Administration and Professional Specializations, pending satisfactory completion of their coursework. I expect 37 students to march at the graduation ceremonies. That number of nursing graduates will mark an event at Teachers College not evidenced in many years. We are actively recruiting for our next two groups of students to begin in September 2008.

Our doctoral students also complete their coursework in June and are actively working on their dissertations. As they come closer to seeing their graduation goals completed, my experience has shown that they will be increasingly motivated to put most of their energies into completing their dissertation. Since they all work fulltime, they will be doing more than they could ever imagine possible. I am very proud of all of them!

As the doctoral students continue working on their dissertations, plans are to begin another Doctoral Cohort in September 2008. That month will be exciting and I continue to ask that you talk about graduate degrees with all of your contacts. Your help in spreading

the excitement of attending Teachers College has made our continued success possible.

This year, Professor Kim Mendez became the Assistant Program Coordinator for the Executive Program for Nurses. Kim is a graduate of our doctoral program and has been an Adjunct Professor at TC for several years. She also has extensive experience in nursing administration, research, informatics, and marketing.

In addition to Kim, our faculty remains constant, occasionally shifting in course and academic responsibilities, but always remaining committed to the Program and to Teachers College. Just to tweak your memory, these faculty members are: Keville Frederickson, Sheila Melli, Marvin Sontag, Kathleen Gialanella, Vincent Rudan, Cynthia Caroselli, Kathleen Dirschel, Judith Parker, Arthur Langer, and our newest addition, Bonita Jenkins.

When you have a few moments, check out our new website, <http://www.tc.edu/o&/NurseExec/> or call the Program Manager, Christine Farrugia at (212) 678-3812, and request our dynamite program brochures, and tell a friend, colleague, student, or nurse about Teachers College.

It is always a pleasure to write to all of you. Thank you again for this opportunity. ☺

Brilliant, Creative, Dedicated, Driven, Inspired and Inspiring: Isabel Adams Hampton Robb 1860-1910

Part I: Miss. Hampton's Employed Years

Isabel Adams Hampton Robb's nursing career was meteoric. She cast a brilliant light in—and on—the advancement of the profession of nursing nationally and internationally. Nearly a century after her shocking, untimely death that light continues to guide and, if more carefully studied, could dramatically enlighten contemporary efforts to advance nursing and the quality of its service to the public. Nancy Noel's description of Mrs. Robb as the "Architect of American Nursing" is apt indeed.¹

Born in Canada in 1859,* Isabel Adams Hampton demonstrated extraordinary intellectual curiosity at an early age and read avidly throughout her life. Despite the fact that she attended a collegiate institution only briefly after high school, she acquired, largely through her own independent study, a broad liberal education.

Mrs. Robb's nursing career began with her enrollment in the Bellevue Hospital Training School for Nurses in 1881 and extended until her death on April 15, 1910. Her "employed" nursing activities spanned a mere eleven years, but her activities in "retirement" following her marriage extended for another sixteen years. In less than three decades, she transformed the profession's and the public's vision of the essential role of nursing and the nursing profession.

In this and the next issue of *Courier* we trace Mrs. Robb's impact in two articles. This, the first, deals with the period in which she was "employed." Part Two, in the Fall 2008 issue, deals with her activities throughout the "retirement" period. These temporal distinctions are arbitrary. Mrs. Robb's devotion to advancing nursing and its services to the public was seamless.

The Employed Years

"A Newly Graduated Nurse Soon to be a Newly Tapped Leader"

As a nursing student Isabel Adams Hampton demonstrated the intellectual tenacity, responsibility to duty, and reform instinct that characterized her entire career. Following graduation from the Bellevue School in 1883, she served briefly at New York Women's Hospital before taking an 18-month assignment at St. Paul's House for Trained Nurses in Rome, Italy. Under the auspices of the Episcopal Church and administered by Adele Martin, a Bellevue graduate, nurses cared for English speaking patients both within the facility and in patient's homes or hotels. This experience offered opportunities to travel to places such as Lucerne, Switzerland, Germany, and many cities places throughout Europe.² There can be little doubt that this experience contributed to Miss Hampton's already impressive liberal education and planted the seeds for her subsequent role in international nursing affairs.



In 1886, a scant three years after her graduation from Bellevue and at the tender age of twenty-seven years, Miss Hampton was appointed as Superintendent of the Illinois Training School for Nurses in Chicago, Illinois. Thus began her trajectory as a nursing education reformer.

At that time, nursing schools were proliferating (having a "school" was an easy way to bolster a hospital's workforce by using students to provide care) with no standardized curriculum, no impartial way to measure a student's progress, and no recognition that education was crucial to nurses' understanding of why they were doing what in delivering patient care. Isabel Hampton radicalized thinking at the Illinois Training School. During her three year tenure, she established innovations such as strict admission criteria, specific entry times for applicants, an impartial grading system to evaluate academic and clinical progress, and hospital affiliation experiences for the students to gain experiences not available to them at their own school. Her leadership strengthened the ethical and educational structure of the school. This structure provided the template for many other hospital schools of nursing programs throughout the country for decades.³

Reflecting upon Miss Hampton's leadership at the Illinois School, Isabel McIsaac commented, "...as young nurses, we were too ignorant to comprehend what such changes meant and that our superintendent was making history, but were inclined to think 'a new broom sweeps clean,' but before our second year was over we began to

dimly realize that we should be devoutly thankful for the new order of things, and now, after the lapse of these many years, we are filled with amazement at the intelligence, the discernment and the undismayed courage which carried Miss Hampton through that period of reconstruction when the school was struggling with poverty and the dominance of corrupt politics in the hospital."⁴

In 1889, Anna Maxwell, Sophia Palmer, M. A. Snively and Isabel Hampton were among the one hundred applicants who applied for the opportunity to develop the Johns Hopkins Training School of Nurses. According to The Hopkins' archives, the process of selection was a tedious one for the chairman Sir William Osler until "Miss Isabel Hampton entered the room looking like an animated Greek statue...we knew that all was settled...Her certificates were looked at...and all was settled in a few minutes."⁵

Hampton knew that The Hopkins "would be the first in this country to have a primary interest in education, research, and health care." To that end, she originated the title of Principal and insisted that she be referred to by the professional title of Principal of the School. She stressed a liberal arts education and emphasized that students should be self-motivated and responsible for their own learning. She led The Hopkins with a professional comportment that exuded inner strength, grace, and quiet elegance. In 1890, one year after the school opened, valuable affiliations were forged between the school and Thomas Wilson Sanitarium to provide Hampton's students with Pediatric experience. Looking to empower her students, she founded a Journal Club which became the *Alumnae Magazine*. She also founded the Alumnae Association in 1892 hand-picking senior students to take over the leadership of it.⁶ Such alumnae associations would become the bonds by which the nursing profession would organize itself. Indeed, in 1890, Miss Hampton proposed an American Nurses Association that would be built upon these organizations and be the umbrella organization for the profession.

It was at The Hopkins that the scope and breadth of Miss Hampton's breathtaking national and international leadership became increasingly clear. In 1892, she agreed to chair the subsection on nursing, part of the planning unit for the World Congress of Charities, Correction, and Philanthropy which would convene in Chicago at the 1893 World's Fair. Working closely with Ethel Bedford Fenwick, founder of the British Nurses Association, and other distinguished nursing colleagues, a plan was developed for papers to be presented at the Congress meeting setting the direction for the nursing profession's future. Miss Hampton virtually defined the focus of the papers and determined who should deliver them. The final product included Miss Hamp-

ton's opening paper on musing education standards, a paper by Florence Nightingale which Miss Hampton had invited and read in Miss Nightingale's absence, and papers by Lavinia Dock and Edith Draper outlining issues and responsibilities to be undertaken in establishing professional organizations.⁷ At Miss Hampton's request, superintendents of American training schools met on the day following the Fair and set in motion the establishment of the American Society of Superintendents of Training Schools for Nurses. On American soil, in 1893, the Chicago

World's Fair became the stage for international introduction of the beloved and endearing "Architect of American Nursing," Isabel Hampton. In that same year, Hampton's first book *Nursing: Its Principles and Practice* was published. It was an instant success and became an enduring American and international classic.

One year later, Miss Hampton announced her resignation from The Hopkins citing her plans to wed Hunter Robb, MD. Bewildered students, colleagues and interdisciplinary colleagues were stunned that a woman of her leadership and stature was stepping down. It seemed inconceivable that what she had so boldly initiated could be carried on in her absence. Reflecting on her Hopkins days, Lavinia Dock penned:

(Shown above is a photograph of the letter—the transcription of the letter follows.)

"Life at the Johns Hopkins with Miss Hampton was very pleasant. As I look back it seems just one long summer day. She was good and wholesome to live with, a beautiful woman of charm and dignity. Her bearing and countenance were serene yet she had an intensity of eagerness for her interest, and this emotion flashed in her eyes and sent up her color. Nursing in all its aspects was her passionate concentration – how to perfect it, how to elevate its standing, how to widen and advance its field. She used to smile at her own absorption, and told how, being one day on the street car and seeing a person running after the car she called to the conductor "Stop the car; there is a patient trying to get on." She was innately feminist and believed that women's place and passion in regard to human life and health should be superior to that of men."⁸

As we shall see in Part 2 in the Fall *Courier*: the past, Miss Hampton's employed years, was prelude to the future, her retired years. ☉

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Endnotes

- 1 Nancy L. Noel, EdD, RN, *Isabel Hampton Robb: Architect of American Nursing*, Doctoral Dissertation Teachers College, Columbia University (New York: Columbia University Press, 1978).
- 2 Noel, 35.
- 3 Selma Moody, RN, "Isabel Hampton Robb: Her contributions to nursing education," *AJN*, Vol. 38, Number 10, October 1938, p 3.
- 4 Isabel McIsaac, "Personal Recollections, Chicago," *AJN*, Vol. XI, No. 1, October 1910, p 14.
- 5 Noel, 55.
- 6 Noel, 66.
- 7 Noel, 83-89

8 Handwritten portion of Lavinia Dock's memoirs is in the holding of the Foundation of NYS Nurses, Bellevue Alumnae Center for Nursing History: Bellevue Alumnae Association Collection, MC19, Series: People, Box 1, Folder 28, Lavinia Dock.

The History column is contributed by Cathrynne A. Welch, EdD, RN, Director, Bellevue Alumnae Center for Nursing History and Center for Nursing Research, Foundation of NYS Nurses; and Gertrude B. Hutchinson, MA, RN, Foundation of NYSN Archivist.

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Isabel Hampton Robb Collector's Pin

*Many sources cite 1860 as Mrs. Robb's birthdate. Nancy Noel cites it as 1859.

Isabel Hampton Robb Collector's Pin Available

Isabel Hampton Robb, 1883 graduate of Bellevue Hospital's nursing school, was a brilliant leader. As superintendent of the Illinois Training School (1886-1889) and of the Training School for Nurses at Johns Hopkins Hospital (1889-1894), Robb fought to limit hours of work, eliminate student stipends, and extend the required course of study to three years. She persuaded Teachers College Columbia University to offer nursing courses in 1899. She was the first president in 1897 of Nurses Associated Alumnae of the U.S. and Canada, which became the American Nurses Association. Robb also led the 1893 organization of the American Society of Superintendents of Training Schools for Nurses, which ultimately became the National League for Nursing. Her untimely death was a wrenching loss to the profession and public.

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

The Isabel Hampton Robb pin, released in October of 2000, is 8th in a series 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> ☉

Alumni Sightings and Celebrations!



Seven NEAA members were inducted as Fellows into the National League for Nursing (NLN) Academy of Nursing Education. The NLN established the Academy of Nursing Education in 2007 to foster excellence in nursing education by recognizing and capitalizing on the wisdom of outstanding individuals who have made enduring and substantial contributions to nursing education. The induction took place during the NLN Awards Banquet, September 29, 2007 at the Hyatt Regency, Phoenix, AZ. *From left to right:* Eileen Zungolo, Carrie Lenburg, Georgie Labadie; Barbara Krainovich-Miller; Terry Valiga; Elizabeth Speakman; and Helen Streubert Speziale. Photo by Diane J. Mancino



Verle Waters (MA '60) and Diane Mancino (Edd '95) take a break at the National League for Nursing Education Summit, Phoenix, AZ, September 2007.



NEAA members offer their congratulations to colleague Carrie Lenburg, inducted as a Living Legend in the American Academy of Nursing last November. *Left to right:* Diane Mancino, Terry Valiga, Carol Ann Mitchell, Honoree Carrie Lenburg, Barbara Krainovich-Miller, and Shaké Ketefian.



American Academy of Nursing Living Legend, Margaret McClure.



NEAA members and friends gather to celebrate the induction of their colleague Margaret McClure as a Living Legend in the American Academy of Nursing at the Marriott Hotel, Washington, DC, November 2007. *Seated:* Robert V. Piemonte, Shaké Ketefian, Frank Shaffer, Honoree Margaret McClure, and BJ Smith. *Standing:* Medea Marella; Lucille Joel; Terry Fulmer, Dean, NYU College of Nursing; Barbara Krainovich-Miller; Barbara Mellor (NYU); and Diane Mancino.



Left to right: Judy Tyler (MA '79), M. Elizabeth Carnegie (NEAA Honorary Member), and Diane Mancino at the Sigma Theta Tau International Honor Society of Nursing Biennial Convention, Baltimore, Maryland, November 2007.



Ani Kalayjian, recipient of the 2007 Teachers College Distinguished Alumni Award.



Left to right: Robert V. Piemonte, Ani Kalayjian, recipient of the 2007 Teachers College Distinguished Alumni Award, and Kathleen O'Connell. The Alumni Awards Dinner took place at TC on October 15, 2007.

Spotlight on M. Elaine Tagliareni

(Continued from front cover)

The NLN is all about helping faculty move toward excellence. Part of the commitment involves promoting the continuous development of nurse faculty as educator-scholar, building a science of nursing education. It also involves recognition of the unique role nurse educators hold in higher education and promoting nursing education as an advanced practice role. Certification of nurse educators is one NLN program that facilitates that vision.

One of the NLN's core values is excellence which speaks to the implementation of transformative strategies and continuous growth. This mandate is important for nurse educators who are being called upon to redesign curriculum that is informed by the current health care system. For example, nurse educators need to find new ways to embrace technology and simulation; to reframe old notions about "essential content"; to embrace new approaches to teach safety and quality; to foster evidence based practice; and to incorporate geriatrics in the curriculum. I am excited to be part of this effort to transform nursing education.

Editor: What attracted you to Teachers College? I attend the 1997 Stewart conference at TC with my colleague, Elizabeth (Liz) Speakman. We both signed up that day to start taking courses in the doctoral program. I was thrilled to be a part of the legacy that is nursing education at Teachers College. Liz and I developed a video about the work of Mildred Montague with the goal to develop and transform associate degree nursing education as a foundation for thinking in new ways about curriculum reform. At NLN, I worked closely with Terry Valiga and Mary Anne Rizzolo, both graduates of TC. Both Mary Anne and Terry were strong role models and evidence of TC's strong commitment to excellence in nursing education.

Editor: What was TC like when you studied there? I had the good fortune to work with Dr. Sheila Melli (EdD '84) who never wavered in her support. She guided my dissertation to explore the role of the nurse educator in community colleges working with students from diverse backgrounds. Sheila introduced me to Patricia Munhall (EdD '79) and guided my discovery of phenomenology. Both Patricia and Sheila helped me to focus my area of interest on the lived experience of students from minority backgrounds in the community college

environment. Additionally Dr. Caroline Camanus (EdD '91; MED '81) provided guidance and introduced me to feminine approaches to learning and development.

Editor: What advice/guidance do you have for nurse educators?

In the NLN faculty satisfaction survey of 2003 faculty identified that their number one reason for staying in education was that they made a difference in the profession through the professional competence of graduates. Making a contribution sustained them in light of decreased compensation, long work hours and difficulty decisions about students. My advice to nurse educators is to keep that out in front of them, as they engage with students on a daily basis. The ultimate prize for the role of nurse educator is to make a difference for patients for generations to come.

Nurse educators have the ability to influence the future. In that context, nurse educators must engage in scholarly activity to be aware of the most recent evidence related to standards of care and teaching methods and be willing to make adjustments based on that evidence. For too long we have often relied on tradition and long-held beliefs. When we are willing to accept a changing world, our teaching and ultimately nursing practice is enhanced.

Editor: Where do you see nursing education going over the next 10-20 years?

Although we will continue to experience a national shortage of nurse faculty, the future is bright. More and more graduate students are seeking to pursue nursing education as a life-long career because as a nurse educator, we have the ability to make a vital difference in the lives of our students and to influence positive outcomes for patient care. That is a powerful legacy. I am humbled to be part of the NLN and to work with the association's staff and Board of Governors to be a significant voice for nursing education and to champion the nurse educator role both nationally and internationally. As NLN President, I am honored to work with Dr. Beverly Malone, CEO of the NLN, to bring value and leadership to the important work of nurse educators. ☺

*Tagliareni, M.E. (2007). What binds us together: Bringing voice and value to the work we do everyday. *Nursing Education Perspectives*, 28(6), 302.



Elaine Tagliareni (left) president, National League for Nursing and Eileen Zungolo, (EdD '71; MED '69; BS '67) NLN past president at the 2007 NLN Education Summit.

Lunch with Thomas James, Provost and Dean of the College



Left to right:

Ani Kalayjian, Thomas James, Provost and Dean of the College, and Connie Vance.

Ani Kalayjian and Connie Vance joined other alums, faculty, and staff at TC on March 4, 2008 to meet with the new Provost and Dean of the College, Thomas James, and with Professor Erica Walker who led a discussion of mathematics education policy. Provost James spoke of the importance of faculty research and connecting this with the human community. Human needs are enormous, and Dr. James said that learning is key. He called on us to leverage human learning to growth and healing, by integrating the old wisdom with the new technologies.

TC as been rated number one in America (*US News and World Report* America's Best Graduate Schools 2008). This in fact is a pride, but a challenge at the same time: as where would one go from being number one? Reinforcing the importance of living in the hearts and minds of people TC helps, from Tanzania, to San Francisco, to Harlem. Dean James emphasized a few of the new innovations at TC, such as a hand held computer diagnostic device to assess learning patterns or learning blocks to solving problems. Dean James with his special Provost Fund highlighted the following programs that he funded: 1. Latino Education Interest Group, 2. Adult Learning Institute Certification, and 3. Assisting needs of bilingual learners, helping them transition from one language to another.

Professor Walker focused on how to make math interesting to teach and to learn. She emphasized using peer groups in a positive way through tutoring and mentoring one another. She also shared that in international surveys the US did not rate as well as other countries, but they thought that they were great. Other countries surveyed thought they didn't do well in math, but got in fact higher scores as compared to the US populations. Prof. Walker called upon elementary school teachers to be more open minded and use creative and innovative ways to teach math, as the traditional methods are received as boring by the students. She ended by stating how language, science and math can be used in an integrative way to boost interest, such as using golf and balling, or physics of baseball.

The third floor of The Gottesman Libraries contains a beautiful exhibition of the history of nursing education at Teachers College, beginning in 1899 and continuing to the present. There are many poster photos of Adelaide Nutting, R. Louise McManus, Imogene King, Martha Rogers, Hildegard Peplau, Mary Woody, Robert Piemonte, and others. ☺

Alumni News



Susan B. Bastable (EdD '79; MEd '76) recently published the 3rd edition of *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*, Jones & Bartlett, Sudbury, MA. This

667-page text is a major revision of the previous edition (2003) and features new models, theories, and updated references on the role of the nurse as educator of patients and their families. In addition, Dr. Bastable is the author of *Essentials of Patient Education* (2006). She is currently Professor and Chair of the Department of Nursing at Le Moyne College in Syracuse, NY where she founded the nursing education programs at the BS, MS, and post-MS levels. She is the proud mother of two US Navy officers (one of whom is a registered nurse) who served their country on deployments in the Middle East.

Celia Y. Bramble (MEd '93; MA '79) is currently associate executive director for training and organizational development at Kings County Hospital Center. She recently retired as Colonel, US Army Nurse Corps reserve and has traveled to China, Taiwan, Turkey, Hong Kong, London, and Hawaii. Celia is active in the Caribbean-American Nurses Association of NY; is vice president of the St. Vincent and Grenadines Nurses Association of NY; is a member of the advisory nursing committee of NY Tech College, Kingsborough Community College and Medgar Evers College; and a mentor for nursing leadership fellows at New York University. She collaborated with Long Island University School of Nursing to establish an on-site evening BSN program at Kings County Hospital (with 20 students currently enrolled). In addition, Celia is working with Long Island University, NYC Health and Hospitals Corporation, and the CEO of Kings County Hospital Center to re-establish an on-site School of Nursing.
Contact: bramblec@nychhc.org

Muriel E. Chapman (EdD '69) since retiring from professional nursing in 1982, has spend 2 ½ years in the jungles of Thailand, near the Burmese border, teaching the essentials of diagnosis and treatment of common diseases to Karen young people. She notes that there are no Karen physicians available. Upon returning to the United States, Muriel wrote *Mission of Love: A Century of Seventh-day Adventist Nursing*, published in 2000 by the Association of Seventh-day Adventist Nurses.



Eleanor Herrmann (EdD '79; MEd '76) was spotted on the set of The Martha Stewart Show during a taping of a special program for Nurses' Week. Eleanor consulted with Martha Stewart staff for

the section on nursing history. The program airs on May 8.

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



Marianne Jeffreys (EdD '93; MA/MEd '88) was featured in an article entitled, *The ESL Challenge: The College of Staten Island Offers a Unique Experience for its English as a Second Language Nursing Students*, in *Nursing Spectrum*, 1/28/08.

Mary Kohnke (EdD '92; MEd '71) has a new web site for her two New Dimensions Projects featuring Dr. Mary Paul in Florida Mysteries. The two publications: *She Said "A Landfill Where?!"* and *She Said What?!* are available from: <http://www.marykohnke.com/> where you can purchase the books and read about the author.

Ani Kalayjian (EdD '86), an internationally recognized trauma expert and vice chair of the United Nations (NGO) Executive Committee, received the 2007 Teachers College Distinguished Alumni Award. She joins other TC nurse alumni who have been recognized in this way, they include: Martha E. Rogers; Anna May McCabe Hays; Mildred Montag; Erlene Perkins McGriff; Eleanor Lambertsen; Ruth Watson Lubic; Dorothy del Bueno; Shirley Stinson; Robert V. Pimonte; Margaret McClure; and Lan Tran Gien.



Sandra Lewenson (EdD '89) published *Decision-Making for Nurses: Thoughtful Approaches for Practice* with Marie Truglio-Londrigan, Jones and Bartlett, Sudbury, MA (2008). In addition, Sandra

Lewenson and Eleanor Krohn Herrmann (EdD '79) published *Capturing Nursing History: A Guide to Historical Methods*, Springer Publishing Co., New York, NY (2007).

Margaret L. McClure (EdD '72; MA '65) and Carrie Lenburg (EdD '72) were inducted as 2007 Living Legends, in the American Academy of Nursing. Other TC alumni inducted as AAN Living Legends over the years include: Faye Abdellah; Ildaura Murrillo-Rhode; Hildegard Peplau; Jessie Scott; Vernice Ferguson; Claire Fagin; Mary Woody; Connie Holleran; Thelma Schorr; Ruth Watson Lubic; Gladys Sorensen; and Imogene King.

Irene C. McEachen (EdD '01) is the co-author (with Jim Keoch) of, *Nurse Management Demystified: A Self-Teaching Guide*, published by McGraw Hill, (2007).



Stephen R. Marrone (EdD '05) was appointed Director of Nursing Magnet Programs, Nursing Outcomes Research, and Workforce Development at the North Shore University Hospital campus

of the North Shore—Long Island Jewish Health System in Manhasset, NY. His dissertation, *Factors that Influence Critical Care Nurses' Intentions to Provide Culturally Congruent Care to Arab Muslims*, was published in *Journal of Transcultural Nursing*, January 2008. In 2007, he was an invited speaker at two nursing conferences. In Miami, FL he presented, *New Graduate Nurse Residency Program Using Benner's Domains of Nursing Practice*, at the Annual Nursing Education Institute sponsored by Drexel University. *Synergy: Meeting the Culture Care Needs of Diverse Critically Ill Patients and Families*, was presented at the Brooklyn Chapter meeting of the American Association of Critical Care Nurses at SUNY Downstate Medical Center. He is the co-author of an article entitled, *Glycemic Control for Diabetic Transplant Patients: An Evidence-based Approach*, published in *Nursing Spectrum*, 12/17/07.

Contact: stephenmarrone@hotmail.com



Ethel Mitty (EdD '87) is an adjunct professor of nursing at New York University College of Nursing; and is a senior scholar at the Stroud Center for Studies of Quality of Life, Columbia Presbyterian Medical Center, Columbia University.

Priscilla Sager (EdD '00), associate professor at Mt. Saint Mary College in Newburgh, NY, was appointed vice-chairperson of the Transcultural Nursing Society's Certification Commission (TNCC), and chair of the TNCC's Eligibility and Credentialing Committee. TNCC is in the process of developing a new certification exam for transcultural nursing.

Jeannette L. Sasmor (EdD '74; MEd '68; BS '66) was elected to a four-year term as director, continuing education, Arizona Nurses Association.

Pat Scharpf (MEd '91) recently joined the faculty at Farmingdale State College, Farmingdale, NY and would like to hear from faculty and students in TC nursing programs.

Contact: pscharpf@optonline.net



Christine M. Silverstein (EdD '03) gave a presentation to mental healthcare professionals entitled, *How to Foster Resilience with Young Clients Using Hypnosis and Metaphors*, at the October 2007 meeting of the Manhattan Society for Clinical Hypnosis. At a healthcare workshop in Kona, Hawaii last November, she presented a workshop entitled, *Reach Your Peak*.

Elizabeth Speakman (EdD '00; MEd '85) was appointed assistant dean of RN programs, Thomas Jefferson University School of Nursing (2006); elected to the Board of Governors, National League for Nursing (2007-2010); and inducted into the NLN Academy of Nursing Education (2007).



Shirley Stinson (EdD '69) writes to the *Courier* editor from the University of Alberta in Canada where she is Professor Emerita, that she enjoyed the Fall 2007 issue. The history column on Martha Rogers brought back memories of Shirley's years as a student at TC from 1966-1969: "I can still remember going to some dinners held in Butler Hall, at which Martha (Rogers) and Mildred Montag would expertly draw swords. What a privilege it was to be there!"

Write to Shirley at: shirley.stinson@ualberta.ca

Rita Reis Wieczorek (EdD '75) is spending the winter aboard her yacht *Magnum Opus* in the Bahamas (pictured above right). Rita is a Rear Commodore for the Royal Marsh Harbour Yacht Club (RMHYC) in the Bahamas where she is in charge of the Club's communications. The RMHYC cookbook is going into its second edition and she now writing a travel book about her adventures in the Abaco's, the northern chain of islands in the Bahamas. Rita retired for the second time from the March of Dimes last November after eight years of part time work as the editor of their *Nursing Modules*. The Wieczorek's continue to oyster farm in Southold at their home on the water.



Caryle Wolahan (EdD '79; MEd '73) is directing the PhD program at Seton Hall College of Nursing through June 2008 at which time she will be fully retired. Caryle serves as the Fleet Surgeon for the Lake Hopatcong Yacht Club where she is kept busy with minor cuts and bruises, and arranges for CPR courses and a blood drive every summer.

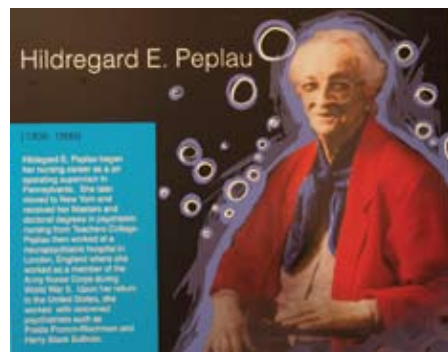
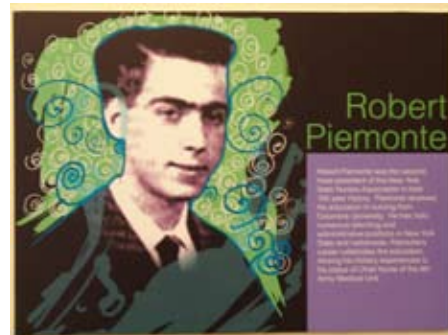


Launette Woolforde, MS, RN, BC, doctoral student in the Nursing Education Program, was recently selected by *Nursing Spectrum* as a NY/NJ Regional Excellence finalist in the category of

Teaching. From the many possible candidates, Launette was one of only 5 chosen from the New York and New Jersey area for this outstanding recognition. 🌐

Nursing Exhibit in TC Gottesman Library

Don't miss the TC Nursing Exhibit on the third floor of the Gottesman Library (525 West 120th Street).



2008 Election Results

Thanks to all who participated and congratulations to the new Board members and Nominating Committee members. The term of office is 2008-2010.

President: Diana Newman
Treasurer: Joan Marren
Directors: Lucille Joel and Franklin Shaffer
Nominating Committee: Janet Kasoff, Chair; Mary Tarbox; and Stephen Marrone

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

In Memoriam



M. Elizabeth Carnegie

M. Elizabeth Carnegie, 91, NEAA Honorary Member, passed away suddenly of hypertensive cardiovascular disease February 20, 2008 at her Chevy Chase home. A Baltimore native, she entered the Lincoln nursing school in New York at 16; earned a bachelor's degree from West Virginia State College; a master's degree from Syracuse University; and a doctorate in public administration from New York University in 1972.

Among her many accomplishments, in 1943, Dr. Carnegie initiated the baccalaureate in nursing program at Hampton Institute (Hampton University). From 1945 to 1953 she served as professor and dean of Florida A&M University's School of Nursing. Dr. Carnegie spent 25 years, from 1953 to 1978, on the editorial staff of the *American Journal of Nursing* and was past editor of the nursing research section. She has written, edited and contributed chapters to nearly 20 books and is the author of three editions of the award-winning "The Path We Tread: Blacks in Nursing Worldwide, 1854-1984" (1986).

A past president of the American Academy of Nursing and chairwoman of the ANA Minority Fellowship Program Advisory Committee, an endowed chair has been named in her honor at Howard University. Dr. Carnegie was inducted into the American Nurses Association Hall of Fame in 2000. (Source: *Washington Post*, March 7, 2008)

Donations to the M. Elizabeth Carnegie Endowed Chair in Nursing Research may be sent to: Anita K. Brower, CFRE, Director of Development, College of Pharmacy, Nursing and Allied Health Sciences, 515 1/2 W Street N.W. Annex II, Rm. 203, Washington, DC 20059

Carole Garabedian (EdD '01) passed away on January 17, 2008 after a year-long battle with lung cancer. She will be missed by all who knew her. Carole, born and raised in Jersey City, received a diploma in nursing from Mount Sinai Hospital School of Nursing in 1955, and continued her education in nursing through 2001 when she earned a Doctorate of Education from Columbia University. Among the many prestigious awards she received was the 2002 NEAA Alumni Achievement Award in Nursing Service earning her a place in the TC Nursing Hall of Fame. An enthusiastic and resourceful woman, she was highly regarded by her many colleagues, students and patients throughout her career, most recently as Nursing Education Specialist at Mt. Sinai and Adjunct Professor at both NYU and Columbia University. Dr. Garabedian previously served as Assistant Director and Director of Nursing at Riverside General Hospital for over ten years. Donations may be made to Mount Sinai Hospital Nursing Education, c/o Director: Maria Vezina, Box 1144, One Gustave Levy Place, New York, NY 10029. Please make checks payable to Mount Sinai Hospital. (Source: <http://www.hudsoncove.com>)



Imogene King

Imogene King (EdD '61) passed away on December 24, 2007 in South Pasadena, FL. She was born January 30, 1923 in West Point, Iowa. Dr. King received a diploma in nursing from St. John's Hospital School of Nursing in St. Louis, MO, in 1945; a bachelor of science degree in nursing education in 1945; a master of science degree in nursing from St. Louis University in 1957; and a doctorate in nursing

education from the Teachers College Columbia University in 1961. She was Professor Emeritus at the University of South Florida and served on the advisory board of the nursing department at the University of Tampa. Dr. King was inducted as a Living Legend in the American Academy of Nursing, as well as in the American Nurses Association and the Florida Nurses Association Hall of Fame. In addition, she received the 1996 ANA Jesse Scott Award. Dr. King was one of the first Sigma Theta Tau International Virginia Henderson Fellows. Her publications include, *Toward a Theory for Nursing*, and *Theory for Nursing; Systems, Concepts and Process*, which were translated into Japanese, Spanish, and German. She served as Assistant Chief, Research Grants Branch, Division of Nursing Bureau of Health Manpower and Welfare (US-HEW) (1966-68); taught at Loyola University in Chicago, IL (1961-66; 1972-80); was Director of Nursing at Ohio State University (1968-72); and professor at the University of South Florida (1980-90). Donations may be made to the Florida Nurses Foundation, P.O. Box 536985, Orlando, FL 32853-6985 for the FNF Imogene M. King Research Grant.


Elizabeth M. Maloney (EdD '78) passed away peacefully on November 21, 2007 with family in Wilmington, NC. Born in upstate New York on September 5, 1922, she received a diploma in nursing from St. Elizabeth Hospital in 1943 and served in the US Army Nurse Corps in France during World War II. On leave she fell in love with Paris, returning many times including in May 2007. After discharge from the military, she began a more than 40 year association with Teachers College Columbia University where she earned a BS



Elizabeth M. Maloney

'52, MA '66, and EdD '78 and served as faculty, director of the psychiatric nursing program, and chair of the Department of Nursing Education until her retirement in 1993. She was a leader in the field of graduate nursing education and influential in psychiatric nursing on a national level as consultant, lecturer, author and editor of *Perspectives in Psychiatric Care*. (Source: WyomingNews.com)

Kathleen Hoover Papes (MA '86) associate professor and associate dean for Administrative Affairs in Barry University's School of Nursing, passed away on February 21, 2008 at the age of 63. Dr. Papes had been a member of the Barry University community since 1989. Prior to joining the Barry community, Dr. Papes served as deputy director for Sigma Theta Tau International Honor Society of Nursing in Indianapolis, IN. Earlier in her career, Dr. Papes was director of the Economic and General Welfare Program, and director of

the Legislative Program for the New York State Nurses Association. She received a nursing diploma in 1965 from Saint Mary of Nazareth School of Nursing in Chicago, and later earned a bachelor's degree in nursing from Russell Sage College, a master's degree from Teachers College Columbia University, and a doctorate from Florida Atlantic University. Dr. Papes' honors include: American Nurses' Association Shirley Titus Award, 1990; and honorary recognition, the highest award of the NYS Nurses Association, 1988. (Source: *Boca News* 3/5/08) 





International News

Human Trafficking: Challenges for International Psychology

by Ani Kalayjian

From Himalayan villages to Eastern European cities, people—especially women and girls—are attracted by the prospect of well-paying jobs as domestic servants, waitresses, factory workers or prostitutes. Traffickers recruit victims through fake advertisements, mail-order bride catalogs, and casual acquaintances.

Upon arrival at their destination, victims are placed in conditions controlled by traffickers and are exploited to generate illicit revenues. Many are physically confined, their travel or identity documents are confiscated, and they or their families are threatened if they do not cooperate. Traffickers blackmail the women and girls forced to work as prostitutes with threats that they will tell the girls' families of their activities. Trafficked children are dependent on their traffickers for food, shelter, and other basic necessities. Even in New York, on December 18, 2007, it was announced in the news that a Long Island couple had been keeping two young Asian girls as slaves, deprived of their human rights.

Another tactic of traffickers that helps them maintain control over the women is to play on the victims' fears that authorities in a strange country will prosecute or deport them if they ask for help, or if they ask for their human rights.

Trafficking in human beings is a global issue and needs a global response. There is a need to strengthen the criminal justice response to trafficking through legislative reform, raising awareness, and training, as well as through national and international cooperation.

The statistics surrounding human trafficking are shocking:

- Europol estimates that the sex-trafficking industry is now worth several billion dollars a year.
- A recent CIA report estimated that between 45,000 and 50,000 women and children are brought to the United States every year under false pretenses and are forced to work as prostitutes, abused laborers, or servants
- UNICEF estimates that more than 200,000 children are enslaved via cross-border smuggling in West and Central Africa.

A report from 2000 by the Congressional Research Service gives the following figures:

- More than 225,000 victims arrive in US annually from Southeast Asia and more than 150,000 come from South Asia.
- The former Soviet Union has become the largest new source of forced prostitution, with 100,000 individuals trafficked each year from the New Independent States, including Armenian women sent to neighboring countries such as Turkey, Georgia, and Russia.
- More than 75,000 are trafficked from Eastern Europe, 100,000 from Latin America and the Caribbean, and more than 50,000 from Africa.

What is the United Nations (UN) doing?

The UN has put in place a Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children. Its purpose is to prevent and combat trafficking, to protect and assist victims, and to promote international cooperation.

Summary and key points of the Protocol:

- The Protocol sets forth a functioning definition of "human trafficking," as developed and agreed upon by the international community.
- While setting out strict legal guidelines for dealing with traffickers, the protocol also address the need to protect victims of trafficking in their home countries and abroad.

- Law-enforcement agencies of countries that ratify the Protocol are required to cooperate in such matters as assisting with the identification of offenders and trafficked persons, sharing information about the methods of offenders, and supporting the training of investigators and law-enforcement and victim-support personnel.

What can nurses do?

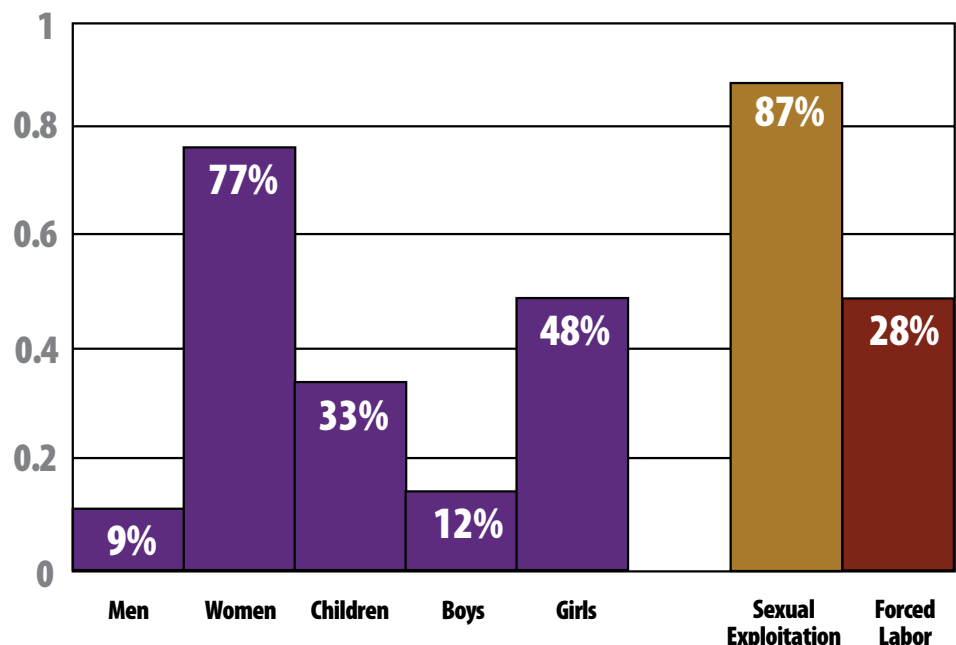
- Educate yourself about the nature and scope of the problem.
- Disseminate information about human trafficking to the public.
- Participate in seminars and workshops aimed at victim advocacy.
- Encourage and educate people to form meaningful and loving relationships, therefore encouraging them NOT to buy sex, which reinforces the need to have women and children trafficked.

Learn more:

Meaningful World
www.meaningfulworld.com

United Nations Population Fund
<http://www.unfpa.org/gender/violence1.htm>

*Source for chart below: Report on Human Trafficking, United Nations (April, 2006)





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

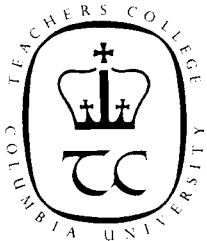
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I was reminded of the TC lineage of nursing genealogy while viewing the Nursing Exhibit at the TC Gottesman Library (see page 9). I would venture to say that no other nursing program in the world has had such a profound and sustained influence on the nursing profession. Our TC nursing family roots are deep and our branches span the globe.

This issue's Spotlight on M. Elaine Tagliareni exemplifies the continuum of influence that TC has had on the National League for Nursing. This TC tradition of leadership excellence was firmly established by Isabel Hampton Robb who influenced the creation of the American Society of Superintendents of Training Schools for Nursing (now NLN); the Nurses' Associated Alumnae of the US and Canada (now ANA); the International Council of Nurses; and the *American Journal of Nursing*. The history column on pages 4-5 tells the story of this remarkable leader—watch for Part 2 in the next *Courier*.

Recent TC nurse graduates and current TC nursing students have big shoes to fill as they carry the torch of excellence into the future. NEAA's challenge is to engage these new graduates and current students in the work of the Association. We all need to reach out and let them know that we are here to mentor them and to connect them to their roots as well as to the global nursing community. NEAA links TC nurses from the past to the present and to the future, and with the involvement of "new blood" we are bound to succeed.

PS Please note that the *Courier* production schedule has changed and *Courier* will now be published in the fall and in the spring. The Fall 2008 issue will be published in October. 🌐



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Nursing Education Alumni Association

Courier

c/o Diane Mancino, Editor

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