answering the call: new dean susan gennaro
making it better: advanced practice forensic nursing at boston college
consistently I am told of the excellence of the students, alumnae/i, staff, and faculty as well as your universal aspirations to continue to be known for educating the nurse-leaders of tomorrow. I see the high regard in which Boston College nurses are held, because of their important contributions to nursing scholarship, research, and practice. Most importantly, I see the important role Boston College will have in developing the knowledge needed by the nurse-leaders of tomorrow to improve the health of the world’s people.

I have heard much about our rich history and I look forward to further formulating my vision of the Connell School’s promising future with your ideas and insights. I appreciate the unique contribution that is made when the mission and resources of Boston College are combined with the resources of Boston, the health care mecca of the United States. It is an unbeatable combination and one of the main reasons that my husband, Bill Fehder (who joins me on the faculty as a doctorally prepared nurse-anesthetist), and I chose to move to Boston and become part of the Connell School family.

I look forward to working together to take three strategic steps toward meeting our vision. First, we must educate nurses to be leaders in a global world. Next, we must foster diversity in order to develop new solutions to the problems of tomorrow. Finally, we need not only to access, evaluate, and translate evidence into practice—one hallmark of today’s nurse-leader—but also to develop knowledge and effective knowledge collaborations. Florence Nightingale herself collaborated as a nurse in the Crimea as she used statistical and research techniques to identify explanations for morbidity and mortality among soldiers, translated this knowledge into more effective nursing practice, and advocated for changes in health policy to improve the plight of her soldier patients. Finally, she collaborated to establish new models of nursing education in more than one country—the Nightingale schools. Tomorrow’s Nightingales will also need to work with a cohort of experts to isolate problems and identify solutions. The Connell School of Nursing will have a central role in developing knowledge and in brokering knowledge partnerships.

Today I find myself blessed to be greeting you as the Dean of the Connell School of Nursing. I look forward to meeting you and I thank you in advance for your help and support as we move together into the future.

It is a true pleasure to be greeting you as the new Dean of the Connell School of Nursing. Over the past weeks, I have spoken with many of you to learn more about the Connell School and your hopes for its future.

Susan Gennaro
Dean and Professor

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Rosanna DeMarco, associate professor of community health at the Connell School, has been selected as a fellow of the American Academy of Nursing (AAN). Fellows are selected by their peers for their outstanding contributions and achievements in nursing. The AAN has approximately 1500 fellows, who are leaders in nursing education, management, practice and research. AAN fellows pledge to work toward a better health care system by enhancing quality of care, reducing health inequalities, promoting healthy behaviors, and integrating mental and physical care.

DeMarco’s work focuses on women, marginalization, and health behaviors. She is the co-producer of an HIV prevention education film entitled “Women’s Voices Women’s Lives,” which is used by AIDS service organizations across the United States and has been translated into Spanish and Vietnamese. The film is part of an interdisciplinary community-based HIV and AIDS prevention program DeMarco developed, translating the real experiences of women suffering from chronic illness into preventive messages for others.

In 1998, she joined other nurses to develop Healing Our Community Collaborative, a prevention education program for inner-city Boston women. She is also the co-founder of Sistah Powah, a peer-led neighborhood-based prevention program for seropositive women of color.

As an AAN Fellow, DeMarco will continue to advance health policy using the model of collaborative community-based knowledge. “I will work with great effort,” she says, “to increase the expertise of nurses and develop nursing leaders who can serve the public and nursing profession by generating creative solutions to complex health problems such as HIV/AIDS.”

June Horowitz, Connell School professor and also an AAN fellow, called DeMarco’s contributions to nursing “highly significant, sustained, and ongoing.” “DeMarco’s career is characterized by outstanding and sustained productivity,” she says.

Barbara Wolfe, professor and director of the center for nursing research at the Connell School, has been tapped by the American Psychiatric Association to serve as a work group member to help develop the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), the foremost manual used worldwide by psychiatrists and other mental health professionals to diagnose mental disorders. Wolfe, whose research focuses on the psychology of eating disorders, will serve as a member of the eating disorders work group, whose membership is made up of internationally recognized researchers and clinicians. The work group will review scientific advances and examine new research since the manual was last updated, a process that will continue over the next four years.

Barbara Wolfe Selected as DSM-V Work Group Member

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Kate Gregory Selected as 2008 CANS/ANF Scholar

Kate Gregory, assistant professor of maternal child health at the Connell School, has been named the 2008 Council for the Advancement of Nursing Science (CANS)/American Nurses Foundation (ANF) Scholar. This honor comes with a grant, given each year in all areas of nursing for nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient care.

Gregory’s research interests pertain to the feeding, growth, and development of preterm infants, and she will use her grant to continue this work, examining whether urinary biomarkers predict necrotizing enterocolitis in preterm infants. Necrotizing enterocolitis is a common problem in preterm infants and early detection could lead to much improved outcomes in this vulnerable patient population.

Kelly Stamp’s research interests include nurse practitioners’ judgments of coronary heart disease risk (CHD), patients’ judgments of their own coronary heart disease risk factors and the necessity of treatment, and health care providers’ treatment decisions based on a cardiac risk assessment. In her current work, Stamp is evaluating how nurse practitioners make treatment or referral decisions based on CHD risk factors. Stamp is certified as an adult nurse practitioner and is an active member of Sigma Theta Tau International Honor Society of Nursing and the American Heart Association.

Lichuan Ye’s research focuses on women with sleep disorders, with particular interests in symptom presentation, daily functioning, and treatment outcomes. Specifically, her work explores gender differences in the clinical presentation of obstructive sleep apnea; she is interested in whether women respond differently than men to continuous positive airway pressure treatment. Ye is a member of the Sleep Research Society and Sigma Theta Tau International Honor Society of Nursing. She was awarded the 2008 dissertation award by the Eastern Nursing Research Society and the Council for Advancement of Nursing Science.
The award will also support Amar’s participation in a training program that will help prepare her for academic leadership and translating evidence into policy and practice initiatives. “I hope to use this generous support from the Robert Wood Johnson Foundation to execute a substantive research project that will result in data that informs policy and practice to create real change for real people,” says Amar. “The mentorship, training and networking opportunities are pivotal to reaching my career goals.”

Connell School Dean Susan Gennaro comments, “The Robert Wood Johnson Foundation’s support for nursing is well established in enhancing academic and clinical nurse leadership. As someone who has personally benefited from the Foundation’s support as a Robert Wood Johnson Clinical Nurse Scholar, I know that Angela’s career will be enhanced by the educational, leadership and networking opportunities provided by the program.”

Gennaro adds, “She is a perfect recipient of this important and prestigious fellowship because she is a visionary, committed researcher and teacher who has made and will continue to make significant contributions to improving the health of women and families in the United States.”

The goal of the Robert Wood Johnson Foundation Nurse Faculty Scholars Program is to develop the next generation of national leaders in academic nursing through career development awards for outstanding junior nursing faculty. The program aims to strengthen the academic productivity and overall excellence of nursing schools by providing mentorship, leadership training, salary and research support to young faculty.

MARY ARUDA APPOINTED TO PEDIATRIC NURSE PRACTITIONER CONTENT EXPERT PANEL

Connell School Assistant Professor of maternal child health Mary Aruda was appointed in August to the Pediatric Nurse Practitioner Content Expert Panel. Panel members within each nursing specialty develop the nationally recognized Board Certification Exams for the American Nurses Credentialing Center (ANCC). Aruda specializes in health promotion, adolescent health, adolescent pregnancy prevention, and children with special health care needs, interests which will provide an invaluable contribution to the panel.

ROY, HAZARDO HONORED BY MASSACHUSETTS NURSING ASSOCIATION

The Massachusetts Association of Registered Nurses (MARN) honored Barbara Hazard, former dean of the Connell School, and Sr. Callista Roy, Connell School professor and nurse theorist, at its awards ceremony in April in Dedham, Massachusetts. Roy has been named a “living legend” by MARN. According to MARN, living legends are “nurses whose long-standing contributions over the course of their careers serve as an inspiration to other nurses. They have exhibited creativity and innovation in practice and blazed trails for other nurses to follow.”

Hazard was presented with the 2006 MARN Excellence in Nursing Education Award. This recognition is given annually to a MARN member who provides excellence in nursing education, and facilitates learning and the development of learners.

CALVIN AWARDED DOCTORAL FELLOWSHIP GRANT FOR HER ANESTHESIA RESEARCH

Connie Calvin, a Connell School PhD candidate, has received the Doctoral Fellowship Grant from the American Association of Nurse Anesthetists. Currently a faculty member in the nurse anesthesia program at Northeastern University, Calvin also practices as a certified registered nurse anesthetist for a cardiothoracic anestheria group at Catholic Medical Center in Manchester, New Hampshire, where she mentors nurse anesthesia students from Northeastern University and the University of New England. Calvin’s research interests surround the phenomenon of postoperative cognitive dysfunction (POCD) in patients following cardiac surgery. Through her research she aims to determine if there is a difference in cognitive outcome in patients who receive a cognitive training intervention following cardiac surgery, compared to those who receive usual care.

“The funding provided by the Association will support my current research and provide a foundation for future programs of research,” Calvin says. “I will also be contributing to the body of knowledge for future nurse anesthesia students.”

MASTER’S STUDENTS AWARDED SCHOLARSHIPS AT NAPNAP CONFERENCE

Two Connell School students were presented with scholarships at the 2008 National Association of Pediatric Nurse Practitioners (NAPNAP) Annual Conference, held this past April in Nashville, Tennessee.

Karina Newinsky MS’08 was awarded the NAPNAP/McNeil Scholarship and Rebecca Evans MS’08 received the Reckitt Benckiser Student Scholarship. Both scholarships are offered to promising pediatric nurse practitioner graduate students who are NAPNAP members. After receiving her bachelor’s degree from the University of Connecticut magna cum laude in 2003, Karina Newinsky worked at Connecticut Children’s Medical Center on the Hematology/Oncology Unit and at Children’s Hospital Boston on the Bone Marrow Transplant Unit. Newinsky spent the past three summers working as a staff nurse at a camp for children with life threatening illnesses. Rebecca Evans received dual bachelor’s degrees in Nursing and Sociology from the University of Pennsylvania, going on to work as a pediatric nurse at Children’s Hospital in Philadelphia, then as a travel nurse at various hospitals in California and Boston. Evans plans to return to the Connell School in the fall for a post-master’s certificate in psychiatric nursing. An accomplished artist, Evans also hopes to find ways to integrate her passion for art into her nursing career.

CAROL MARCHETTI ATTENDS SUMMER RESEARCH PROGRAM IN SWITZERLAND

Carol Marchetti, a Connell School PhD candidate, was awarded a grant to attend a one-week intensive practice-oriented research training course for doctoral students in advanced quantitative design and statistical analysis in the health science fields of nursing, public health, and medicine. The summer program, held this past August, was organized by the Institute of Nursing Science at the University of Basel in Basel, Switzerland. Course participants were introduced to advanced quantitative methods focusing on the integration of research design and statistical approaches to analyze data, and the interpretation of the results from the application of these statistical methods. The course combined morning lectures and afternoon seminars with hands-on practice, giving students the opportunity to immediately apply the various data analysis techniques presented beforehand. Marchetti’s grant was funded by ThinkSwiss.

ROBERT WOOD JOHNSON FOUNDATION AWARDS FUNDS FOR MASTER’S ENTRY SCHOLARSHIPS

The Connell School is among the first institutions in the nation to receive funding through the Robert Wood Johnson Foundation’s (RWJF) New Careers in Nursing Scholarship Program. Grants provided through this competitive program will be used for scholarships to increase the number of students enrolled in the Connell School’s accelerated master’s entry program. This groundbreaking national initiative, launched by RWJF and the American Association of Colleges of Nursing (AACN), aims to help alleviate the nation’s nursing shortage by dramatically expanding the pipeline of students in accelerated nursing programs. Boston College has already award-
ed seven $10,000 scholarships to incoming master’s entry students, and will award an additional seven scholarships to incoming students in the spring semester. Award preference is given to students from groups underrepresented in nursing or from disadvantaged backgrounds. The Connell School will also use grant funding to help leverage new faculty resources and provide mentoring and leadership development resources to ensure successful program completion by scholarship recipients. “This program aims to safeguard the health of the nation by helping to ease the nurse and nursing faculty shortage,” said RWJF President Lisa Lavizzo-Mourey, MD, MBA. “This new initiative will also advance [RWJF’s] strategic goal of promoting leadership in the health professions.”

The RWJF’s New Careers in Nursing Scholarship Program supports accelerated programs, which offer the most efficient route to a nursing career for adults who have already completed a baccalaureate degree in a discipline other than nursing. Although enrollment in these programs has steadily increased over the past few years, many potential students are unable to enroll since already having a college degree disqualifies them for receiving most federal financial aid programs for entry-level students. The New Careers in Nursing scholarships address this problem, and will also help to ease the nurse and nursing faculty shortage, by helping to ease the nurse and nursing faculty shortage, and will also help to ease the nurse and nursing faculty shortage.

Connell School students chosen as APNA Janssen Scholars
Connell School undergraduates Ariana Chao ’10 (left), Jen Engel ’09, and graduate student Sarah Maclaurin MS’10 (right) have been selected as 2008 American Psychiatric Nurses Association (APNA) Janssen Scholars. This highly competitive national scholarship is given to 15 undergraduate and 15 graduate nursing students interested in psychiatric mental health nursing. The Janssen Scholarship Program seeks to encourage involvement in patient and nurse advocacy, expand concepts related to professional nursing organizations, and help students better understand the role of the psychiatric mental health nurse.

The scholarship pays for Chao, Engel, and Maclaurin to attend the APNA Annual Convention in Minneapolis this October, where they will learn about philosophy of care, pharmacology, and trends and issues in psychiatric care. They will also get the opportunity to work with an APNA faculty mentor to guide their career plans.

Linendoll presented with Connell Award
At commencement this past May, Nadine Linendoll, PhD ’08 was presented with the 2008 Connell Award, the highest honor a Boston College nursing student can attain. Linendoll has made community service a central part of her 17 years at Boston College. “If you are with a Jesuit school why wouldn’t you be involved in service?” she asks. “It’s part and parcel of just who we are.” Her work includes taking part in service trips to Nicaragua and Jamaica and collecting donations of books and clothing for Nicaraguan citizens. She has also served as a member of the parish council and chair of the hospitality committee at St. Ignatius Church, where she has been a member for 30 years.

Ver Eecke, SJ, Jesuit-in-Residence at Boston College, states that Eldredge “has a heart of gold and never fails to respond to the needs of those around her.”

“Maureen is committed to the success of individual students and goes well beyond the expectations of her job to work toward this,” adds Connell School Associate Dean Catherine Read. “It is her commitment to Boston College and the surrounding community that sets her apart.”

Kathleen DeTreso ’08 confirms Eldredge’s support of the nursing students, saying “Maureen knows every one of us by name. She’s always right on top of everything we do and need to do.”

“I love my undergraduate nurses,” Eldredge says simply. “They are so competent, so eager, so compassionate, so energetic, so caring. It’s great to work with them.”

Linendoll’s dissertation titled “Family Caregivers’ Perceived Symptom Distress of Persons with a Primary Malignant Brain Tumor” attests to the value of Linendoll’s work, emphasizing that “it gives a new lens to enrich understanding of the interaction between the experiences of patients and caregivers, building a foundation for future therapeutic interventions.”

Assistant Clinical Professor Stacey Barone also notes that Linendoll’s “fresh and thoughtful approach” was well appreciated by the students who enjoyed hearing her lecture about her practice: “She has great promise as a clinician, nurse researcher and teacher,” says Barone. “Her human, spiritual and skilled approach to her patients and the discipline is an excellent example of the limitless potential of nursing at its finest.”

The Connell Award is named for the late Boston-area businessman and philanthropist William F. Connell, for whom the nursing school was named in 2005. When Linendoll entered the MS/PhD program in September of 2003, the naming of the school was one of the first activities she attended at Boston College. “I was very impressed with Mr. Connell’s strong work ethic, community service and commitment to family,” Linendoll recalls. “I am so honored to receive this award in honor of him. It inspires me to live up to his high standards, and make him proud of the graduates of Boston College School of Nursing.”

Daley elected to American Nursing Association Board of Directors
During the American Nurses Association (ANA) Biennial House of Delegates meeting this past June, Karen Daley, a doctoral student at the Connell School, was elected to serve a two-year term on the ANA Board of Directors. Daley was one of 30 candidates that vied for various leadership positions during ANA’s 2008 elections, held in Washington, DC. Daley was also appointed by the ANA to a seat on the American
Nurses Credentialing Center Board of Directors

The ANA is the only full-service professional organization representing the interests of the nation’s 2.9 million registered nurses through 54 constituent member nurses associations. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the rights of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying Congress and regulatory agencies on health care issues affecting nurses and the public.

In response to her election, Daley comments that, “there are many critical issues facing ANA, not the least of which is the need to grow the membership of ANA and to expand the influence of nursing across policy and political arenas. I look forward to the opportunity to serve as a member of the ANA Board of Directors and to contribute to those dialogues and decision-making processes.”

Jennifer Taylor ’08 was chosen by the Connell School faculty as the 2008 Edward H. Finnegan, S. J. Memorial Award nominee. Each school at Boston College nominates an undergraduate for the Finnegan Award, and that individual represents the school at University Commencement by accepting the degree for his or her class. The award honors leadership, service, and humility. Taylor fully embodies these qualities, having led both faith-based and student organizations and participated in service and mission projects from Africa to Appalachia. Believing that “the health of a nation is dependent on the health of mothers and their children,” Taylor’s career ambition is to become a nurse midwife to provide services to women in underdeveloped nations.

Taylor has focused her volunteerism on missions that address the interrelationship between poverty and the health of women and children. She received grants to study culturally effective health development and distribute funds to baccalaureate-prepared nurses who need scholarship assistance for graduate study. NEF is administered by a board of directors comprised of leaders in nursing and other health professions. Award recipients are considered for these competitive scholarships based on their academic excellence and potential for contributing to the profession.

JENNIFER TAYLOR NOMINATED FOR FINNEGAN AWARD

Jennifer Taylor ’08 was chosen by the ANA for the Finnegan Award. Each school at Boston College nominates a student for the award, and that individual represents the school at University Commencement by accepting the degree for his or her class. The award honors leadership, service, and humility. Taylor fully embodies these qualities, having led both faith-based and student organizations and participated in service and mission projects from Africa to Appalachia. Believing that “the health of a nation is dependent on the health of mothers and their children,” Taylor’s career ambition is to become a nurse midwife to provide services to women in underdeveloped nations.

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PHD STUDENTS AWARDED 2008–2009 NEF SCHOLARSHIPS

Connell School PhD students Kim Francis and Brian French were both awarded 2008–2009 academic year scholarships by the Nurses Educational Funds, Inc. (NEF), a non-profit organization that seeks to increase the number of nurses in short supply. Nurses have traditionally prepared for these roles through on-the-job training with physicians and scientists conducting pharmaceutical research. The Boston College School of Nursing, Continuing Education Office now has a program for these positions.

Want to learn more? Attend a free Information Session/Clinical Research Open House. Please call 617-552-4256 for details.

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Our Clinical Research Certificate Program includes a rigorous curriculum to prepare you for today’s competitive marketplace. The Clinical Research field—including careers as a Clinical Research Associate (CRA) or a Clinical Research Coordinator (CRC)—is a new, stimulating, and innovative career choice for nurses. As a result of the recent movement to speed drug and medical device development, the need for scientifically trained professionals to coordinate research studies has increased. The U.S. Department of Labor reports that the demand for qualified CRAs and CRCs is expected to double over the next ten years. Professionals trained for these demanding careers are currently in short supply. Nurses have traditionally prepared for these roles through on-the-job training with physicians and scientists conducting pharmaceutical research. The Boston College School of Nursing, Continuing Education Office now has a program for these positions.

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February 4, 2009, 6:00 – 8:00 pm | April 23, 2009, 6:00 – 8:00 pm

WWW.BC.EDU/CE
Dean Susan Gennaro points to Jesuit mission, commitment to research as key to her decision to join Boston College by Joshua J. Jensen
This past July, Susan Gennaro stepped into the dean role at the Connell School of Nursing. Gennaro comes to Boston College with a strong record of achievement and an international reputation as a leader and innovator in the field of nursing. Her research in perinatal nursing has received funding from the National Institutes of Nursing Research and the Office of Women’s Health at the National Institutes of Health. Gennaro is the editor of the Journal of Nursing Scholarship, one of the country’s most respected and influential nursing journals.

By all accounts, Gennaro didn’t need to come to Boston College. She was the Florence and William Downs Professor of Nursing Research at the College of Nursing at New York University, where she had been since 2006 following nearly 20 years on the faculty of the University of Pennsylvania. At NYU, she had an ideal platform to conduct her clinical research, mentor faculty and students, and contribute to the nursing profession in meaningful and important ways. She and her husband, William Fehder—a PhD-prepared nurse anesthetist and now clinical associate professor at Boston College—are both native New Yorkers, and by all accounts, enjoyed living in New York and rooting for their beloved Yankees.

What would drive Gennaro to uproot herself and move to Red Sox Nation, not to mention taking on the pressures and challenges of life as a dean? Boston College. “I know I wouldn’t have left to go be the dean anywhere else but Boston College,” says Gennaro. “I was doing my research, I had just gotten good news about a grant. Life was great. The only reason that I considered Boston College was because it felt like it was completing a circle. Coming to Boston has been a homecoming in a kind of holistic, spiritual, and intellectual way.”

In making the decision to come to Boston College, Gennaro asked herself, “Why do you have the talents you have? What do you do when people are saying these are the talents that could help you to really give back in the most important ways?” She notes, “It would have been almost sacrilegious to say ‘I hear the call, but I’m not going to answer it.’ This felt like it was meant to be.”

**A PATH ROOTED IN JESUIT IDEALS**

Gennaro traces her path to Boston College back to the days before she was even considering a career in nursing. “My mother was a nurse, my aunt was a nurse, and my other aunt was a nurse, so I decided that I was never going to be a nurse,” she says.

She went to Le Moyne College, majored in English, graduated and worked on Wall Street. It was then that she started asking herself if she should be doing more. “I started thinking, ‘what am I doing here? What difference am I making? How am I helping?’ I had gone to a Jesuit college and I had been well formed I guess!”

Gennaro credits her experience with Jesuit education as leading her to a career in nursing, and eventually to the connection she felt with Boston College. “Boston College is a place that has a value system I really believe in,” she says.

Gennaro recalls that in her interview with Boston College President Father Leahy, she asked him, “If three years from now somebody told you the best decision you ever made was hiring that new dean at the School of Nursing, what would he or she have done that would make you nod, ‘yes that’s true’?”

She says that Father Leahy spoke about educating and graduating students who were the best nurses, who provided the best care, and who were the kind of nurses anyone would want for their own family members. She says she had expected him to say that he wanted to graduate nurses who could produce research. She was heartened that although he understands and respects nursing as a science, his answer to her question wasn’t just focused on research funding. “It was about producing the best for society. It was holistic.”

Gennaro says she realized then that, “Boston College is a place where people truly believe in the importance in both doing good and doing well. It isn’t just about doing well.”

**AN APPROACH FIT FOR A DEAN**

Nancy Van Devanter, an associate professor at New York University who has collaborated with Gennaro, sees Gennaro as a strong fit for the Connell School dean position. “Susan is actually someone who was born to be a dean; she has every quality needed to be a great one. Susan is an outstanding scholar, a visionary leader, and a gifted and very creative administrator. Most important of all, she just has a terrific sense of humor.”

“One of the attributes that I really admire in Susan is her ability to work with a broad range of people, and in particular her ability to work with people in clinical and community settings. For example, she and I are evaluating a program that encourages breastfeeding among women in a local hospital here in New York. When we go into that environment, Susan sits down with nurses and other clinical staff, and is perfectly at home. People pick up on the fact that she is very down to earth, which is not true of all researchers. Susan demonstrates her respect for clinical staff and the work they do.”

Van Devanter emphasizes that this authentic approach is pervasive across all of Gennaro’s work. “Susan has done truly extraordinary work at NYU in the recruitment of...
minority students and faculty. The reason she has been successful is that this work is true to her vision of nursing and to her commitment to addressing health disparities in minority populations. She understands that in order to solve some of these very large problems, we need to engage a diverse team, including people with real-life experience in these issues."

Gennaro credits her upbringing for her down-to-earth sensibility. “My father’s family were recent immigrants. He had to give up high school to help with the family. He quit so that his sister could finish high school. He was an auto mechanic, a very successful small businessman, and wanted more for his children and more for his daughters. That was very big. There was that sense of living the legacy there.”

Gennaro wins points with her colleagues not just for her style, but also the substance of her work. Janet De atrick, who worked with Gennaro at the University of Pennsylvania, noted, “When [Gennaro] left here, I began to fully grasp how much work she really did. Susan is one of the hardest working people I know in academia. She always asks the tough questions, makes the tough decisions. She doesn’t let anything slide.

“I think of the way she advocated for students as director of the doctoral program,” De atrick continues. “If she thought a student needed a second consideration on an issue, she was always the first to say that. On the other hand, if she thought the faculty needed advocacy, she would do the same. It was never a popularity contest or calculated. I think you can look forward to a very productive, very principled kind of leadership from Susan.”

A HISTORY OF LEADERSHIP IN NURSING RESEARCH

Of course, there is plenty of work to be done in healthcare, and Gennaro sees nursing and in particular the research that nurses do as central to addressing these needs. “So many of the problems we face are issues of chronic health-care. Even infectious diseases like HIV have become chronic, and many of the challenges have to do with behavior. We like magic pills in this country. There aren’t magic pills for all of those things. The systems that are going to be the most successful are systems that really help people manage their lives in very different ways.”

Gennaro’s perspective was shaped by her own work as a Lamaze-certified childbirth educator, where she spent a lot of time helping women prepare for breast-feeding. She recalls reading an article during that time in which a researcher reported the results of a study where she compared the results of women doing all the things that had been advised to prepare for breastfeeding on one breast, and doing nothing on the other breast. Gennaro said she was surprised to learn that all the time she was spending telling women to do certain things actually made no difference. She had an epiphany about her work and the importance of research.

“It was clear to me that I could be very involved in clinical practice, but if I wasn’t testing what it was that was being done, if I wasn’t generating new knowledge, I was just spending a lot of time on hocus pocus,” she says.

That experience informed her view of research and the particular contributions of nurses. “There’s a point at which you can do something one way because we have always done so, but it doesn’t mean that’s the best way. If you go other places in the world and they do things entirely differently and people aren’t dying because they’re not doing x, y, or z, you have to think to yourself, what’s the difference? It makes you think a little more critically.

“Nursing research is unique. We are really trying to figure out how to get people into care, and keep them in care. We are helping people understand the changes they could make that would positively impact their lives. We have a lot to contribute in big ways. Nurses really do understand culture and all of those other things that make a big difference.”

MAINTAINING A WORK/LIFE BALANCE

Although she maintains high standards for herself, her stu-
dents, and her colleagues, Gennaro’s colleagues praise the importance she places on having a balanced life, for herself and for others. Connell School Assistant Professor Angela Amar recalls being a doctoral student at the University of Pennsylvania, where Gennaro was her dissertation advis-
or. “I told Dr. Gennaro not to worry about my progress because I was going to bring my work with me when I took my son, Kirby, to Disney World. Susan looked me in the eye and said, ‘You only get to bring Kirby to Disney World once while he’s seven. Don’t bring your work.’” Despite her many, many professional accomplishments—and there are many—she values people, and relationships, and living.

Van Deventer agrees. “The other part of Susan that I appreciate—and this is important for a dean—is that she has balance in her life. She has extensive family and friends that she is very close to. It is important for somebody in this kind of position to have priorities other than the job. It keeps you real, keeps you human, and makes you a better leader.”

How does Gennaro keep up her high standards and her commitment to work-life balance? She explains, “There are only 24 hours in a day so we have to have efficient sys-
tems that help faculty not be overwhelmed. It is important for them to be able to say, ‘I still have a family that loves me,’ or whatever particular structure is important to their life. So how do you make that happen? As dean, I think you have to try to be a good steward of resources and time, probably being the biggest. We have to think about what work really helps us to our outcomes, and what’s really busy work. I have lots of ideas about how that’s going to happen here at Boston College, and how we’re going to help people to be really productive scholars and excellent teachers.”

Since she arrived on campus, and indeed before she arrived, Gennaro has been having critical conversations with university officials, colleagues in the nursing com-
munity, and Connell School faculty and staff. She’s been asking the tough questions, learning what works well, what is valued, and where improvements can be made.

“I’ve really watched a lot of leaders put themselves out there, only to turn around and realize that nobody was behind them. I don’t want to do that. For me, this is about building a community. That means we have to go places that I don’t particularly want to go, and that’s okay.”

I’ve been wrong a lot in my life, but I’m really good about continuing to collect data and informing decision-making. We can try things that might not work; that’s not a prob-
lem. Better to try something that doesn’t work, than to not try at all.”

For now, Gennaro is more than content to set the stage for positive developments. “You can’t plant the corn, as Father Leahy I’m sure would tell us, until the ground is tilled, make sure I’m getting rid of the stones and the roots so that as opportunities arise, we are in a place where if we plant, we’ll have better growth. I have to worry about whether there will be water if there’s a drought, I have to worry if we get the equip-
ment that we need. We have to have the backhoe. I know nothing about farming but I’ve been hearing wonderful examples!”

“メンシューシップ is part of my role as me, so whether it’s the dean or its ‘Susan Gennaro,’ part of what I have enjoyed most in my life has been to opportunity to help people, and then watching them succeed and grow. I sit there and think, I used the skills God gave me to make a difference today.”

Gennaro’s colleagues echo this. “Susan started pre- and post-doctoral training programs for students at Penn that were funded continuously for 10 years by the NHL.” De atrick explains. “These programs have made a tremen-
doius difference in people’s lives.”

Wendy Budin, director of nursing research at NYU School of Medicine, notes, “I sincerely treasure our friendship and although I am happy for her and for my friends at Boston College, I am going to miss her sorely. Susan is not only a brilliant scholar, but a genuine, caring and dynamic leader who is well respected by her students and peers.”

Her former doctoral student confers: “At every crossroad or venture,” Amar says, “Susan shares pearls of wisdom—

many that she passes along from her mentors—to help you out on the journey. Through the heartwarming and usually funny stories, Susan builds lasting relationships and provides mentorship, support and guidance. The lists of her colleagues, mentors, protégés, and friends are endless. She is so impressive that when you meet her with people, they每月 external funding, publications and scholarly present-

ations—will certainly serve the Connell School well, but it is Susan’s interior persona that is the true gem of Boston College has acquired.”
In the spring of 2007, Assistant Professor Angela Amar and Clinical Assistant Professor Holly Fontenot attended a conference focused on domestic violence. Afterwards, they began a casual conversation about the connections between their violence prevention work, the work of their colleagues, and how this work could fit into a forensic nursing program at the Connell School of Nursing. For many junior faculty—Amar was in her first year at Boston College at the time—the conversation would have ended there, their collective time consumed by their teaching and research obligations.

MAKING IT BETTER
THE CONNELL SCHOOL INTRODUCES ADVANCED PRACTICE FORENSIC NURSING
by Joshua J. Jensen

In the spring of 2007, Assistant Professor Angela Amar and Clinical Assistant Professor Holly Fontenot attended a conference focused on domestic violence. Afterwards, they began a casual conversation about the connections between their violence prevention work, the work of their colleagues, and how this work could fit into a forensic nursing program at the Connell School of Nursing. For many junior faculty—Amar was in her first year at Boston College at the time—the conversation would have ended there, their collective time consumed by their teaching and research obligations.
Forensics requires practitioners who are able to build connections across organizations and professional identities. The forensics advisory board is a diverse group made up of leaders in forensic science and related fields, convened together to help students build skills and offer a strong professional community from the beginning of the program.

Instead, Amar and Fontenot kept talking and also brought others into the conversation, including Connell School Professor Ann Burgess, a pioneer of forensic nursing. In short time, they pulled together an impressive coalition of Boston-area community leaders across a range of fields related to forensics. Amar channeled this energy and expertise into a grant proposal that she submitted to the Health Resources and Services Administration (HRSA), part of the U.S. Department of Health and Human Services. Amar asked HRSA for funding to start an advanced practice forensic nursing specialty at Boston College.

The story that Amar told in her proposal was straightforward but compelling: given increasing violence, coupled with an increasing understanding of its physical and mental health impacts, there is a clear need for advanced practice nurses who are able to address the broad health needs of individuals who have experienced violence, as well as assist individuals throughout the legal process with evidence collection, forensic documentation, and court testimony. In short, there is an emerging need for advanced practice forensic nurses.

As part of their proposal, Amar and her team outlined an advanced practice forensic nursing curriculum that would be available both as an additional specialty certificate for advanced practice nurses and as an additional specialty concentration in the master’s program. Their hard work was rewarded with a nod to move forward from HRSA, creating an advanced practice specialty in forensic nursing for the Connell School, which will formally launch in 2009.

DEVELOPMENT OF THE FORENSIC NURSING FIELD

The development of Boston College’s advanced practice forensic specialty comes at a point when the field of forensic nursing is still relatively early in its development. The first forensic nurses in clinical practice were sexual assault nurse examiners (SANEs), a role that came about in the mid to late 1970s to address the needs of women who were the victims of rape and sexual assault. At this time, legal evidence was collected in the emergency rooms where women received treatment, and nurses were often the only female healthcare professionals. These nurses developed SANE programs to train other nurses for this role, creating the first forensic nurses.

Since the 1970s, the scope of forensic nursing practice has expanded. According to the International Association of Forensic Nurses, forensic nurses work with individuals experiencing a broad range of interpersonal violence including domestic violence, sexual assault, child and elder abuse and neglect, physiological and psychological abuse, occult and religious violence, and human trafficking. Forensic nurses work in such settings as forensic mental health, correctional nursing, legal nurse consulting, emergency and trauma services, public health and safety, and death examination. In short, wherever nurses can combine their healthcare expertise with a legal component, they have been under the broad umbrella of forensic nursing.

Advanced practice forensic nursing is an even more recent development, with certification as an advanced practice forensic nurse currently under development. Boston College is on the leading edge of this development, with only a handful of these advanced practice programs offered in the United States. Advanced practice nurses are expected to take the field of forensic nursing to the next level, giving nurses the skills and tools to participate in clinical research, and use existing research to impact their own practice as forensic nurses. These nurses will have the skills necessary to address the broader health needs of victims of violence.

FORENSIC SCIENCE AT BOSTON COLLEGE

While advanced practice nursing forensics may be new to Boston College, the study of forensic nursing here is well established, rooted in the leading-edge work of Ann Wobert Burgess, a professor at the Connell School since 2001. Burgess’s relationship to Boston College goes back even further however, to 1972, with her early victimology research in collaboration with Boston College sociologist Professor Lynda Lyle Holmstrom. This work would lead Burgess down a path that eventually would form the scientific foundation of the field of forensic nursing.

Burgess has continued to lead research in forensic science. Currently, she is co-primary investigator on a collaborative grant project with the Justice Resource Institute and Villanova University. The purpose of this two-year project is to advance empirical research related to combating online sexual victimization of children and adolescents and to improve Internet safety strategies.

Burgess has also been an innovator in the teaching of forensics, leading a number of popular undergraduate courses on the subject. Students from across the university give Burgess’s courses high marks, in part due to her ability to bring concepts alive through real-world examples drawn from her own experience as an expert witness on countless high profile court cases, including the recent Duke lacrosse case, as well as the infamous Menendez brothers trial. In addition, Burgess has leveraged her work with the FBI, bringing FBI agents into the classroom to discuss their forensics work.

Burgess continues to innovate in the classroom. Most recently, she collaborated with faculty from Boston College’s biology department to offer a “forensic science lab” course, where students use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Burgess has also developed courses with the Connell School’s continuing education program, including courses in forensic science, forensic mental health, and victimology. A recent addition is a one-day “forensics summer camp” for practicing nurses. Burgess is thrilled to see young faculty building off the
foundation that she has created through her research and teaching. “When my work on rape trauma syndrome was published, I never dreamed that 35 years later there would be enough research to provide graduate students with an evidence-based curriculum in forensic nursing,” she says. “Yet the time has come and the Connell School is ready for this.”

As a relatively young profession, advanced practice forensic nursing is not something that is familiar to the broader public. While forensic nurses may have an ideal skill set to meet the needs of individuals and communities experiencing violence, for many, it is not yet second nature to turn to forensic nurses for this expertise.

Aware of this challenge and determined to address it proactively, Amar has developed a collaborative, community-based strategy that has the potential to meet the needs of forensic nursing students, and perhaps as importantly, be a catalyst in Boston to integrate advanced practice nurses into the fabric of forensics science and practice. Simple yet bold, Amar approached an impressive list of community leaders, building an advisory committee that reads like a “who’s who” of forensic leaders in the Boston area (see page 23 for a full list).

To head up this group, Amar tapped Lucia Zuniga, director of the Massachusetts Sexual Assault Nurse Examiner (SANE) Program, who has many benefits in a strong collaborative relationship between the SANE program and Boston College and is personally excited by the opportunity. “I was stunned to have a colleague tell me that she had been experiencing physical violence from her boyfriend, soon to be husband, for a few years. My mouth dropped open and I asked, ‘How come I never knew?’ She replied, ‘Well, you never asked.’”

Through her own research, Amar would come to realize that these experiences are far from unusual. Intimate partner violence is a hidden problem, often because the victim fears blame or being looked down upon. “My own research interests derive from this place of trying to make sense of a social problem that affected women I knew from my professional practice and personal life,” says Amar. “Armed with an understanding that anyone may walk into a violent relationship but getting out of it isn’t as easy, I set out to understand more about the experience of partner violence and its effects on health.”

Amar’s research trajectory would lead her current work to understand what motivates women who are experience violence in a dating relationship to seek help. “Realizing that young women experience dating violence and do not report it to helping professionals inspired me to study help seeking. Using the Theory of Planned Behavior, I have explored the attitudes and beliefs associated with reporting dating violence. I hope to evolve my research trajectory into the development and testing of intervention programs. I would love nothing more than to ‘put myself out of a job’ by developing an effective prevention strategy.”

For the moment, it doesn’t look likely that Amar will find herself out of work, as violence continues to plague our society. However, through teaching and research innovation, it is a sure bet that forensic nurses will do transformational work that improves the lives of those experiencing violence.

The advanced practice nursing forensic specialty is designed to be completed in one year of full-time study, either as a post-master’s certificate for those who have already completed a master’s degree in nursing, or as a second specialty concentration for master’s students. Students will complete 500 clinical hours in addition to classroom work. Courses include:

- **FORENSICS I: FUNDAMENTALS OF FORENSICS IN NURSING AND HEALTH CARE**
  - Examines the historical, sociopolitical and cultural perspectives of personal, professional, and societal issues related to victimization and perpetration of violent crime. Students examine the interface of the health care, social services, and legal systems in providing care to victims and perpetrators. Emerging roles in forensic nursing practice and issues unique to each practice will be explored.

- **FORENSICS II: PSYCHOSOCIAL AND LEGAL ASPECTS OF FORENSIC PRACTICE IN NURSING AND HEALTH CARE**
  - Provides a comprehensive examination of the behavior, emotional responses, and cognitive decision making of both victims and perpetrators of a crime. Students examine the ethical and legal responsibilities for health care providers and health care agencies from both a legal and ethical perspective with a special emphasis on sociocultural context of victimization and perpetration.

- **FORENSICS III: PRACTICUM**
  - Prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical sub-specialty and functional role concepts.

- **FORENSICS IV: FORENSIC NURSING AND HEALTH CARE OF VULNERABLE POPULATIONS**
  - Focuses on the role(s) of forensic nurse in providing assessment, diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare application.

- **CRIMINAL LAW AND SCIENTIFIC PROCEDURES FOR EVIDENCE COLLECTION IN NURSING AND HEALTH CARE**
  - Provides a broad overview of the legal process and the roles of the lawyer, forensic nurse, and forensic specialist and the roles of clients who guide them. Students are introduced to definitions and classifications of crime and their application to the criminal justice system. Students will examine principles, concepts, purposes, and the nurse’s role regarding substantive criminal law.

- **FORENSICS II: PRACTICUM**
  - Prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime at victims, family members, and perpetrators within the forensic care focus. Complex psychological, ethical, social and spiritual issues and emotional reactions will be the focus of the clinical practicum.
Our group of 400 was an interesting sight each morning as we lined the Avenue du Paradis in front of our hotels in Lourdes. Each of us was dressed in the traditional Order of Malta uniform, which reflects the centuries that the order has devoted to the Roman Catholic faith and service to the poor and suffering. The women, attired in long black capes and simple white veils, ventured to find water and blankets to stock our single passenger blue chariots in which we transported the sick and disabled members of our group. The men, wearing black uniforms with dignified black berets, pulled their designated chariots and searched along the avenue for their team’s flag, which waved proudly in the air to serve as a point of orientation amid the crowd of hundreds of individuals who were sponsored by the knights and dames of Malta to make the pilgrimage. The knights and dames, along with the Order’s auxiliary and volunteers, travel each year with the sick and disabled and their caregivers to render care and support to them during the pilgrimage.

Each day we went as a group to different Roman Catholic services—mass, confession, anointing of the sick, and rosary processions. The most profound experience for me was being able to assist in the baths one afternoon. Pilgrims queue for hours waiting their turn to be dipped into the healing water. Since 1858, 60 miracles have been documented by the Roman Catholic Church relating various individual recoveries from chronic and terminal illnesses upon bathing in the Lourdes’ waters. As I assisted in submerging the women into the water, we joined in prayer as they kissed a statue of the Virgin Mary. Remarkably, while only five of the 40 women I assisted spoke English (others spoke French, German, Italian, Korean, Spanish and several other languages), I felt a powerful spiritual connection with each one of them. While some of the women were completely able-bodied, others could not stand on their own. It was extremely humbling not to be able to communicate with them verbally in many instances, but to be so entranced with them both physically and spiritually during this powerful moment.

My experience in Lourdes has affirmed my belief in the difference that the care of the soul coupled with the care of the body can make both for individuals who are sick and for their families. While the sick and disabled members in our group did not experience miraculous cures of their physical ailments, many expressed a powerful feeling of an inner peace and comfort gathered from their special week in Lourdes. I have been inspired to carry this sentiment forward with me into my nursing career and to continuously remind myself that successful patient care goes well beyond physical healing.

Writer and folklore researcher Zora Neale Hurston refers to research as “formalized curiosity, poking and prying with a purpose.” A sense of curiosity may be at the heart of the research process, but when applying for the grant funding to make it possible, expertise in federal regulations, institutional processes, and financial management are also required.

Enter Carla Boudreau.

Boudreau is the eagerly awaited new grants manager at the Connell School, a role established with the support of the research infrastructure and providing assistance to faculty members seeking funding for projects.

“I’m so excited about the fact that it’s a brand new position,” Boudreau says. “Together we can grow in every way necessary. Because of the newness of the job, I can make it into what it needs to be, so having the freedom to figure out what will and won’t work is one of the most exciting parts for me.”

Although new to this position, Boudreau has been at Boston College for eight years, starting out in the Initiatives on Aging Project before moving to the Office for Sponsored Programs, which oversees all research at BC. She holds an MBA from Northeastern, where she also received her undergraduate degree.

Barbara Wolfe, director of the Center for Nursing Research, enthuses that Boudreau is a welcome addition to the school. “We are so fortunate to have Carla working with us. Having someone with her level of experience with both Boston College and grant management will facilitate the grant-seeking process and help research to flourish at the Connell School. Carla’s contribution is part of a plan to take our research productivity to the next level.”

Boudreau agrees that close interaction with faculty is integral to her role. “In working at the department level, I think it’s important to connect with people, and I like making sure that we’re working together as a team to get things done,” she says. “Essentially, I see myself in sort of an advisory role: I’m here to support faculty members however I can in sort of an advisory role: I’m here to support faculty members however I can in submitting grant proposals so that they get funded.”

Optimistic about the increasing importance placed on research at the Connell School, Boudreau cites the creation of the Colleagues Enhancing Research (CERes) group, a peer review panel for faculty grant applications. “That is an incredible thing, unique in itself. As proposals go through the CERes committee, the funding rate continues to go up.”

“My hope is that the grants will grow to such an extent that we will need to expand the department and add more support, more people. Ultimately, if we develop the way we intend to, we’ll be able to have a structure in which the research supports itself and all the people who are contributing to it. I hope we can make it happen.”

“I think we can.”
25 years of her career at Maine General Medical Center in Waterville, Maine. Her oldest son, John O’Toole, lives on Martha’s Vineyard. Her youngest son, Jasper William Webb, is 7, a foster son she hopes to adopt soon. She also has a stepdaughter, Carol Ann, and two grandchildren, ages 19 and 21.

1960s

Ann (Carty) Thrallkill ’64 reports that she and Elaine McKeena ’64 joined other BC alumni on a trip to China this past September, and that both also plan to attend their 49th BC reunion in May, and encourage their classmates to attend. Ann is still working for the VA in Palo Alto and VISHN 21 (from Reno to Hawaii and Northern California) as the lead women veterans program manager.

Carol (Loom O’Brien) Edelman ’65, MS ’66 is a nurse practitioner private geriatric care manager. She is completing the seventh edition of her nursing textbook Health Promotion Throughout the Lifespan. She currently serves on the board of the Conn. Alzheimer’s Association. She and her husband live in Westport, Conn. and enjoy the beach, their three children, and four grandchildren.

Peggy (Bowen) Bost ’57 writes that after having worked for 20 years in community mental health, she has gone into private practice doing psychotherapy as a PMHCNS-BC in Herndon, Virginia. She uses EMDR, CBT, imagery, and DBT in her practice. Peggy would love to hear from anyone working in psych/mental health or from anyone interested in learning more about EMDR.

Diane (Findlen) Garrow ’69 works as a patient service manager for the Visiting Nurse Association of Boston. Diane is married to Charles G. Garrow of North Attleboro, Massachusetts, and they have three children: David Comeau of Austin, Texas; Michelle Tagerman of Wrentham, Mass., and Michael Garrow of Atlanta Georgia. They have two grandchildren, Jack and Mark Tagerman who are 6 and 4 years old. Diane had worked for Caritas Home Care for seven years and served as nursing supervisor and mission ambassador. She has published in Home Healthcare Nurse and Massachusetts Report on Nursing.

1970s

Judi (Moser) Gross ’70 reports that she still loves her work as bedside nurse at Addison Gilbert Hospital in Gloucester, Mass. Five years ago, she was the first RN in Northeast Health Systems to become Med/Surg certified (CM-SRN). Judi belongs to the Academy of Med/Surg Nurses (AMSN), and is active in her hospital’s committees and councils. She is an at-large member of the Region 4 MNA board.

Marge (Latta) Dromgoole ’71 has been working in community health for the past 12 years. She is currently working with children who have multiple disabilities in their homes. She often wonders where the time has gone since one of these days at BC. Marge has two grown children, one lives in Texas, and one is still in college studying studio arts. Given this, she expects to continue working for another several years!

Joyce E. Dains ’73 is the director of advanced practice nursing at M.D. Anderson Cancer Center in Houston, Texas. Most recently, she published the seventh edition of her first textbook: Mosby’s Guide to Physical Examination and the third edition of her other text, Advanced Health Assessment and Clinical Diagnosis in Primary Care. She lives in Houston with her husband and two teenage children.

Nancy T. Fennessy ’72 retired from nursing in 2002. Since then she has been actively working on her family’s genealogy. Nancy headed to Ireland in August for the third Fennessy family history meeting, where she presented a poster session on the current results of her surname Y DNA project, of which she is co-administrator. Nancy also volunteers one day a week at a private family medicine practice. Ginny has raised five children, and has one grandson.

Nancy T. Fennessy ’72

Ginny Bowen Silva ’71 is the coordinator of fetal surgery and clinical education at Brigham and Women’s Hospital center for labor and birth, and has been in that position for seven years. This opportunity has afforded Ginny the opportunity to present at conferences locally, nationally, and internationally, as well as author a number of scholarly articles. She also does some consulting and occasional personal work as an NP in a private family medicine practice. Ginny has raised five children, and has one grandson.

1980s

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Patricia Ann Louise Stafford O’Toole McKee ’58 is a retired critical care nurse, employed the last 25 years of her career at Maine General Medical Center in Waterville, Maine. Her oldest son, John O’Toole, lives on Martha’s Vineyard. Her youngest son, Jasper William Webb, is 7, a foster son she hopes to adopt soon. She also has a stepdaughter, Carol Ann, and two grandchildren, ages 19 and 21.

1990s

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Path to Personal Freedom. The book is about quantum psychology, a combi-
nation of western science and eastern philosophy, in particular, quantum
mechanics. She notes that her experi-
ences at BC were an essential part of her ability to write this book.

Anne Marie Hayes Bularkiz ‘76 reports
that she is working as vice president
of acute care services and chief nurse
executive at Exeter Hospital in Ex-
eter, New Hampshire, and is in the
part-time doctor of nursing practice
program at Case Western Reserve
University. She lives in Andover, Mas-
achusetts.

Mary Ann (Bartin) Girard ’76 is the di-
rector of Pregnancy Help, a program of
the pro-life office of the Archdiocese of
Boston. She lives in Arlington, Mass.
with her four children.

Jeanne Morello ’76, MS’77 has had a full
and exciting career in hospital admin-
istration since graduating from BC. Currently, she works part
time as an adjunct instructor in the
nursing department at Cape Cod Com-
munity College. She and her spouse
of 45 years have six children and eight
grandchildren. She lives full time on
Cape Cod, except for a couple of winter
months spent in California.

Paula Banahan ’78 is pleased to report
that she and her husband, Jim
(CSOM ’78), recently dropped
off their son Bobby (pictured) to start
his freshman year at BC. She reports
that Bobby’s twin sister Julia will miss
him terribly, but that the whole fam-
ily hopes to visit and catch some BC
football games.

Mary Irene Vaughan ’76 was hired
two years ago by Home Instead Senior
Care to develop and implement a per-
sonal care program for elderly need-
ing personal care in the home. She is
now the director of clinical services for
this program. Mary is also leading the
60-hour training for the personal care
homemakers who carry out the nurs-
ing plans in the home.

Mina (Empoliti) Wilson ’77 began
working for Your Support Nurse as a
geriatric nurse care manager in 2008.
Your Support Nurse is designed to
help people navigate the difficult and
expensive health care system. Mina
has been married to the same great
guy since 1980, and they have four
children, ages 23, 21, 20 and 13. Mina
enjoys recreational walking and has
completed a full marathon and three
half marathons since 2004.

Eileen (Callahan) Aubuchon ’78, MS’81
writes that she is working as a pediat-
ric nurse practitioner at South County
Pediatrics in Webster, Mass. She and
her husband, Donat (CSOM ’77), have
been married over 25 years and have
three children: Suzette, 17, Jacques, 21,
and Jean-Marc, 23. They live in Shrews-
bury, Mass.

Valerie D. Lewis-Mosley ’79 is pleased to
write that this past April, the
Boston College office of student
affairs established a University award
in her name, to be presented to a
graduating senior in recognition of the
student’s support of the ideals of the
AHANA student programs. Valerie re-
turned to campus for the awards ban-
quet dinner along with her husband of
11 years, Eugene Mosley, to present the
award to the recipient. Valerie was a co-
originator of the term AHANA, which
has become part of the Boston College
lexicon to reference students of color.
Valerie has retired from clinical prac-
tice and serves as a health care policy
advocate. She is a graduate of Seton
Hall Law School, class of 2006.

Katherine Theresa Twitchell ’79, MS’85
took her first vows as a Carmelite
Sister for the Aged and Infirm this past
June. She has recently started in her
first mission at Mother Angelite Mc-
Cory Manor in Columbus, Ohio. She
will be working as a nurse practitioner/
restorative nurse in the home for the
next two years, and is anxious to recon-
nect with her BC friends after being in
the novitiate for the past two years.

1980s

Gina Craig ’80 is the clinical nurse
coordinator for general medicine at
Stanford Hospital and Clinics in Stan-
ford, California. She and her husband,
Tom, and have just celebrated their
25th wedding anniversary, and have
two children, Mallory, who recently
graduated from Sonoma State Univer-
sity, and Alex, who started at Princeton
in the fall.

Rebecca Lefebvre Davis ’80 reports
that after 17 years in the acute care set-
ting, she moved to the business sector
as a healthcare consultant with John-
son & Johnson, and is now working as
an executive sales consultant with
Novartis Pharmaceuticals. Rebecca has
three sons: Matthew, 26, John 25, and
Mark, 22. Matthew was drafted by the
Cleveland Indians while at Ohio State
and is now with the Chicago White
Sox organization, pursuing a baseball
career. Rebecca writes that she would
love to reconnect with some of her BC
classmates!

Barbara Dehn ’80 received the NP of
Distinction Award from the California
Association for Nurse Practitioners this past March.
She received this honor for her efforts
to raise issues of women’s health na-
tionally as well as in California. Dehn
is an accomplished national speaker on
a variety of women’s health topics, is a
regular on-air women’s health expert
for NBC’s “iVillageLive” and “In the
Loop with Village,” and is the founder
of Blue Orchid Press, LLC, a publish-
ing company devoted to empowering
women with practical health informa-
tion. She is also the regular health expert
for “The View from the Bay,” a daytime
show on ABC in San Fran-
cisco.

SUSAN MURPHY, MS’81, PhD’94 is a tenured
faculty member at Rivier College
and has been directing
the RN-BS and MS programs for the past
four years. She was granted a subulti-
cal last year, and conducted an after-
math study based on her dissertation
work. She also maintains these findings
at local scholarly events, and is now
exploring further dissemination
opportunities. On a personal front, she
and her husband, Rich, now have two
grandchildren, Lily, 4, and Cannon, 1.

Lynne Nemeth, MS’81’s reports that
after working for many years in nurs-
ing administration, outcomes and care
management, she completed her PhD
in 2005 and has shifted into a faculty
role. She is currently associate profes-
sor in the college of nursing at Medical
University of South Carolina, and is a
health services researcher in a primary
care research network (PPRNet) of
practices using a common electronic
medical record tool (Practice Partner).
Lynne’s focus has been on translating
research into practice, and involving
all practice staff to develop skills to
incorporate evidence-based practice
and improve specific outcomes. She
Norris Cancer hospitals. She recently
California (USC) University and USC
psychiatry. Donna reports that after 24
therapy, consulting and psychophar-
practice consists of individual psycho-
Counseling Group, which was estab-
specialist. She is co-founder of Milton
adolescent girls with diabetes and is,
program is a regional referral center
department at Beth Israel Deacon-
ing as a research nurse in the biologics
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Tammie Magazzeni, MS ’97 co-authored the article “When and how to treat vaginal discharge” in the May 2008 issue of The Clinical Advisor.

Stephanie J. Martinez ’97 graduated from the MBA program at Boston University in January of 2008. Also, she received a promotion and is now the charge nurse for the cardiac catheterization lab at Boston Medical Center.

Karen Uttaro ’97 and her husband, Nate (LSOE ’96, ’97), recently welcomed their second daughter, Julianne, to their family this past July. They report that big sister Angelina could not be more excited!

Jill (Carpenter) Beisel ’98 was married to David Beisel on June 7. Nursing classmates Julia (Mancuso) Perkins ’98, Sarah Park ’98, and Mary Beth (Viera) Sosa ’98 joined Jill for her wedding on Cape Cod.

Darcy (Noonan) Boston ’99 works part-time as a labor and delivery nurse at MGH in Boston, and is mom to her 15-month-old daughter, Molly.

Laryn (Schimpi) Cullen ’99 is working as a staff nurse on a head and neck surgical unit at Memorial Sloan-Kettering Cancer Center in New York. She is currently pursuing an adult nurse practitioner degree from Seton Hall University.

Liz Murphy ’00 is presently the orientation coordinator for the Emergency Medicine and Trauma Center at Children’s National Medical Center in Washington, D.C. She is also a student in the pediatric NP program at Catholic University.

Marie (Hong) Namkoong ’00 and her husband Tae (CSOM ’00), have two children: Andrew, 6, and Aiden, 4. They moved to Avon, Conn. in 2004, and Marie works as the school nurse at the Watkinson School, a private day school in Hartford, Conn.

Denise (Alejowski) Hache ’01, MS ’08 completed the BC nurse anesthesia program this past May, and is now working for Anaesesthesia Associates of Massachusetts. She lives in Westbury, Mass. with her husband, Jason.

Ali Baghai ’02 is currently living in Scottsdale, Arizona, pursuing a master’s degree in nurse anesthesia from Midwestern University.

Tara (LaRosa) Bessey ’02 is currently living in Massachusetts. She is working at the Watkinson School, a private day school in Hartford, Conn.

Jenny (Mahoney) Dupuis ’00 is a labor and delivery nurse at MGH in Boston, and is mom to her 15-month-old daughter, Molly.

Deborah A. D’Avolio, PhD ’03 is completing her two-year appointment as a John A. Hartford Claire M. Fagin Postdoctoral Fellow at the University of Pennsylvania. She has been working with her mentor, Professor Neville Strumpf, director of the Hartford Foundation Center of Geriatric Nursing Excellence at the University of Pennsylvania. Her research is focused on access to care and the health care needs of older adults. She has recently joined Massachusetts General Hospital as a geriatric specialist. Deborah is enjoying her new role, which involves the development of geriatric education, policies, and practice.

Alex Gleason, PhD ’04 reports that he and his wife, Nancy, are doing great in Boston. He is having a terrific time at Liberty Mutual researching psychological aspects of occupationally induced low back pain. This research has also allowed him to present papers in Glasgow, Scotland and Seoul, Korea. He encourages classmates to look him up on Facebook.

Natalie Meyers ’04 is in the California Air National Guard and currently deployed to Al-Udeid Air Base as a flight nurse. She reports that it has been a very rewarding experience and she has learned a lot, but admits that she is anxious to return home to California!

David Skovran ’04 is a staff nurse for the Visiting Nurse Service of New York, making house calls in Manhattan. He is also enrolled in a master’s program at New York University, in their primary care NP program. Dave married Kimberly Chin, CSOM ’04, this past August.

Shila Hill ’05 works for Brigham and Women’s Hospital. She is the program coordinator and diabetes nurse educator for the diabetes self-management education program at the adult primary care office, Brigham and Women’s at Newton Center.

Jeanne Jacoby MS ’05 is one of two nurse practitioners running an in-patient diabetes consult service at Dartmouth-Hitchcock Medical Center in Lebanon, NH. She focuses on the management of blood glucose in the hospital and then assists in transitioning patients to an effective outpatient diabetes medication regimen. She and her husband celebrated the first birthday of their daughter Hannah on July 11.

Taraje Bean (Brennan) Lewis, MS ’05 co-authored the article “When and how to treat vaginal discharge” in the May 2008 issue of The Clinical Advisor.

Lisa Skayen MS ’05 recently began working at Harvard Vanguard Medical Associates in Boston as a primary care adult NP. Previously, she worked at a non-profit as an NP for people with disabilities.

Beth Tumolo ’05 is working for New Jersey Organ and Tissue Sharing Network as a first responder transplant coordinator evaluating potential organ donors. One of only 16 nurses in the state of New Jersey that work for this organization, she covers all of the organ recoveries in the state.

Annie Lewis-O’Connor, PhD ’07 was elected president of the Nursing Network on Violence Against Women International board of directors in October 2007.

Alumnae/i news is compiled from alumnae/i submissions as well as from a variety of outside media sources. To include your news in the next issue, email us at: nursing.alums@bc.edu
As a young girl, fond of math and biology, I dreamed of being a scientist. Growing up in China where “nurse” was translated from English only several decades ago and there is no clue that this word could relate to scientific research, I was not convinced that being a nurse would fulfill my childhood dream. After finishing my BSN, the rooted image of nurses as order-takers without any autonomy made me decide to change my direction to be a physician. The clinical training inspired me to conduct research that could directly improve the lives of patients suffering from chronic medical conditions.

My mentor in medicine advised me that solid research training, including training as a nurse researcher, would help me to meet this goal. With his encouragement and my passion to be a researcher, I came to the United States to pursue my PhD in nursing. At the time, however, my friends—and even I, myself—could not understand how nurses can do research. Along with a new language, I have also been exposed to a different view of nursing. I am consistently impressed by the wide variety of nurses’ research, from genetics to history. If my Chinese mentor in medicine encouraged me to come back to nursing, my U.S. nursing mentor taught me there are no boundaries to being a scientist, and that nurses can conduct research that contributes to the scientific world. This mind-opening process has made me proud to be a nurse, and I am committed to challenging the bias against nursing in my home country. I see myself reaching closer to my childhood dream of being a scientist.

Deeply honored by joining the faculty of Connell School, I hope to share my pride and passion in being a nurse researcher, including my struggles with professional self-identification, with the students as I contribute to the research mission of our school.

Lichuan Ye, PhD, RN is an assistant professor of adult health in her first year at the Connell School.

Barbara Wolfe, PhD, APRN, CS, FAAN is professor and director of the center for nursing research at the Connell School.

My first introduction to research was as an undergraduate student. One day in class, a nursing doctoral student from another university invited us to participate in a health-related survey being conducted by her mentor, a “nurse scientist.” I remember thinking, “What was a doctoral student studying nursing? What was a mentor? Why would a nurse be doing a survey?” This whole thing seemed rather novel. Was this because I was a young student, just learning, or was it related to the state of the discipline? More than 20 years later, I think it is likely to be a combination of both, keeping in mind that this was before the National Institute of Nursing Research or its predecessor existed.

Today, research is increasingly and instinctively embedded into the fabric of nursing. Nurses rely on the science to shape practice in the clinical setting. Nursing students are routinely exposed to the importance of using research to improve patient care. Nurses are actively taking lead roles in creating the science. This includes examining and advancing better solutions to familiar problems, as is BC doctoral student Lisa Duffy, who is conducting a study funded by NINR to examine the efficacy of an intervention designed to assist parents in coping with a child’s illness. Likewise, nurses are increasingly pioneering unexplored territories, as illustrated by doctoral fellow Patti Underwood, who is pursuing the study of genomic markers in chronic illnesses to further develop individualized treatment planning.

Szent-Gyorgyi once said, “Research is to see what everybody else has seen and think what nobody else has thought.” Nursing has a unique scope to bring to bear on clinical research, contributing to new ways of thinking about issues and potential solutions. Today, the question is no longer, “Why would a nurse be doing research?” but rather, “Why not a nurse?”