leadership in nursing education

dean barbara hazard’s retirement | celebrating 100 years with rita kelleher
As reported herein, this is my 17th and final year as the Dean of this school. I am very grateful for the opportunity to work here with many outstanding individuals. This was an outstanding school when I arrived and I am proud of what has been accomplished during my time here. While many things have changed, the core values remain the same. Faculty members are still committed to developing students to their highest potential and fostering an understanding of social justice. Graduates of the baccalaureate program are still sought after by employees who recognize the excellence of their classroom and clinical education. Our faculty members are leaders in the profession and utilize clinical facilities which are among the finest in the world. The Master’s Program has undergone the most change with strengthening our Nurse Practitioner courses, the addition of a Master’s Entry option for non-nurse college graduates, and the development of an Anesthesia specialty in conjunction with Anaesthesia Associates of Massachusetts. This year we developed a Doctorate in Nursing Practice that will become the new avenue for the preparation of advanced practice nurses. Our Ph.D. program continues to attract outstanding individuals who are making strong contributions to the science of the profession.

I am exceedingly grateful for the support we have received from friends and alumni of the school. They have been most generous in naming the school, endowing a professorship, providing important scholarships, and giving generously to the annual fund. The Jesuit Community has been a key support for me and the school. As Father Monan said, “Nursing is central to the mission of a Jesuit University.” My sincere thanks to everyone who has supported this school since it started in 1947, and particularly to those who have supported it during my tenure here. I have been blessed to be a nurse and to be a part of this community.

This issue of The Voice focuses on leadership within the William F. Connell School of Nursing at Boston College. We all honor former Dean Rita Kelleher as she celebrates her 100th birthday and express our gratitude to her for being the foundation upon which this school is built.

Barbara Hazard
Dean and Professor

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**Callista Roy Named a Living Legend in Massachusetts Nursing**

The Massachusetts Association of Registered Nurses (MARN) has named Dr. Callista Roy, nurse theorist and professor of adult health nursing, a living legend in Massachusetts. 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 have blazed trails for other nurses to follow.

**Dean Barbara Hazard Receives Nursing Education Award**

Barbara Hazard, Dean of the Connell School of Nursing, has been selected as the 2008 Massachusetts Association of Registered Nurses (MARN) Excellence in Nursing Education Award recipient. This award is given annually to a MARN member who provides excellence in nursing education and facilitates learning and the development of learners. Hazard was presented with this honor at the annual MARN awards ceremony held on Friday, April 25, at the Dedham Hilton Hotel in Dedham, Massachusetts.

**Ann Burgess Wins Funding from the Department of Justice to Study Internet Offenders**

Connell School Professor Ann Burgess is co-primary investigator on a collaborative grant project with the Justice Resource Institute and Villanova University, with the goal of reducing online sexual victimization of children and adolescents.

**Jane Flanagan Appointed Assistant Editor of NANDA Journal**

Jane Flanagan, assistant professor of adult health nursing, has been appointed assistant editor of the International Journal of Nursing Terminologies and Classifications. This journal is a professional resource for sharing terminologies to develop standardized nursing languages and their applications for nurses, educators, and administrators. As the official publication of NANDA International, it communicates efforts to develop, test, and implement standardized nursing labels in many different languages and cultures across the globe. The journal keeps nurses around the world current on activities to include these terminologies in international databases that monitor and store health-related information.

**Jennifer Allen to Co-Chair National Committee on HPV Research**

Jennifer Allen, assistant professor of community health nursing, has been appointed co-chair of a national committee on the human papilloma virus (HPV) vaccine for the Center for Disease Control’s Prevention & Control Research Network (CPCRN). The CPCRN provides an infrastructure for applying relevant research to local cancer prevention and control needs. It is a subgroup of the CDC’s Prevention Research Centers (PRCs), which are the CDC’s flagship program for preventing and controlling chronic diseases. By drawing on the established PRC guidelines and strong community ties, the CPCRN conducts community-based, participatory cancer research across its eight network centers, regardless of academic affiliations and geographic boundaries.

**Awards and Scholarships**

- **Sue B. Davidson Service Award**
  - Dean Barbara Hazard received the Sue B. Davidson Service Award from the National Association of Clinical Nurse Specialists (NACNS) in March 2008. This award is given to NACNS members who have generously donated their time and energy in service to the association. NACNS exists to enhance and promote the unique, high value contribution of the clinical nurse specialist to the health and wellbeing of individuals, families, groups, and communities, and to promote and advance the practice of nursing.

- **Nurse Specialists (NACNS) in Massachusetts**
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- **Massachusetts Nursing Scholarship Awarded to Bethany Sheppard**
  - Connell School student Bethany Sheppard has been named the recipient of a Promise of Nursing Scholarship, awarded by the Foundation of the National Student Nurses’ Association. Sponsored by Johnson & Johnson, Promise of Nursing regional fundraising events have raised over $10 million since 2002 for undergraduate student nursing scholarships, faculty fellowships, and nursing school grants. In addition to Johnson & Johnson, many healthcare organizations, hospitals, and community businesses have lent their support to the Promise of Nursing program.
Grant from the Hospice and Palliative Nurses Foundation (HPNF) and Sigma Theta Tau International Honor Society of Nursing (STTI). Her proposed research project is entitled, ‘The Development and Psychometric Evaluation of the Nurses’ Ethical Decision Making Regarding End-Of-Life (NEDM-EOL) Scale in Korea.’ The purpose of Kim’s project is to investigate whether or not disparities exist between ideal and actual end-of-life nursing care in Korea, and to establish techniques to address any such gaps through nursing education. Her work represents a beginning step toward measuring Korean nurses’ degree of cultural sensitivity in end-of-life situations.

The HPNA/STTI End-of-Life Nursing Care Grant is designed to encourage qualified nurses to contribute to the advancement of nursing care through research. Each year, HPNF and STTI select a qualified recipient, awarding a grant up to $10,000. Funds for the grant are provided jointly by HPNF and STTI.

Olivieri and Stockbridge Recognized for Innovative Teaching Methods
Rita Olivieri, associate professor of adult health nursing and Connell School ethics instructor, was interviewed by Claudia Hammond of BBC Radio 4 as part of an ongoing broadcast series called Mind Changers. This science program looks at the development of the field of psychology during the 20th century. In her interview, Grace discusses the work of Lawrence Kohlberg. This topic is quite close to Grace’s teaching, as she regularly encourages her students to incorporate issues of morality and justice-based reasoning into their discussions of how nurses are inclined to take action as they develop morally. One perspective from which Grace frames this discussion is through Carol Gilligan’s feminist criticism of Kohlberg’s work, specifically that women go about decision-making in a relational way. Of course, Grace says, “We’re never immune from more dispasionate decisions . . . we do need to be able to do both.” Grace’s interview aired as part of the December 5 episode. An archive of this broadcast can be found online at http://www.bbc.co.uk/radio4/mindchangers/pip/obk2u/.

JUNE HOROWITZ RECOGNIZED BY EASTERN NURSING RESEARCH SOCIETY
On March 28, June Horowitz was awarded the Susan Freetham Nurse Scientist Family Research Award, given by the Eastern Nursing Research Society (ENRS). Horowitz was presented the award at the society’s 20th annual scientific sessions held in Philadelphia, Pennsylvania. This award is given annually to an active member of ENRS who has contributed to the development and testing of interventions that improve family functioning, and has completed research and scholarship that informs practice and education so that the circumstances and situations of families may be improved.

ANGELA AMAR NAMED A COLUMN EDITOR OF THE JOURNAL OF FORENSIC NURSING
Angela Amar, assistant professor of psychiatry/mental health nursing, was named research column editor for the Journal of Forensic Nursing. This is the official journal of the International Association of Forensic Nurses, which is the only international professional organization dedicated to developing, promoting, and disseminating information about the science of forensic nursing.

ASHLEY YOUNGER WINS ETHOS ESSAY COMPETITION
First year master’s entry student Ashley Younger has won this year’s Ethos essay competition, sponsored by Boston College’s Student Bioethics Research Journal and the Mendel Society of Boston College.

STUDENTS RETURN TO NICARAGUA WITH GLOBAL HEALTH INITIATIVE
The Global Health Initiative of the Connell School of Nursing made its second service-learning trip to Nicaragua February 29 to March 9 during spring break. Ronna Krozy and Joyce Pulcini, Connell School faculty, led the trip along with Kathy Lee from the Romance languages department. This year’s trip was partially funded by the Countess Moira Foundation. Two graduate family nurse practitioner student participants, Sarah Eichenberger and Nicole Neibaur, attended to patients in the clinic. Undergraduate students Alexandra Brinkert, Meghan Crann, Rachel Heron, Nora Sheehan, Courtney Smith, and Jennifer Taylor did intake histories and assessments and assisted in dispensing and teaching patients about medications. All students participated in a very successful teaching opportunity on Friday, March 7 conducted entirely in Spanish to more than 50 attendees about diabetes, rehydration therapy, skin diseases and salmonella infection. Each morning students provided nursing services at the Nueva Vida clinic in Ciudad Sandino, a part of Managua, Nicaragua, where many families live without water, sanitation, electricity, or employment. The clinic serves 11,000 and 50 percent of these are children. Each afternoon students visited healthcare or community sites that expanded their knowledge of the health, socioeconomic, and political conditions in Nicaragua. These visits included clinics for women who have been victims of violence, HIV and other conditions; a sewing cooperative that is owned and run by women; and a social service agency that serves people who live and work in La Chureca, the Managua Dump. They also talked with the former minister of Health, Maritza Cuan and with Maria Zuniga, founder of CISAS and a member of the Peoples Health Network.

Students attended Mass at Batabola, a community center in Managua along with the Pedro Arrupe group from Boston College which was also there on spring break. Students noted that this was a moving and life-changing event for all who took part in this initiative. Their understanding of extreme poverty was enhanced and the opportunity to provide direct nursing care for people who are very poor touched each and every one of the participants.
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Brief Treatment and Crisis


ANN WOLBERT BURGESS


MARY E. DUFFY


HOLLY FONTENOT


KATHERINE GREGORY


ALYSSA HARRIS


JOELLEN HAWKINS


JOELLEN HAWKINS


Lois Haggerty


JOELLEN HAWKINS


Lois Haggerty


ALYSSA HARRIS


JUNE A. HOROWITZ


Lois Haggerty


ANNE E. NORRIS


JOYCE PULCINI


CATHERINE READ


SR. CALLISTA ROY


PATRICIA A. TABLSKI

JUDITH SHINDUL-ROTHCHILD


MARY L. SIEFERT


DANNY C. WILLIS


Coming to BC
Before coming to BC, I had never applied for a position as dean of anything. I had not aspired to be a dean, but the letter [asking if I was interested] came in the mail. At the time, I was the assistant director for nursing research at the University of Pennsylvania, and was living between Philadelphia and Connecticut. For years, I had thought highly of Boston College, and thought it might eventually be a good fit. I am the parent of an alumna, my daughter Stephanie. So, I decided to go ahead and agreed to put my materials forward, to put my hat in the ring. I was serious enough to come and take a look at the job, but I certainly wasn’t convinced I wanted to be a dean.

Because I had the good fortune to have worked with some deans whom I looked up to, I had great role models for the job. For example, Claire Fagin at Penn—everyone looked up to Claire Fagin. She was really an entrepreneur. I didn’t try to emulate her behaviors or anything like that, but there were things I learned from her, about marketing, in particular. The successes of the school of nursing faculty. She had an incredible ability to attract really good faculty to work with her. So when I got to BC, I thought of ways to attract strong researchers to the faculty and ways to develop current faculty members.

Dean Barbara Hazard
In her own words

In 1991, Barbara Hazard arrived as dean of the Boston College School of Nursing. Hazard was both an established scholar in the nursing community, and a strong cultural fit for this Jesuit institution with a rising reputation. As she prepares to retire after 17 years of service to Boston College and the Connell School of Nursing, we offer her reflections on her tenure as dean, in her own words.
What’s in a name: Becoming the William F. Connell School of Nursing

The biggest thing that’s happened during my time as Dean has been the naming of the nursing school for the late William F. Connell. Becoming a named school is an important and exciting milestone for any institution, but to be connected with Bill Connell was especially meaningful. First, because Bill was so highly regarded in this city, his name will always generate goodwill for our school. Second, it’s a wonderful tribute because of the personal ties. Bill was a BC alumnus and member of the BC Board of Trustees. His daughter Lisa is a Connell School alumna. One of BC’s trustees pulled me aside at one point and commented “nobody will ever mess with the school with Bill Connell’s name on it.”

The naming also brought us other benefits. It certainly brought financial support. But more importantly it brought a prestige to the school. There’s a sense that schools don’t get named unless they are important. At the national level, people notice, and within the university people use the new name with pride.

The changing needs of the nursing profession

The major curricular changes that we’ve made in the School of Nursing have been at the master’s level. The Ph.D. program has changed some; we’ve added some additional courses in quantitative methods. The undergraduate program develops as clinical practice changes, but structurally hasn’t changed a great deal.

The major addition has been more international experiences for our students. The master’s program has shifted largely because of market forces.

When I first got here, we were educating nurse practitioners and many clinical nurse specialists. Shortly after I arrived, a large number of clinical nurse specialists got laid off in the Boston hospitals. I think 50 got laid off in one week at one institution. It was at the time when hospitals were really trying to save money, and did so by cutting out the middle manager. Consequently, people stopped coming to school to be clinical nurse specialists. There was a great need for nurse practitioners at that point, so we had to really strengthen our offerings, helping some faculty becomeNP’s so they could teach the curriculum, and by hiring faculty to teach in those areas where we didn’t have NP’s.

This shift happened across the country. We weren’t driving it. At the time, I had some clinical nurse specialists say to me, “You people in academia, you just stopped running your clinical nurse specialist programs. You all wanted us to be nurse practitioners.” In reality, we just reacted to the market. We couldn’t continue to run programs without students. We had to meet the needs of the public.

Very recently, hospitals have started to again appreciate the need for the clinical nurse specialist role, although in a somewhat different model than existed before. We are facing the challenge of how to respond to this new model.

Master’s entry: A non-traditional pathway to advanced practice nursing

One significant change was the introduction of the master’s entry option here at BC, which allows non-nurses to pursue a master’s degree in nursing. I saw (this idea) work at Yale when I was on the faculty there, and then at the MGH Institute here in Boston. The idea of taking non-nurses and in two years turning out an advanced practice nurse was not something that everyone agreed with; initially, some people were very upset by this idea. But at Yale I had seen these incredibly bright people who had degrees in other fields coming into nursing, which made me very happy. I did a study there along with Judy Krauss, who later became the dean at Yale. We looked at theory and clinical performance, and there was simply no difference after the first semester. Master’s entry students did just as well in the clinical courses as people who had been nurses for 10 or 20 years. When the accreditors came through Yale, they asked me if I did things differently based on where the students came from. I had to tell them, “I don’t always know which is which to be honest with you.”

At first, the faculty didn’t warm up to the master’s entry concept, but Loretta Higgins—who was the associate dean at the time—began to get many inquiries. This was at a time when many nurses weren’t returning to school for their master’s. We had a real need to boost our student numbers, and master’s entry was the obvious way to do this. I’m thrilled we did, because our master’s entry students today are very bright, capable people. In many ways I wish we could take in more because they are so bright and the need for good nurses is so great, but we can only take what the faculty and our clinical placements can manage.

Master’s entry was a big shift in thinking for BC. While some faculty didn’t think it was a great idea to begin with, nobody ever tried to sabotage or put it down in any way. Maybe some faculty didn’t think we should have the program, but even the most adamant critics were terrific teachers for those students when they got here. That’s one of the won-

I first knew Dean Hazard as my professor in statistics. She is incredible in the classroom. She’s organized; she’s direct. She is able to teach difficult content to students at varied levels of expertise and knowledge. One thing she was always really good at was giving relevant clinical examples in the context of statistics. Statistics can be very difficult to grasp for clinicians who have suddenly become doctoral students. Barbara was always able to cut through that and make the statistics relevant.

Barbara was my dissertation committee chair and really helped shepherd me through the dissertation process. Her insight contributed not only to some meaningful findings that are going to be published, but more important-ly has been integral in setting the foundation for me in a program of research that I find very exciting. I know that if I hadn’t had a good experience in doing my dissertation I would not be in the position I am now. I really credit Barbara in getting me to where I am. She was my compass through it all.

From my new perspective as a faculty member, I think she’s a great leader. She has significant vision. She’s made an incredible contribution. If in 35 years if I can be Barbara Hazard, I will be really happy.

To really understand Barbara, it’s important to know she is a woman of faith. She truly embodies Jesuit values in a way that has been a model for me. She’s one of those women who knows what is important when. I think that that’s an indicator of a good dean. I think a good dean knows what’s important, where to invest resources, and when to cut to the chase. It’s truly a characteristic that she has that few others can claim; and she embodies it.

KATE GREGORY, RN, PH.D. ’07
Assistant Professor, Maternal Child Health Nursing
Creating a nurse anesthesia specialty

If someone asks to talk to me, I will always say yes. So when Laurel Eisenhauer and I were approached by Sue Emery to see if the Connell School was interested in being the home for a nurse anesthesia program, Laurel said to me, “We’ll never start a nurse anesthesia program” and I said, “No, I can’t see us doing that because we’re not part of an academic medical center. I don’t see how it could work, but you know she’s a colleague and we can give her an hour of our time.”

When we saw that Anaesthesia Associates of Massachusetts had been providing clinical placements for nurse anesthesia students and knew how to do that well, we began to understand how a partnership might be possible. Because of their affiliations with a number of hospitals in the area, our students would have access to a range of clinical settings.

Not all nurses think that anesthesia is a great role for nurses. But nurses have been giving anesthesia for a long time; the first person other than physicians and medical students to give anesthesia was a nurse. Today, nurses provide about 60 percent of the anesthesia in this country. Anesthesia is conceptually not that different from other nursing roles. You assess the client, you monitor them, you administer medications, you monitor the outcomes, and you deal with the patient. Anesthesia is a highly sophisticated nursing role, but I think it fits right into the nursing model. There was a time in our history when it was thought that nurses shouldn’t take blood pressures. Some doctors thought nurses shouldn’t do it, and some nurses thought they shouldn’t do it because it involves medical technology. But technology is just a tool. It’s the core of the nursing that matters, not the particular tool in our hands. I am supportive of nurses doing what they’re prepared to do and well qualified to do.

Nationally, there’s a huge need for nurse anesthetists. We could see the advantage of providing these nurse anesthetists with both the solid advanced practice nursing foundation, and the strong clinical experience in their specialty. It has worked out terrifically. The students have been welcomed here. They have done very well in all the coursework, including the core that all master’s students take. If I had been unwilling to listen to Sue Emery—now the director of the nurse anesthesia program—this program and partnership may never have existed.

The future of nursing

There are a number of challenges in the nursing profession that BC and other nursing schools will need to respond to in the near future. One big thing that’s going on right now, and at the national level is the DNP—The Doctor of Nursing Practice. This new degree presents both challenges and opportunities for BC and all nursing schools. It raises questions about the role of the master’s degree in nursing, and questions about building and maintaining a reasonable pipeline of Ph.D.-prepared nurses.

Developing Ph.D.-prepared nurses who can fill faculty roles is a major challenge now and one that will continue. Nationally, there is already a severe faculty shortage, and with the aging of the faculty, this will likely continue. It’s not hard to understand why we have a shortage of Ph.D.-prepared nurses. Nursing is a stable, satisfying career at all levels of practice; given the opportunities available at all levels from associate degree-prepared nurses on up, some nurses don’t see the value in taking on student debt and taking a break from work to achieve higher levels of education.

Yet there are advantages to additional education in nursing. At the master’s level, nurses have the opportunity to become more autonomous, independent practitioners. At the doctoral level, nurses have the opportunity to contribute to nursing science and research. Part of the solution is proving to employers the value of the bachelor’s-prepared nurse as the entry level for practice. This would encourage more nurses to begin to consider additional education.

Also, nursing schools need to find the resources to help more students finance their education through scholarships and other mechanisms. We need to provide more convenient schedules and distance learning opportunities using the Internet and cutting-edge technology. Nursing is in many ways a very practical profession, and we need to address the challenges we face with practical solutions that will make sense to nurses in the field.

Mary Maher 1947–1948
Rita P. Kelleher 1948–1968
Margaret Foley 1968–1970
Mary A. Dineen 1972–1986
Mary Sue Infante 1986–1990

Continuing to teach while dean

In all of my previous places of employment, the deans taught. I think it’s important that deans and other administrators continue to teach. It keeps you grounded, up to date in your area. It makes you continue to appreciate the work faculty do. Up until this year, I taught my statistics course. I’ve always enjoyed sports. Athletics are a significant part BC’s identity, which for me has been a good fit because I love it. I’m a fan. At the same time, I’m also going to miss the shows at the Robsham Theater, and the openings at the McNamara Museum. All of these aspects of BC contribute to the culture here.

Still, next fall I am going to go to Italy with my sister instead of coming back to school. I have a two-week trip planned. Then I’m going to Japan to teach my statistics course.

I’ve joined the board of directors at Wheeling Jesuit University. I’ve been watching my friends who are retired and they’re all busy, but in a nice way. I plan to volunteer, perhaps at a local school or hospital. There are plenty of opportunities for me to continue using my expertise. I’m returning home to where I grew up. That’s good for me.
This past March, Dean Emeritus Rita Kelleher celebrated her 100th birthday. We present this tribute to Rita in honor of her work, and in celebration of this milestone.

Great institutions are built from the inside out, over time, year after year, day by day. They are built by individuals whose vision soars always upward like a gothic arch, and whose dedication over a lifetime secures the foundation below. The vast majority of those who worked to build the Jesuit university of Boston College did so without expecting that they would live to see the vision realized. Dean Rita P. Kelleher was such a builder, her contagious faith and fortitude uniquely mixing inspiration, innovation, and idealism.

A university of Boston College’s stature could not have been built without people like Dean Kelleher who believed deeply about creating a Catholic university for Boston, and generously joined their talents and strengths with the Jesuits. Committed to broadening the vision, Dean Kelleher aspired to be part of something larger and more enduring than herself.

Michael P. Walsh, SJ, the architect of Boston College’s transition from a college to a university, wrote to Dean Rita P. Kelleher, the builder of Boston College’s Nursing School, just before announcing his own retirement, “This is one of the more pleasant duties I have had to perform in all my years as President. The trustees voted this morning to grant you an Honorary Degree at Commencement on June 3, 1968.” Forty years later the architect, the very soul of the Connell School of Nursing, celebrates her hundredth birthday on March 21, 2008.

In honoring Rita Kelleher, we recognize the importance of individual lives—the impact, planned or not, that each of us can have. The Book of Wisdom exhorts us to love justice, recognize God’s goodness, and seek the Lord with integrity of heart. From this, wisdom is born and we live the “good life.” Rita Kelleher
is a woman; disciplined, self-
possessed, and prudent. She is at
home with herself. Her gifts rest
lightly, yet securely, upon her, and
all who know her are privileged. As
dean, she never sought the spot-
light. Modest in the old-fashioned
way of stepping aside, she allowed
new faculty to flourish. Devoid of
self-importance and vanity, Dean
Kelleher did not worry whether
history would fully capture and pro-
claim her excellence, so she never
focused on proving herself right.
Acting and doing what was proper
restored. She understood confi-
dentiality and projected confidence.
Discreet, but not silent, her leader-
ship emanated from within. She did
her best and kept walking. She was
happiest when things turned out
well for the School of Nursing, her
primary interest.

The beginnings of such a spirit
continue today as Rita Kelleher
still enjoys her childhood sight of
Hingham Bay from the same place
of her birth. After graduating from
the Faulkner Hospital School of
Nursing, Miss Kelleher was hired
as a private nurse to the wife and
newborn child of an executive of
Massachusetts General Hospital
School of Nursing and Boston
University while pursuing her mas-
ter’s degree in education at Boston
University. She arrived as a faculty
member at Boston College in late
September 1947.

Through the unstirring initiative
of Richard Cardinal Cushing and
after learning of Boston University’s
plan to open its nursing school in
September, Boston College admitted
its first nursing class on January 27,
1947 and opened at 126 Newbury
Street. The College of Arts and
Sciences “in town” and the School
of Social Work were already located
there, and the downtown location
made transportation easily acces-
sible. Nursing was allocated some
classrooms and offices on the sec-
don floor, and used a large first floor
room as a lounge and recreation
area for students and faculty. The
limited space and crowding proved
an asset in drawing faculty and stu-
dents together. Students traveled
to the Chestnut Hill campus for
biology, chemistry, and physics. All
35 students in the first class were
registered nurses. Many recently
discharged from the U.S. Army and
Navy Nurse Corps had served in the
South Pacific and European theaters
of World War 2. They were enrolled
under the G.I. Bill of Rights.

The class enjoyed that first
semester; a new program without
precedents and nursing faculty to
set standards of achievement or
behavior. With such a small group,
the Jesuit regent, the director of the
nursing school, and the Jesuit faculty
knew students individually, creating
a very relaxed atmosphere. Although
training for leadership positions in
nursing, the students seemed con-
tent that no nursing courses were
required that first semester.

In September 1947, Dean Mary
Maher and the nursing faculty of
Rita Kelleher, met the gate
high school graduates enrolled in
the initial five-year program.
For the first three semesters, students
took required liberal arts courses.
With no teaching responsibili-
ties, the nursing staff—who had
their introductory philosophy course offered
from the beginning. As an antidote,
both were required to take an intro-
ductive philosophy course offered
Saturday mornings in the School
of Social Work. Ms. Kelleher began
to wonder if by accepting her position
at Boston College, she had traded a
world of female authority at Quincy
City Hospital School of Nursing for
that of male dominance.

Six months later when Dean
Maher left, Rita Kelleher, by then
the senior faculty person, was asked
to assume the deanship. She began
an adventure focused on design-
ining and organizing the specifics to
set Boston College on a course to
expand its nursing school. Each day
she enthusiastically addressed the
challenges of directing a new school.
At a time when diploma schools
were considered the gold standard
for nursing, she was among the
national vanguard promoting the
baccalaureate degree as a require-
ment for professional practice.

Twenty-six registered nurse
undergraduates received their
bachelor degrees at the University
Convocation in June 1949. While
the dean sat in the auditorium, the
Jesuit regent of the nursing school
conferred the degrees. After this
first commencement, the dean of
the school of nursing sat on the
platform with the other deans and
awarded the degrees.

Breaking barriers, however, was
not limited to just dean and faculty
issues. The all-male undergraduate
full-time business and arts and sci-
cesses students presented particular
problems. Not only did they harass
and denote nursing students with
derogatory remarks about their
appearance and scholastic ability,
they also excluded them from the
yearbook and refused to publish their
articles in The Heights. Permitted to
make scenery and costumes for the
Dramatic Society, nursing students
were excluded from the cast and the
University Chorale.

With cool aristocratic bearing,
extraordinary warmth and compassion,
and wicked humor, Dean Kelleher
addressed these realities as well as
the challenges her students faced
living in the dormitories. Subjected
to bias and higher standards of
behavior, nursing students resented
the double standard as all infra-
cations, regardless of how minor,
were reported to the dean.

Students in the five-year program
also coped with problems associated
with a new and evolving nurs-
ing education program, including
responding to the misunderstand-
ning and prejudicial attitudes from
all infracratics. As an antidote,
nursing education was considered
by some to be frivolous and unnec-
ecessary for the practice of nursing.
With many fine diploma programs
housed in Boston’s best hospitals,
it took Dean Kelleher’s impressive
negotiation, diplomatic, and collab-
orative skills to facilitate the clinical
placement of Boston College stu-
dents in these institutions.

This misunderstanding of the
purpose and nature of collegiate
nursing education extended into the
community. The belief that educa-
tion somehow distracted from the
student’s effectiveness as a nurse
was common and presented additional challenges. A hospital trustee once told Dean Kelleher, "I don't want any of your math whiz kids taking care of me." Dean Kelleher was secretly pleased that he thought the students 'whiz kids.'

Even Richard Cardinal Cushing, who had a personal interest in nursing, nurses, and nursing education, and realized the need for a collegiate program in Boston, challenged the idea that a college education should be part of preparing nurse practitioners. Openly and often his words reflected his belief that nursing was a vocation, a calling motivated by "Love of Neighbor out of Love of God." He constantly affirmed that "Love of Neighbor out of Love of God." He constantly affirmed that "Love of Neighbor out of Love of God." He constantly affirmed that "Love of Neighbor out of Love of God." He constantly affirmed that "Love of Neighbor out of Love of God."

As with any faculty group, most faculty, however, thoughtfully and diligently accepted committee assignments. Faculty meetings were long, lively, and challenging, with most of the productive work occurring in smaller committee groups. Such a collaborative environment fostered innovation that defied scale. The school thrived in its new location, and so in 1967 Dean Kelleher decided after 21 years to resign as Dean effective June 1968. She did so with the understanding that she would continue to teach for five years, at which time she would be eligible for retirement. It was a difficult decision. She loved her work, always expressing great pride in the growth of the school by holding on to old courses and learning experiences with which they were familiar and comfortable. Others were too eager for revision, and readily joined any curriculum movement regardless of the direction and with or without any proven need. When the Cardinal became aware of the severe overcrowding at 126 Newbury Street, and the need for additional classrooms and office space, he donated $1 million toward moving the school to the Chestnut Hill Campus. It was important to him that the school's enrollment increase and that the program succeeded. The new building, Cushing Hall, recognized this gift and his continuing interest and support.

Sadness and happiness marked the move from 126 Newbury Street to Cushing Hall on the University campus in March 1966. Sadness because for 13 years this had been home to students and faculty. Despite the inconveniences, crowding, and the long ride to campus for science classes, the students loved it. It held fond memories of events, people, and lasting friendships. While there, students and faculty were entities unto themselves. The school was the center of all activities; the classrooms, library, and chapel were all theirs. Newbury Street's expensive shops and apartments were the only diversion. Happiness, however, sprang from the reality that they could now fully participate in University activities, and enjoy all the educational and recreational facilities the campus provided.

Dean Kelleher chose daily to act justly, to respond fairly, and to help the most vulnerable. The school thrived in its new location, and so in 1967 Dean Kelleher decided after 21 years to resign as Dean effective June 1968. She did so with the understanding that she would continue to teach for five years, at which time she would be eligible for retirement. It was a difficult decision. She loved her work, always expressing great pride in the students, faculty, and school. Having succeeded in bringing about the needed changes in school policy and curriculum, Dean Kelleher was convinced that a more assertive leadership would be necessary for future challenges. She decided to resign for the good of the school and her own personal good. Dr. Margaret Foley, the executive director of the Conference of Catholic Schools of Nursing in St. Louis, replaced Dean Kelleher in 1968. The transition unexpectedly proved difficult for Dean Foley. Coping with her own serious health issues, relocating an elderly mother from West Virginia to Massachusetts, and responding to the emergence of national student unrest proved overwhelming. Sadly, Dr. Foley died in August, 1970. Following Dean Foley's death, no contingency plans had been made for anyone to assume leadership.

In the summer of 1971, Rita Kelleher returned to a full-time teaching schedule. She retired in 1973 after a 26-year association with Boston College’s school of nursing.

Most faculty, however, thoughtfully and diligently accepted committee assignments. Faculty meetings were long, lively, and challenging, with most of the productive work occurring in smaller committee groups. Such a collaborative environment fostered innovation that defied scale. The school thrived in its new location, and so in 1967 Dean Kelleher decided after 21 years to resign as Dean effective June 1968. She did so with the understanding that she would continue to teach for five years, at which time she would be eligible for retirement. It was a difficult decision. She loved her work, always expressing great pride in the students, faculty, and school. Having succeeded in bringing about the needed changes in school policy and curriculum, Dean Kelleher was convinced that a more assertive leadership would be necessary for future challenges. She decided to resign for the good of the school and her own personal good. Dr. Margaret Foley, the executive director of the Conference of Catholic Schools of Nursing in St. Louis, replaced Dean Kelleher in 1968. The transition unexpectedly proved difficult for Dean Foley. Coping with her own serious health issues, relocating an elderly mother from West Virginia to Massachusetts, and responding to the emergence of national student unrest proved overwhelming. Sadly, Dr. Foley died in August, 1970. Following Dean Foley’s death, no contingency plans had been made for anyone to assume leadership.

In September the administration asked Rita Kelleher to serve as acting dean. A time of great national student unrest proved overwhelming. Sadly, Dr. Foley died in August, 1970. Following Dean Foley’s death, no contingency plans had been made for anyone to assume leadership.

In the summer of 1971, Rita Kelleher returned to a full-time teaching schedule. She retired in 1973 after a 26-year association with Boston College’s school of nursing.
What is a leader? A leader is someone who lives their life as an example for others, while simultaneously inspiring them to express their unique gifts. Nursing leaders were my inspiration for entering the field. My earliest experience with nurses was as a young child when I required surgery for a double hernia. The nurses were there to comfort me, helping me to understand what was happening. I can still sense how their genuine kindness affected me.

By the time I reached high school, I’d decided on a career of social change. At the same time, I was encouraged by my Girl Scout leader, Nancy Haynes, to complete a project for my Gold Award. Nancy’s nephew, one of a profession whose leaders have carved out bright futures for under-served populations. I hope to follow in their footsteps!

The project turned out to be much larger than I expected. It propelled me into the public spotlight, speaking to public groups, TV, radio, and newspapers. Suddenly, I was teaching the public about marrow donation, while simultaneously finding my calling. After the marrow donor project, I began reading about social entrepreneurs. It was the book entitled *How to Change the World: Social Entrepreneurs and the Power of New Ideas* by David Bornstein that initially exposed me to nursing leadership. A few chapters in, Florence Nightingale was highlighted. I went on to read about the work of Margaret Sanger and Lillian Wald. It was the vision, dedication, and passion of these women that lit the spark that initially exposed me to nursing leadership.

One of these amazing women affected my life in significant ways. Their strength and mentorship inspired confidence in my ability to make a difference. I believe we all need mentors to help guide us on our path. In taking on a leadership role as a Graduate Student Association Co-Chair, I want to help others to make an impact on the world. Through our events, we strive to give students the opportunity to give back to their community in ways that fit into their busy schedules. As our political leaders say, “Together we can!” We each fill an important role in defining our world. Our political leaders say, “As our political leaders say, “Together we can!” We each fill an important role in defining our world. Our political leaders say, “Together we can!” We each fill an important role in defining our world.

Nursing leadership
In the footsteps of amazing women

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

*John Quincy Adams*

When asked what has most impacted their nursing education, many Boston College alumni point toward their clinical experiences. While classroom teaching will always be a vital part of nursing education, it is often clinical placements that help define a young nurse’s career path. The Connell School faculty has always put significant time and effort into planning clinical placements, including recruiting top quality preceptors for BC students. To help bring our preceptor development program to the next level, the Connell School added a clinical placement specialist position this past fall.

In selecting the right person for the position, Dean Barbara Hazard knew that two attributes were critical: a strong understanding and appreciation of the clinical setting, and the ability to manage the large logistical task of both making placements and building relationships with current and potential preceptors. Boston College found these qualities in Chris Benson ’83. Benson has 15 years of experience as a hospital nurse, most of which was spent at Children’s Hospital in Boston. She brings the clinical and organizational drive that made her successful in her past work to a new set of challenges at Boston College.

Benson emphasizes the importance of personalized placement process that takes into account the needs of all parties. “Usually I sit down with the student and we talk about their particular interests. I also listen to the professors as to what they would like in that placement. Given all that, I look at the entire Metro Boston area and we go out and interview the placement.

“When recruiting preceptors, we look for nurses who appreciate learning and feel like they’re going to contribute to the cause. We look at their past history of precepting and critique the clinical experiences for each and every student. As a BC alum, I have a new and different appreciation for the school. I like its ethics. I think really it’s been a great experience for me and I look forward to the future and developing the whole clinical placement process.”

Are you interested in becoming a preceptor for undergraduate or graduate nursing students? For more information, call Chris Benson at 617-552-1558 or email her at christine.benson.1@bc.edu.
1950s
Elizabeth “Betty” (Glynn) Hannon ’54 reports that her son John and her wife Karin welcomed identical twin sons this past January; their daughter Ruby (age 5) now has her wish for “a real baby” times two! Betty continues to combine her love of the sea, people, and learning as a lecturer on cruise ships. Trips have taken her to South America, Australia, Europe, as well as Mexico and Hawaii. She enjoys swimming, folk dancing, kayaking outside her house in Bel Marin Keys, 20 miles north of the Golden Gate Bridge.

Barbara (Kraus) May ’55 is currently a clinical associate professor of community health nursing at East Carolina University College of Nursing in Greenville, North Carolina. She is also a certified diabetes educator and has published in The Diabetes Educator. Monica is married and has three children.

1960s
Patricia A. (Harrigan) Hutchinson ’61 worked at the same facility from 1968 until retirement in 2005. At the end of her career she was director of health education, responsible for community, patient, and nursing staff education, as well as library and media production. She is very active in healthy communities and neighbors helping neighbors efforts. She lives in Maine with her husband and has two adult children, Mark and Anne.

Laurel Eisenhauer ’62 reports that a group of 1962 alumnae have been meeting regularly for lunch and book discussions at various restaurants on Cape Cod. The informal name of the group is “The Cape-ers”: those who have homes on the Cape or Cape “wanna-be’s.” The group has included: Gloria (Pratt) Castieri, Pat Dalton, Laurel Eisenhauer, Nancy (Cartnick) Fay, Katherine (Barry) Frame, Marita (Walsh) Kennedy, Cynthia (Bosss) Lambert, Pat (Egan) Manocchia, Kathy (Curtiss) McCue, Brenda (Sullivan) Miller, Johanna (Brunalli) Needham, Helen (Murdock) Rogers, Sally (Osborne) Sullivan, and Jane Sheehan, Rosamary (Dervan) Sullivan, and Eileen (McCook) Szymanski. This past August, some of the group enjoyed a day trip to Cuttyhunk Island.

Brenda (Sullivan) Miller ’62 reports that she is retired, but finds that Social Security does not cover her passions like travel and Irish dance. She has a pet sitting business and does home nursing care in her Leisure World community of 8,000. She is an avid BC sports fan and does not miss a football or basketball game. Go BC!

Joan M. Riley ’62, professor and chair of the department of nursing at Emmanuel College, recently published “Scholarly nursing practice from the perspectives of experienced nurses” in the Journal of Advanced Nursing.

Mary Seidel ’64 has been teaching at Seattle University College of Nursing for the past 13 years and is retiring in June after 44 years of nursing. She plans to move back east, to reconnect with BC classmates and colleagues when she returns.

Elizabeth “Bette” (Michalski) Greene ’65 has moved to Brighton, Massachusetts. She’s retired from nursing and looking for the next step. One of her callings is to write an anthology of life for class of 1965 graduates; she already has “ladies with class don’t sit on the grass,” and hopes to have a volume by her next anniversary reunion.

Dorothy R. Smith ’67 went to New Orleans this past January with the BC Alumni Service Group. They worked with St. Bernard’s Project in St. Bernard’s Parish to help with rebuilding houses damaged during Hurricane Katrina. It was the first time she had been involved with BC Alumni and it was a very rewarding experience. There were many heartwarming stories and much devastation still evident in the area. It is impossible to understand the destruction in that area without seeing it. The pictures do not impress you with the emptiness of neighborhoods. The supervisors were Americorps volunteers and were fantastic to work with—patient, kind, and understanding. It gave her hope for the future of America. It is a humbling, rewarding, and satisfying experience.

Monica (Sullivan) Parker, MS ’69 is currently a clinical associate professor of community health nursing at East Carolina University College of Nursing in Greenville, North Carolina. She is also a certified diabetes educator and has published in The Diabetes Educator. Monica is married and has three children.

1970s
Ursula (Holden) Corr ’71 works for Healthways, Inc., working directly with the physicians and nurse practitioners who provide care to the members of their communty health and care support programs. She works from home in northern New Jersey and travels to various provider offices in the New York metropolitan area, supporting the use of evidence-based medicine and providing education tools to those providers and their staff.

Paula (Carroll) Meighan ’71 started her own business in 2005 after 20 years at Pfizer Pharmaceuticals in clinical drug development. Changing Places LLC assists seniors and their families in the process of moving from their home into a smaller setting; an apartment, with their adult children, independent living, or assisted living.

Arlene Lynch ’72 was honored for 25 years of service to McLean Hospital in 2007. Over the past 10 years she has worked with dual certification as a psych clinical specialist and family nurse practitioner. She has combined these skills in various positions, focusing primarily on the care of the older adult. In June of 2007 she was hired to be part of an interdisciplinary primary care behavioral health team at the Veterans Administration Medical Center in Bedford, Massachusetts, with the goal of effectively integrating behavioral health services within the primary care setting to improve overall health of veterans.

Mary Ellen (Manning) Murphy ’72 works as a case manager for Tufts Health Plan in the Transition to Home Program. She works with Uniformed Services Family Health Plan members who are mainly retired military and their spouses. She and her husband John are buying and moving into an 1850s farm house in Falmouth, MA.

Kathleen (Dunne) Moore ’72 and her husband have recently retired and moved to Alpine Meadows in Lake Tahoe, California. Her daughters are married and she is looking forward to becoming a grandmother for the second time.

Rachel Specter ’72, MS ’74 has been honored with an award from the American Nurses Association for her work in human rights.

Lynn Kelly ’73 credits the Connell School of Nursing with instilling in her the skills she would need to succeed in her profession. She notes, “When I applied to nursing schools long ago, I was a quiet, shy young thing. I am so glad I was accepted at BC. At the years have passed and I have done many kinds of nursing, I have come to appreciate the wonderful nursing education I received. I have become a confident leader, mentor, and trainer in my field.”

Joyce (Bertoni) Vazzano ’73 has been on faculty at the Johns Hopkins University School of Nursing for the past 15 years and received her post-master’s certificate as an adult nurse practitioner from Johns Hopkins in 2005. She currently coordinates health assessment for the baccalaureate students and also has a faculty practice as a nurse practitioner with Evercare, working with the geriatric population. She has three grown children—Andrea (age 24), Brian (age 21), and Alexander (age 20)—and one grown husband, Tony, a pediatrician.

Diane (Demartin) Meyers ’74 has worked in a number of diverse and dynamic pediatric settings, and is currently a nurse for autistic children. She enjoys a passion for nursing, and continues to learn more each day. She is thrilled that her daughter, age 17, has also chosen nursing for her career. Diane notes that when her daughter leaves for college, she will once again think about reinventing her nursing experience.

Elizabeth Richmond ’74 is completing her 20th year teaching in the Pratical Nurse Program at Bristol-Plymouth Tech in Taunton, Massachusetts. She notes how things continue to change in nursing, especially computerized documentation!
Anita (Minardi) Creamer, MS’78 notes that this past October the Rhode Island State Nurses Association recognized her for excellence as an academic nurse educator. She has spent over 25 years in teaching as a nurse educator. She is presently a professor of nursing at the Community College of Rhode Island.

Karen (Cruciani) Hettel ’78 is on the full-time faculty at the School of Nursing at Rhode Island College and teaches in the BSN program. She also has a private psychotherapy practice in Brockton. Her husband, Tom, sells employee benefits for an insurance company. Their sons Matt (21 years) and Ben (19 years) are in college, and their youngest, Andrew is a freshman in high school in Easton where they have lived for 15 years.

Ann Marie (Dwyer) LaRocca ’78 is currently working as the associate chief nurse at Spaulding Rehabilitation Hospital, Boston, Massachusetts. She has given a number of presentations over the past year, at local, regional and national conferences. Topics have included patient satisfaction and customer service, the impacts of nurse workload, and rehabilitation nursing.

Martha (Merrill) Jones ’79 has had to leave home health after a long career due to her rheumatoid arthritis. She has been involved in health recruitment over the past three years and has started her own business with a partner, for national recruitment of higher level nursing and management positions. Cygneth Health Recruiting is less than a year old, but she is hoping for great success in this challenging area. Martha has lived in Phoenix, Arizona, for the past 22 years, with her partner of 21 years. They have two dogs, two cars and a house with pool.

Marjorie Eitricks-Mahoney ’79 has been the nurse leader for the Plymouth Public Schools for the past seven years and was recently named the 2007 Massachusetts School Nurse Administrator of the Year by the Massachusetts School Nurse Organization. She is a member of the oversight board for the Massachusetts School Nurse Research Network, a practice-based research network comprised of a representative, collaborative group of professional school nurses, nurse academicians, and other interested parties.

1980s

Marianne (Cairns) Katz ’80 is currently working as a pediatric nurse practitioner at Kaiser Permanente in San Diego, where she has worked since 1989.

Patricia White ’75, MS’81 has been teaching at Simmons College in the Nursing Programs since 1987 and continues to work as an adult nurse practitioner. She is a certified community health nurse and currently works in Boston at the University of Massachusetts Medical Services. She provides clinical education and go-live support for Customer Service Associates (CSA) in collaboration with Philips Medical Services. She provides clinical education and go-live support for a variety of units in hospitals across the east coast.

Janette (Pala) Sorensen ’83 lives in Minnesota and works as a family nurse practitioner.

Leonora (Poravas) Thomas ’83, MS’S work as an acute care nurse practitioner for a private cardiology group in Hartford, Connecticut and is on staff at Hartford Hospital.
Kim (Bletzer) Noonan ‘86, MS ’92 is co-teaching the Update II skills refresher course in the Connell School’s Continuing Education Program. She also recently started as the nursing coordinator in the primary care clinic at Mount Auburn Hospital.

Lisa Truini-Pittman ‘86 reports that after 10 years in nursing education in the hospital setting, she is embarking on a very different path. She is the new nursing coordinator for safety and quality at YaleNewHaven Hospital in New Haven, CT. This is a newly designed position that will focus on creating a culture of safety. Her hope is to help create a campaign in which there is a united commitment to a common goal: the safest care for all patients, every day, for all encounters. She is excited and grateful for this opportunity.

Julie-anne Evangelista ‘87, MS ’90 reports that she is currently living in the backyard of her DNP.

Patricia Kuster ‘87 is currently living and working in California as an assistant professor and associate managing director for the Sacramento Regional Learning Center, Samuel Merritt College School of Nursing. She completed her Ph.D. at UCLA in 2002, and is a certified pediatric nurse practitioner.

Julie Ann (Fitzgerald) Liefeld ‘87 has worked as a pediatric nurse for the past 10 years. She has pursued a master’s degree in marriage and family therapy and a doctorate in human development and family studies, where she focused on positive youth development. She is currently the director of a college wellness and counseling center in New London, Connecticut, where she is putting her nursing skills to good use, especially her excellent training in documentation. She has come to believe that nursing is one of the most universally applicable careers in the professional world, including parenting. In addition to work, she loves hanging out with her three children, where she is the calmest mom on the cul de sac when there is a screaming skateboarder on the street!

Christina (Madinabeliea) Durney ‘88 is working as Memorial Sloan-Kettering Cancer Center in the Pediatric Day Hospital as a certified pediatric nurse practitioner.

Michelle (Hicks) Murray ‘88 reports that after 12 years of healthcare staffing and recruitment experience, she has launched Synergent Healthcare, focusing on executive level healthcare searches with an “agent approach” just like athletes and entertainers have.

Lauren Hayes ‘89 is a neonatology nurse at the New England Medical Center, and has two beautiful daughters.

Cari Tatian ‘89 recently started as oncology clinical nurse specialist at MetroWest Medical Center in Framingham, Massachusetts. In addition, she has developed her own business as a cancer survivor consultant, offering health and wellness seminars for cancer survivors as well as providing individual coaching for survivors and families.

Kathleen (O’Donnell) Wiley ‘89, MS ’94 currently works in occupational health at Elliot Hospital in Manchester, New Hampshire. She and her husband Jeff have three beautiful children: Paul (age 9), Mary Anne (age 7), and Matthew (age 4).

1990s
Lisa Manna ’90 went on to earn an MBA from Suffolk University and is currently the owner of Manna Clinical Consulting Services, Inc. She provides consulting to the biotech pharmaceutical industry.

Cathy (Onyean) Carney ’91 earned her MSN as a family clinical nurse specialist in 2004. She is currently working as a staff nurse on per diem basis and as a clinical instructor for Simmons College. She and her husband John live in Mansfield, Massachusetts with their three children: Shannon (age 10), Maeve (age 6), and John Patrick (age 6).

Laura E Krawczuk ’92, MS ’99 has started a new position as the director of transplant nursing at Children’s Hospital Boston. She first worked as a staff nurse, then as the assistant nurse manager, and from 2003–2007 worked for the cardiac transplantation program as the nurse coordinator. She recently had her second child and returned to the cardiac step down as a staff nurse in a per diem role. She lives in Milton, Massachusetts with her husband, daughter (2 years), and son (5 months).

Nancy Joseph ’95 just received the Excellence in Nursing award from the New England Regional Black Nurses Association this past February. She currently works at Children’s Hospital Boston in their primary care program as a staff nurse. She co-chaired the nursing retention and recruitment committee at Children’s Hospital as of September 2007 and is a newly elected board member of the New England Regional Black Nurses Association as of November 2007.

Cathy St. Pierre, Ph.D. ’95 will be inducted as a fellow of the American Academy of Nurse Practitioners this June, during the 2008 AANP National Conference. Cathy is the associate chief for nursing research at the Edith Nourse Rogers VA Memorial Hospital in Bedford, Massachusetts.

Ellen (Gaccione) Sutton ’95 earned her MSN in nursing management the operating room and surgical services departments.

Gretchen (Gill) Duffy ’95 has worked at Tufts Medical Center, in the step-down cardiac unit, since graduation. She first worked as a staff nurse, then as the assistant nurse manager, and from 2003–2007 worked for the cardiac transplantation program as the nurse coordinator. She recently had her second child and returned to the cardiac step down as a staff nurse in a per diem role. She lives in Milton, Massachusetts with her husband, daughter (2 years), and son (5 months).
and policy in 2000, from Yale University. She currently works as a nursing instructor for LPN students at Lincoln Technical Institute in Shelton, Connecticut. She married her husband Kevin in 2000, and they live in Fairfield, Connecticut with their nine-month-old son, Colin.

Katie (McMahon) Woytowicz ’95 and her husband Joe welcomed their second child, Elizabeth, in October 2007. Their first child, Mary, was born March 2006. She now works part-time as a home infusion nurse.

Mary Ann (McLaughlin) Yehl ’96 became a women’s health nurse practitioner following graduation, then went on to medical school and is currently in a family medicine residency at the University of Pennsylvania, and is using her nursing skills daily!

Kathleen (Daly) Adams ’97 and her husband Brendan welcomed their first child, Sibeal Aine Adams, on September 1st, 2007. Kathleen is a registered nurse in the neonatal intensive care unit at Boston Children’s Hospital. She recently gave birth to her second child, Colin, in October 2007. Kyle was able to watch his first BC vs. ND football game his first weekend home from the hospital.

Deirdre Brannin ’98 is the patient services manager (nurse manager) of two postpartum units and two newborn nurseries at Yale-New Haven Children’s Hospital. She is currently enrolled in an MSN/MHA dual degree program, and lives in Northford, Connecticut with her husband, daughter, part-time triplet stepdaughters, three dogs, and one cat.

Mary (Kniep) Chinchilla ’98 has worked for (almost) 10 years now in the neonatal intensive care unit at Miller Children’s Hospital in Long Beach, California. She is also a certified instructor of infant massage. She and her husband Jose have an eight-month-old beautiful, healthy baby named Magdalena Beata.

Beth-Ann Norton, MS ’09 is currently a nurse practitioner working full-time at the Cohn’s and Colitis Center at the Massachusetts General Hospital in Boston. She also works part-time in the nutrition support unit one weekend per month assessing patients and prescribing total parental nutrition for patients hospitalized at MGH. She is proud to say that her daughter, Meredith, is a freshman at Boston College!

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Caitlin (Fenney) Stover ’98 was awarded a master’s degree in community health nursing from Worcester State College in December, and in January matriculated into the Ph.D. in nursing program at the University of Massachusetts at Worcester.

Beth Steele ’99, MS ’02 married Anthony (T.J.) Steele (BC class of 1999), in September 2001 and they live in San Diego for a year until work-related obligations drew them to Cincinnati in 2003. Beth and T.J. had their first child, Addy, in September 2007. Following Addy’s birth, Beth resigned from the full-time position of director of Max’s Hospital and assumed a consulting position with a nonprofit organization in Louisville, Kentucky. She is focusing on developing an integrated day care for children of all abilities. Beth loves the balance of being a stay-at-home mom raising an energetic and joyful child like Addy and the consulting position focused on her initial dreams of growing the concept of medical day care throughout the United States.

Kyle was able to watch his first BC vs. ND football game his first weekend home from the hospital.

Kathleen M. Kearney ’00 wishes to send congratulations to her cousin Evan Halberty, CSON ’08. At age 14, Evan attended her pinning ceremony in Colorado, and he said he would never have guessed he would be doing the same eight years later. Their entire family is proud of his hard work and dedication to the profession of nursing.

Polly Willhite ’01 started the CRNA program at the Kaiser Permanente School of Anesthesia and graduated in August of 2007. She is currently working as a CRNA at a Kaiser Permanente Los Angeles Medical Center, enjoying her new career and its daily challenges. She lives with her fiancé, Chris Conto (CSOM ’01) in Pasadena, California and while they miss the warm weather, they do enjoy their many friends that remain in the Boston area!

Leanne (Little) Aguirre ’98 married Vincent Aguirre in 2006 and welcomed a baby boy, Vincent James, in September 2007. Leanne is currently working in hematology, oncology and bone marrow transplantation at Brigham and Women’s Hospital in Boston.

Christina (Eardley) Alvarado ’98 is a staff nurse at Stanford University Hospital in Palo Alto, California. She currently works in the operating room doing orthopedic surgery. She lives with her husband Anthony in San Mateo, California.

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Beth Steele ’99, MS ’02 married Anthony (T.J.) Steele (BC class of 1999), in September 2001 and they live in San Diego for a year until work-related obligations drew them to Cincinnati in 2003. Beth and T.J. had their first child, Addy, in September 2007. Following Addy’s birth, Beth resigned from the full-time position of director of Max’s Hospital and assumed a consulting position with a nonprofit organization in Louisville, Kentucky. She is focusing on developing an integrated day care for children of all abilities. Beth loves the balance of being a stay-at-home mom raising an energetic and joyful child like Addy and the consulting position focused on her initial dreams of growing the concept of medical day care throughout the United States.
Leadership is how to be, not how to do. These words give leadership new meaning. The tendency is to define leaders by their actions, their accomplishments, not by who they are, whom they have inspired or motivated, whom they have supported or encouraged. A leader is self-aware. Self-awareness makes possible putting self second and others first and thus bringing out the best in both persons.

Nurses are leaders by virtue of who they are. The nurse is a visionary, always looking to “make things better” whether it is the health of the patient, the services and resources available, or support for colleagues in their pursuit of excellence. A leader takes charge and instigates change that promotes high standards. Nursing leaders enhance the development of others in their pursuit to become leaders. A nursing leader initiates ideas and works with other disciplines and public leaders to promote better health care. Other characteristics of being a leader include being a good communicator which entails being a good listener, having the foresight and willingness to compromise to move forward, and being willing to take risks for the improvement of patient care, student/staff education, research opportunities, and advancement of the profession.

To be a leader requires taking responsibility and using authority wisely. Authority is necessary for change, but change must be introduced carefully and with adequate preparation of those involved. Leaders present new ideas positively and with excitement but also with the confidence and authority to implement them. Leaders know their limits as well as their strengths and resources. Leadership is a challenge and opportunity. It is exciting and fulfilling, but also requires work, preparation, endurance, patience, perseverance, and commitment.

Recently, I coached my students on how to introduce themselves: “Don’t introduce yourselves as ‘just a student’ or ‘just a nurse’; introduce yourselves as an equal and essential member of the health care team.” Yet, throughout the day I overheard nurses initiating conversations with an apologetic “just a nurse” qualifier. I wonder which message my students heard? I wonder what would have happened if Lillian Wald or Rita Kelleher or Barbara Hazard had introduced themselves as “just a nurse.”

It’s hard to exercise leadership from the position of “just a.” But the gendered and hierarchical structure of healthcare institutions, where nurses are employees and take orders, socializes nurses as subordinate workers. I prefer to see nurses as autonomous professionals, but in reality most of us are employees of institutions, following physician “orders” by virtue of our licensure.

Nurses must learn how to negotiate the power structures within health care institutions. In this spirit, I offer some guidance: apologize for mistakes, but never apologize for your role or perspective; believe in your contribution to patient care; don’t confuse equality and subordinate status; ground your assessments in data; speak up and share your knowledge and experience; be proactive rather than reactive; learn the distinctions between capitulation, cooperation, and collaboration; establish collaborative relationships; build alliances and coalitions; learn the skill of brokering integrity—preserving compromise.

Learning to exercise leadership in nursing is a career-long process of “learning to get it right.” Lillian Wald, Rita Kelleher, and Barbara Hazard had to learn to negotiate relations of power and along the way learned from mistakes. But I am quite confident that early in their careers each gave up—if they ever used the term in the first place—being “just a” nurse.

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Happy 100th birthday, Dean Kelleher