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Associate Dean Cassy Pollack (L) and Lizzanne Backe who sported the numerals "75" in celebration of YSN's 75th Anniversary

1998 COMMENCEMENT AND ALUMNAE/I WEEKEND ISSUE
"A sense of history is more than an instinct to look back for lessons; it is an habitual act of the mind to remember — that is, reassemble — the corpus of lost experience in order to find cause, motive, or pattern, or the absence of them, so that one may lead a rational, not a purposeless, existence. Without such an act of reconstitution, of what has shaped us but which we have not lived through, there can be no complementary act of making the future."

A. Bartlett Giamatti ("Give Time to Time," The Baccalaureate Address, 1984)

With this issue of Yale Nurse we bring news of the celebration of our 75th anniversary. Founded in 1923, the Yale School of Nursing was the nation's first school of nursing to be established independent of hospital controls and on a par with other schools in academic universitites. Yale University School of Nursing: A Brief History was prepared by Helen Varney Burst '63 for the occasion of our celebration. This monograph highlights the rich contributions that Yale's students, alumnae/i, and faculty have made during the intervening 75 years. I am honored to be initiating my association with this distinguished community by my appointment as the eight Dean of the Yale School of Nursing.

In preparation for our anniversary celebration, our historical review has manifested the self conscientiousness expected of an academic community. During the last year our faculty and students have undertaken historical analyses of YSN's social responsibility, admissions practices, and the careers of our earliest graduates (1926-1934). We have reconstituted our commitment to clinical scholarship and leadership, to the ultimate aim of shaping social and health care policies. This reflection has prepared us for the work of the future.

During the just concluded academic year, the faculty established a Strategic Plan to guide our work over the next five years. We have set four goals: 1) to develop centers of excellence which integrate research, practice, and policy agendas in broad conceptual areas relevant to our programs of study; 2) to reevaluate the structure of faculty practice; 3) to expand faculty expertise and capacity in research and scholarship; and 4) to promote educational excellence. I have made several critical appointments in support of the Strategic Plan. Dr. Margaret Grey has accepted the position of Associate Dean for Research Affairs and will work closely with Dr. Sally Cohen who oversees the Center for Health Policy within the Research Office. Dr. Ruth McCorkle has assumed direction of our first Center of Excellence, the Center for Chronic Illness. We hope to share more about that Center with you during Fall, 1998. Dr. Cassy Pollack has undertaken the role of Associate Dean for Academic Affairs. She will oversee all academic programs, student support, and alumnae/i relations. Working with her in support of our academic programs will be Dr. Paula Milone-Nuzzo, Chair of the Master's Program, and Dr. Ruth McCorkle, Chair of the Doctoral Program. During the coming year, we will begin a search for an Associate Dean for Clinical Affairs.

As a newcomer to Yale, I have not lived through YSN's rich past. I hold YSN's history in high regard and look forward to the many ways in which I will be a part of YSN's bright future. I look forward to hearing from and meeting all of you. I am particularly interested to hear about your own sense of YSN's tradition and promise for the future.

Catherine Lynch Gilliss, DNSc, RN, FAAN
Dean and Professor
Reunion Weekend, 1999 is scheduled for June 3-5. Begin to make your plans now.

Remember to contact the Alumnae/i Affairs office at YSN with address changes and be sure to include phone numbers. It is so important to maintain up-to-date records so that we can keep track of you!

We are still collecting CV's and resumes from graduates to have on hand for networking purposes. These also help us to become aware of your many accomplishments. If you have not yet sent yours in, it's not too late.

Dean Catherine Gilliss has instituted an administration reorganization in the School, effective July 1, 1998, which she feels will streamline the operation and efficiency of the School and its programs. Cassy Pollack is now Associate Dean for Academic Affairs; Margaret Grey is Associate Dean for Research Affairs; and a third Associate Dean for Clinical Affairs will be appointed in the future. Ruth McCorkle has been named Chairperson of the Doctoral Program and Director of the Center for Chronic Illness. Sally Cohen is Director of the Center for Health Policy. Paula Milone Nuzzo will be Chairperson of the Master's Program which includes all clinical specialties, Adult Advanced Practice Nursing, Adult and Family Nurse Practitioner, Nurse Midwifery, Nursing Management and Policy, Pediatric Nurse Practitioner, and Psychiatric Mental Health Nursing. Each specialty, as well as the Graduate Entry Program in Nursing, will continue to have its own director.

The 75th Anniversary Celebration which coincided with Reunion Weekend was truly memorable. Copies of Helen Varney Burst's historical monograph, "Yale University School of Nursing: A Brief History," are available at a cost of $10.00 each, including shipping and handling, for those alumnae/i who did not attend reunions and might wish to have this wonderful brief history of the School. Please contact Barbara Larkin in the Student and Alumnae/i Affairs Office, (203) 785-2389, if interested.

A Psychiatric-Mental Health Nurse Practitioner option is now available in the Master's Program. Anyone interested in this new program of study should contact Jeannie Pasacreta, Psychiatric-Mental Health Nursing Program Director, (203) 785-3752.

A Women's Health Care concentration will officially open in the fall of 1999. It will only be available to those students enrolled in the Adult Nurse Practitioner Program. For further information contact the Student Affairs Office, (203) 785-2389.

Conference on Women's Health and Fitness

Yale-New Haven Hospital and Yale University presented the Yale Conference on Women's Health and Fitness on May 2-3, 1998 in New Haven. It was designed to present a multidisciplinary perspective on the importance of physical activity to women's health and to address the major health and fitness issues for women across the life cycle. The planning committee included Helen V. Burst '63, Jennifer FitzGibbons '96, Susan Miller '95, and Lois Sadler '79. Topics covered included endocrinology, obstetrics and gynecology, sports medicine, nutrition, epidemiology, social work, sex therapy, Tai Chi, and fitness. YSN faculty members Susan Cohen, Ann Cowlin (courtesy), and Lois Sadler presented.
On May 25, 1998 Yale University held its commencement exercises and spirits were high in spite of the torrential rains that plagued the morning ceremony on Old Campus. The rain did not dampen the enthusiasm of graduating students and their families, although it did shorten the program!

YSN’s ceremony began shortly after noon and took place in the park adjacent to the school. The weather more or less cooperated, as the rain held off during the procession into the tent and stopped again for the recessional and class photo. This year’s festivities marked a major milestone in YSN’s 75 year history with the awarding of the first Doctor of Nursing Science degree to three individuals, Wantana Limkulpong, Kerry Ann Milner, and Wenn Huey (Carol) Sheih. Margaret Grey, Associate Dean for Research Affairs, noted that it was particularly fitting that these three receive their degrees this year, as

Associate Dean Margaret Grey carried the 1998 Class Gift, a ceremonial mace, for the first time.
this commencement marked the final graduation ceremony presided over by Dean Judy Krauss. The doctoral program opened during Judy’s deanship.

Following the Dean’s commencement address, candidates received their diplomas and by tradition the YSN pin was presented as a gift from the Alumnae/i Association to each master’s graduate by Karin Nystrom ’95, Treasurer of the YSN Alumnae/i Board. Robert Krause ’98 delivered the student address.

He stated, "To choose to be a nurse means to deliberately place oneself in the thick of the world...to no longer be a visitor or tourist to events that happen around us, but to partake actively in the minute details of the joys and sufferings of the world." Ann Cocks ’98 formally presented the class gift, a ceremonial mace commissioned by the graduating students, and the annual commencement prizes were awarded. The Anthony DiGuida Delta Mu Research Award, established in memory of Anthony DiGuida, DNSc Class of 2000 who died last February, was presented for the first time to a member of the first graduating DNSc class. A reception immediately followed the ceremony as the celebration came to a close and Dean Krauss’s words lingered, "You are so much more than what we have said about you over the past two to four years...You are what you fashion yourself to be, with the help of those of us who have been and will remain invested in your success, eager to nurture you, as well as learn from you."

One brave parent took an empty seat with the faculty (as the Dean urged everyone to come in out of the rain) and earned a round of applause!

Robert Krause gave the student address. He is pictured here with daughter Thyme.

Dean Judy Krauss delivered her final commencement address.

Suzanne Seipel with proud family
Annie Goodrich Recognition Award:
Patricia Polgar Bailey

It is rare for a person to possess the personal warmth, intellectual ardor, and professional integrity that the recipient of this year's Annie Goodrich Award embodies. We feel privileged to have had this year's recipient as our teacher, preceptor, and mentor.

As a teacher, she illustrates an exceptional organization and thoroughness in her presentations. She consistently incorporates discussion of case studies to illuminate more completely the treatment and management issues at hand. Her openness and lack of pretension encourage an environment where discussion and learning are nurtured.

As a nurse practitioner, she provides health care that is efficient, thorough, and caring. Her energy, competence, and ability to perform medical exams with gentle thoughtfulness whether in Spanish or in English are impressive.

Working at the Primary Care Center she volunteers to take many walk-in patients, acting on her conviction that they face multiple obstacles in their lives and need no barrier to adequate health care. She has been extremely successful in writing grant proposals, receiving monies to seed innovative health care programs. One such program involves diabetes education in a primary care center serving a largely Latino population in Boston.

She has been exceptionally willing to meet with and support students. In her first semester at the Yale School of Nursing, she sent each of her new advisees a personal note, assuring them they would do well in their first clinical assignment. It was an unassuming, but tremendously touching gesture many will never forget.

Her lively and sensitive spirit colors her role as mentor and model. She has offered guidance, encouragement, and challenging learning opportunities enabling new students to gain experience and confidence.

She represents the best of what nursing has to offer – gentle, wise, and sure. We have all been "made better" by her presence.

The Anthony DiGuida Delta Mu Research Award:
Wantana Limkulpong

She arrived at the Yale School of Nursing almost four years ago, taking the chance on a new doctoral program on the advice of her teacher and mentor, a Yale School of Nursing alum. She was full of enthusiasm, ready to learn, and completely determined that the work she did would contribute to improving the lives of her countrywomen. In the words of one of her faculty, "She worked hard, often struggling in the first year to make sense of theoretical material that was difficult for her classmates who were not struggling with a second language. When she encountered difficulty, she met regularly with faculty to help her. Her hard work paid off. She has maintained an Honors average for all of her work."

To accomplish her goal of contributing to the improvement of the lives of commercial sex workers in her country, she faced a series of complex methodologic, cross-cultural, logistic, and political challenges. She acquired the verbal, analytic, and political skills necessary to meet a challenge as it arose, developed her study instrument working in two languages, established the instrument's reliability and validity, then used it in a descriptive study that was worthy of a dissertation in its own right. Her work was thorough and thoughtful. In keeping with the intention of this prize, her dissertation chairperson notes, "Her love of learning and scholarship, coupled with compassion and care, shone throughout."
Charles King, Jr. Memorial Scholars Aid Prize:
Pamela Vaughan Lehmbberg

Consistent excellence and never-ending perseverance are the hallmarks of this year's prize recipient. Examples abound of her love of knowledge, passion for nursing, and desire to shape the delivery of health care. Even with the rigors of her own program, she took on more—auditing classes in the Nurse-Midwifery program and completing the Diabetes concentration. Many are daunted by the challenges of final course work and thesis completion; not this student. As her classmates were putting the final touches to their research, this student was submitting both a book chapter and a manuscript for publication.

Her scholarly work at the Yale School of Nursing has been superb. Her faculty praise both her classroom and clinical work as "outstanding," "meritorious," and "truly excellent." In the written words of one of her faculty, "It was a privilege to be her preceptor and to participate in her professional growth as a nurse practitioner."

Viewed as a leader by both faculty and students, her ready involvement has extended in many directions. She been a National Health Service Corps Fellow, a dedicated volunteer at the Downtown Evening Soup Kitchen, and a member of various YSN activities.

Milton and Anne Sidney Prize:
Vanessa Jefferson

Well done research combines both the art of inquiry and the skill of investigation. She took unusual care in the design and implementation of an imaginative study that has the potential of influencing how we think of "at risk" populations. Her commitment to the health of black women and her concern for the epidemic rate of diabetes among them led this scholar to ask what the health promoting practices were for this population. She was organized and efficient such that her data collection and analysis were completed in September. She submitted an abstract and then was chosen to present to the Centers for Disease Control Diabetes Translation Conference 1998.

Her results are provocative. Independent of socio-economic and known risk factors such as family history and gestational diabetes, 53% of those women who were obese were not practicing health promoting behaviors and stated they were "unlikely" to acquire diabetes. The implications for this, and her other findings, are immense.

She writes well, critically, and thoughtfully. She eloquently represents the Yale School of Nursing and our mission by conceptualizing, conducting, and presenting to a national audience important work that will truly make a difference.
The Novice
by Elizabeth Conway '98

The novice walks into the classroom clutching a textbook, a brand new notepad and a ball point pen. Eager to wear a new hat with a strong desire to learn, learn to become a nurse, learn why she has this desire.

The novice tapes class lectures now so she won't miss one iota of information so she can replay the lesson while she drives her car, cramming this new knowledge, this new language, this medical jargon into her brain.

Eager to absorb all she can, she's becoming a nurse, she has the desire.

The novice gathers experience and guidance in awe of the mentors that know so much, that make it look so easy, that challenge her, to become an advanced beginner and one day a competent nurse.

The nurse is grateful for her classmates, her sisters, theirs is a kinship built upon mutual support, mutual respect, and sometimes frustration and doubt about being a practitioner, about the desire.

The nurse has been exposed to illness to healing to birth and death. Now she can assess signs and symptoms, now she can diagnose and treat.

The nurse has explored ethical dilemmas, she knows what makes research statistically sound.

The graduate wears cap and gown today, she doesn't consider this a new beginning, just another step in the journey, she now understands the importance of health promotion, disease prevention, consumer education, she has witnessed flaws in the healthcare system, and wants to change them.

And she can, she has been given wings, she is an advanced practice nurse, she has the desire.
A delegation from Hunan Medical University (HMU) is making an extended visit to Yale School of Nursing to study an area that had once been a strength of the People's Republic of China (PRC), community health care.

Increasingly, many citizens of the PRC must pay for their own health care, so access is not universal. The "barefoot doctors," formerly a mainstay of health care in the communist country, have been phased out during China's shift to more market-driven economy. These "doctors," actually public health workers, had done outreach work that provided China with many benefits, including an admirable immunization rate. "They need another professional to step into that role, and nursing seems logical," says Paula Milone-Nuzzo, Associate Professor and Chair of the Master's Program at YSN.

A group of five people, including Hunan Medical University's Dean of Nursing Zhou Changji, spent July at YSN to consult with American colleagues. They visited such diverse care settings as a hospice and a community based well child clinic. One member of the delegation, Zhang Qiong, a critical care nurse at Xiangya Hospital, will be spending most of her time at Yale-New Haven Hospital with Marjorie Funk '84, an Associate Professor of nursing at YSN and an expert in cardiac nursing. Yang Min and Li Lezhi, members of the HMU faculty, will remain at YSN through December on Chia Fellowships to continue exploring community health nursing. Yang Min will be studying psychiatric nursing with Pamela Minarik, YSN Associate Professor. Jane Regan, who received her MSN from Yale in May, will return to China with Yang Min to facilitate community health care work in China, also under a Chia Fellowship.

Chia Fellowships are awarded to public health scholars and administered by the Yale-China Association, a nonprofit group founded in 1901 to promote understanding between peoples of the United States and China. Through the Association, Yale faculty helped to found Hunan Medical University in 1914. In recent years, Yale School of Nursing faculty have made numerous trips to HMU's nursing school in Changsha. Participants in the program have included Milone-Nuzzo, a specialist in community health nursing; Funk, a cardiac surgical nurse; Pamela Minarik, a psychiatric-mental health nursing expert; Ann Williams '81, a Professor of nursing and expert on AIDS; and Jane Burgess, Coordinator of the YSN based Connecticut AIDS Training and Education Center.

While the nursing faculty involved in these exchanges brought expertise largely unavailable in China, Milone-Nuzzo stressed that the relationship is truly a two way exchange. "We're gaining new perspectives about the world. We are learning how people view health, illness, and healthcare delivery systems in other cultures," she said.
Yale School of Nursing's first doctoral graduate will return to Thailand where she'll work to prevent HIV spread

Working as a medical/surgical nurse in a Thai hospital, Wantana Limkulpong knew that she wanted to change direction. Many of her patients were men who had become infected with HIV through their relations with commercial sex workers. Even more heartbreaking were the expectant mothers whose husbands had brought the virus home to them from visits to brothels. Limkulpong decided to pursue public health nursing so that she could fight the spread of AIDS in Thailand through education.

In May Wantana received her Doctor of Nursing Science degree from YSN. Kerry Ann Milner, Carol Sheih, and she comprise the first doctoral graduating class. Each completed an extensive dissertation as part of the degree requirements. Wantana’s doctoral dissertation focused on factors that encourage or discourage safe sex practices among commercial sex workers in southern Thailand. Kerry studied how gender relates to the symptoms that cardiac patients present in the emergency room. Carol’s work looked at fetal attachment in drug abusing mothers. All three studies will advance nursing research and practice, which is nothing less than Associate Dean for Research Affairs Margaret Grey expected.

"Yale School of Nursing began this doctoral program four years ago as a logical extension of its tradition of practice based scholarship," said Margaret. "Our first group of doctoral students truly represents what is best in that tradition. They have advanced science while laying the groundwork for interventions that will have real benefits for patients, particularly for patients often underserved by the traditional health care system. These young scholars are a credit to this institution and to the discipline of nursing."

Wantana, who defended her dissertation first and is therefore techni-
cally the first student to earn a doctorate at YSN, laughed at the idea of being the school's first DNSc graduate. When she first came to Yale, she remembered timidly entering Grey's office to ask a few questions and seeing a wooden chair with a Yale seal on it. "If I graduate, I'm going to buy one of those chairs," she said. 'What do you mean if?' Margaret demanded. 'You can do it!' I could feel the energy flow from her to myself, and from that time I felt I could do it," Wantana said.

She came to Yale because her undergraduate mentor, Poolsook Sriyaporn '73, told her that the school offered an excellent education within the context of a supportive family atmosphere. "I've found that to be true," Wantana said. Her Yale education gives her the analytical skills she needs to devise effective interventions, as well as the prestige that will allow her to get funding for her research and to influence health policy, she said.

While studying at YSN, Wantana returned home each summer to interview commercial sex workers in Thailand. She felt a great deal of sympathy for the women she talked with, many of whom felt deep shame over the work they did, but felt obligated to support their families through the only opportunity open to them.

Wantana was particularly moved by the story of a woman who put her son through college, without ever telling him where she got the money. When he graduated, got a good job, and sent for his mother to join him, the woman had already tested positive for AIDS. "Some days I went out and did interviews, and came home feeling very sad for them. I felt I was so fortunate to be born into a good family, where I could get an education and had opportunities," Wantana said.

Her study examined how various factors influenced whether or not commercial sex workers employed safe sex practices. She found that self efficacy, or the belief that the woman could successfully negotiate practices with her partner to lower her risk, was an important factor. Now Wantana will return home to design educational programs that will address the issue of self efficacy as well as other points raised by her research. She will be a member of the faculty at the Ramavbodi School of Nursing at Mahidol University in Bangkok.

The first three graduates of YSN's Doctor of Nursing Science Program are pictured with their faculty advisors. The DNSc Program opened in 1994.
Florence S. Wald, former YSN Dean and founder of the American hospice movement, was inducted into the National Women's Hall of Fame, July 21, in Seneca Falls, NY. Florence joined 20 other distinguished American women who entered the hall this year, including Maya Angelou, Madeline Albright, and Beverly Sills.

Florence, a Branford, CT resident, served as the Yale School of Nursing's fourth dean from 1959 to 1968 and remains a member of the faculty. She established the school's first nurse practitioner program and began the school's inquiries into doctoral education in nursing, a program YSN now offers.

Eager to offer American terminal patients the dignified end of life care available in Europe, Florence resigned her deanship to establish hospice care in the United States. She remains active in that area and is currently investigating offering hospice care to the growing terminally ill prison population.

Florence Schorske was born in New York City in 1917 and married Henry Wald in 1959. She holds three Yale degrees: master of nursing, master of science in nursing, and honorary doctor of medical sciences. She is a member of the American Nurses' Association Hall of Fame and is a fellow of the American Academy of Nursing. She has won YSN's Distinguished Alumna Award, the Distinguished Woman of Connecticut Award, the Founder's Award of the American Hospice Association, and the first Florence S. Wald Award for Contributions to Nursing Practice by the Connecticut Nurses' Association.

Florence Wald (R) in earlier photo with Virginia Henderson
Faculty Notes


Margaret Beal '82, Associate Professor, and Leslie Nield Anderson, Associate Professor, presented their research on acupuncture and HIV at the April, 1998 YSN Research and Policy Seminar. Discussant was Susan Cohen.

Deborah Chyun '82, Assistant Professor and Adult Advanced Practice Nursing Program Director, was awarded a PhD from Yale University at the 1998 commencement exercises. Debbie's research looked at the prognostic importance of diabetes mellitus in elderly patients with myocardial infarction. She recently presented on acute myocardial infarction mortality in patients with diabetes in Lowell, MA at a women's health care conference. Co-authors were Julia Kling '97, Jill Obata '95, and Christine Tocchi '97. She also received a postdoctoral fellowship from the John A. Hartford Institute to support her continuing research. She and Paula Milone-Nuzzo, Chairperson of the Master's Program at YSN, attended the Institute's Collaborative Seminar to Promote Scholarship in Gerontological Nursing this summer in New York City. The purpose of the seminar was to foster the development of faculty scholars interested in geriatric nursing and it was jointly sponsored by Yale University, University of Pennsylvania, and New York University.

Margaret Grey '76, Associate Dean for Research Affairs, and co-authors Elizabeth Boland '95, Maryanne Davidson '90, and William Tamborlane received the *Applied Nursing Research Award* for their paper, "Coping skills training (CST) for youth with diabetes." The award was presented at the ANA Council for Nursing Research Conference held in San Diego in June.

Gail Melkus, Associate Professor, presented a poster, "Primary Care and Diabetes Complications Screening for Black Women with Type 2 Diabetes," at the 1998 CDC Diabetes Translation Conference, Reducing the Burden of Diabetes, Tampa, Florida. Co-authors were Nancy Maillet '95, Jennifer Novak '94, and Julie Womack '94.

Martha Swartz, Associate Professor, presented a paper on the Yale University Urban Health Program at the 23rd National Primary Care Nurse Practitioner Symposium, sponsored by the University of Colorado Health Sciences Center School of Nursing, Keystone, Colorado.
Making a Difference

Nursing Beyond Our Borders: The Nicaragua Experience

by Denise Guaglianone '92

This issue’s Making a Difference spotlight focuses on Denise Guaglianone, RN, CS, MSN, CCRN, APRN. Denise currently works as an acute care nurse practitioner at Bridgeport Hospital (CT) and teaches at YSN. She spent several weeks in Nicaragua in 1997 as part of a cardiothoracic surgical team—and they did more than just surgery.

It has always been a dream of mine for as long as I can remember to be able to work in a third world country as a nurse. I don't recall when I first had this calling, but over the last 13 years I have found myself traveling to countries in Latin and Central America for pleasure. During my trips, I would seek out information about health care practices and beliefs. Along the way I met shamans, what we could consider alternative health care providers. It was after a trip to the Chiaapas region of Mexico that I began searching for an organization that provides health care to these countries.

Then last year I went to the National Teaching Institute for the American Association of Critical Care Nurses. While there I met a group of people from an organization called CardioStart. CardioStart is a humanitarian organization that is dedicated to providing international medical assistance to adults and children in the underserved areas of the world. Their mission is to provide cardiac surgery services as well as educate and assist the countries in the development of their own programs. CardioStart supplies these countries with immediate and ongoing medical supplies. In addition, they provide support to orphanages, hospitals, clinics, and feeding stations.

This was the opportunity I was looking for. I was impressed by their mission to provide not only care, but also education. So there began my adventures with CardioStart. Needless to say, I signed on to be part of the ICU nurse team for their next mission. Last October, after much preparation and anticipation, I found myself off to Tampa where I would meet my team members prior to boarding a plane to Managua, Nicaragua. I was the lone participant from the Northeast. Our team consisted of a surgeon, a cardiologist, a medical student, six ICU nurses (one was a CNS, one an ACNP—me), a nurse educator, an anesthesiologist, an anesthesia resident, a dietitian, an administrator, two respiratory therapists, a perfusionist, a perfusion student, and three OR nurses. We came from Connecticut, Florida, Iowa, Missouri, Georgia, and the United Kingdom. Everyone's goal was the same, to provide care to those who had no access to care.

Having traveled to third world countries before, I was not surprised by our meager accommodations. In fact, I was surprised that although I shared a room with three other nurses, the room was adequately air-conditioned. This was a necessary luxury because the temperature was frequently over 100 degrees with about 100 percent humidity. We had no hot water, but with the heat, I almost enjoyed the cold showers.

While I volunteered as a staff nurse, Doctor Marath, our surgeon, assured me that my advanced practice skills would come in quite handy. When we toured the hospital, I realized that he was right. The conditions were so poor that I quickly realized all my advanced training would be tested. This would be the ultimate in change projects! On a previous trip to Nicaragua, the CardioStart team had set up an ICU, so one of our first tasks was to assess how this was being utilized, if the equipment was functioning well, and if the staff had retained their knowledge. We would be setting up a different unit to be the cardiothoracic ICU. As I surveyed this room, I remember thinking that this was what we have, so we really have to make the best of it in order to provide quality patient care. We first
had to overcome some of the environmental obstacles like dirt and bugs. So, with the assistance of the Nicaraguan nurses, we cleaned, scrubbed, and sprayed our soon-to-be new unit. Simple things like soap and paper towels to wash and dry our hands were hard to come by, so I added them to the list of things that I could later pick up at the local market.

We next had to unload the two tractor trailers that were full of donations for Nicaragua, including all kinds of medical supplies, as well as nutritional supplements and clothes and toys for the orphanage. Technology, that by our standards is out-dated, is desperately needed by these countries that have no access to modern medical innovations. Their intensive care units are virtually where the US was in the early 1970’s and 1980’s, however, with all the donated supplies we were able to set up an adequate ICU.

We worked side by side with the Nicaraguan nurses. There were 15 nurses who worked with us in rotation in the ICU, RNs who were students at the university in Managua working on their professional degree. This is similar to what we would consider a BSN. They were all specializing in critical care (one of four specialties available). Most of them had full-time jobs in addition to the work they did with us. They considered this part of their clinical rotation and were very eager to learn all they could because they were part of the first class in the new specialty of critical care. Our goal was to mentor them to be independent by the end of our trip. The learning, however, was not all one-sided. I learned many things from my Nicaraguan colleagues. How to do more with less was an important lesson. As nurses working in the United States, we have become accustomed to having everything at our disposal. This experience taught me more about being creative in delivering care because we simply did not have many of the things we needed. Plasma expanders such as Hespan or albumin were not available. Our choices for volume expansion were limited to lactated ringers or blood. The blood supply in this country does not go through the same vigorous testing that we put our blood supply through; in fact, patients are not even typed and cross matched!
So one really had to have a good reason for using blood and not just ringers.

While I was lamenting the lack of what I considered modern technology, my Nicaraguan colleagues assured me that this was a well-equipped ICU. It seems that many of the hospitals that they work in do not have even the most basic ICU equipment like monitors or ventilators. The nurses were quite knowledgeable about the frequently used ICU medications, although due to lack of availability, they had never actually seen them used! So it was no surprise when one day one of the nurses from the other ICU came and asked to "borrow" our defibrillator. When I asked what she needed it for (thinking that they wanted to use it to transport a patient), she said that one of the patients was coding and their defibrillator was not working. With that, one of the nurses from St. Louis and I sprang into action. We grabbed our defibrillator and code box and ran next door. There we saw a group of doctors and nurses standing at a bedside watching a patient in V-fib on the monitor. No CPR, just watching. We initiated CPR, began to bag the patient, and defibrillated. I asked the doctor what drugs he wanted to give, but when he said, "We have none," I began to call for what I knew we had. Despite our best efforts the woman died. Her husband told me that she had been unconscious for a while before he drove her about 30 minutes to the hospital. This situation impressed me for the simple fact that it must be so frustrating as a health care provider to have the knowledge to help people, but not the means (medication and equipment) to achieve the goal.

In two weeks' time we performed 13 surgeries. We could have accomplished more, but the real goal of our mission was to teach. We trained ICU and OR nurses, perfusionists, surgeons, and respiratory therapists. I spent the better part of the two weeks trying to impress upon the x-ray technician the importance of taking a chest x-ray with the film upright instead of sideways. His logic was that if the film was sideways, then he would not have to take the time to center the patient on the film. He just could not understand why I wanted to see the upper and lower lobes of the lungs at the same time! With the help of the Nicaraguan nurses, we were finally able to overcome this problem. While Nicaragua is a long way from having an independent heart surgery program, I am confident that the nurses we trained in the ICU will be good nursing leaders in the new critical care specialty.

Each patient presented with a new story or situation that broke my

[Image: Denise with one of the orphanage children]
heart. These people live in a state of such poverty that few of us Americans will ever understand. Rheumatic heart disease is their main problem. Few people live long enough to have coronary artery disease. Since rheumatic heart disease is rare in the US due to the wide availability of antibiotics, the patients that I took care of provided me with a tremendous learning opportunity. Never had abnormal heart sounds been so easy to identify. The real tragedy in all this is that their problems are preventable and that rheumatic heart disease is really a public health issue. When the average person earns ten to 40 dollars a month and they have to feed a family on that small amount of money, one can see why spending four or five dollars for antibiotics is an unacceptable option. The lack of funds for continuing medication was a big consideration in the type of surgery that Dr. Marath performed. He tried to repair the valves first rather than replace them with artificial valves. If we used mechanical valves, the patients would require lifelong anticoagulation. Even if we could get the medication, there was no real system for testing the coagulation profile on a regular basis.

The CardioStart team reached into their own pockets for a few cordobas (the Nicaraguan currency) many times. Most times it was for money for a taxi ride home rather than have the patients face a two-hour bus trip! Can you imagine sending a four-day post-op patient home by bus? One young woman's story impressed me the most. Her parents had died years before and she had been left with the task of raising her three younger brothers along with her 17 year old sister. Since she was so sick, she was unable to work. They lived on a ten dollar per month government subsidy. She had asked one of the ICU nurses for her pen before we left. When asked why she wanted the pen, she replied that she sends her brothers to school, but it was difficult for them to learn because they have no pens or paper. With that, we set into action. We collected money from the whole team and
Making a Difference

The Nicaragua Experience
continued

bought a bag full of school supplies—pens, pencils, paper, crayons, books, etc. Needless to say, there was not a dry eye in the house the afternoon we presented this bag of goodies to her.

I would be remiss if I did not mention some of the cultural differences that I encountered in caring for this special group of patients. While I had read all I could find on the culture of the Nicaraguan people before I left on my trip, I really needed to rely on my patients and the Nicaraguan nurses to help me better understand my patients. Family is the center of life to the Nicaraguan people. The women in the family come to the hospital and expect to assist in the care of their family member. Since the hospital is so far away from many of the patients’ homes, the family will camp out in the hallways or near the bedside of their loved one. As a whole, these people seem to adjust to any life changes. I am not sure if this is because of the ten-year civil war (that ended in 1991) and all the hardships that they have endured as a result of the war. I was surprised by how easily they coped with death. During this trip, we cared for one man who died during surgery. His was a rather complicated case and the OR team was unsuccessful in restarting his heart. It was the response of his wife that I recall the most. When told by the doctors of her husband’s death, she responded by thanking the team for all they had done to try to save her husband’s life. She clearly understood that his heart disease was endstage, that this surgery was their last hope. She then thanked us for giving him that chance. Noticing that we were all visibly shaken by the situation, she then asked us not to give up, not to abandon the heart surgery program in Nicaragua, for many of her countrymen needed us and our help. Her thoughtfulness and concern for others at her time of such great loss was truly inspiring.

Our work in the hospital was not our only mission in Nicaragua. CardioStart assists in the ongoing support of orphanages and feeding stations in the countries it serves. One afternoon, we traveled to one of these orphanages. This one was run by a group of catholic nuns and housed 80 children from eight months to late teens. The nuns provided the basics for these children solely through donations. They collected rain water to use for drinking, cooking, washing, and bathing. One of the nuns told me that there were many nights that the children went to bed hungry because there was no food. They would pray and a donation would eventually come. The children themselves were adorable. As all children, they were very curious about their “strange” visitors. We spent the day playing games and singing songs. I had brought with me a supply of Halloween candy which was a definite hit for our “party.” Toys were part of the donations that we had brought for the children. For most of them, this was the first toy that they had ever had!

Probably the most important part of this trip was how I have changed as a result of my experience. I have a much better understanding of world poverty and how this affects the emotional and physical well-being of these people. The closer I got to the Nicaraguans, both the medical team and the patients, I realized that despite the difference in our lifestyles and income, at heart we are all the same. Helping and caring for those in need are global issues. The children in the orphanage deserve a good life, just as any other child in a developed country. I know I can make a difference even if it is in some small way.

The enormity of the problem of world poverty was impressed on me during my stay in Nicaragua. It is a problem that few of us in the United States can truly understand. We all have the ability to help even in some small way. Every day in our jobs we waste so much that is precious to those who have nothing - outdated equipment that lies unused in a storage closet, outdated supplies that we just throw away. The list is endless. Imagine that you need to supply a hospital from the ground up and anything you think of is exactly what they need, even if it is old. CardioStart needs these supplies to support its missions. Without these donations, we would not be able to assist these countries to achieve what we consider even the most basic health care. As Margaret Mead once said, “Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.’’

If you can assist CardioStart with supplies, or are interested in volunteering in any way—gathering donations or going on a mission—please contact Denise to receive a volunteer packet. Her telephone number is (203) 876-7558 and her email address is Denise@cardio.org. You may also contact Chuck Mulhern, Director of Administration for CardioStart, at (813) 689-3289 or CardioStartIntl@msn.com.
Angela Crowley: Advocate for Linking Child Care with Health Care

by Kate Stephenson '94

Angela Crowley is a PNP and Associate Professor at YSN in the Pediatric Nurse Practitioner Program. For more than ten years she has been involved in the pressing issues of child care health. Now, with more media and political coverage of child care and the impact of the environment on early brain development, Angela is hopeful that children in child care settings may finally benefit from legislation which targets health and safety issues.

In 1995 the Healthy Child Care America Campaign was launched as a joint effort of the Child Care Bureau and the Maternal Child Health Bureau in Washington, DC. Its goal is to improve the health and safety of child care by linking health and child care professionals. To promote the campaign, most of the states and territories were awarded federal grants for the purpose of designing state specific initiatives. Angela Crowley currently serves as a consultant to the Healthy Child Care Connecticut campaign. With an eye toward improving child care quality and regulations, she is working with others to develop a system to create policies, connect resources, identify needs, and link health care and child care providers. Earlier related endeavors which Angela assisted in creating were the Child Care Coalition of South-Central Connecticut in 1986 and the NAP-NAP Child Care Special Interest Group in 1993. Some of the goals of these initiatives were to educate nurse practitioners about the important influence of child care quality on children's health and development and the role they can play as consultants for child care programs. Over the past several years, Angela has also bridged the nursing-medicine connection on child care issues as NAPNAP's liaison to the American Academy of Pediatrics Committee on Early Childhood, Adoption, and Dependent Care.

In January Hillary Rodham Clinton visited Trinity College in Hartford to speak about child care issues and to promote President Clinton's child care bill which addresses quality enhancement issues and funding for on-site health consultants at child care programs. Angela was invited to speak on the panel with the First Lady regarding the role health care professionals play in ensuring that child care is healthy, safe, and developmentally appropriate for young children.

Beyond Connecticut, Angela was invited to Washington, DC several times over the past year to participate on panels regarding the importance of nursing in connecting health professionals with child care providers. In July of this year, she traveled again to Washington and presented findings from her doctoral dissertation, "Linking child care and health: Child care directors' and health professionals' perceptions of consultation and collaboration." Familiar with both state and national regulations and standards on child care issues, Angela notes, "Although 24 states require health consultation to child care programs only five states require on-site health consultation in these settings. Among those states, Connecticut is the only state which surpasses the national recommendations and requires weekly health consultation to programs that enroll children under three years of age." In her study, 85% of a representative sample of Connecticut child care directors reported that weekly nursing consultation was important or very important for managing and promoting a quality program. Angela also comments that, "To date there has been little available data on the role of nurses in child care settings. Clearly there is a need to further study the outcomes of nursing intervention in promoting the health and development of children and families in child care programs."

Angela is hopeful and enthusiastic about the progress thus far, and she feels confident that legislation linking health and child care, as well as public and private partnerships, will be developed. She continues to advocate for children in these child care settings where increasing numbers of children with working parents demand not only more available and affordable programs, but also programs which are healthy and developmentally sound.
began its annual alumnae/i weekend program with registration, cocktails, and an informal supper in the Student Lounge and Commons at 100 Church Street South. The now traditional Thursday evening of "Remembrances with the Dean" with outgoing Dean Judith Krauss was, as usual, a wonderful entree into the weekend events, as well as a prelude to later farewells as Judy completed her 13th year as dean.

After breakfast, Friday’s 41st Annual Alumnae/i College, entitled, “75 Years of Excellence,” began with remarks from Dean Krauss and Yale President Richard Levin. Helen Varney Burst ’63, YSN professor and Chair of the 75th Anniversary Committee, presented, “A History of YSN: Lux et Veritas,” a poignant timeline of YSN’s past 75 years, from conception, through birth, infancy, toddlerhood, childhood and adolescence, leaving us, perhaps, at young to middle adulthood today. An amazing array of slides was presented to the audience, perfectly timed with Helen’s respectful and often humorous delivery of YSN “tidbits.” There were many smiles, much laughter, and even some tears throughout, as each person in the audience related to particular pieces of history and particular slides, often of themselves. It was a special moment for YSN to be presented in all her splendor, to have come through the challenges it has faced, and to shine with the accomplishments it has achieved. A monograph, provided to those who attended, contains the basic content of Helen’s presentation, as well as some historical photographs of people and buildings important to YSN’s past. Members of the 75th Committee included, Mary Angeloti, Ann Cocks ’98, Barbara Larkin, Alison Moriarty-Daley ’94, Leslie Nield-Anderson, Karin Nystrom ’95, Linda Pellico ’89, and Barbara Reif.

Thursday evening celebrants (L to R) Carol Ann Wetmore ’94, Susan Bonini ’89, Bonnie Baloga-Altieri ’89, Anne Aquila ’89, Linda Pellico ’89, and Ed Drew ’92.
Dean Judy Krauss introduced a video presentation, which followed next. Judy had been interviewed by Laurel Vlock on the occasion of YSN's 75th anniversary, and the video also included commentary by a number of YSN grads who shared thoughts on their YSN experience. Dean Krauss next introduced Shirley Johnson Greenwald '53 who had presented a gift to the School in honor of her husband, Willard F. Greenwald, Jr., MD. The stately spiral staircase connecting the faculty and staff offices upstairs to the student lounge and classrooms downstairs is now named in his memory. A ribbon-cutting ceremony commemorated the event.

During lunch, alums could purchase YSN stationery and notecards, peruse the historical research projects presented in poster format in the lower level of the building, or enjoy the historical exhibits and uniforms set up under the direction of Linda Honan Pellico '89. The afternoon program was a "conversation" with Deans Florence Schorske Wald '41, '56, Donna Diers '64, and Judith B. Krauss '70. Issues such as, "Where were you when you were asked to be dean?" were discussed with great humor and insight.

The Friday evening banquet, held this year at the New Haven Lawn Club, is always the highlight of the weekend, but this year was particularly exciting as alums and special guests awaited the unveiling of Dean Krauss's portrait at the social hour and reception in her honor. Yale Provost Alison Richard made remarks and revealed why it was both a professional and personal privilege to share in this celebration. She had recently been given a YSN pin by Judy and although she could not explain it completely herself, the pin held a special meaning for her. Bill Kissick, former member of the Yale Corporation and a good friend of the School and Judy, gave a champagne toast after which the portrait was unveiled. Artist, Charlotte Wharton, attended the unveiling and was introduced to those assembled.

Immediately following the unveiling was the banquet, held in the art-deco, high-ceilinged hall. All those who were at the banquet found a lovely framed picture of one of the YSN pins at his or her place, a gift from Dean Krauss. Following dinner, class agents presented their class reports followed by the presentation of Distinguished Alumna Awards by Judy Krauss and Board President,
Deborah Chyun. Recipients included Nina Relin Adams '77, Victoria Sellens Cohn '48, Dorothy Edwards '48, Armenita Jarrett '59, Margaret McGrath '76, and Cassy Deane Pollack '83. Unfortunately, Armenita was unable to attend, but sent gracious remarks of acceptance which were shared aloud. Judy also took this opportunity to personally thank Mary Jane Kennedy '68, who is stepping down from her position as Chairperson of Annual Giving for the Alumni Fund, for her years of devoted service. Nina Adams '77 has enthusiastically agreed to succeed Mary Jane in the annual fundraising efforts for the School.

Saturday morning began with a meeting of class agents. Then Deborah Chyun '82, YUSNAA President, presided over the Annual Meeting of the Alumnae/i Association. The final session of the weekend program, "YSN: The Next Horizon," consisted of a panel of advanced practice nurses across various specialties who presented current practice and education updates: baby boomers/geriatrics, acute care settings for the nurse practitioner, health policy, home care issues, psychiatric-mental health nursing's trend toward looking at patients more holistically and incorporating medical issues into practice, and school-based clinics and their interdisciplinary community involvement. Deb Chyun moderated the panel discussion, which included Geriann Gallagher, Denise Guaglianone '92, Donna Mahrenholz, Paula Milone-Nuzzo, Jeannie Pasacreta, and Carole Passarelli. The panel evoked lively discussion regarding the direction these nursing specialties are taking, the challenges we face, and some of the departmental organization design strategies for YSN.

Judy Krauss and Deb Chyun wrapped up the weekend with thank you's and farewells, and Deb surprised Judy with the YSN pin that she had never owned, symbolic of the Board's and the Association's gratitude for her dedicated service to YSN, both as an alumna and as dean. The YUSNAA Board wishes her well.

There were so many special moments over the three days of celebration and reunion. Perhaps photos capture some of those moments better than words!
Members of the Class of 1973 at the banquet (L to R) Carol Garant, Eileen DeGarmo Smith, Karen Fleischer Davidson, and Donna Linder Teachey

Armentia Jarrett, currently living in California, was unable to receive her DAA award in person, but was with us in spirit.

Mary Jane Kennedy with the beautiful Tiffany loving cup given as a gift from Judy Krauss in recognition of all that she has done for the School.
YUSNAA President Deborah Chyun (R) surprised Judy with a YSN pin, a gift from the Alumnae/i Association.

Marie Pearce with the needlepoint shield that she designed and crafted and which is now hanging in the Olga Zagriniski Student and Alumnae/i Affairs Conference Room

Caroline Gieges ’33 celebrated her 65th reunion and was honored for representing the earliest class in this reunion year.

Saturday morning panelists (L to R) Denise Mahrenholz, Geriann Gallagher, Denise Guaglianone, Paula Milone-Nuzzo, Jeannie Pasacreia, and Carole Passarelli
Bill Kissick gave the champagne toast at Judy's portrait unveiling.

Olga Zagraniski named a conference room in honor of her beloved classmates from the Class of 1942.

(L to R) Carol Burke Curran, Nancy Shanahan Doolittle, and Jeanne Shea Benninghoff from the Class of 1953 celebrated their 45th.
Report of the Nominating Committee
Slate of Officers and Directors for 1998-99

The following alumnae/i have committed themselves to serve the Association and fulfill the duties inherent in the various positions.

Continuing:
- President, 1997-99: Deborah Chyun '82
- Secretary, 1997-99: Deirdre Marcus '94
- Directors, 1997-99: Linda Degutis '82, Elizabeth Cusanelli '94, Curtis Harmon '94
- AYA Representatives: Catherine Forrest '71, Marjorie Funk '84
- Co-Editor, Yale Nurse: Kate Stephenson '94

Newly Elected:
- Vice President, 1998-2000: Carol Ann Wetmore '94
- Treasurer, 1998-2000: Janice Davey '76
- Directors, 1998-2000: Beth Ann Collins '93, Joan Demaio '82
- AYA Representative, 1998-2001: Linda Demas '89
- Nominating Committee, 1998-1999: Robin Richards '93, Chairperson
  Kathryn Griffey '93
  Rebekah Mull-Wilmes '96

Deans Donna Diers '64, Florence Wald '41, and Judy Krauss '70 reminisced about their experiences as YSN deans.
MINUTES OF THE ANNUAL MEETING
OF YALE UNIVERSITY SCHOOL OF NURSING
ALUMNAE/I ASSOCIATION

June 6, 1998

The meeting was called to order at 9:30 a.m. by Deborah Chyun, President of the Association.

Treasurer Karin Nyström ’95 reported:

• The Association fund has maintained a budget under $200,000.
• Our total expenses through June 30, 1998 are estimated to be $187,860.
• We divide our expenditures into several broad categories:
  (a) Under scholarships, monies available to students totaled $111,280.
  (b) Expenses related to the printing, production, and mailing of the Yale Nurse totaled $14,421.
  (c) Each year the Alumni Association gives the YSN pin to the graduates at Commencement. This year the cost of the pins was $5,057.
• Our Certificate of Deposit covered the cost of the Dean’s portrait and monies remaining have been rolled over for a future portrait.
• Expenses for the 1997 Alumnae/i Weekend totaled just over $8,000; expenses related to this Weekend will be reported at the next general meeting.
• Additionally, the Board hosts a yearly career workshop and informal student meetings which cost approximately $2,000. This has helped the Association become more visible to currently enrolled students.

Mary Jane Kennedy ’68, Chairperson of Annual Giving, reported:

• She received notification from Monica Robinson that a total of $134,894 from 12,015 alums (40%) was raised. She was confident that we would make our projected goal of $140,000 by June 30. The participation goal is 53%. Reunion classes gave $102,404 from 256 donors. The bulk of funds goes to financial aid for students.
• Judy Krauss spoke about financial aid awards. She stated she believes we should give a sizable amount to students and explained that students tend to remember gifts from the Alumnae/i Association. She discussed the division of monies and current cost of a YSN education. Tuition for RN students is approaching $20,000. Tuition for the first year of the GEPN program is approaching $30,000.
• Robin Richards ’93, Chair of the Nominating Committee, provided a brief biography of each of the newly nominated officers and directors. She proposed the Slate of Officers and Directors for the 1998-1999 year. The slate was approved.
• Doris Foell ’88 discussed the proposed revisions of the By-laws in 1985 and 1998. There were 142 returns of the ballot. 128 voted yes to revisions, 6 voted no, 8 gave no response to the proposed changes. Several respondents made comments regarding the by-laws and perhaps in the future an article in the Yale Nurse could be written in response to some of the questions about the Board’s functions.

New Business

• The Association sponsored several events throughout the year:
  • A TGIT “Thank Goodness It’s Thursday” wine and cheese get-together. There was a great turnout.
  • A Career Workshop which 50 graduating students attended in January. Board members put on the program, which was very well attended.
  • A “Welcome Back from Spring Break” breakfast was also very well attended.
  • Ann Cocks ’98 made a wonderful contribution to the work of the Board this past year.
  • YSN pins were given out by the Alumnae/i Board. Karin Nyström ’95 presented them at Commencement in May.

The meeting was adjourned at 9:50 a.m.

Respectfully submitted,
Deirdre Murty Marcus ’94
Secretary
Dean Judy Krauss was honored many times over as she stepped down from the deanship at the end of June after 13 years of distinguished service to the School and the University. She was celebrated at a gala reception in the President's Room at Woolsey Hall on May 1, 1998, when President Richard Levin and other distinguished Yale colleagues, friends, and family made remarks and presented gifts. Former Dean Donna Diers was Master of Ceremonies.

At another special presentation the graduating students surprised Judy before graduation day with a ceremonial mace, the upper section of which was designed in the shape of the original folding canvas lamp carried by Florence Nightingale. The mace was commissioned by the Class of 1998 and was formally presented at YSN's graduation ceremony in May. Judy had long wanted a mace for official ceremonies and it was given to the School in her honor.

Judy's official portrait, painted by artist Charlotte Wharton, was unveiled at a reception in Judy's honor which was part of the 1998 Alumnae/i Weekend events. The portrait is now hanging in the Judith B. Krauss Hall of Portraits named in her honor by friends and colleagues. The portrait was the gift of the YSN Alumnae/i Association.

Judy has been named Distinguished Nurse Scholar in Residence by the American Academy of Nursing and will be spending the next year in Washington, DC at the Institute of Medicine in the health policy arena. YSN wishes her well as she begins her two year sabbatical leave and looks forward to her return to the faculty in 2000! ■
(L to R) Ann Williams '81, Catherine Forrest '71, and Dianne Schilke-Davis '72 were among many guests at the Woolsey Hall Reception.

Gail Melkus assisted Judy in putting on a "Yale blue" sapphire bracelet given to her by friends and colleagues. President Levin looked on.

Judy was surprised with the formal YSN mace.
PINNING DOWN
A YSN TRADITION:
Part I

by Karin Nystrom '95

A short time ago the Class of 1998 gathered together with family and friends at yet another of YSN's traditional commencement exercises. For the new graduates, this event marked the end of a seemingly long and challenging academic journey (one can witness the stacks of newly bound theses in the reference room!). This commencement ceremony marked the beginning of new careers in advanced practice nursing as Yale nurses were urged by Dean Krauss to go forth and nurse in Yale's tradition of excellence.

In 1990 a newer (and somewhat lesser known) tradition was established as part of the commencement exercises, the presentation of the YSN pin. For the last eight years each member of the graduating class has received Yale's nursing pin as a gift from YSN's Alumnae/i Association. The front of the pin shows the present arms of the School of Nursing and the back has the graduate's initials and class year inscribed. A congratulatory message is conveyed at the presentation and the message is simple. "Congratulations! We hope you will wear your pin with pleasure and pride as you begin your career as an advanced practice nurse."

The decision to present the school pin at graduation came about after a six month long discussion among Yale School of Nursing Alumni Board members during the 1989-1990 school year when ideas for increasing student awareness of the Alumnae/i Association's existence were proposed. Giving a gift to the graduating students was suggested by several Board members and it was thought that the school pin might be an ideal gift since up until then students had purchased them on their own. The pin might foster a sense of Yale pride and goodwill toward the school for years to come. After considering other gift options, the pin was heartily endorsed by the Board. Subsequent meeting minutes reflected activity involving negotiating prices with local jewelers, deciding on a particular style (should the three-year students be awarded the guard pin, too?), and deciding how the pin should be presented. The idea of a separate pinning ceremony was voted down, but during the April, 1990 meeting, the Board voted to have the president of the Alumnae/i Association present pins to the MSN graduates at the graduation ceremony. At the Annual Meeting in the spring of 1990 Dean Krauss announced this newly created YSN tradition.

As the School's 75th anniversary was recently celebrated, and as numerous collections of YSN history were "excavated" and put on display around campus, it seems fitting that the history of the school pin(s) be explored. Part I of this two-part article will focus on the creation of the current YSN pin (awarded to graduates of the MSN program) and the arms of the School. Part II (in a future issue of Yale Nurse) will cover the history of the YSN pin which bore the original arms of Yale University and which was available to graduates of the School up until 1958.

One of the first documents to be found in the boxes at the archives was a letter dated January 17, 1966 and written to Dean Florence Wald. Twenty-one students had drafted this letter asking her to consider the possibility of establishing an official pin that would be awarded to graduates of the Master of Science in Nursing program. The MSN program had been in existence since 1956. They wrote:

Some of us were discussing the meaning of our school pins. We felt that wearing the pin was a sign of pride in, and loyalty for, our undergraduate school. We believe that this feeling also extends to our graduate school. It was disappointing for us to discover there is no pin for the
Yale School of Nursing. Could you please look into the possibility of establishing an official pin which could be awarded to the graduates of the Master’s program which could be worn with the undergraduate pin? We would appreciate your attention to helping us obtain a lasting symbol of the two years we spend here. Thank you for your kind consideration.

Yours truly...

This letter may have marked a turning point for the school in that the transition from the school’s awarding of the MN degree to the current MSN degree met with some hard times and bitter feelings among old and new graduates. Perhaps the idea of a pin provided a sense of identity for the school’s new curriculum.

Two months later Dean Wald sent a memo to then Assistant to the Dean of Student Affairs, Elizabeth Barnett...

At long last we have found the folder... K.D. has been asking me several times about an insignia for the graduate students... My own preference is by far the one submitted by Theodore Sizer. The inclusion of the cross of the Knights of St. John of Jerusalem seems a very appropriate inclusion. Should we ever open up a basic program again, we may want to re-use our present pin...

And so for several months, numerous memos were exchanged among school offices describing the work and effort to design the pin that is...
Currently presented to graduating students. The actual pin size, the gold rimmed border, the enamel type, and color choices were sketched, critiqued, and approved by the faculty, students, the jeweler, and of course, Mr. Sizer. By June of 1966 graduates were able to submit completed vouchers to order their new school pin. The students also voted to have a chain with a large link attached, so that their undergraduate pin could be attached by the stem without further adjustment. Incidentally, at the same time as the new pin was being designed, Dean Wald was concentrating her efforts on having the School's banner embroidered so that she sought the assistance of the Royal School of Needlework in London, England. That summer, she and her family had planned a holiday traveling through England and Scotland and she was able to consult with Mrs. Hamilton-King, director of the London-based School. On June 30, 1966, prior to her trip, she wrote to Mrs. Hamilton-King:

I am sure that you are familiar not only with the badge of the Order of St. John which is a Maltese Cross or Cross of Eight Points (sable for the field, a Maltese Cross argent), but also with the arms of Yale University in the "chief." Mr. Sizer suggests a blue and white fringe for the banner, and recommends that the hoist might be five feet, and the fly two and one half feet. He believes we should have a sleeve for the banner. Since our banner is usually carried by women rather than men, it is necessary to have it as light as possible. Will you be kind enough to send me an answer by airmail since we leave for England in three weeks?

Sincerely yours...

Mrs. Hamilton-King had since retired, but Miss Beames, the School’s secretary, responded to Dean Wald’s letter and invited her to visit. Of course the tales of Dean Wald’s summer adventure (which I had the wonderful opportunity to enjoy while sitting in her living room on a rainy afternoon) will be left to another article!

The notion of designing a pin for YSN (with the current arms of the School) should not be credited solely to the graduate students during the mid 1960s. Within two years after the School’s newly designed banner had been carried at the 1959 commencement parade, Dean Wald had consulted with the University’s Pursuivant, Theodore Sizer, about designing a school pin. She had received the shield of the order of St. John as a gift from Mr. Sizer and had wished to consult with him on using the new arms as a possible insignia. On June 27, 1961, she wrote:

Dear Mr. Sizer:

How thoughtful of you to send us the shield of the Order of St. John. My secretary has promised to have it put on the wall over my desk before I return from vacation on July 5th. I was wondering if you will still be in New Haven during the summer months. I would very much like to consult with you about the design of a pin for our graduate students ... with your permission, I will call you on July 5th.

The making of the School’s arms into a small pin required much thought and input from the designer himself. Theodore Sizer wrote:

The Yale blue of the Y is much too dark... too little contrast with the black background ... it should be half way between white and black ... the gold border is, of course, optional and technical ...

Theodore Sizer, while a distinguished professor in the Art Department at Yale, had also been placed in charge of the various coats of arms of the University and colleges/schools and was bestowed the title “Pursuivant of Arms.” This title dates back to the 15th century, when King Richard III created this post for someone to track and protect the family crests and coats of arms of the nobility. This hereditary title has been passed down to various dukes and earls of the present day. (Personal communication, J.W. Nystrom)

Sizer was a beloved character on campus and perhaps for his grand reputation and physique, he earned the nickname “Tubby.” In his memos to Dean Wald, he makes reference to several other works he was responsible for at the university, including the flag and seal of the School of Organization and Management. (Personal communication, D. Diers)

So just what did the late Theodore Sizer use to design a banner for the largest single bastion of women at Yale University in the 1950’s? What is the significance of the eight-pointed cross? And who were the Knights of St. John?

Acting Dean Florence Schorske (Wald) was similarly intrigued after the commencement exercises of 1959, because on June 12, 1959, she penned the following letter to Professor Sizer:

I don’t know whether you were present at the Commencement exercises on Monday and whether you were able to see the Yale School of Nursing banner in the procession. Our ban-
The very next day Professor Sizer responded to her note and wrote:

Dear Miss Schorske:

Thank you for your nice letter. What I did was simply this: look up in the new Chamber’s Encyclopedia, London, 1955, the history of nursing and there I learned that the badge (not arms) of the earliest Christian nursing order was that of the Hospitallers or the Order of St. John of Jerusalem (which was recognized by a papal bull in 1113 - therefore of a respectable age). That order was later known as the Knights of Rhodes and still later as the Knights of Malta. The early badge, a simple cross, was replaced in 1400, by the Maltese Cross, a very handsome heraldic device. Although the color of the cross was changed (to red) by the later orders, that of St. John of Jerusalem retained the white cross on a black field. The Order of St. John still exists and uses the white cross on black (and this I have checked with a member). If you turn to Bontell’s Heraldry, as revised by C.W. Scott-Giles, London, 1950, p. 52, you will find: the Maltese Cross or Cross of Eight Points: Sable (for the field-black), a Maltese Cross argent (white) the Hospitallers or Knights of St. John (of Jerusalem) and that the Templars bore this cross gules (red) on argent (silver or white). So what I’ve done is simply to use the original (and still used) colors of the Order of St. John, which is correct. .. I assure you of the heraldic correctness both as to the shape of the cross and its color. There is a rather rigid grammar to good heraldry and it is this that I have abided by. I would like to see all my (stenciled) banners supplemented or superseded by banners embroidered on figured brocade, such as those of the Knights of the Garter at the Royal Chapel at Windsor and those in the Henry VII Chapel at Westminster. This can be done at the Royal School of Needlework in London (who makes the finest banners in the Western world) for about ...Should you wish to go into the matter more deeply, what about lunch at the Graduates’ Club some day soon? Yours faithfully...

To understand what prompted the organization of Christian military nursing orders, one needs to remember the events surrounding the Crusades which took place during the eleventh and twelfth centuries. Every Christian was urged to make a pilgrimage to Palestine to the tomb of Christ during his/her lifetime, but the Turks, who had embraced Islam, had captured many of the holy places in and around Jerusalem and had imposed harsh treatments on the Christian pilgrims. Austin writes, “Next to participating in the pilgrimage as a combatant, the greatest virtue in the eyes of the faithful was devoting oneself to the service of the pilgrims.” As a result, military expedi- tions of the religious movement known as the Crusades were formed to defend the pilgrims against the Turks. Of course, disease, lack of food, and poor sanitary conditions made travel even more challenging. So shelters and hospitals were built to feed and care for the crusaders. Military nursing orders were formed not only to defend the shelters from invaders, but to provide food and medical care for the Christian (and Moslem) travelers. This called for many men to enter the field of nursing. According to Josephine Dolan in the book, Nursing in Society, the military orders were made up of members of the church who had achieved the title of knighthood and so became military nursing knights. The Knights Hospitallers of St. John were assigned to work in a Jerusalem hospital that housed male patients and were under the protection of St. John the Baptist. When required to defend the hospital, the knights wore a suit of armor. Otherwise, they dressed in a black mantle that bore the white Maltese Cross. A second hospital was built exclusively for female patients, protected by St. Mary of Magdala, and staffed by nuns. The Knights traveled into Rhodes and then Malta where they built additional hospitals and shelters and introduced measures such as quarantining and sewage disposal to prevent the spread of disease.
The Sisters of the Knights Hospitallers of St. John formed a nursing order after they were forced from Jerusalem, and still provide care for the sick. Dolan writes, "Under the Geneva Convention, their insignia, the Maltese Cross, was awarded the same recognition of immunity by belligerents in war as the Red Cross."

There has been some discussion (as previously mentioned) that the habit of the order was red with a white Maltese Cross (Malta), or that the cross was changed to red (Templiers), but Theodore Sizer’s references confirm the correct (and current YSN) heraldic design. In a letter dated July 18, 1966 to Father Wilfrid Bayne of Portsmouth, Rhode Island, he states:

I shall use the more familiar badge of the Order, that is, the white, eight pointed cross against a black background (representing the black mantle), rather than the white cross against a red background from the Grand Master’s standard. I do this for a variety of reasons: we have too much red in our procession anyway; the enamelled badges that the nurses wear have black backgrounds; the stenciled banner I made some years ago has black; in England, as I remember, the road signs near hospitals -- warning motorists to be quiet -- are white crosses against black, and so on...

And so the official banner of the Yale School of Nursing, while retaining the official arms of Yale University as the principle ordinary (a heraldic term used to describe the design on the upper third of the shield), also displays the design of the badge of the Hospitallers of the Order of St. John which the University’s Pursuivant had adopted as the arms for our School. The blue “Y” has been transposed over the cross on both the pin and the arm patch that is worn on lab coats of YSN students.

In a more recent article on nursing symbols, Hardin and Benton stated that because, “nursing is a highly and increasingly diverse field, which utilizes such a wide variety of work skills and settings, it seems an almost hopeless effort to single out certain symbols with which most nurses would identify.” Over the last three decades, nurses have abandoned their starched, white uniforms and caps, universal symbols for the public. Yet symbols of a profession reflect the foundation of its existence. I propose that YSN’s pin symbolizes three important individuating themes, professional training, earned membership into the profession of nursing, and affiliation with a preeminent nursing institution whose mission to inspire excellence has produced fine practitioners. For these reasons, the pin becomes a significant gift, and a symbol of both the hard work put forth to become a Yale Nurse, and for the goals achieved in a given specialty.

For the recent graduates, take a moment to think about your career at YSN and the ways in which you will change nursing practice in the years to come. Your pin will be your guide! Remember the traditions that have been founded at your school and that make it a leader in the university model of academic preparation. And most importantly, take a moment to remember the collective force of the faculty and fellow students who helped shape your critical thinking skills. Certainly the knights and nurses of the 15th century had the same qualities.

References:

The contributions of Donna Diers, J.W. Nyström, and Florence Wald are much appreciated.
Annual Sigma/YSN Research and Policy Forum, May 7, 1998

YSN's Annual Research and Policy Forum, in association with Sigma Theta Tau, Delta Mu Chapter, was held at YSN to highlight student research and announce Sigma Theta Tau grant awards. Associate Dean for Research, Margaret Grey provided introductions and presented research grants to Jordan Hampton '98, Elizabeth McGann, DNSc '00, Cassy Pollack '83, and Heidi Sweeney '99.

The following students from the Class of 1998 presented their research:


Ashley J. Beasley, "Efficacy and Utility of a Color-Coded Blood Glucose Monitoring Log in the Management of Type 2 Diabetes."

Ann Cocks, "Description of the Nursing Career of the Living Graduates of YSN Classes 1926-34: The Annie Goodrich Years."

Elizabeth Conway, "Social Support in Widowhood."

Laura Fadil, "Health Status and Health Access among Downtown Evening Soup Kitchen Guests."

Elizabeth Gillis, "Effects of an Urban High School Day Care Center on Adolescent Parents and Their Children."

Joanne Hayes, "Menopause: Women's Choices and Women's Wisdom."

Vanessa Jefferson, "Health Promotion Practice of Black Women at Risk for Diabetes Mellitus."

Pam Lehmberg, "Experience and Advice: Women Diagnosed with Genital HPV Infection."

Allison Oesterle, "The Psychosocial Adjustment of Adolescents with Type I Diabetes Mellitus on Intensive Insulin Therapy."

Lynn Price, "The Political Ecology of Nurse Practitioners in Four Countries."

Liz Robinson, "The Effect of Black Cohosh on Menopausal Symptomatology."

Chris Sabourin, "Readmission of Patients after Coronary Artery Bypass Graft Surgery: Effect of Length of Stay and Age."

Elizabeth Steinmiller, "Incidence of Trauma in Patients Diagnosed with Obsessive-Compulsive Disorder."

Melissa Watterson, "Barriers to Smoking Cessation among Parents of Children with Asthma."

Sigma Theta Tau Research Day, April 16, 1998

The Connecticut chapters of Sigma Theta Tau International held their Seventh Annual Research Day at the Water's Edge Inn and Resort in Westbrook, Connecticut. Kimberly Lacey '97, DNSc '00 presented, "Quality of Life in the Elderly: The Impact of Intervention for Abdominal Aortic Aneurysm," and Deborah Chyun '82, Julia Kling '97, and Christine Tocci '97 presented, "In-Hospital Mortality in Patients with Diabetes after Acute Myocardial Infarction." Poster presentations were done by Sharon Eck, DNSc '99, Mariette McCourt '96, Elizabeth McGann, DNSc '99, Lynn Price '98, Rhea Sanford '86, and Marjorie Tierney '97. Fran Gwinnell '96 organized the event.
Michelle Davis '99 was awarded a Downs International Health Student Travel Fellowship for the summer of 1998 from the Yale Medical School to pursue her research, "A Comparative Study of the Development and Coping Related Behaviors of Romanian Orphans."

Elizabeth McGann, DNSc '99 was awarded a $5000 research grant from Glaxo Wellcome. Liz's doctoral research is a study of the relationship of denial of illness and compliance patterns of inhaled steroid medication in adults with asthma.

The 1998 YSN Community Service Award, presented at the Sybil Palmer Bellos Lecture in March, was awarded to Robert Krause '98. Robert has devoted countless hours to the Downtown Evening Soup Kitchen, providing care and counseling to homeless clients in the New Haven area.

This year six YSN students ventured to Belize, Central America for an international health care experience. The group participated in community education projects such as breast health, performed vision and lice screening in many village schools, and assisted the Belize Family Life Association in performing over 600 Pap smears during National Women's Week. There were many opportunities to interact with local nurses and doctors, learn about traditional medicine in Belize, and learn about health care from a different perspective. Some time was also spent relaxing and taking advantage of the local flora and fauna in the Cayes, which included sailing, snorkeling, and scuba diving. Prior to leaving, the students collected numerous medical supplies which were distributed to many community health centers and the local hospital. This is the second year that Yale School of Nursing students have accompanied Carrie Klima, CNM, Assistant Professor, and two other nurse-midwives to Belize. This year Jennifer Drawbridge '99, Laura Ippolito '00, Jennifer McInnes '99, Caroline Vig Dryland '99, Deborah Rovner '99, and Seena Semerly '99 made the trip.

(L to R) Laura Ippolito, Jennifer McInnes, Caroline Vig Dryland, and Seena Semerly waiting for the bus in the cane fields
School based Health Care: An Idea Whose Time Has Come!

by Elaine Gustafson ‘86 Coordinator, School Based Health Care Concentration

The number of school based health centers (SBHC) has doubled in the US since 1991. There are nearly fifty school based health centers in Connecticut at this time and literally hundreds opening up throughout the US in elementary, middle, and high schools. School based health centers are staffed by a team which usually includes a nurse practitioner, a physician, a social worker, and a health educator. Nurse practitioners provide the majority of health care services in what is essentially an independent setting. The school based health center provides a primary care clinic in the school and the staff work collaboratively with the school nurse who is usually on site as well. Parental permission is necessary for students to utilize the services at the school based health center. The school nurse will often refer appropriate students to the SBHC for care. SBHCs also have medical consultants available both on site and for phone consultation. A large percentage of children seen in the SBHC are uninsured with no primary health care provider.

When school based health centers were first introduced, they were somewhat controversial, but today the idea of providing health care in school is widely accepted. Services provided are as diverse as acne treatment, nutrition counseling, asthma education, pregnancy testing, and treatment for injuries. Reproductive health care accounts for only a small portion of services available in the centers. In recent years there has been a strong emphasis on opening centers in elementary and middle schools as well as high schools.

Fair Haven Community Health Center and the Yale-New Haven Hospital Adolescent Clinic pioneered the opening of school based health centers in the New Haven area with the creation of a satellite clinic called "The Body Shop" at Wilbur Cross High School in 1982. Fair Haven Community Health Center has since opened SBHCs at the Fair Haven Middle School and at the Clinton Avenue Elementary School. Other sponsoring agencies in the New Haven area include Yale-New Haven Hospital, Hospital of Saint Raphael, the Hill Health Center, and the New Haven Health Department. The total number of centers in New Haven is now twelve.

The program at YSN to educate nurse practitioners for practice in school based health centers was begun in the mid 1980s. The program has developed from a supplemental course taken by a few students in the early days to a fully subscribed concentration. The School Based Health Care Concentration consists of a cluster of courses which Pediatric Nurse Practitioner students may elect to take in the second year of their master’s program. This concentration prepares students to deliver and manage primary health care in schools and to develop an advanced practice nursing role in the school setting. It involves a full year of weekly clinical practice in a school based health center, a ten week seminar course, and a weekly clinical conference. The Advanced School Health Management Seminar is designed as a forum for discussion and analysis of the advanced practice role in the school setting. The content includes educational structure, organization, and policies; legislation and dilemmas in health and education laws; models of health care delivery in schools; current and future issues facing the educational system, such as crisis management; loss and bereavement; and special education issues. During their clinical experience, YSN students have an opportunity to provide primary and episodic care to students in school, to participate in health education, and to collaborate with other health and education personnel in the school setting.

At Yale School of Nursing we are fortunate to have an outstanding group of nurse practitioners to precept students during their clinical experience in the schools. Many of the preceptors are themselves YSN graduates, some having completed the School Based Health Care Concentration. These NPs bring with them a wealth of knowledge and experience and enthusiastically welcome students to the predominantly inner city school clinic sites. In a very short time the students become an integral part of the SBHC and often leave reluctantly when their year is completed.

As a joint appointee to the YSN PNP faculty, I also am privileged to work at the school based health center at Fair Haven Middle School. At our center we have a dedicated staff committed to providing services that will enhance the lives and educational experience of our students who range in age from 10-15 years. Our SBHC staff works in close collaboration...
with the other school support staff, faculty, administration, parents, and students. In this mainly Hispanic section of New Haven, students receive comprehensive health and mental health services. These include physical examinations when needed, episodic care, mental health counseling, and chronic illness care and follow-up. Some of the programs that have been made available to students include puberty education, violence prevention, classroom instruction, and an abstinence education program called Postponing Sexual Involvement. A pilot abstinence education program was added this year utilizing the "BABY, Think It Over" doll. Students were allowed to take this doll home for up to three nights. The doll is computerized to "cry" like a real baby and to give the students an idea of what life is like with an infant in the home. Other programs include a loss and bereavement support group, an HIV/AIDS peer education program, and an asthma education group.

Reflections from Several YSN Graduates Having Practiced in School Based Clinics

Jennifer Cironi '98, Blackham Elementary School, Bridgeport, CT. "During my student clinical experience, work in a school based clinic provided an excellent opportunity to educate children about issues relevant to their health and safety. I applied for and received a grant from Connecticut Safe Kids of Connecticut Medical Center, the Keep Kids Safe License Plate
School based Health Care: An Idea Whose Time Has Come!

Program. This provided the funding for a bicycle safety program at Blackham through the school based health clinic. Most people do not realize that every year in the US 500-600 children die from and more than 500,000 emergency room visits are attributed to bicycling accidents. Wearing a helmet can reduce disability from head injury by an astounding 85%. The bicycle safety education program included teaching seventh grade classes about bicycle safety related behaviors and the distribution of over 150 helmets made available from grant funds. Materials emphasizing bicycle safety were given to the children to take home and share with their parents. At the end of the class, students drew pictures with a bicycle safety message to hang throughout the school for the benefit of the other children.”

Angela Orsini Garry ’97, Roberto Clemente Middle School, New Haven, CT. "My role as a nurse practitioner in a school based health center is multi-fold. I provide urgent/episodic care to students daily. Many of our students, however, do not have a named primary care provider and, therefore, I am responsible for managing any health problems. I am in contact with parents and other providers, often in an effort to provide effective and consistent health care. I also serve as a liaison between the school administration and the clinic staff by attending school meetings and sharing information. Along with the other clinic staff members, I provide classroom presentations and group sessions for educating and discussing issues such as HIV/AIDS, teen pregnancy, STDs and their prevention, asthma management and education, boys issues, and stress management.”

Karen Klein ’95, Clinton Avenue Elementary School, New Haven, CT. "Clinton Avenue School Health Center, a collaborative program of the Fair Haven Community Health Center and Clifford Beers Guidance Clinic, opened in August, 1997. Our comprehensive health center includes bilingual services for well child and school physical exams; immunizations; episodic care; chronic illness care, including an asthma club for kids and one for parents and children with asthma; health promotion, and injury prevention; and guidance and counseling for children and families. This year, working closely with fourth grade teachers, we held small group meetings for all fourth grade boys and girls centered around puberty and growing up. We also offered small groups for children with classroom behavior problems and provided conflict resolution services. Our nurse practitioner and the school librarian facilitated an after-school program, The Peer Health Educator Kids’ Club, for fourth graders. These children learned about basic health care concepts, such as infectious disease prevention, as well as how to use the tools in the health center, including stethoscopes, the scale, reflex hammers, and tape measures. They have been teaching their classmates about what they learned and handed out toothbrushes to every child in school, courtesy of the American Dental Association. The Health Educator Kids’ Club produced a video, 'Take Care of Yourself! Take Care of Each Other!' which we would love to share.”

Susan Smith ’95, Troop Middle School, New Haven, CT. "The Troop Middle School Based Health Center (SBHC) in New Haven provides primary care and acute care for those registered with the center. This year alone the nurse practi-
IN MEMORY OF

ERNESTINE WIEDENBACH

by Helen Varney Burst ’63, Professor and Past Chair (1979-1990), Nurse-Midwifery Program, Yale University School of Nursing

Ernestine Wiedenbach, esteemed YSN faculty member in the 1950s and 1960s, died this past March, 1998. Born in 1900, she had a profound influence on an entire generation of nurse-midwives, many of whom became midwives because of her textbook, Family Centered Maternity Nursing, first published in 1958. This book depicted a type of care quite different from the usual hospital care in the 1950s: family centered rather than separation of the mother first from her family and then from her baby; preparation for childbirth and parenthood instead of ignorance and fear; labor support rather than twilight sleep; normal birth instead of saddle block, episiotomy, and low forceps.

Miss Wiedenbach obtained a Bachelor of Arts degree from Wellesley College in 1922; a Diploma in Nursing from Johns Hopkins Hospital School of Nursing in 1925; a Master of Arts degree from Teachers College, Columbia University in 1934; and her Certificate in Nurse-Midwifery from Maternity Center Association in 1946. After graduation from Johns Hopkins, she worked as a nursing supervisor first at Johns Hopkins Hospital, next at Bellevue Hospital in New York City, and then for the Association for Improving Conditions of the Poor in New York City during the Depression. For approximately ten years, including the World War II years, Miss Wiedenbach was the secretary and professional writer for the Nursing Information Bureau associated with the American Journal of Nursing. In this capacity she was critical in the recruitment of nurses into military service. On the weekends she did volunteer work at Bellevue Hospital.

Miss Wiedenbach worked for five years as a staff nurse-midwife at Maternity Center Association (MCA) when it was a home birth program which included nurse-midwifery. She was a member of the group of faculty that developed the two year curriculum for the MSN program that started in 1959. The proposal sent to Yale President Griswold was known as the Bethlehem Document because the group met in Ernestine Wiedenbach’s home in the hills of Connecticut near Bethlehem.

Miss Wiedenbach was part of the dynamic faculty of the early years of the MSN program that developed research on the clinical practice of nursing and studied the deliberative nursing process as a means of identifying what the nurse does that is effective in the nurse-patient interactional process of providing patient care. Educator, theorist, and author, Miss Wiedenbach was well known for her book, Clinical Nursing-A Helping Art (1964), in which she articulated the philosophy, purpose, process, and practice of providing effective patient care. She then applied this prescriptive theory to teaching in her book, Meeting the Realities in Clinical Teaching (1969). Her focus on purpose and process in nurse-patient interaction with an emphasis on understanding the meaning of behavior to the person exhibiting the behavior led to her book, Communication: Key to Effective Nursing (1978), written with Caroline Falls, her Johns Hopkins roommate, life-long friend, and home companion. She published the second edition of her maternity nursing textbook in 1967.

Miss Wiedenbach remained as Chair of the Maternal-Newborn Health Nursing Program until her
For Ernestine Wiedenbach—A Beacon for Practice and Inquiry in the New Millennium

Joyce Semradek, Yale MSN, 1962 Professor Emeritus Oregon Health Sciences University School of Nursing

James Dickoff, Yale PhD, 1962 (Philosophy) Professor Emeritus, Department of Philosophy, Kent State University

Patricia James, Yale PhD, 1962 (Philosophy) Professor Emeritus, Department of Philosophy, Kent State University

This piece aims to celebrate Ernestine Wiedenbach, to celebrate her spirit, her legacy, her drive, her engagement, her inquiry spirit, her practice spirit, her sense of “seeing to it that...,” along with her openness.

We write in appreciation and gratitude for Ernestine Wiedenbach’s inspiration and influence on our efforts through the years to deal in concepts as they matter for action, to help see to it that thoughtfulness and ideas are part and parcel of nursing, whether in research, education, administration, teaching or more direct care. We’d like also to recommend her as a guide to inquiry and practice for the 21st century.

Ernestine contributed to the ferment of ideas from Ida Jean Orlando and Virginia Henderson, and others, under the deanship of Florence Wald, and rescued the nursing school from the ash heap after the “basic” program was terminated. We three participated in those days of wonderful, intense exchange of ideas when anything seemed possible.

Ernestine participated in every intellectual endeavor in those early 1960s at Yale University School of Nursing...from the Friday research seminar to logic class and theory class; in various “workshops” (held at least once a week for at least a semester) on measurement; on ob/psych/community cross-fertilization; on moving from Ernestine’s own clinician evaluation “tool” toward an articulation of theory (and back again). The longer workshops included one that moved from Plato to the procedure book (using procedures written, as it turned out, by Jean Barrett, among others). Another, the Master’s report group, helped frame discussion of levels of theory (with practice theory—or situation producing theory—as the fourth level of theory serviced by factor isolating—or naming—theory, factor relating theory, and situation relating theory) and then kinds of research suitable to various levels of theory (concepts articulated for testing, including tests in practice). The collaboration of Dickoff and James with Wiedenbach in, “Theory in a Practice Discipline,” emerged from some of these discussions.

We have emphasized Ernestine’s openness—but that is not to say she was “open” to or accepting of everything. For example, she did not like to deal in negatives nor to discuss openly nursing politics. And she could not find a place for “dynamics” as part of the survey list (agency, patience, framework; terminus, procedure, dynamics) that, along with goal content and pre-
scription, were offered as ingredients of a practice theory for nursing. Maybe it was her own intense motivation, her apparently inexhaustible energy, and her almost fierce drive to find place within existing institutions for what she found necessary that made her believe that the specification of energy sources or “dynamics” was superfluous.

We recall vigorous arguments with Ernestine as she at first objected to conceiving the thermometer or the doctor as one of those things that is “patient” to the action of a nurse. But to see the patient as an agent was not a hard sell, as we attempted to generalize the concepts of both agency and p a t i e n c y and move the conception of nursing beyond only the nurse-patient dyad.

Ernestine listened, she participated, she made trenchant and sharp, if laconic, observations from her long and committed practice of, among other things, midwifery. The class traveled to New York for clinical experience because the State of Connecticut did not then allow the practice.

Ernestine Wiedenbach was quiet, she spoke haltingly and not often, but with poignant pungency and practice penetrated thoughtfulness. In multiple arenas she listened and exchanged, sending out questions as piercing as was her blue-eyed gaze. For example, in the research seminar attended by faculty from the school of nursing and nurses of Yale-New Haven Hospital, she asked if any nurse engaged in practice (and not on a research “leave”) could engage in the practice labeled nursing, defined as nursing, for the given research project. Some might read that question as the harp of someone too old, too practical for theory and research, but the question helped bring to the surface that nothing then (early 1960s) being done by nurses was regarded as nursing by persons with the leisure to research.

We close our tribute by posing some questions we hope Ernestine would recognize as question in her voice. We offer the questions both in memory of Ernestine and as part of her living legacy not only to nursing in the 21st century, but to any discipline aiming to enhance practice through inquiry. So doing we can acknowledge nursing’s pioneering interest in taking an inquiry attitude to its own practice and Ernestine Wiedenbach’s vigorous living of that inquiry stance. The questions may be able to inspire and guide those of us who aspire to imitate Ernestine in being a person who revered thought and inquiry as she revered practice, patients, students, and colleagues.

Priority of practice: When we discuss whether “evidence based practice” should replace for the near future the parlance of “research based practice,” let’s ask: Whichever the parlance or emphasis, is the research, is the evidence, itself practice sensitive?

Design of research: Is the intervention defined clearly enough so that other nurses reading the research could implement the intervention in their practice? Is the intervention defined in the research implementable or are the circumstances so contrived that the intervention and hence outcome could not be replicated in the real world? Does the design itself take account of issues of real implementation?

Openness beyond only the local: Copying Ernestine’s inquiry stance, her openness to new thoughts even those at first strange and foreign, we can ask: How much we respect local parochial, engaged expertise in practice, do we maintain an openness to ideas however distant from that locale, provided they can enhance and enrich the practice?

Conceiving, verbalizing, and sharing: Ernestine made persistent efforts to provide for more than those she could “apprentice,” with her multiple texts and her habit of providing evaluation guides to her students, not just confessional discussions of errors after the fact. We can ask: How can the insights of any moment of practice be articulated to furnish a guide for a next trial, a trial by others, and to ensure that the concept or idea be “retrieved” despite its working well once; that the concept, good as it was, be considered for improvement; that it be honestly assessed for its limits or harms as much as for its contribution?

Spirit of Inquiry: We think Ernestine came to see that each clinician was an inquirer, and that each had some capacity to help voice research questions. We can ask: Are clinicians involved in more than only the “use” or “application” of findings of research? Are clinicians using an inquiry stance when they use the findings of prior inquiry?

Finally, remember the red triangles on Ernestine’s office bulletin boards. One said “Judgment” and the other “Purpose.”

Judgment: How does thought in the very instant of action help guide that action, however much research based evidence exists for the practice? What beyond only the concepts and guides present prior to the moment of practice help shape that current practice to the local, immediate demands?

Purpose: Does the nursing or other caring purpose persist without being overshadowed by the research purpose, by the professional advancement purpose, by the need to keep nursing’s place amongst other pressing professions and institutions?
Florence Wald '41, former dean of YSN, was inducted into the National Women's Hall of Fame on July 11, 1998 in Seneca Falls, New York, in recognition of having founded the hospice movement in America.

Angela Barron McBride '64 received an honorary degree, a doctor of letters, from Purdue University, West Lafayette, Indiana, on May 16, 1998. She is nationally recognized for her work in women's health and psychiatric-mental health. She is currently Distinguished Professor and University Dean at the Indiana University School of Nursing, a multicampus nursing school offering nursing education from associate to doctoral degrees. Angela also holds adjunct professorships at Indiana University-Purdue University Indianapolis in the psychology, psychiatry, women's studies, and philanthropic studies departments. Additionally, Angela currently serves as an advisor to the National Institute for Health's Office of Research on Women's Health.

Mary Jane Kennedy '68 is stepping down from the position of Chairperson of the YSN Alumnae/i Fund after many years of tireless work and much success in achieving for YSN time and again the highest percent participation across Yale University.

Nina Relin Adams '77 has accepted the position of Chairperson of the YSN Alumnae/i Fund.

Judith Shindul-Rothschild '78 was promoted to associate professor and granted tenure at Boston College School of Nursing in March, 1998.

Ramon Lavandero '79 has been appointed director of Sigma Theta Tau International's newly formed International Leadership Institute. The purpose of the institute is to formulate a plan for nurses worldwide as they create a vision and agenda for global health.

Linda A. Schwartz '84 presented a lecture in March titled, "The Best Kept Secret: Women in Vietnam," at Yale School of Medicine. Her presentation explored the physical and psychological aspects of experiences of women when confronted with death, destruction, and the devastation of the war in Southeast Asia.

Martha A. Q. Curley '87 was a co-recipient of the 1997 Sigma Theta Tau International/American Association of Critical Care Nurses Grant for $10,000 toward the project, "Phase one study of early repeated prone positioning on clinical outcomes in pediatric patients with acute respiratory failure." Martha and her two co-investigators are based at Children's Hospital in Boston, Massachusetts.
Margaret Joyce '87 was one of 12 nurses and three oncology social workers to receive the American Cancer Society's Lane W. Adams Award on May 19, 1998. The award recognizes individual nurses and social workers for their excellence in providing competent, humane, and sensitive care to cancer patients.

Maryann Lisak '87 and her husband Eliot Nelson live with their children Peter, 6 1/2, Laura, 5, and Gabriel, 10 months, in South Burlington, Vermont. Maryann is working part-time with a pediatrician in solo practice.

Stacey Young-McCaughan '89 has received funding from the Triservice Nursing Research Program for studying, "Testing an exercise intervention for people with cancer." Stacey currently resides in Maryland and now holds the titles of Senior Staff Officer for Congressionally Directed Medical Research Programs and Deputy Director of the Ovarian Cancer Research Program.

Janetta Yanez '92 and Paul Glickman announce the birth of Caleb Samuel Yanez Glickman on October 21, 1997. He is also welcomed by brother Jonah.

Toby Wilcox '94 writes from his newly completed "dream home" atop a hill overlooking a valley in Fly Creek, New York. He and his wife and two children, Abby (3) and Colin (6 months) are doing well. Toby just completed his post-master's certificate as an FNP at Binghamton University. He is using his CNS skills in cardiovascular nursing with his NP education as he continues to work with the cardiothoracic ICU staff at St. Elizabeth's Medical Center in the Mohawk Valley Heart Institute. He recently received a grant to study advanced practice case management of CHF across the continuum of care.

Elizabeth Ryan '94 recently accepted a position in the Pediatric Emergency Department at Yale-New Haven Hospital.


Karen Klein '95 received the 1998 Connecticut Nurse Practitioner of the Year Award from the Connecticut Nurse Practitioner Group, Inc. at its annual dinner meeting in Meriden on May 14, 1998. She was recognized for the work she has been doing with children and adolescents through Fair Haven Community Health Center in New Haven, Connecticut, where she says she receives tremendous support from the administration. She has been awarded funding for three grants she submitted over the past three years, each for different projects. Her projects use creative approaches toward holistic care for children, adolescents, and the communities in which they live, including improving individual safety and self-concept, as well as local child care services.

Sarah Shealy '96 is working at a high risk obstetrics practice in the eastern part of the San Francisco Bay area. She says it's quite different from her small home birth practice in Colorado! Her daughter, Izabella, is nearly two years old and doing well.

Delia Lakich '97 and Rachel Ruby '96 write from Denver, Colorado where they work in similar positions in community clinics, sharing time between adult medicine and HIV early intervention care.

Delia: "These first six months have been pretty similar to what I saw in Yale's PCC. However, I see: 1) more and 2) more. I am learning to realize that follow-up (phone calls, checking labs, and procedure reports) is my real challenge. I have given myself the liberty not to know everything, and this has really taken the pressure off. To my relief, no one actually expects me to know everything (or if they do they are being polite and not mentioning it). My colleagues are more supportive than I could have hoped for....NPs and MDs alike. I am treated like a peer, and have a great opportunity to keep learning by picking the brains of the doctors who are all actively involved in research and teaching at the medical school." Rachel: "I'm approaching my one year anniversary and am amazed by how much I've learned and how much I have still to learn. The HIV Early Intervention clinic is especially enjoyable because of the complete support staff available to patients. The team consists of nurses, a social worker, a nutritionist, a psych nurse, and an outreach worker (in addition to MDs and NPs) making it a model for community-based holistic care. An advantage to working for a large community-based public health department is that it offers opportunities in administration and program development should I chose to expand my job outside of clinical care." Delia and Rachel encourage anyone who ventures to Denver to look them up.

Sally Richards '97 and her husband George welcomed a baby boy, George, Jr., on March 23, 1998.

Tae-Wol Stanley '97 writes from San Francisco where he is working for the Health Services Association of California Community Colleges. He is covering the Haight-Ashbury Clinic, San Francisco City College Student Health, and is involved with an HIV post-exposure prevention study. Tae-Wol says that although very busy, he loves it all and still finds time to eat well.


AYA News

The Spring, 1998 AYA Assembly topic was, "The Sense of Community at Yale." The program, chaired by Allison Day (Yale College ’90), focused on the many communities that make up the one overall shared community at Yale. Sessions covered Yale’s life at an intellectual level, extracurricular level, residential level, and physical level in an urban environment, all with the central theme of community as shared interests, as give and take, as a shared vision, as a bonding of friends, and as a matter of forming personal identities. One of the highlight’s of the weekend was the Saturday evening dinner at the Peabody Museum, "A Taste of New Haven," which was sponsored by several local restaurants. YSN’s AYA Delegates for 1997-98 were Pamela Driscoll ’81, Catherine Forrest ’71, and Marjorie Funk ’84.
A letter from Eleanor Hutt '39 brings us current on the comings and goings of her classmates who will reveal their 60th reunion in 1999! Sounds like an active, vibrant bunch of Yalies who will make a good showing at Reunion Weekend!

Dear Class Members:

A bonus for being a class agent is that I receive news from classmates. I decided it would be nice to share what I have learned.

One thing that impressed me was the number of '39ers who live in retirement communities. These include Eleanor Ward Bogle, Janet Hankins Doenecke, Ruth Groves, Kitty Ketcham, Eleanor Roberts Kinney, Lorraine Jorgensen Kohler, Barbara Bastow Moran. Some are life care communities, others apparently not.

Mary Squier Gates, still in her own home, had a total hip replacement in November, 1997. She is still hooking rugs and objects d'art.

"Onnie" Hollander Nelson lost her sister last October. Her kitty keeps her company and smiling. She mentored two nursing school students who graduated this past year.

Eleanor Roberts Kinney sold her beautiful condominium quickly and distributed the possession she didn't take to her new retirement home among her four children in four different localities. All four are highly successful professionals. She still walks Monday, Wednesday, and Friday at Duke University's track.

Lorraine Jorgensen Kohler sold her home where she had lived all her married life and gave up her car. She attends church, AAUW, and the "lunch bunch," friends who meet every month.

Ruth Groves is near me at Whitney Center in Hamden, CT, also enjoying the friendships and amenities of retirement complex living.

Janet Hankins Doenecke wrote such a beautiful happy letter I wish I had space to quote it in full. After being happily married for 37 years and losing her husband, she is now having "a young maiden's dream come true" with her second "caring and wonderful husband" to whom she has been married since 1988! She suffers from "miserable arthritis." She still loves living in the Blue Ridge Mountains where there are many cultural activities available, especially a seven week music center in the summer.

Barbara Bastow Moran lives in a life care center in Ithaca, NY and has a cottage overlooking Owasso Lake. She does a lot of walking.

"Leo" Oster is now 92 years old. She has been in a hospital in Santa Barbara since last November because she suffered multiple fractures of leg and pelvis. She is learning to walk again.

Barbara Russell is still in her apartment in Bloomfield, NJ but is investigating retirement living. She worked for over 30 years as a hospital nurse and 11 years in a geriatric center, where she was night supervisor for three years until her retirement.

Esther Anderson Savage is 89 years old. She was a journalist and writer before attending YSN and is back to that interest. After her retirement in 1993 she started writing poetry. She is a volunteer coordinator of a poetry group. She and Bert belong to a group that meets once a month in the library. She is trying to beat arthritis in her shoulders and hands with exercise and diet. In January she wrote that she was on a cane after a fall in December.

Jessie Parkinson Spear, I think you all know, has MS but she downplays her physical problems. She is still living alone in her own home and "getting around." Her husband died in 1975. Her little dog, Toby, born August, 1997 is a very active puppy and keeps her busy most of the day. Her two daughters are within reach by phone, so she is not alone.

Ruth Suttie Whiting says she plans to come to our 60th reunion. She takes many Elderhostel trips (including two in 1997 alone!) to Jamaica, Tucson, Las Cruces, Carlsbad, New Mexico, Olympia National Park in WA, a World Explorer Cruise of the inside passage, Pinetop in AZ, and Flagstaff, AZ (where she had an emergency gallbladder operation). She must be the most active person in our class!

Kitty Ketcham is in a retirement community to be near her sister who has a son there. She sings in two choirs. She has not traveled too much in the last couple of years, except for a trip to Cooperstown where she had lived for 40 years.

Alice Blinn Larkin, I have learned, is no longer alive. She had been fighting cancer for several years, first breast, then uterine, with metastases.

Phil and I are still living in our home of 50 years. I am very active in community affairs, especially DAR, AARP, and garden club. I also do volunteer tax counseling for the elderly from January to April 15th at the Milford Senior Center.

I am still looking for letters from the rest of you and perhaps I can get more into the next Yale Nurse newsletter. If any of you can make it to reunion in 1999, please let me know and I'll try to meet your planes, trains, etc. and "taxi" you to meetings. Do plan ahead and make that special effort.

Sincerely,
Eleanor
What's New?

YSN Alumnae/i Association wants to hear from you. Has your name or address changed? Do you have some news to share with your classmates? Would you like to contribute an article to *Yale Nurse*? Photos are welcome and encouraged. Also let us know of any "lost alumnae/i" who aren't receiving *Yale Nurse*.

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Professional News:


Personal News:


Class Notes/Thoughts on evolving format of *Yale Nurse*:


Name/address of alumnae/i not receiving *Yale Nurse*:


Check if interested in:
- Ambassador Program
- Guest authoring an article
- Participation in YUSNAA Board events

Please return completed form to: Editors, *Yale Nurse*, YSN Office of Alumnae/i Affairs, P. O. Box 9740, 100 Church Street South, New Haven, CT 06536-0740. FAX (203) 737-5409. TEL (203) 785-2389.