nursing leadership
As I begin my term as Alpha Chi Chapter’s President, I would like to take this opportunity to thank Lois Haggerty for the wonderful role model she has provided in leadership over the past two years (2006–2008). She has been an outstanding leader and mentor, and I strive to continue in providing our chapter with the highest level of leadership. I would also like to thank all members of the Executive Board and our Committees for their hard work and dedication over the past years. In addition, I welcome Dr. Susan Gennaro, newly appointed Dean of The William F. Connell School of Nursing. We, at Alpha Chi Chapter, look forward to welcoming her at our events throughout the upcoming year.

Over the past fourteen years, I have served on the Public Relations Committee of Sigma Theta Tau Alpha Chi Chapter. In addition, I have served on the 2007-2008 Executive Board as President-Elect. I have had the privilege of working under six Alpha Chi Chapter presidents: Maureen Curtis-Cooper, Susan Chase, Joan Agrete-lis, Mary-Margaret Seagraves, Rohn Wood, and Lois Haggerty. Each had their own unique style of leadership; yet, they all shared their knowledge and expertise to keep Sigma moving forward on our journey of excellence. I personally welcome our new committee members, and I invite all others to considering sharing their talents, knowledge, wisdom and experience by joining an Alpha Chi Chapter Committee in the upcoming year.

I attended the 2007 Sigma Theta Tau Convention in Baltimore, MD last November with Margi Lacetti. President Carol Houston spoke about the mission and focus of STTI “going global” over the next few years. Advances in technology have undoubtedly changed the way we communicate in the many facets of our lives, and information and ideas can now be shared between individuals across the world with just the click of a button. STTI strives to redefine what it means to be a truly “global” honor society in present times.

The direction and mission of Sigma relies on the initiatives, knowledge, honor, wisdom and active service of its individual members. In this tradition, please consider your personal role in determining and accomplishing our direction and mission. Over the next two years, we together can continue to achieve the goals of the Alpha Chi Chapter. I invite you to review the Alpha Chi Chapter’s Calendar of Events—as there have been changes to some annual events—and to contact me for information or with any questions/concerns at louisadichard@comcast.net. Please mark your calendars and I hope to see you at these events.

Sincerely,

LOUISA DICHARD, PRESIDENT
OCTOBER 2008

MESSAGE FROM THE PRESIDENT

IN THIS ISSUE

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LETTER FROM THE EDITORS

To our valued Alpha Chi chapter members:

Our sincere apologies to those of you who did not receive the Spring ’08 edition of the Alpha Chi News. We were unaware that many of you did not receive the issue until late spring. Once the problem came to our attention, we contacted our printer and e-mailed the members at large to determine how many members had not received the edition. To remedy the problem, we made efforts to have the edition available by mailing a number of additional copies and distributing hard copies at Spring research day. In addition, the newsletter remains available online. We have been in contact with our printer and have worked to resolve the situation. We do not anticipate this to be an issue in the future. However, should you feel that you are missing an issue, please check the web at www.bc.edu/sigma for the latest newsletter online, updates and the most current news. Please continue to contact us with your thoughts and concerns.

Sincerely,

STACY GARRITY & KATHERINE GREGORY, CO-EDITORS

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katherine.gregory.2@bc.edu
The first thing that I ever learned about leadership is that you can’t lead where no one wishes to follow. So I have spent a long time in leadership positions clarifying values, setting shared goals and ensuring that the direction the group is headed is both congruent with the mission and strategic goals of the institution and that it is a direction that the majority wish to travel.

Another thing I long ago learned about leadership is that it is important that a leader make his or her values transparent. Decisions get made while thinking about the ultimate outcome of that decision and decisions are framed by the values of the leadership group. I went to college at a Jesuit institution (Le Moyne College in Syracuse, New York) and I really believe in justice. To me this means that every student and faculty should have fair access to resources. However, academia is to a large extent a meritocracy so fair resources don’t necessarily mean the same resources.

For students a meritocracy is manifested in how universities admit and support the “best students.” For faculty the meritocracy of universities is manifested in promotion and tenure decisions that are based on a scholar’s ability and merit. Of course, every faculty member needs not disseminate the same kind of scholarship but dissemination of scholarship is a key component of the role of the faculty. So as an academic leader my job is to provide resources to help everyone, faculty and student, be the best scholar that they can be.

Another resource that leaders can bring to their institution is an external mirror that provides insight to the future of the discipline, to changes in knowledge development, and to priorities within a discipline. Over the course of this year I will be counting on our scholarly leaders in Sigma Theta Tau to provide their insight on directions the Boston College Connell School of Nursing may choose to go. I will help to translate these insights based on our shared values as a college and will provide many opportunities for us to check our progress with outside experts both through Dean’s lecture series, consultancies etc.

Finally, I have learned that leadership comes in many forms. I am happy to join the Alpha Chi Chapter of Sigma Theta Tau and bring my leadership as the editor of Sigma Theta Tau’s journal, Journal of Nursing Scholarship. I started my second year as editor on July 1, 2008 and I am eager to continue to actualize the goals of the editorial board to make JNS a global journal that improves nursing practice and thereby improves the health of the world’s people.

As an academic leader my job is to provide resources to help everyone, faculty and student, be the best scholar that they can be. I look forward to learning much from each of you as Sigma moves toward Vision 20/20 and taking part as a major global organization for nursing. And I look forward to working with you to make the Journal of Nursing Scholarship a premier journal and to continuing to ensure that Boston College is a terrific place to work and a place to learn from nurse scholars developing nursing knowledge. I look forward to accompanying all of you as we move forward together on this journey.

This past May, when I sat in the final assembly of nursing students just days before graduation, I realized that most of these faces were familiar friends whom I had come to know quite well over the past four years. I felt comfortable surrounded by my peers and by the faculty that I had come to both care about and respect. Looking back, I’m not quite sure when these feelings replaced those of anxiety and uncertainty. It seemed like not long ago when I was a freshman wandering around Boston College. There were so many things I was uncertain of, some were small and insignificant, and some would lead to monumental choices. Where was my next class being held; whom should I talk to when I initially decided I wanted to become a nursing major? Fortunately, I was pointed in the right direction and introduced to Cathy Read who patiently answered my countless questions and emails.

Throughout my career at BC, many mentors have provided advice about which classes to take, what activities to become involved in, how to apply to graduate school, or who to turn to if I needed support in the classroom or otherwise. My classmates and I often discussed our concerns with one another and looked to our professors for answers to our questions. Our professors often directed us to older nursing students who understood our concerns and could help us overcome our challenges, such as how to squeeze an entire clinical group into one car.

During one of my final clinical rotations, I shared patients with a new nurse who had recently finished her own orientation and was still getting acclimated to her role as a registered nurse. She warmly accepted me and made an effort to show me new and interesting techniques whenever possible. I was comfortable asking her questions because I realized that it was only recently that she had asked her preceptor the very same thing.

Learning from somebody who I felt was a peer added great value to my education. Now, as a new graduate, I have many experiences that I look forward to sharing with my younger counterparts. There were opportunities I experienced at BC that were unquestionably valuable and lessons I learned that can hopefully be passed on to other students.

The Freshmen Development Seminar has been newly created by Dean Read in hopes of enhancing the guidance I was exposed to as a freshman. A new addition to nursing curriculum this fall is the seminar, has been implemented to foster peer leadership within the school of nursing and provide new students with mentors who will help them set a foundation for their undergraduate career and beyond. The seminar is a new requirement for all nursing students during their first semester at Boston College. I will be coordinating this one credit class and hope that it is an opportunity for first year students to learn from the experiences of their classmates, bond with one another, and gain an understanding of the multitude of opportunities for students within the entire Boston College community.

These seminars consist of small groups run by junior and senior nursing students called peer advisors. Each week the peer advisors will introduce a theme which could range from adjusting to life at BC, to learning about research opportunities on campus. During the seminar, each group will have the opportunity to share experiences, raise questions and learn from one another. It is my hope that this program creates an opportunity for upperclassmen nursing students to develop leadership skills while concurrently providing a conduit for freshman nursing students to enhance their experience in the William F. Connell School of Nursing.
In August 2007, I was accepted to attend the Leadership for Academic Nursing program, sponsored by the American Association of Colleges of Nursing. I had the opportunity to network with approximately 50 nursing education leaders and faculty from across the United States, and was able to attend an enriching conference that enabled me to learn more about leadership and my own leadership style.

Initially, participants took psychological tests to identify their leadership strengths. The premise is that as nursing leaders, we must function as team members and develop interpersonal relationships to be effective. We learned that when we effectively identify our leadership style, we increase self-awareness, capitalize our strengths, address overlooked areas and challenges (a nice way to say “identify weaknesses”), and improve our performance, relationships and overall impact.

All people possess characteristics based on three interpersonal needs including inclusion, control and affection. Those of us with high inclusion needs want to be recognized, involved, contacted and accepted. Those with high control needs seek power, authority, influence, and responsibility. Those needing affection thrive on closeness, warmth, empathy, and are consensus-oriented. By identifying our own needs and personality characteristics, it becomes apparent that those with whom we have conflict might possess different characteristics from our own and thus be a potential source of conflict.

For instance, how might a person with high inclusion needs interact with a person with low inclusion needs? It may go something like this:

Sue: Hi Jane.
Jane: Hi Sue. Where are you going?
Sue: To meet with Sally about the new course.
Jane: Oh, I thought you would want my input also.
Sue: Sorry, I thought you were grading finals. I didn’t want to bother you.
Jane: Yeah, I guess you’re right. I’m way too busy to help you with the course anyway.

This example demonstrates one individual, Jane, going away with hurt feelings and a second individual, Sue, missing out on valuable help and insight from a peer. Because of differing interpersonal styles, conflict arises. Both individuals miss out because of a communication breakdown and lack of ability to value and recognize differences. Conflict recognition and management skills are crucial for nursing leaders. We learned that conflict is inevitable and natural and without it, the status quo will prevail. There is no “right way” to handle conflict, but an effective nursing leader will use a variety of techniques to settle conflict and resolve differences.

Effective conflict resolution model should include the following components:

**ACKNOWLEDGING DIFFERENCES OR GIVING INFORMATION**
- Provide visible support
- Identify a support network to assist with conflict resolution

**REACTING OR PROVIDING SUPPORT**
- Listen and acknowledge feelings of those with conflicting views
- Be empathetic, identify areas of agreement (if any)

**INVESTIGATING OR GIVING ENCOURAGEMENT**
- Outline pros and cons of new decisions and reward investigation
- Create opportunities for exploration of creative solutions

**IMPLEMENTING OR GIVING REINFORCEMENT**
- Reward effective performance, encourage communication
- Support risk-taking and communication

True leaders value diverse opinions. Imagine how boring and stagnant the world would be if we all agreed on everything. Multiple perspectives and varying personal needs bring challenges, but this is where change and growth occur.

Imagine that Jane and Sue had this more positive conversation:

Sue: Hi Jane.
Jane: Hi Sue. Where are you going?
Sue: To meet with Sally about the new course.
Jane: Oh, I thought you would want my input also.
Sue: Sorry, I thought you were grading finals. I didn’t want to bother you. I guess I got so involved in planning the course I scheduled the meeting, but I should have asked you to join us.
Jane: Yeah, I guess you’re right. You know I was looking forward to helping you with this course. I don’t see it as a bother. I like the idea of team teaching a course and sharing ideas with you and Sally.
Sue: Great! I really need your input. Let’s reschedule and pick a time when we can all get together.

Finally, remember to learn from failure. Because we are almost always successful at what we do, some nurse leaders rarely experience failure. When things go wrong, we can become defensive, blame others and deflect criticism. It is at these moments, that self-examination and ability to learn new behaviors are crucially needed. Practice your leadership skills, learn from others and keep up the good work!
The trend to advance nursing research within clinical practice settings, especially large academic medical centers, is growing significantly. The movement by many hospitals to achieve Magnet status, the increased focus on evidenced-based practice and the mandate for safe, effective, timely, cost effective patient/family centric care (ION, 2001) have led to the development of new opportunities for nursing research to advance within clinical practice environments.

At the Massachusetts General Hospital (MGH), nursing research has been a central component of the Patient Care Services (PCS) Professional Practice Model. In Spring 2008, the Yvonne L. Munn Center for Nursing Research officially opened, creating a visible presence for nursing research on the MGH campus. This Center, housed within the Institute for Patient Care, has, as its mission “…the development of nursing science to advance knowledge and foster a practice environment to promote cost effective, safe, timely, efficient, quality patient care” (MGH, 2008).

While the celebrations surrounding the opening of the Center acknowledged its place in the history of MGH nursing, it also provided an opportunity to honor the nursing leaders who provided the needed vision and perseverance to achieve such an accomplishment. Yvonne L. Munn, for whom the Center was named, was described by many as a leader who valued nursing research and worked to bring it to forefront of clinical practice. During her tenure as General Director and Director of Nursing (1984-2008), the Yvonne L. Munn Center for Nursing Research, while still maintaining an active teaching role as a Professor in Adult Health Nursing at BC. During the past year, I have been working to advance the Center’s mission by helping to develop the needed resources and infrastructure to support a nursing research agenda at the MGH; fostering innovations that promote an organizational climate that integrates nursing research into clinical practice; expanding research activities that focus on knowledge driven, evidence-based practice, disseminating nursing research findings at national and international meetings and in relevant publications; developing new partnerships with interdisciplinary groups and academic settings to complement and enhance nursing research initiatives; and evaluating the impact of nursing research on patient care across the organization.

My journey leading to this moment extends over more than fifteen years. I was invited by Edward Coakley, then Director of Perioperative nursing services, to come to the MGH during my sabbatical and “think.” This led to the development of projects and grant funding to support an evolving program of research around recovery at home from day surgery. These activities enabled me to work with staff who were creative in linking nursing knowledge to improved patient care. Over the years many nurses returned to earn Masters and Doctoral degrees in nursing at Universities such as BC. They then returned to the MGH and eventually become the core group that advance nursing research. Today these nurses are leading many research activities across the MGH.

In addition to having a large cohort of doctorally prepared nurses working through MGH, the Munn Center has recruited two Nurse Researchers, several Nurse Scientists and Senior Nurse Scientists, a Grant Developer and a Grant Manager. The development of a Nurse Scientist Advancement Model exists to support those doctorally prepared nurses in clinical practice with hours of protected time for research development and grant writing. In addition, the development of a Post Doctoral Fellowship has given additional financial support, time, mentorship, and travel for one fellow per year to actively focus on grant development and funding to advance a research agenda. The Munn Nursing Research Awards provide an internal funding source for staff nurses to promote clinical research at the bedside. Today, these grants are usually awarded to research teams mentored by doctorally prepared nurses. Finally, The Doctoral Forum offers MGH nurses with a doctorate, external faculty with Center appointments, and nurses currently enrolled in doctoral programs an opportunity to dialogue around research issues and opportunities on a monthly basis.

These and many other initiatives currently underway are providing the opportunities to advance nursing science within clinical practice. As the Center continues to evolve, we anticipate the continued development of new partnerships and initiatives with local, national and international groups. The impact of leadership coupled with vision and determination has led to the implementation of the Yvonne L. Munn Center for Nursing Research. But, what also must be recognized is that this project did not just happen. It required commitment, dedication to a dream, and the ability of inspiring others to follow that dream and help make it a reality. These efforts have provided the groundwork to build a patient care environment that is enriched by nursing knowledge and advanced by nursing research. The Munn Center is a reality because of leaders with the courage to promote an ideal and see it through to reality. These visionary nurse leaders create opportunities for future leaders to enhance nursing science.

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Induction Ceremony 2008

Overcast skies and an occasional drizzle did not dampen the spirits of those attending the Alpha Chi Chapter Induction Ceremony of April 27, 2008. Chapter President Lois Haggerty conducted the Ceremony and was ably assisted by Vice-President Margaret Lacetti and Senior Counselor Sherri St. Pierre. Approximately one hundred inductees, family members and friends carefully followed the traditional introductory readings concerning the historical establishment of STTI and the meanings of the symbols in the official Seal and Coat of Arms. Then the inductees lined up for the signing of the Chapter membership book and reception of their pins and documents and returned to their seats with the congratulations of those attending. (See sidebar for a full list of inductees.)

The inductees consisted of 40 undergraduate students, 24 graduate students, and two nurse leaders. For the first time in anyone’s recollection, two of the inductees were a mother and daughter pair, graduate student Cheryl Ryan and undergraduate student Elizabeth Ryan (see right). All inductees had met the rigorous admission criteria required of the Honor Society.

The two nurse leader inductees were Nancy Coyne Baker and Suzanne Conley. Nancy is currently in the PhD Program at Boston College and works as Associate Director of Administration and Nursing at the University Health Services. Her leadership initiatives include establishment of a student cancer support group, training for Campus Sexual Assault Network Advocates, contributions to changes in legislation for meningococcal meningitis vaccine compliance, and teaching in continuing education. Suzanne is an ANA-certified Gerontological Nurse and works as nurse manager of the Geriatric Research, Education and Clinical Center at the Edith Nourse Rogers Memorial Veterans’ Hospital in Bedford. Some of her leadership initiatives are in areas of restraint reduction and introduction of more home-like inpatient environments.

In her closing remarks, President Lois Haggerty acknowledged the members of the Governance Committee (Sherri St. Pierre, Margaret Lacetti, Susan Kelly-Weeder, Angela Amat, Denise Testa, Kathleen Deteso and Kristen Padulsky) and of the Program Committee (Allison Miller, Sandy Mott, LaKisha Mobley and Alyssa Harris) for their hard work in putting together the day’s professional and social events. Following her remarks, attendees enjoyed a hearty meal, served by the members of the Governance Committee (Sherri St. Pierre, Margaret Laccetti, Susan Kelly-Weeder, Angela Amat, Denise Testa, Kathleen Deteso and Kristen Padulsky), and of the Program Committee (Allison Miller, Sandy Mott, LaKisha Mobley and Alyssa Harris) for their hard work in putting together the day’s professional and social events.

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Lynda Tyer-Viola speaks on MCH in the Third World

Following the Induction Ceremony on April 27th, Alpha Chi member Lynda Tyer-Viola, PhD, RN gave a presentation recounting her professional experiences in “Nursing Initiatives for Improving Maternal-Newborn Health in Developing Countries.” Starting with a story of her personal journey into nursing, then highlighting global nursing principles, she challenged the new inductees with the expectation that nurses can help solve societal-level crises through their knowledge and caring capacity.

The startling statistics presented by Dr. Tyer-Viola from developing countries she visited illustrated the need for nursing intervention. Dr. Tyer-Viola cited the Eight Millennium Development Goals first proposed in 2000 by the General Assembly of the United Nations, two of which directly address these problems: to reduce child mortality and to improve maternal health (and others indirectly), to eradicate extreme poverty and hunger, and to achieve universal primary education.

In her description of her activities in a project to improve maternal-newborn health in Zambia, she emphasized some principles necessary for working in developing countries. First was the need to work within the existing system; she was fortunate to be part of a team invited by Zambia’s First Lady to be involved in a creative and innovative project. Second was to seek partnerships with the local health care providers. Her team partnered with the Mposki District Hospital in Kapiri. Her third goal was to target a problem that had a high impact on patients and their families; she targeted emergency maternity services aimed at reducing hemorrhage, obstructed delivery and concomitant infections.

After the team demonstrated that improving emergency services helped produce healthy sons, a strong cultural value, Dr. Tyer-Viola described combinations of process and outcomes that were highly successful. Building political will with the Zambian Ministry of Health led to the inclusion of a line item in the budget for the continued support of these services. Through the process of knowledge transfer, midwifery training was enhanced for uncomplicated deliveries, leaving the local physicians more time to attend to the complicated emergent ones. By establishing an enabling environment for mothers, birthing centers and “waiting houses” for pregnant women living at a distance in rural districts were constructed with their input. And community outreach produced strong support from local community leaders for the work of the team.

Dr. Tyer-Viola concluded that nursing education provides precisely the skills needed in projects of this kind: a focus on the family constellation, a role model for compassion- ate care, and a belief in the power of education at every opportunity.

NEW INDUCTEES 2008

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| Sara Elizabeth Miceiiche | }

Photos courtesy of Barbara Madden

Undergraduate and Graduate Inductees 2008

Cheryl Ryan, Meaghan Rudolph; Bottom: Elizabeth Ryan (left) and Cheryl Ryan. Bottom: Standing: Cheryl Ryan and Meaghan Rudolph; Sitting, Shirley Parker and Lauren Peterson.
May 14, 2008 Alpha Chi Business Meeting

(1) Lois Haggerty, PhD, RN (retired), outgoing president thanked all the individuals who have supported her during the last year of her presidency. Zan John (website), Cathy Hill (administrative assistant), Chad Minnich (newsletter layout and design) Executive board officers – Barbara Hedstrom, Sherri StPierre, Louisichard, Nola Dallamonti, Margie Laccetti Committee Chairs – Alli Miller (Program), Amy Cebulski (Awards), Katie McGown and Catherine Griffith (Research development day), Kate Gregory and Stacy Garrity (newsletter editors), Joellen Hawkins (Heritage Committee and Archivist), Mary Reed (Leadership succession), Jane Flanagan (Research fund), Eileen Plunkett (Finance), Lynda Tyer-Viola (Membership), and Louisichard (Public relations)
(2) The chapter is in need of an officer (President – Elect), and committee volunteers are also needed. (3) Alpha Chi executive committee has donated $1,000 towards a speaker’s fee for the B.C. International Knowledge Development Conference held in September 2008 in Boston. The Chapter was acknowledged for its donation in the conference brochure and at the presentation of the speaker. (4) The executive committee voted to add an additional annual award beginning in spring of 2009. It is to be a scholarship for an undergraduate junior who is an incoming member of the chapter. The scholarship will be named for the founding Dean of the BC School of Nursing – Rita B. Kelleher who recently celebrated her 100th birthday. The amount of the scholarship is $1,000. The executive committee is developing the criteria for the selection of the student. (5) Electronic ballots for officer and committee elections were initiated this year and resulted in a higher number of ballot returns compared to previous years mailed ballots. However, some ballots were mailed because we don’t have email addresses for all members. It is important for all members to update mailing and email addresses with Cathy Hill (hillcat@bc.edu).
KATHERINE CREGORY co-authored “Global applications of the cosmic imperative for nursing knowledge development,” in Nursing Knowledge Development and clinical practice (Roy & Jones, eds.), Springer.

She was also quoted in the Boston Herald about the nationwide nursing shortage.

Deborah McCarter-Spaulding, graduated from UMass Lowell in 2007 with a PhD in nursing, and is an Assistant Professor at St. Anselm College in New Hampshire. She published “Is breastfeeding fair? Tensions in feminist perspectives on breastfeeding and the family,” in the Journal of Human Lactation, and “Black women’s perspective on breastfeeding. A focus group’s perspective” in the Journal of Multicultural Nursing and Health. Her research presentation, “Breastfeeding self-efficacy in women of African descent,” was given at Brigham and Women’s Hospital’s Nursing Grand Rounds in March, and also at the International Lactation Consultant Association conference in Las Vegas in July.

Angela Nano co-authored “A population-based study of maternal and perinatal outcomes associated with assisted reproductive technology in Massachusetts,” in the Maternal and Child Health Journal of November 2007. Her research showed a strong correlation to numerous chronic conditions and complications.

A recent chapter inductee, Anna Hurley, was among the authors of “The Medication Administration System—Nurses Assessment of Satisfaction (MAS-NAS) Scale,” in the Journal of Nursing Scholarship.

She was selected for work presenting at April’s Scholarship Day at UMass-Amherst.

Barbara Hazard received the Sue B. Davidson Service Award from the National Association of Clinical Nurse Specialists (NACNS) in March 2008 for generously donating time and energy in service to the association and promoting the unique, high value contribution of the clinical nurse specialist to the health and wellbeing of individuals, families, groups, and communities.

She has held since 1991. Both award winners are widely recognized for their commitment to excellence in nursing.

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2008-2009 CALENDAR

WEDNESDAY SEPT. 24  Executive Board Meeting  5:30–7pm  Cushing 413
  Committee Orientation  7–8:30pm  Cushing 411

MONDAY OCT. 6  Founders Night  7–8pm  Cushing 411/412

WEDNESDAY OCT. 22  Executive Board Meeting  5–6pm  Murray Room, Yawkey Center
  Networking  6–6:30pm
  Gorman Humanitarian Night  6:30–8pm

WEDNESDAY NOV. 5  Executive Board Meeting  5:30–7pm  Cushing 413

FRIDAY DEC. 12  Membership Application Deadline

WEDNESDAY JAN. 21a  Executive Board Meeting  5–6pm  Murray Room, Yawkey Center
  Winter Business Meeting  6–6:30pm
  Clinical Innovations Dinner and Program  6:30–8pm

aWEDNESDAY JAN. 28  *Snow Date for Jan. 21 Meeting  Same as above  Same as above

SATURDAY MAR. 7  Research Application Deadline

WEDNESDAY MAR. 18  Executive Board Meeting  5:30–7pm  Cushing 413

SATURDAY MAR. 21  May Research Poster Session Abstracts Deadline

SUNDAY APR. 5  Induction Brunch  11am–2pm  Murray Room, Yawkey Center

TUESDAY APR. 7  Award Application Deadline

WEDNESDAY MAY 13  Executive Board Meeting  4–5pm  Murray Room, Yawkey Center
  Networking and Posters  6–6:30pm
  Annual Business Meeting and Awards  6:30–7:15pm
  Research Presentation  5:30–8:15pm

WEDNESDAY JUNE 17  Transition Meeting—Officers and Chairs  5:30–7pm  Cushing 411

NURSE LEADERS—NEW MEMBERS ACCEPTED

Do you have a colleague that demonstrates leadership qualities? Nurse leaders from all fields may apply for membership to Alpha Chi throughout the year. Applications to Alpha Chi will be considered in both the Spring and the Fall. Please invite your deserving colleagues to apply to the Alpha Chi Chapter of Sigma Theta Tau International Nurses Honor Society. Eligibility criteria and application packets are available on our website at www.bc.edu/sigma. New Nurse Leader members are invited to participate in the Alpha Chi Induction Ceremony held yearly in April.

ALPHA CHI CHAPTER
SIGMA THETA TAU INTERNATIONAL
Boston College
William F. Connell School of Nursing
Chestnut Hill, MA 02467