under african skies: four stories
In this issue of the *Voice*, we celebrate the people and accomplishments that make the Connell School of Nursing at Boston College such a truly unique place.

One such person was surely Dean Emeritus Rita Kelleher. I’m sure many of you have heard the sad news about Dean Kelleher’s passing this past November. We hope many of you will join us at a celebration of her life this spring; the details will be posted on our website. I was so lucky to have met Dean Kelleher, to have had her inscribe a copy of her memoirs for me, and to get her stamp of approval as she patted my hand and told me I would “do well” as the new dean. I appreciated hearing her stories about Boston College and look forward to hearing some of your stories as we remember all that Dean Kelleher accomplished for nursing.

We are also celebrating new beginnings that will shape the next few years at the Connell School. At a time when health care is truly in need of the best leaders, the faculty and I have committed to producing nurse leaders for the 21st century who participate in, use, and/or conduct the research necessary to change health care, who understand and participate in improving global health, and who value diversity. As we move forward to meeting our strategic aims, we are pleased to be active participants in the Harvard Catalyst (p. 22) and hope you will enjoy reading about the opportunities our faculty and students are enjoying in translating science for use in practice. We know you will enjoy reading about our new KILN program (p. 4), designed to prepare nurse leaders from underrepresented ethnic and racial minorities. We are so pleased that so many members of our community have supported these events and programs, and encourage you to check our website for upcoming events and join us.

Some of the global activities our faculty, students, and alumni are participating in are also highlighted in this issue. And as always, the Connell School is fortunate to have outstanding faculty, staff, students, and alumnas/i whose accomplishments I also hope you enjoy reading about.

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CONNELL SCHOOL ADDS PEDIATRIC PALLIATIVE CARE SPECIALTY

Associate dean for graduate programs Patricia Tabloski has received a three-year competitive renewal from the Health Resources and Services Administration (HRSA) to fund the addition of a pediatric concentration to the palliative care specialty at the Connell School. The funding will expand the existing palliative care curricula to develop advanced practice nurses’ skills in pediatric palliative care.

Pediatric palliative care nursing is a specialty that seeks to prevent or relieve the physical and emotional distress of children living with serious chronic and/or life-threatening illness and their families through assessment and management of pain and other symptoms, provision of clear and culturally sensitive communication, and support in decision-making. Palliative care is designed to relieve symptoms caused by a child’s condition in order to help them live more comfortably and improve their quality of life. It is not limited to one location, but is appropriate for all children with severe chronic conditions for which there is no cure.

The program will prepare graduates as advanced certified hospice and palliative nurses. Other goals are to develop new linkages with community agencies that provide palliative care to children with serious chronic illness and their families, to improve access to expert, quality, and comprehensive nursing care provided to racially and ethnically diverse children facing life-threatening illness, and to develop a program component that addresses cultural competence and sensitivity.

PROFESSOR EMERITUS MARJORIE GORDON NAMED LIVING LEGEND IN NURSING

The American Academy of Nursing has named professor emeritus Marjory Gordon a Living Legend at their annual meeting, held November 5–7 in Atlanta. Gordon has directed collaborative research projects in Brazil, the Netherlands, and Australia, in addition to 15 funded projects in the United States. Her research topics include a series of studies on diagnostic reasoning, diagnosis-intervention-outcome links, community health nursing, hospital discharge of hysterectomy-gynecologic patients, and home health care nursing diagnosis and defining characteristics. Gordon’s books have been translated into 10 languages and are found in 48 countries on six continents, and her Manual of Nursing Diagnosis is in its 12th edition.

Professor and nurse theorist Sr. Callista Roy comments, “One major characteristic of Marge Gordon that inspires me is her total commitment and singleness of purpose. Whether it is writing, professional organization work, or mentoring others, her focus is always on increasing clarity and scholarship for defining the phenomenon of nursing knowledge and practice. Nursing as a discipline is stronger in the U.S. and around the world because of Marge Gordon’s efforts.”

The Living Legend designation is one of the highest honors in the nursing field, recognizing the most accomplished Academy fellows for their contributions to the field and as role models for all nurses. Established in 1973 under the American Nurses Association, the American Academy of Nursing represents distinguished leaders in nursing who have been recognized for their outstanding contributions to the profession and to health care.

PROGRAM PREPARES STUDENTS FROM DISADVANTAGED BACKGROUNDS TO BE NURSING LEADERS

Associate dean for the undergraduate program Catherine Read has been awarded funding from the Health Resources and Services Administration (HRSA) for her Nursing Workforce Diversity grant called “Key to Inclusive Leadership in Nursing” (KILN). The program will prepare nursing students from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses, to enter the public health nursing workforce as leaders with the inherent capacity to make a difference in local communities.

“Despite its reputation as a city with outstanding health care facilities,” says Read, “Boston experiences alarming health disparities among racial and socioeconomic lines. More than one half of the residents of Boston are Asian, black, or Latino, but the vast majority of nurse leaders are white.”

The current health care situation in Boston provides the perfect opportunity for the KILN program to create change: In 2006, Massachusetts became the first state in the nation to require all residents to carry health insurance. As a result, over 440,000 previously uninsured people are now in the health care system. This influx of new patients, coupled with a shortage of diverse, baccalaureate-prepared nurses, has caused a crisis in the health care system in underserved communities in Boston.

The KILN program will work toward correcting that balance. A pre-entry program will stimulate interest in nursing as a career by recruiting top candidates and a retention program will increase the graduation rate of Connell School minority and disadvantaged students by providing intense mentoring and support as well as stipends and scholarships.

“Through community-based leadership and scholarship development activities,” Read says, “we can increase the number of culturally competent, leadership-trained graduates working in Boston’s medically underserved areas.”

“I believe the program will ultimately contribute to the elimination of health disparities, a goal consistent with Boston College’s mission of uniting high academic achievement with service to others in a diverse community.”

Gennaro Pens Best Education Paper

Connell School dean Susan Gennaro’s paper titled “An Alternative Model for Post-Doctoral Education in Nurses Engaged in Research with Potentially Vulnerable Populations” was selected as the best education paper published in 2007–2008 in Nursing Outlook, the official journal of the American Academy of Nursing. Dean Gennaro and her co-authors were recognized at a reception at the American Academy of Nursing’s annual meeting in Atlanta on November 6.

Wolfe Selected for Prestigious National Fellowship to Improve Health Care

A national fellowship program focused on expanding the role of nurses to lead change in the U.S. health care system has been awarded to Barbara Wolfe, associate dean for research at the Connell School of Nursing. She is one of 20 nurses selected nationwide as a 2009 Robert Wood Johnson Foundation (RWJF) Executive Nurse Fellow.

Now in its 12th year, the three-year fellowship program provides extensive leadership development for nurses in executive roles in public or community health, science and research, corporate health, academia, government, or military health service. Fellows remain in their current positions while they receive training, mentoring, and the opportunity to implement innovative health care strategies in their communities.

“Nurses provide a unique perspective in the health care system, understanding both the patient experience and the way policies and procedures affect health outcomes,” said Marilyn P. Chow, the RWJF Executive Nurse Fellows national program director. “We are thrilled to have Dr. Wolfe join the 2009 group of fellows. The experience will enable her to bring new skills and resources to improve health care in the Greater Boston community.”

As part of the fellowship, Wolfe will have an opportunity to design and implement a leadership project to address issues of essential importance to the future of the Connell School of Nursing, as well as to the broader health care system.

“I am honored and excited to have this opportunity to explore new solutions for advancing health care through interdisciplinary collaboration,” said Wolfe.

Wolfe is in charge of the NIH Study Section on Nursing Science: Adults and Older Adults, and is the past president of the American Psychiatric Nurses Association. She also holds a faculty appointment at Harvard Medical School.

The fellowship is supported through a grant from the Robert Wood Johnson Foundation and matching funds from Boston College.

WHAT AMERICA CAN LEARN FROM SWISS HEALTH CARE

Sabina De Geest, PhD, RN, visited the Connell School last November as the Fall 2009 Global Visiting Scholar. On November 3, De Geest met with faculty and PhD students for a lunch
and discussion, followed by a lecture the next evening where she addressed the topic, “What America Can Learn from Swiss Health Care.” The lecture was filled with capacity with students, alumn/i, faculty, and representatives from Boston’s Swiss community.

De Graet is a professor of nursing and the director of the Institute of Nursing Science of the Faculty of Medicine at the University of Basel, Switzerland. She is a fellow of the American Academy of Nursing and the Royal College of Nursing.

INTERNATIONAL FORENSIC NURSING AWARD NAMED FOR BURGESS

Connell School professor Ann Wolbert Burgess, a pioneer in the field of forensic nursing, was honored by the International Association of Forensic Nurses with an award that will bear her name. The inaugural IAFN Ann Burgess Forensic Nursing Award, which was presented to Burgess on October 23, was established to honor an individual who has made exceptional research contributions to the field of forensic nursing through clinical program development, scientific achievement, legislative changes, or educational activities. “This is an exceptional honor to be able to recognize the research of forensic nurses and the advancement of nursing science,” Burgess said of the award.

Burgess helped to establish a master’s specialty in forensic nursing at the Connell School and teaches courses such as Case Studies in Forensics, Forensic Science, Forensic Science Lab, and Victimology. Her work in forensics, victimology, and trauma began back in the 1970s when she co-founded one of the first hospital-based crisis counseling programs for rape victims with sociology professor Emeritus Lynda Lytle Holmstrom. Burgess and Holmstrom wrote a groundbreaking article that ushered the phrase “rape trauma syndrome” into both medical and legal lexicons.

Her research and books cover topics such as serial killers and rapists, kidnapping, sexual victimization and exploitation of children, cyber crimes, sexual abuse, and elder abuse. She has worked extensively with the Behavioral Science Unit of the FBI, training special agents and developing criminal profiles. Burgess also is a sought-after expert in the courtroom, having offered testimony in high-profile cases such as the Glen Ridge rape trial, Menendez Brothers murder case, Riley Fox murder trial, and fashion designer Anand Jon rape trial.

“Dr. Burgess’s research is broad and has had a tremendous influence on recognition of forensic nursing by other professionals; she challenges nurses to think outside the box, to ask questions and research answers to those questions and she has done seminal research with victims of sexual assault as well as the perpetrators of this crime,” said IAFN awards committee chair Polly Campbell, the director of the Sexual Assault Forensic Examiner Program in Maine’s Office of Attorney General. “Professionals from many varied disciplines have come to rely on Dr. Burgess’s work to inform their own practice.”

“Without the work of Ann Burgess, there might not be an International Association of Forensic Nurses,” said Connell School assistant professor Angela Amor, an IAFN member and director of the Connell School’s forensic program. “Prior to her groundbreaking research, no one was studying victims of sexual assault. With her description of Rape Trauma Syndrome, she opened a door that allowed for a branch of nursing to be developed. Her continued work on victims, perpetrators, and family and significant others opened that door even wider.”

GREGORY AWARDED NIH AND HARVARD FUNDING FOR PREMATURE INFANT HEALTH RESEARCH

Katherine Gregory, assistant professor, has received a mentored training grant from the NIH and funding from the Harvard Clinical Nutrition Research Center to support her work on necrotizing enterocolitis (NEC), a common and devastating illness found in premature infants.

Premature infant birth is the most significant perinatal and neonatal health problem facing our nation today. These babies are at risk for many health issues as a result of being born too early, including infection, lung disease, gastrointestinal disease, neurological bleeding, and cardiovascular compromise.

“In conducting research on the premature infant patient population,” states Gregory, “we have the opportunity to make a difference over the entire lifetime of a person.”

Gregory has several ongoing projects relating to premature infant gastrointestinal health, including assessing urinary biomarkers for NEC in a large, matched sample of premature infants, defining the intestinal microbiota in premature infants at risk for NEC, and applying metabolic analysis to stool obtained from premature infants in order to predict NEC and make a contribution to metabolomics.

Metabolomics is an emerging field that aims to describe the distribution of human metabolites in order to better understand the relationship between genotype and phenotype. Through classifying these small molecule metabolites found in an organism, scientists hope to bridge the gap in knowledge between disease pathogenesis and prediction. Gregory will collect stool samples from preterm infants, advantageous in that they are discarded specimens and will not depend on the NIH and funding from their limited blood volume. In partnership with Harvard Medical School associate professor Dr. Bruce Kristal, a molecular biologist and expert in metabolomics, Gregory will then apply metabolomic analysis as a means of predicting NEC.

“What we learn will teach us more about organ-specific disease pathogenesis and disease prediction strategies,” says Gregory, “and the findings will pave the way for new intervention strategies that will help patients and their families.”

The Harvard Clinical Nutritional Research Center grant will partially fund Gregory’s metabolomics work, and the NIH funding will support all her related projects. She has also received funding from the Harvard Catalyst (see feature story on page 22), as well as a grant from the American Nurses Foundation and intramural funding from the Dean’s Research Stimulus Grant Program.

Without the work of Ann Burgess, there might not be an International Association of Forensic Nurses,” said Connell School assistant professor Angela Amor, an IAFN member and director of the Connell School’s forensic program. “Prior to her groundbreaking research, no one was studying victims of sexual assault. With her description of Rape Trauma Syndrome, she opened a door that allowed for a branch of nursing to be developed. Her continued work on victims, perpetrators, and family and significant others opened that door even wider.”

GREGORY RECEIVES 2009 NATIONAL BOOK AWARD

Connell School of Nursing associate professor Pamela Grace was awarded a 2009 National Book Award from the Association of Jesuit Colleges and Universities (AJCU) and Alpha Sigma Nu, the national Jesuit honor society, for her book Nursing Ethics and Professional Responsibility in Advanced Practice (Jones and Bartlett, 2008). She is one of only four recipients nationwide.

The Alpha Sigma Nu Jesuit Book Awards recognize outstanding publishing achievement by faculty and administrators of the 28 Jesuit higher education institutions in the United States. Books are judged on the basis of scholarship, significance of topic to scholars across several disciplines, authority in interpretation, objectivity, presentation, and style. This year’s awards recognized books in the sciences, represented by four different disciplines: social sciences, natural sciences, mathematics and computer sciences, and health sciences. Grace’s book is the winner in the health sciences category.

“I was delighted to receive the news. This is an incredible honor for me and for my nurse colleagues who contributed chapters based on their real-life practice experiences,” said Grace. “Recognition by this highly esteemed organization validates the work of all nurses who strive to provide knowledgeable, just, and meaningful care to the vulnerable in the face of increasingly difficult, highly technological, and economically challenging health care environments.”

In announcing the award, The AJCU said Nursing Ethics and Professional Responsibility in Advanced Practice “addresses a significant topic for the nursing profession in an effective scholarly manner. The book is written in a comprehensive easy-to-read style. The authors of each chapter skillfully integrate current literature and research into their discussion of ethical questions and research into the development of ethics across practice settings, and the ethical challenges of advanced practice nursing specialty areas. The case studies found at the end of the specialty area chapters help the reader apply ethical principles to specific situations. This is a great book for students as well as advanced practice nurses.”

Grace specializes in health care and professional ethics. She was for many years a critical care nurse and nurse practitioner in primary care. She holds an appointment as a nurse scientist at the Munn Center for Nursing Research at Massachusetts General Hospital. She has served on the Human Research and
Investigation Committee of Newton-Wellesley Hospital and on Beacon Hospice’s Ethics Committee. Grace also is an ethics editor and columnist for the American Journal of Nursing and an executive board member of the International Philosophical of Nursing Society.

AMAR RECEIVES NIH FUNDING TO EXAMINE REPORTING OF DATING VIOLENCE

Assistant professor Angela Amar has been awarded funding from the National Institute of Child Health and Human Development at the National Institutes of Health (NIH) for her project entitled “Help Seeking in College Women,” to determine attitudes and beliefs associated with reporting dating violence in college women. College women are at greater risk of intimate partner violence, rape, and other forms of sexual assault than women in the general population of the same age.

Through a survey, Amar will examine the thinking that differentiates individuals and victims who intend to report dating violence from those who do not. The knowledge gained will aid in the planning of an intervention program to target specific attitudes and beliefs in order to increase reporting and disclosing of intimate partner violence.

“Violence against women is a significant public health and societal issue, associated with immediate and long-term physical and mental health consequences,” says Amar. “Many victims do not disclose their experience or seek health care or mental health counseling. But when violence is undetected and treatment is not provided, the health consequences increase.” Amar hopes that the findings she gains will allow health professionals to enhance the screening and surveillance procedures for identifying individuals who have experienced intimate partner violence.

Amar, who received her PhD from the University of Pennsylvania School of Nursing and her master’s and bachelor’s degrees from the Louisiana State University School of Nursing, is also the force behind Boston College’s new forensic nursing program, designed to meet the demand for trained nurses in emergency departments and other hospital, clinical, and prison settings to provide care to victims of crime. Her research is focused on understanding traumatic experiences, particularly violence, and mental health responses in adolescent and young adult females.

HARRIS EXAMINES SEXUAL RISK IN URBAN AFRICAN-AMERICAN ADOLESCENT MALES

Connell School clinical assistant professor Alyssa Harris has been awarded two grants to examine sexual risk among urban African American adolescent males. The funding will allow her to further her studies of adolescent sexual behaviors, the factors that influence those behaviors, and interventions that may decrease sexual risk. In particular, Harris’s study will examine the relationships of parent-child sexual communication and closeness between African American parents and their sons, and the impact of parental influence in reducing risk behaviors.

“There is a significant body of literature related to African American mother-daughter sexual communication,” says Harris, “but research on males is limited. Evidence has shown that parent-child relationships and communication about sexuality are essential in reducing risk behaviors. As African American male youth are more likely than Caucasian and Hispanic adolescent males to initiate sexual activity at a younger age, have multiple partners, acquire STIs, and father children, it is important to study this perspective in order to add to the body of knowledge on adolescent sexual risk behaviors.”

A Boston College faculty member since 2007, Harris is also the director of operations and director of nursing at Roxbury Comprehensive Community Health Center. She was awarded the Mary Elizabeth Carnegie Grant and the Nurses in AIDS Care Grant from the American Nurses Association’s (ANA) philanthropic arm, the American Nurses Foundation, which supports the ANA through research and scholarship.

CONNELL SCHOOL TO FURTHER THROMBOSIS EDUCATION

On October 29, the North American Thrombosis Forum (NATF) held its first fundraiser, the proceeds of which will help build the NATF’s newly established endowment fund, as well as support thrombosis education at the Connell School of Nursing.

Double-eagle Boston College alumnus Henry Hagepian served as chairman of the event in honor of two doctors and a staff member from Brigham and Women’s Hospital who were instrumental in helping him recover from deep vein thrombosis. Dr. John Abraham, Dr. Marie D. Gerard-Herman, and administrative assistant Courtney Cassidy were honored for their lifesaving work.

Melanie Bloom, national patient spokesperson for the Coalition to Prevent Deep Vein Thrombosis, was the honorary chairwoman and keynote speaker. Bloom is the widow of NBC correspondent David Bloom, who died in April 2003 from deep vein thrombosis while he was embedded with an Army armored division covering the Iraq war. Over the past six years, she has become a tireless advocate for raising awareness of this silent epidemic. The event also featured NewCenter 5’s Gail Huff as emcee and Red Sox icon Johnny Pesky as special guest.

Deep vein thrombosis occurs when a blood clot forms in the deep veins and travels to the lungs, and is the leading cause of preventable hospital death in the United States, claiming 200,000 adult lives annually. The disease is such a public health burden that in 2008 the surgeon general released a call to action to prevent deep vein thrombosis (DVT) and pulmonary embolism (PE), stating that “without the joint efforts of all stakeholders, including clinicians and families, the problem [DVT and PE deaths] will only worsen as the population ages.”

With the help of proceeds from the fundraiser, the Connell School will broaden education about the dangers of thrombosis, working toward improved patient care and outcomes and increased prevention of this disease.

AGENT OF CHANGE: DOCTORAL CANDIDATE RECOGNIZED FOR OUTSTANDING DIVERSITY INITIATIVES

Deborah Washington, doctoral candidate at the Connell School and director of the Patient Care Services Diversity Program at Massachusetts General Hospital, recently received the inaugural Arnold Z. Rosoff Agent of Change Award. Each year, The Ad Club of Boston sponsors the prestigious Rosoff Awards for the area business community. Established in 1996, the awards promote greater diversity in Boston advertising and business by recognizing outstanding diversity initiatives and the people behind them.

As stated in her nomination letter, “Deb Washington has embedded diversity into the cultural DNA of Massachusetts General Hospital, particularly within Patient Care Services, and has likewise helped to advance diversity efforts and initiatives within health care institutions and organizations throughout the country. She has encouraged the Mass General community to define diversity broadly, casting the widest possible net to include all who may otherwise feel marginalized.”

Under Washington’s leadership, the MGH Patient Care Services Diversity Program has played a vital role in making the hospital a more inclusive and welcoming environment for patients, families, visitors, and staff.

The program’s many and far-reaching initiatives include the development of a culturally competent care curriculum, cultural rounds to educate staff about potentially sensitive cultural issues, community outreach programs, and educational and scholarship support for minority staff.

Washington has been the director of Diversity for Patient Care Services at Mass General since 1995. In 2006, she was awarded a fellowship in the inaugural class of the Health Research and Educational Trust (HRET) Cultural Competence Leadership Fellowship Program. She was selected as a fellow in the 2007 Robert Wood Johnson Executive Nurse Fellows Program, and was named the 2007 National “Nurse of the Year” for Advancing and Leading the Profession by Nursing Spectrum magazine. Washington also serves on the Connell School’s Diversity Advisory Board.

TERRERI APPOINTED TO CREDENTIALING ROLE Delination Study Panel

Clinical instructor Pamela TERRERI was chosen to participate on a role delineation study panel for the American Nurses Credentialing Center
Aruda receives Distinguished Nurse Practitioner of the Year Award

The Massachusetts Coalition of Nurse Practitioners has awarded assistant professor Mary Aruda the 2009 Distinguished Nurse Practitioner of the Year Award, recognizing her outstanding contributions to nurse practitioner practice and commitment to providing quality health care to all.

Aruda received her bachelor’s in nursing from Cornell University, New York Hospital School of Nursing, her master’s from Boston University in pediatric primary care, and her PhD in nursing from the University of Massachusetts Lowell. She began her career as a Navy nurse with the United States Public Health Service on a Navajo reservation in Arizona, and later transferred to the USPHHS hospital in Brighton, Massachusetts.

After completing her service, she joined Boston Children’s Hospital, where she was a nurse practitioner in the Adolescent Clinic for over 20 years. Aruda is an assistant professor at the Connell School and also currently serves as the chair of the American Nurses Credentialing Center’s Pediatric Nurse Practitioner Content Expert.

Flanagan appointed editor of International Journal of Nursing Terminologies and Classifications

Assistant professor Jaret Flanagan has been appointed editor of the International Journal of Nursing Terminologies and Classifications. As the official publication of the North American Nursing Diagnosis Association International (NANDA-I), the journal is a professional resource for worldwide efforts to develop standardized nursing languages and their applications for nurses, educators, and administrators.

Published internationally, it communicates efforts to develop, test, and implement standardized nursing labels in many different languages and cultures across the globe. In addition to her role at Boston College, Flanagan is also a faculty associate scientist at Massachusetts General Hospital, Yvonne Munn Center, and an associate clinical scientist at the Phyllis Cantor Center at the Dana Farber Cancer Institute. Her interests focus on patient and family experiences of chronic illness.

Shindul-Rothschild chosen for workgroup on emergency room safety

As an associate professor at the American Psychiatric Nurses Association (APNA) workgroup on best practices in the emergency room for psychiatric patients. The workgroup is part of the Institute for Safe Environments (ISE), a new APNA institute that will develop strategies for improved client, family, and practitioner safety.

The APNA Board established the ISE to provide an enduring and integrated structure designed to address issues impacting the safety of patients as well as service providers. The institute will develop and disseminate white papers to bring greater clarity to areas of operational confusion, provide guidance for addressing challenges associated with special settings or populations, as well as share and promote best practices.

APNA institutes provide direct input to the APNA board of directors on an assigned psychiatric-mental health nursing issue that spans virtually all aspects of the profession. An institute is similar to a task force in that it utilizes membership expertise to develop programs and services, but generally takes several years to complete its mission rather than only one.

Shindul-Rothschild teaches psychiatric mental health nursing to undergraduates and graduate students at the Connell School. A certified psychiatric nurse clinical specialist who has practiced in a variety of mental health care settings, her research and writings have focused on the relationships between health care financing, nurses’ working conditions, and eating disorders.

Rising Star: PhD student honored by emergency nurses association

Connell School PhD student Lisa Wolf is the recipient of the Emergency Nurses Association (ENA)’s Rising Star Award. The award recognizes a new ENA member who has made significant contributions to the association as exhibited by involvement at both the state and national levels.

“aruda receives Distinguished Nurse Practitioner of the Year Award”

This award validates and encourages my efforts to understand and promote emergency nursing in a community of enthusiastic, smart, and passionate colleagues,” says Wolf.

Wolf’s background is wide-ranging: she holds undergraduate degrees in anthropology and English from Amherst College, an MFA in writing and literature from Emerson College, a nursing diploma from St. Elizabeth’s Hospital School of Nursing, and an MS from Malloy College. She teaches undergraduate students at the University of Massachusetts Amherst, works as a clinical educator in the emergency room at Cooley Dickinson Hospital in Northampton, Massachusetts, and also speaks and writes nationally about topics pertinent to ED nursing and education.

ENA president William T. Briggs remarks, “ENA is proud of the outstanding accomplishments of its members. Lisa Wolf represents the excellence and dedication of the nation’s emergency nurses to quality patient care.”

Founded in 1976, ENA is the only professional nursing association dedicated to defining the future of emergency nursing and care through advocacy, expertise, innovation, and leadership. Wolf’s award was presented at the organization’s annual conference on October 8 in Baltimore.

Master’s student to start homelessness prevention service

Master’s student Shandon Halland has been selected as an Albert Schweitzer Fellow, an award through which students in health professions carry out service projects in underserved communities. Halland will start a homelessness prevention service at the Cambridge Health Alliance’s outpatient mental health clinic, working with those with mental illness who are at risk of losing their housing. The clinic will also serve as Halland’s clinical placement. A native of Minnesota, Halland holds an undergraduate degree in philosophy.

His interest in mental illness stemmed in part from his relationship with his uncle, who suffered from schizophrenia. After wandering through the country for a few years, Halland returned to Minnesota and found a powerful sense of purpose as a homeless outreach worker for people with mental illness.

“The work expressed a synergistic relationship between my natural ability to relate with people, my sense of social justice, and my interest in mental illness,” he says. After seven and a half years as an outreach worker, Halland and his wife decided to move to Boston, where he has pursued nursing school with the intention of upgrading his clinical skills. “I plan on returning to serve in communities where access to mental health services is limited,” states Halland.

Halland envisions his fellowship project as having multiple components: a practical assessment of the individual’s housing issue, identifying community agencies that may assist the person, working with the individual on behavioral issues that may have precipitated the housing crisis, and counseling the individual to identify individual strengths that can help solve his/her problems. If enough people are interested, he hopes to start a housing skills/housing crisis group.

With the demands of school,” Halland says, “I’ve felt detached from the community service aspect of my being. So I’m very excited to have the opportunity to be a part of this Schweitzer Fellowship community, where many generous souls are congregating to see what can be done to alleviate some suffering and social problems. I look forward to working together and sharing insights.”

news
The mission of the Albert Schweitzer Fellowship is to develop “leaders in service,” individuals who are dedicated and skilled in addressing the health needs of underserved communities and whose example influences and inspires others. To date, more than 2,000 fellows have contributed over 12,000 hours of service at hundreds of domestic community agencies.

BUILDING COMMUNITY BRIDGES: STUDENT-LED BREAST HEALTH AWARENESS EVENT

On October 28, women’s health nurse practitioner (NP) students from the Connell School of Nursing led a breast health awareness event at Roxbury Comprehensive Community Health Center (RoxComp). The event was part of the Building Community Bridges program developed by clinical assistant professors Holly Fontenot and Allyssa Harris, designed to build upon relationships with local community health centers. The students gave an educational lecture, passed out information, conducted health screenings for diabetes and hypertension, and talked to community members about breast health and breast cancer screening.

The program will enhance learning as women’s health NP students develop and direct health and educational programs in the community, as well as build a relationship with RoxComp while providing health screening services to an under served population.

The students will lead another program in the spring, focused on women and HIV. Fontenot and Harris plan to expand the program to include other health topics. The Building Community Bridges program is funded by a Boston College TAME grant, awarded for the improvement of teaching, advising, or mentoring of Boston College students.

UNDERGRADUATE GRANTS AWARDED FOR AMBITION AND ORIGINAILITY OF STUDY

Erin Kesler ’11 and Katherine “Katya” Wheelwright ’12 have been awarded 2009 Boston College Advanced Study Grants. The grants are given to recognize and support first- and second-year students whose studies reflect particular ambition and originality. Advanced Study Grants fund a summer “skill acquisition” project, which will accelerate the students’ progress in their field of study, help them acquire the skills needed for more sophisticated research during their junior and senior years, and prepare them as potential candidates for national fellowships.

Erin Kesler’s project was to create a self-sustaining educational program for at-risk teen mothers in the Central Florida area. She also hopes to establish a charity foundation to generate ongoing funds for necessary resources to allow the program to evolve and continue supporting young mothers.

With this monetary support, she created “gift bags” containing supplies such as educational books and DVDs, baby thermometers, nail clippers, diapers, and baby wipes. She believes that an educational outlet will decrease the likelihood of abuse in at-risk families. Kesler’s advisor was assistant professor Angela Amari.

With her grant, Katya Wheelwright spent a month in Uganda working in a medical clinic. She implemented a disease prevention program through basic health and hygiene education, which was carried out in several schools in the Kibale National Park region of Uganda. The main focus of the program was the importance of hand washing and basic first aid in order to prevent the spread of disease. Clinical instructor Colleen Simonelli served as Wheelwright’s advisor.

Read more about Katya’s experience in the future article on page 14.

PHD CANDIDATE AWARDED SCHOLARSHIP FOR PSYCHIATRIC MENTAL HEALTH NURSING

PhD candidate Carol Marchetti was chosen as a 2009 American Psychiatric Nurses Association (APNA) Janssen Scholar. 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 covered the cost of Marchetti’s attendance at the 2009 annual APNA Conference, held October 7–10 in Charleston, South Carolina. Marchetti also presented a poster based on her dissertation research study titled “The Role of Post-Decisional Regret and Police Reporting Among Individuals Who Have Experienced Sexual Assault.”

Marchetti, whose background is in pediatric and psychiatric nursing, is employed by the Massachusetts Office for Victim Assistance as the southeast regional coordinator for the Massachusetts Sexual Assault Nurse (SANE) Program.

CONNECT SCHOOL EVENTS

Cultural Celebrations: last December for Norma Martinez Rogers, president of the National Association of Hispanic Nurses. From left are Ursula Tim, Megan Green, Cecilie Matee, Martinez Rogers, Ana Gomera, and Inez Stewart.

Swiss visiting scholar Dr. Sabina De Geest and Dean Comaro meet with Pascal Marmier, director and consul of Switzerland at Swissnex Boston.

ANN Living Legends Sr. Callista Roy, professor and nurse theorist, and Marjory Gordon, who was given the Living Legend award last fall, at a reception in Gordon’s honor.

Women’s health nurse practitioner students Katerina Mooers (in pink) and Erin Keefe (in white) talk to a patient about breast health at Roxbury Comprehensive Community Health Center.

Boston College alumnus and event chairman Henry Hagopian with Dean Comaro at the North American Thrombosis Forum’s first fundraiser. A portion of the proceeds will help support thrombosis education at the Connell School.

Professor Ann Wiltz-Burges celebrates the announcement of a forensic nursing award that bears her name, of which she is also the first recipient.
As the world becomes more and more interconnected, nurses from Boston College are motivated to understand international health care needs and develop the cultural competency required to lead in an increasingly global society. While many students choose to develop these skills through formal programs at Boston College, others take a more individual path.

These students may be “on their own” in a global setting, but they bring with them a wealth of support from Boston College in the form of relationships, clinical skills, and financial assistance. We present here four personal accounts of Connell School students who have traveled to Africa, both to address health disparities and to increase their own knowledge about global health.
meaghan bradley '09 in tanzania

After 24 hours of traveling, I take my first step into the cool night of Tanzania. I walk through the airport and out into a large crowd of people. Glancing quickly around at the names on the cards, I see mine held by a thin Tanzanian man surrounded by adorable children. I walk toward them, embarking on what will be the greatest adventure of my life.

On the ride to my new home for the next seven weeks, I can’t stop staring out the window, straining to catch my first glimpses of Africa through the penetrating darkness. We eventually pull off the road and around the back of a large white building. The children rush to take my bags inside as I cautiously step out of the car. My first night, I hear every sound as though it were through a loudspeaker. Every creak of the bed and drip from the faucet catch my attention as I crane my neck to make sure the sound is harmless. I am terrified that first night, wondering to myself what kind of crazy mistake I have made.

The daylight and an orientation to my surroundings brings a welcome change in mindset. I spend the next seven weeks falling in love with Tanzania. The natural beauty, the kindness and caring that surround me, and even the once-strange smells all begin to feel like home and capture my heart. By the end of my time there, I feel like I am never going to clean the red dirt off my feet, and I know Africa has become a part of me forever.

Working at Light in Africa (LIA) started as somewhat of a dream during my sophomore year in college. I was intrigued by the Maasai culture of Tanzania and focused my efforts on finding a volunteer project there. Orphanages and health care organizations were appealing because of my love for children and interest in international health. After many conversations, I was eventually connected with Mama Lynn Elliot, a social worker originally from the United Kingdom who founded LIA at the site of a derelict orphanage in the foothills of Kilimanjaro. LIA now operates multiple children’s homes, food outreaches, and medical dispensaries.

One thing I loved about Tanzania was the opportunity to make an impact each and every day. Every day at LIA was an adventure. Whether it was feeding and holding a baby, giving an HIV seminar to a local village, or working on a construction project, there was always important work to be done. At one of LIA’s sites, Tudor Village, I witnessed children’s lives changing. Tudor Village offers children from extremely difficult backgrounds a more comfortable and stable living situation. Some were malnourished, others disowned by their families, and still others orphaned by AIDS. Yet every time I saw these children, their smiling faces shone up at me. They were the happiest, brightest, and most loving children I had ever met. It was not uncommon for toddlers to comfort one another, help another child to finish a meal, or give up toys for one another. The older children all helped take care of the younger ones. Each child seemed to truly appreciate the loving atmosphere of LIA. Tudor Village was just one of the LIA sites where I and other volunteers were able to make a difference.

My experiences in Tanzania have changed my perspective on the world and altered how I interact with my environment. I see the world as a connected place. I realize the importance of respect for the world as a whole and acknowledge that my actions can have global impact. In the future, I plan to employ my nursing knowledge in the global arena. By incorporating practices I am learning in American hospitals with cultural knowledge I have from volunteering abroad, I hope to improve the health of mothers and children worldwide.

“by the end of my time in tanzania, i feel like i am never going to clean the red dirt off my feet, and i know africa has become a part of me forever.”
katya wheelwright in uganda

Last year, Colleen Simonelli, a nursing professor at Boston College and a longtime family friend, suggested I apply for the Advanced Study Grant offered to freshman and sophomore Boston College students. Not realizing that it might actually happen, I made a joke about returning to Uganda, where I had been a volunteer the previous summer. Seven months later, I was on a plane heading to Uganda for the second summer in a row.

When I applied for the Advanced Study Grant, I wanted to create a project that incorporated my love of traveling, volunteering, and nursing all into one. Working in a local medical clinic in the Kibale National Park region of Uganda and carrying out a health and hygiene education project at local schools did just that.

Leading up to the trip, I collected basic medical supplies and hand washing products. Donations started flooding in after an article was published on the front page of the MetroWest Daily News (Framingham, Massachusetts). One man, whose wife was born in Uganda, donated 500 bars of hotel-sized soap. Others sent monetary donations, which I used to transport the supplies over to Uganda.

In Uganda, I stayed in a divided duplex at a field station in the Kibale National Forest, while volunteering and observing at the nearby health clinic. Each side of the duplex had a large living area with two bedrooms. One of the nurses from the clinic lived on the other side with his family. In order to use a flushing toilet, I had to walk up a hill, especially difficult at night because of the need to avoid baboons.

A major component of my project was educating schoolchildren about germs and the importance of hand washing. I taught them proper methods of hand washing and also touched upon first aid. Lucy, one of the nurses who works at the clinic, helped immensely by accompanying me to teach the younger children who don’t speak English yet. My hope is that Lucy will continue to teach the disease prevention program as she does outreach in schools.

Life in the United States—and especially on the East Coast—moves so quickly. In Uganda, everything is done at a much slower pace. When planning my project, I had expected to work in five schools, but ultimately was only able to work in one. I wasn’t able to get into the schools until my third week there, and because each school has more than 1,000 students, I realized that educating one school was a more realistic goal.

Initially, I walked away from the health education project uncertain about whether or not I had really gotten through to the children. On one of my last days in Uganda, I returned to the school and visited a classroom. Upon entering, the teacher spoke one word, and in unison the entire class brought their arms up to their mouths and coughed into the crooks of their elbows. It almost brought me to tears.

“the teacher spoke one word, and in unison the entire class brought their arms up to their mouths and coughed into the crooks of their elbows. it almost brought me to tears.”

Before my arrival, the children had been coughing into their hands, which is an easy way to spread germs. Realizing that the children had really taken in the information made me feel as though my entire project had been worth it.

Last summer, I stepped outside my comfort zone, and in doing so, learned things about myself that I never knew. I am still the same person, but I am more aware than ever before. I now realize that while my aid and the aid of other “outsiders” is helpful and needed, it is also important to help in a way that allows the people of Uganda to be self-sufficient. For example, the soap I brought this past summer is not sustainable, so I hope to set up an after-school soap-making club in the future. Projects like making soap provide schools and homes with a valuable necessity, and serve as a way of earning money for students and their families.
ashley younger

ms '09 in ethiopia

Before entering the master’s entry program at Boston College, I spent two years working in Guatemala and Nepal. In Guatemala, I assisted midwives and translated for medical teams. Living in Nepal offered the opportunity to learn wound care in a leprosy hospital alongside Nepali nurses. Both experiences were extremely influential on my decision to enter nursing. I knew I needed more skills before returning overseas, and the role of nurse practitioner was ideal for my focus on preventative care in a low-resource setting.

After a year at Boston College, I was longing for some international experience to practice my new skills and regain a vision for why I chose nursing. A program at my church that sends a medical team to Addis Ababa, Ethiopia every year gave me the opportunity to make this happen. It was amazing how plans came together and seemingly impossible challenges were overcome once I took the first steps. Our team of physicians and nurses was scheduled for two weeks during which I would miss school and clinical time. My women’s health professor, Holly Fontenot, helped create space in my schedule to make this opportunity work. Without her help, I could not have served in Ethiopia and would not have had the confidence to step outside my comfort zone to implement my new skills.

We arrived late at night in Addis Ababa and attempted to sleep through the time change, waking at four in the morning with the Islamic call to prayer chanting in the streets. We left for the health center early to meet the staff and quickly got to work. The setting was very basic but because of the model of bringing in medical teams each month, the clinic pharmacy remained stocked with supplies. Triage was conducted outside and the four providers, including myself, sat at desks in a larger room. There was one private exam room if we needed to do a physical assessment.

With my pile of books to my right and my translator on my left, I saw patients and consulted with the local physician to write prescriptions. luckily my translator was also a nurse and he was a great help. I soon discovered that the nurses in Ethiopia are extremely skilled and incredibly caring to their patients. Their jobs are never-ending and extend far beyond the shifts of u.s. hospitals, yet the energy they bring to nursing is unparalleled.

I felt really privileged to work alongside them. While the basics in primary care existed, the most difficult challenge I faced was not being able to refer patients that needed specialist care. After consulting with a physician about one woman, we concluded that she had some sort of cerebral tumor that was slowly affecting her nervous system. With no neurosurgeons in the country, we had to tell her there was nothing we could do. She immediately began to cry. I hugged her for a long time, and sat with her as she cried. I felt helpless that for lack of medical care, even in the capital city, we could not help her.

One morning, three of us went to visit HIV-positive patients in their homes. Most homes were made of tin and cardboard, large enough only for a bed and a few items. At times we had to whisper so neighbors would not know of the patients’ HIV status. If you can even afford a room, most families live together, sharing the same bed, cooking, and bathing in the same room. There are often animals gathered inside and lack of electricity makes the atmosphere very dark. In one home, a new mom wanted me to assess her baby and help her with breastfeeding. To do this, I pretty much had to get in the bed with her in order to see with the little light coming through the door. We had such a good time laughing with me there next to her in the bed. Going into these homes gave me valuable insight into the challenges these HIV-positive patients face.

My experience in Ethiopia has renewed my desire to work in global health in extremely resource-poor settings. I am currently pursuing a degree in public health at Harvard as the next step in this process.

clara gona

in zimbabwe

I emigrated from Zimbabwe to the United States in 1990, but have kept up with news from home over the years. I was horrified by news reports about the HIV/AIDS pandemic ravaging the country, and would receive occasional news about friends and relatives who had perished from the disease. Yet I wasn’t moved to action until 2002, when I read a news report in the Zimbabwean daily newspaper regarding the government rollout of a drug used to prevent mother-to-child HIV transmission. The report went into great detail about the benefits of the drug to the unborn child, without any mention of the mother’s need for treatment. I was outraged at the tone adopted by the reporter, who looked past the pregnant women, portraying her as a disposable vessel. I wondered what it must feel like for women in such a situation.

I enrolled as a PhD student at Boston College to study the quality of life of HIV-positive Zimbabwean women leading a research study. These amazing nurses took care of both my physical and emotional needs while watching out for my safety outside of the center.

On my first day at the site, I sat in the waiting room, just like an ordinary client, and observed the women as they interacted with the staff and each other. As I sat there, I was struck by the gravity of the HIV pandemic. Women, men, and children were sitting elbow-to-elbow. I had never seen so many HIV-positive people in one place. The following day, when I started interviewing, a participant recognized me from the previous day. She was very surprised that I was the one conducting this study, since the day before I had sat in the waiting room as if I were a client. I interviewed the women individually in Shona, my native language. They told harrowing experiences of being diagnosed with HIV, about their day-to-day struggles, and how anti-retroviral medications have given them their lives back. Despite what they have been through, the women had such grace and dignity. I was humbled by the women’s courage.

It was heart-wrenching to listen to the experiences of these women for days on end. The senior nursing officer at the clinic provided me a chance to depict after each interview, and my husband back in Boston was on speed dial. With the support and guidance of my committee members, professors Rosanna DeMarco, Pam Grace, and Danny Willis, I completed the interviews in four weeks. After transcribing and translating these interviews into English, I am now analyzing the data. I hope to complete my dissertation this year, and continue my research to help with the care of women living with HIV.

“I soon discovered that the nurses in ethiopia are extremely skilled and caring. their jobs are never-ending and extend far beyond the shifts of u.s. hospitals, yet the energy they bring to nursing is unparalleled.”
In a chemical reaction, the catalyst is the element that speeds the process, creating an end result far more quickly than would have been possible without it. The Harvard Catalyst, a new interdisciplinary initiative that supports translational science research in health care, aims to do just that. The Catalyst has a straightforward mission—speeding the reduction of human illness—but brings together an impressive variety of partners to achieve it, including Boston College’s Connell School of Nursing.
inquiries, and I would encourage people to engage us if we may be helpful.”

The Catalyst’s support for collaboration not only makes it easier for seasoned researchers and junior investigators to link up, but also facilitates the process for those new to Boston, as is the case for assistant professor Lichuan Ye. She and her research partners used the Catalyst network to bring together a collaborative team for their work on sleep apnea. But as Ye explains, the Catalyst does much more than just put together teams: it helps to create a welcoming and team-oriented environment where it is culturally accepted that collaboration enhances research. On an individual level, this allows new researchers to find their place quickly and seamlessly. “It’s very difficult in the beginning to jump into a research team and say, ‘Hey guys, I want to work with you!’” laughs Ye. “But with a structure to facilitate this kind of collaboration, it becomes easier to fit in.”

This past November, the Catalyst sponsored a week-long training course titled “Introduction to Clinical Investigation” in which Ye and Connell School faculty members Susan Kelly-Weeder and Allyssa Harris participated along with over 100 people from a variety of clinical and basic science backgrounds. Ye believes that opportunities like these are incredibly important for her own work and the work of her colleagues. Throughout the week, Ye made a number of contacts with whom possible future collaborations may take place. And, she says, ambitious researchers value the expertise of Boston College nurses. “Whenever I tell them I’m doing clinical research and from the Boston College school of nursing, I strongly feel they are interested in us because we bring a different lens for them to see the patients. For some studies, the researchers can’t work with actual people, so they see us as an opportunity to fill a gap in translational research.”

The chance to make these kinds of connections is just one of the advantages of Boston College’s role as a Catalyst partner. These efforts could not come at a more critical moment. As basic science becomes more and more specialized, and negotiating access for clinical research increasingly complex, the time and effort it takes to translate basic science into patient care—a process called translational research—is increasing. The National Institutes of Health (NIH) cautions, “These challenges are limiting professional interest in the field and hampering the clinical research enterprise at a time when it should be expanding.” To counteract these dynamics, the NIH has funded translational and clinical research centers across the United States, including nearly $120 million to fund the Harvard Catalyst. With these resources, the Catalyst brings together Harvard University, Boston College, The Massachusetts Institute of Technology, the Cambridge Health Alliance, and the Harvard teaching hospitals including Beth Israel Deaconess Medical Center, Brigham and Women’s Hospital, Children’s Hospital Boston, Dana-Farber Cancer Institute, and Massachusetts General Hospital. Together, the Catalyst partners are beginning to break down barriers between academic and clinical institutions.

Each aspect of the Catalyst works to speed and foster collaboration. Educational programs provide research skills training and offer a setting for researchers to meet across disciplines and institutions. An extensive website makes it easy for people to connect by providing information about individual researchers as well as often-overlooked logistical necessities. Once teams come together, seed funding is available to jump-start these interdisciplinary collaborations.

In order to facilitate a more personal approach to building teams, the Catalyst also staffs research navigators, full-time experts in leveraging the program’s resources. The research navigators act as intermediaries between junior and senior investigators, directing them through the vast network of collaborators brought together under the Catalyst umbrella. Zeke Bernstein-Hanley is one of these navigators. “We serve as networking gurus, providing information and helping to identify resources and collaborators,” he explains. “I think it’s important for researchers to see us as a resource. We welcome
Assistant professor Katherine Gregory works with a one-day-old baby boy, born at 33 weeks gestation, as part of her studies on necrotizing enterocolitis (NEC). Gregory is the first Connell School faculty member to be awarded a Harvard Catalyst pilot grant.

"If Boston College were not part of the Harvard Catalyst, we wouldn’t have access to courses like this. But Boston College is part of the big team," says Ye.

As Connell School associate dean for research Barbara Wolfe explains, this is not the first collaboration between Harvard Medical School and the Connell School faculty. Previous partnerships helped inform and mold the way in which the Catalyst relationship evolved. Wolfe says, "Catalyst co-director Steve Freedman and I had already worked together at Beth Israel, where my research studies are done. Because of this experience, he was aware of what kinds of work nurses do, not just in the role of bedside nursing, but as scientists. I was one of the people who worked with him on the application to the NIH to fund the Catalyst, and we did some pilot activities to demonstrate what we could accomplish together."

As the front line of health care, nursing has a unique perspective to add to health science research. Freedman emphasizes the value of including nursing and other health disciplines in health research: "In order to truly have an impact on illness, the research team needs to be multidisciplinary. The NIH has acknowledged that this team cannot just be physicians and basic scientists, but must include nurses, ethicists, pharmacologists, etc. There is no question that nursing is a key partner, and Boston College has one of the top nursing research programs in the country."

The Connell School filled a void when it signed on to the Catalyst. Wolfe explains, "Harvard Medical School does not have a school of nursing—for that reason, Boston College brings added value. Our discipline provides a different perspective; nurse scientists bring grounding in clinical nursing, research skills, and scientific knowledge." Wolfe notes that the NIH traditionally looks for teams that have track records in scientific rigor. "Boston College has a great reputation, with faculty who are funded clinical researchers, and a long history of mentoring our students—particularly at the doctoral or post-doctoral level—who are involved in clinical, patient-oriented research." Ye also emphasizes the importance of including the nursing viewpoint in translational research. "I think as a profession, we are very proud to be closest to the patient. We see things, and even think about research questions, from the patients’ perspective."
Boston College faculty members are actively involved in research projects supported by the Harvard Catalyst, even though the program is only a year old. Assistant professor of nursing Katherine Gregory received Catalyst pilot funding for her work on necrotizing enterocolitis (NEC) in preterm infants. Her team includes Dr. Linda van Marter at Brigham and Women’s Hospital and Dr. Allan Walker of Harvard Medical School. “From my perspective, working together with Dr. Gregory brings a practical component to the study and is a wonderful collaboration,” says Walker. “The Catalyst has used its resources wisely.” Gregory suggests that the funding has accelerated their research, and has also strengthened their team in a way that, without the Catalyst, may have taken a far greater amount of time. As van Marter notes, the partnership also shows great promise for the future. “Through clinical training and practice, nurses acquire a great deal of knowledge of the individual variation among patients with a single disease and an in-depth appreciation for the important clinical questions in a given field. Dr. Gregory is a natural leader in translational research, and will not only make significant research contributions but will serve as a role model, mentor, and guide to the next generation of translational nurse-scientists.”

The Catalyst contributed to getting Gregory’s work off to a running start, especially in gathering data from infants in the neonatal intensive care unit at Brigham and Women’s Hospital. Gregory is studying the microbiome aspects of prenatal stool samples, and as she notes, it is a costly venture. “We collect samples seven days a week, so the time, labor, and resource-intensive nature of this work means that we need serious funding. The Catalyst has been able to do that.” With the funding they received, Gregory’s research team has been able to quickly analyze extensive data, effectively and efficiently getting through the first step in translational science: taking samples from the bedside and analyzing them in the lab. She hopes that within six months, the results of this work will point to the next step in identifying warning signs of NEC.

Gregory’s Catalyst-supported work has also opened doors to undergraduate and graduate student research assistants. School of Arts and Sciences undergraduate biology and pre-med student Guru Shan and Connell School graduate student Christine DeForge are both part of Gregory’s research team. Shan sees this as an unbelievable opportunity. “Being an undergraduate and being at Brigham and Women’s Hospital and at Dr. Walker’s lab is unheard of. The fact that Dr. Gregory opened the door for me to get to those kinds of places is incredible.” DeForge sees this opportunity as preparing them for the intricacies of a constantly evolving health care profession. “The Catalyst is really encouraging people to pull from all different fields. Health care is so collaborative these days and working on this research team with people from all different areas and backdrops is very beneficial to my own training.” By creating a multidisciplinary team that includes members in the early stages of careers in health care, Shan, who hopes to pursue medicine, and DeForge, a clinical nurse scientist, are able to work on the same project from different angles, demonstrating that the Harvard Catalyst has already begun to socialize the next generation of researchers into a culture where interdisciplinary work is highly valued.

While the strength of the Catalyst is in its multi-institutional partnerships, it remains strongly tied to the mission of Boston College. Barbara Wolfe explains, “I think the Catalyst is focused on translational science to, in essence, help other people. It’s not just helping people locally, it can also have a community and global focus. It’s certainly well within the mission of Boston College—but in terms of the motto ‘Ever to Excel’ and with respect to the Jesuit tradition of service to others.” Susan Gennaro, dean of the Connell School of Nursing, believes that the partnership strongly relates to her vision for the school, grounded in preparing nurses to improve human health. “As a school, we are developing leaders for the 21st century who will make a difference in advancing knowledge and translating that knowledge into practice,” Gennaro says. “Part of making that happen is getting the right people together to think about things in ways that they wouldn’t have if they were working alone.”

The Harvard Catalyst collaboration—and Boston College’s unique contributions—will help to improve human health and health care more broadly. “I think we’re going to continue to be advantaged by working with partners whose values we really share,” says Gennaro. “It’s all about health. We are ensuring that knowledge is being developed and then moved into health care systems. The future of this program is extremely bright.”

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“I think as a profession, we are very proud to be closest to the patient. We see things, and even think about research questions, from the patients’ perspective.” — Assistant professor of nursing Lichuan Ye
ALLEN, NANCY


AMAR, ANGELA

ARUDA, MARY

BURGESS, ANN

CULLINAN, DONNA

DEMARCO, ROSANNA
DeMarco, R.F. (in press). Palliative care and African American women living with HIV. Graduate students learn to create tailored quality improvement projects. Journal of Nursing Education.


KELLY-WEEDER, SUSAN


PULCINI, JOYCE


WILLIS, DANNY


VESSEY, JUDITH


WOLFE, BARBARA


YE, LICHUAN

Elizabeth “Betsy” Brown ’85 develops hospital and academic facilities, clinical programs, professional staff, and systems to improve quality and patient safety. She is the director of clinical services at Partners Harvard Medical International, an academic non-profit that provides education and professional services around the world, and her work brings her together with teams in China, Dubai, Ecuador, Greece, India, Pakistan, Thailand, Turkey, and Zimbabwe. This past June, Brown was recognized for her excellence in international community nursing with the Connell School’s inaugural Dean Rita Kelley Alumna/i Award (see right).

In working with people across the globe, Brown emphasizes the importance of understanding the needs of each community. “The solutions draw upon local needs,” she states. “We try to do is figure out what those needs are, recognizing both the strengths and opportunities.”

She cites a current project with a nursing school in Pakistan, a country with one of the lowest rates of nurses per capita and one of the highest rates of maternal/child health morbidity and mortality. “Here in the U.S.,” says Brown, “midwifery is a master’s program. But in Pakistan as in many parts of the world, there are very, very few faculty members available to educate midwives at a master’s level and an overwhelming need for maternal child health care providers. So we’re designing the school’s BScN curriculum with that in mind—doing research on strengthening the level of competency in maternal/child health appropriate for nurses in a bachelor’s program—in order to meet that vital community need.”

Cultural context is crucial in Brown’s work. “We really try to understand the way people live and what is most important to them,” she says. “Health, culture, politics, social norms, religions, family—you have to appreciate and draw upon all of those dimensions of care to find the best solutions. For example, our team noticed that patient fall rates in India were much lower than what we see in the U.S. We wondered if the data were being collected incorrectly or if the falls weren’t being reported at all. Then we talked to the Indian nursing team, who revealed that family members stay in the hospital with almost every single patient, even overnight. If the patient needs assistance, the family is often there to immediately help or call a nurse. Because the level of family involvement in care is different than what we may see in the U.S. or in other countries, we realized that the fall rates may indeed be lower, and we can learn from comparing approaches to care.”

Brown is proud of the collaborative nature of her work, the way relationships form between local and international team members. “Both groups grow. When I hear stories of people who have come together and say that what they have learned from another group of nurses across the world is now impacting their patient care in Boston, or in India or Turkey, I find that very rewarding.”

In addition to partnerships among nurses, Brown sees new interdisciplinary models of care and education as exciting solutions in working toward solving the deep global health care profession shortage. Some of her projects are looking at the undergraduate and graduate curriculum, so that when these health care professionals are in the practice setting, they have already been in many learning situations together.

“The word ‘community’ has changed so much. It doesn’t just mean your own backyard anymore, or even your own country. The global nursing community is really growing and connecting; there is just so much collaboration. I have reached out to many nurses, around the world and right within the Boston College community, and found genuine interest in sharing expertise and helping our colleagues in another country. That’s what is so exciting.”

Betsy Brown was honored last year for her commitment to excellence in international community nursing with the William F. Connell School of Nursing’s inaugural Dean Rita Kelleher Award, named for the school’s dean emeritus and professor. Rita Kelleher, who died this November at the age of 101, was a pioneer and a lifelong leader in nursing, steadfastly dedicated to both the profession and to Boston College. Following in her footsteps, the Kelleher Award recipient must be an accomplished nursing leader, a compassionate, committed steward of the nursing profession.
The Winter 2010 issue of Boston College Magazine will feature Connell School assistant clinical professor Stacey Barone and her work with undergraduate nursing students as they navigate the clinical setting. Here, the Voice spotlights Barone’s collaboration with clinical instructor Heather Vallent in developing the undergraduate curriculum to better address older adult care.

According to the Hartford Foundation, older adults constitute the “core business” of health care providers, utilizing more health care resources than any other age group. Furthermore, as the population ages and people live longer, this dynamic will only increase. Yet according to clinical assistant professor Stacey Barone, incoming freshmen at Boston College don’t often envision themselves working with this population. “One of the consistent things I hear from students is a strong desire to work in pediatric nursing. I understand the natural attraction to working with children, but that doesn’t explain the hesitancy about working with older adults,” Barone says.

This sparked Barone’s interest in finding ways to make working with older adults more attractive to her students. This past summer, Barone and clinical instructor Heather Vallent were awarded a grant to participate in a three-day conference presented by the Geriatric Nursing Education Forum. Barone and Vallent are working to integrate content about the older adult into the Connell School’s undergraduate curriculum. At the conference, they analyzed the curriculum across nearly a dozen focused health concerns flagged as areas of high risk for older adults.

Information from the conference is helping Barone reframe the way she talks about this work. “It was interesting to hear that in the settings students are drawn to—intensive care units, emergency rooms, transplant units, operating rooms—60–70 percent of the patients they will see are older adults.” By sharing these kinds of statistics with her students, and debunking myths such as older adult care happening only in nursing homes, Barone is making the case that knowledge about older adults is critical if students hope to be successful in the roles they seek after graduation.

Barone also sees strengthening the curriculum as a key piece of giving students the level of confidence they need to pursue work with older adults. After all, the work is often more complex than work with younger people due to many co-morbidities within this age group. She notes, “The care is actually quite tricky, and it takes a masterful nurse to be able to do a good job when caring for the older adult. A patient in his or her seventies might come in complaining of chest pain, but may also be diabetic and have a history of hypertension. The patient may already be on a series of medications for cardiac disease. These confounding variables make for a much more complex picture for the nurse to manage.”

To help support student learning, Barone is launching an online resource for all Connell School faculty to use as they strengthen their course content. The website contains a wealth of information, including PowerPoint slides, video, and case studies that faculty can easily integrate into their courses. Barone does not see this tool as the end of the process, however. “The critical piece will be to focus on the content of each course, and guide each individual faculty member to appropriate resources.”

While Barone and Vallent’s work has just begun, they are eager to begin measuring the impact of their efforts. As part of her evaluation plan, Barone will look at both faculty and student changes through a number of lenses. “It will be up to individual faculty members to make improvements. But with the work ethic and the knowledge base of our faculty, I have no doubt that changes will happen, and that they will translate to even greater success for our students.”
McVey joined the Department of Veterans Affairs (VA) in 1972, and currently serves as associate director for nursing/patient services at the VA Boston Health Care System. In this leadership role, she is responsible for the integration of nursing services of the Boston, West Roxbury, and Brockton campuses. McVey has implemented a number of successful programs, including a skin care program and a training affiliation with Hanscom Air Force Base so that registered nurses and medical technicians can maintain clinical skills. She also started a career development program for VA nurses and recently served on the board of directors for the International Association of Nursing Education, a collaboration between Johns Hopkins University and the University of Florida, which produced the first nursing PhD graduates from a Chinese university in July of 2008.

McVey is known as an exemplary leader, having earned the respect and admiration of those who work for her. She consistently offers her personal gratitude to the nurses who contribute to the advancement of nursing practice, describing them as “the glue that binds the organization.” A dedicated advocate of continuing education programs, she frequently volunteers to present, and has also made it her practice to routinely meet with new nurses during orientation. McVey was also an instrumental force in bringing Boston College into the Northeast Region VA Nursing Alliance (NERVANA), a consortium comprising the VA Boston Healthcare System, the Edith Nourse Rogers Memorial Veterans Hospital in Bedford, Massachusetts, and six Boston area nursing schools including the Connell School, in order to better serve today’s veterans. The alliance presents a forum for clinical and academic partners to share insights about the care of veteran patients and to generate ideas for advancing nursing practice, education, and research. With more than 70,000 nursing professionals, the Department of Veterans Affairs is the nation’s largest single employer of nurses, and has one of the largest nursing staffs of any health care system in the world. The VA’s 45,000 registered nurses, 13,000 licensed practical nurses and vocational nurses, and 11,000 nursing assistants seek to provide comprehensive, complex, and compassionate care to veterans.

INSPIRATIONAL ALUMNA AWARDED AWARD FOR TRAINING IN MS NURSING

Megan Scully ’06 was awarded the John Dystel Fellowship in Multiple Sclerosis (MS) Nursing, which offers registered nurses advanced training in MS nursing care. Currently the clinical nurse coordinator at the MS center at St. Elizabeth’s Medical Center in Boston, Scully has a wide range of experience with neurological conditions, having worked on the neurological step-down unit at Massachusetts General Hospital and as a travel nurse. But for all her experience with neurological illness, including Parkinson’s, Alzheimer’s, and spinal cord injuries, Scully has a special interest in MS: she suffers from it herself.

“She is the intellectual, commitment, and insight that will enable her to become a key contributor to the MS clinical community.” A strong student while at Boston College, Scully is described by her professors as “articulate” and “insightful,” and clinical faculty praise her as “an empathetic clinician with an exceptional ability to establish rapport with a wide range of patients and families.” As a faculty representative to the Boston College Athletic Advisory Board, Shindul-Rothschild also know Scully as a dedicated athlete. A highly recruited member of the Boston College women’s ice hockey team, Scully’s peers and professors were impressed by her ability to balance the demands of a Division I sport and the rigorous nursing curriculum, even in the face of an exacerbation of multiple sclerosis. “I truly marveled at her determination to perform her best in both roles,” remarks Shindul-Rothschild.

“When her illness forced her to end her hockey career, she immersed herself in nursing with the same passion and determination she brought to her sport.”

Upon completion of the fellowship program, sponsored by the National MS Society and supported by the John Dystel Fellowship Fund, Scully will have the knowledge and skills to practice as an MS nurse specialist. Her training will consist of supervised patient care and exposure to multidisciplinary treatment under the tutelage of an MS nursing expert in a specialized MS clinical setting. Shindul-Rothschild believes that the fellowship is well deserved. “It is my firm belief,” she asserts, “that Megan will become a leader in the advancement of nursing science for patients with multiple sclerosis.”

ALUMNAE INDUCTED AS AAN FELLOWS

Four alumnae were inducted as 2009 American Academy of Nursing (AAN) fellows at the academy’s annual meeting this past November. Fellows are selected by their peers for outstanding contributions and achievements in nursing. The AAN has approximately 1700 fellows, 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.

Constance Smith Hendricks PhD ’92 is a professor at the Auburn University School of Nursing. Her research focuses on health promotion empowerment models with community-based intervention programs to reduce disparities among rural and minority populations. In support of this work, she has received funding from numerous sources, including foundations, Sigma Theta Tau, the National Library of Medicine, the Health Resources and Services Administration, and the National Institute of Nursing Research. Hendrickes was commissioned by Zeta Phi Beta Sorority, Inc. to develop a national initiative, Z-HOPE, that has been replicated by many organizations.

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Mary Rockwood Lane MS ’81 is an associate professor at the University of Florida College of Nursing and associate faculty with the Watson Caring Science Institute, working in the field of creativity and spirituality in healing. She is the co-founder and director emeritus of the nationally recognized Shands Arts in Medicine program at the University of Florida, which incorporates art, music, poetry, theater, and dance into nursing care on 15 different hospital units. She has disseminated her research in this field as the co-author of professional publications and several books, including Creative Healing, Spirit Body Healing, and Path of the Feather, and her book Shaman Wisdom, Shaman Healing was a finalist in the prestigious Nautilus Award’s health/healing category.

Megan Scully ’06 is in the MGH Institute of Health Professions School of Nursing’s inaugural Jacques Mohr Professor in Geriatric Nursing and director of gerontology research and development. She uses innovative technologies to promote safer and healthier aging-in-place among at-risk elderly people to reduce caregiving concerns. She is considered a pioneer and international leader in the field of gerontotechnology (technology for aging). As the only nurse principal investigator for the Resources for Enhancing Alzheimer’s Caregiver Health (REACH) project, the National Institute on Aging/National Institute of Nursing Research’s largest multisite intervention study for Alzheimer’s family caregivers, she developed and tested a computer-mediated caregiver counseling system using Interactive Voice Response (IVR) technology and nurse-mediated online support.

Marie T Nolan MS ’82 is an associate professor and director of the PhD program in the School of Nursing at Johns Hopkins University, where she holds a joint appointment in the Johns Hopkins University Berman Institute of Bioethics. Her empirical and theoretical work has focused on patient and family decision-making at the end of life and has been supported primarily by the National Institute for Nursing Research. Nolan is currently leading a research team to prepare family members for their roles in the end-of-life decision-making for a terminally ill loved one. Nolan is on the board of directors for the International Network for Doctoral Education in Nursing, where she has worked with colleagues to advance doctoral education in nursing internationally, and also serves as the Johns Hopkins director of the doctoral program partnership between Johns Hopkins University School of Nursing and the Peking Union Medical College School of Nursing, a collaboration which produced the first nursing PhD graduates from a Chinese university in July of 2008.

alumnae/i news
Margaret (McClelroy) Cleary ’59, MS ’61 reports that in May of 2009, she retired from her position as director of education and diabetes education at the Carroll Center for the Blind in Newton, Massachusetts, where she worked for more than thirty years. She now resides in Colorado and plans to work as a rehabilitation nurse consultant for the Colorado State Vocational Rehabilitation Services.

Glenda (Farrell) Delozier ’60 has retired as a nurse educator for Atlantic Cape Community College and is now living in Ocean City, New Jersey. She currently sponsors three children in other countries and is active in her parish Legion of Mary.

Rita Allinger ’61 is a professor at Georgetown University. Her research focuses on latent tuberculosis among Latino immigrants. Each year, she takes nursing students to Nicaragua for two weeks where they volunteer in an impoverished community.

Jane (Murphy) Cunniffe ’61 writes, “In October, I went with a group from my parish on a pilgrimage to Poland to visit all the holy shrines. We visited Pope John Paul II’s second home and the church he attended as a boy. The country was very beautiful and the people we met were very friendly.”

Eileen (Kopchik) Donnelly ’65 was awarded a Fulbright grant to travel to Russia, where she will pursue volunteer work and spend time with her grandchildren. Jean has been a volunteer in Kenya and Honduras, as well as in an Akron, Ohio homeless shelter.

Maggie Kelly-Hayes ’50 was awarded the 2009 Helen B. Spaulding Community Conscience Award by the American Stroke Association/American Heart Association. Maggie is a clinical professor of neurology at Boston University School of Medicine and serves as an investigator in the Framingham Heart Study.

Mary-Anne (Woodward) Benedict ’61 does consulting work in the area of continuing education and accreditation for health care professionals. She has worked with the Veterans Administration New England Health Care System and the American Nurses Credentialing Centers. She is also currently a member of the Accreditation Council for Pharmacy Education. She and her husband Charles, CSOM ’70, are active in the Boston College alumni association as leaders in reunion activities as well as for the recently dedicated veterans’ memorial on campus. They have three daughters and four grandchildren.

Beatrice Costaglisa (Sister Maria Redempta) ’67 is now the director of the San Felipe School of Nursing in Peru. Beatrice has worked as a missionary nurse in Nicaragua, Mexico, and on a Navajo reservation. She is also currently serving with the Jesuit Refugee Service as assistant chaplain at an immigration detention center in El Paso, Texas.

Jean (Davidson) Skoblar ’69 has worked in a Jesuit high school for the past 18 years, and now plans to retire to San Diego, where she will pursue volunteer work and spend time with her grandchildren. Jean has been a volunteer in Kenya and Honduras, as well as in an Akron, Ohio homeless shelter.

AARP president Jennie Chin Hansen ’70 (third from left) participated in a “Tele-Town Hall” the organization sponsored on health care reform with (from left) AARP chief executive officer A. Barry Rand, President Barack Obama, and AARP Prime Time Radio host Michael Cuthbert at AARP headquarters in Washington, D.C.

Virginia Croak ’70 is coordinator of the Health Ministry and Parish Nursing program at Holy Cross parish in South Easton, Massachusetts, a program she co-founded with Kathy Emerson MS ’74. She is also adjunct faculty for the St. Anne’s Hospital parish nursing program. She has been very busy teaching church leaders and parishioners appropriate disease prevention techniques in light of the H1N1 virus, including presenting a hand-washing skit featuring “Nurse Ginny and Professor Lovebug.”

Brienne R. Fitzgerald ’71 received her master’s degree from the family nurse practitioner program at the University of Massachusetts, Boston. Brianne now works in the Commonwealth Care Alliance serving vulnerable populations and writes a health column for South Boston Online.

Christine (Landrey) Savage ’71 is a full professor at the University of Cincinnati College of Nursing. She recently edited A Nursing Education Model for the Prevention and Treatment of Alcohol Use Disorders for the National Institute on Alcohol Abuse and Alcoholism, and was the editor of a community health nursing textbook published by F.A. Davis. When she is not teaching, researching, or writing, Christine enjoys gardening and painting. She and her husband live in Kentucky.

Rachel E. Spector ’74, MS ’74 retired as an associate professor at the Connell School in 2003. In 2005, she received the “Spirit of Change” Forces of Change Lifetime Achievement Award from the Global Caring Nurses Foundation in Phoenix, Arizona. Rachel is presently a part-time faculty member in Boston College’s Theology Department, where she teaches a capstone course called “Holistic Living.”

Anne (Schellfick) Moore ’73 is currently working toward her DNP, and is also director of the spine program at the Hospital of Saint Raphael in Connecticut. Her daughter Becky ’06 has returned to Boston College for graduate school, giving Anne the opportunity to return to campus often.

Karen Breuning ’74 has enjoyed working as an advanced practice child and adolescent psychiatric nurse for the Mental Health Center of Denver for over 14 years. She
Deborah has served as Nell Hodgson Woodruff School of Nursing practice from Case Western Reserve requirements for her doctorate in nursing and then in her own practice specializing in community mental health settings for 30 years, first running a sexual abuse treatment program, and then in her own practice specializing in psychological trauma. Since 2002, Mary has served in the Massachusetts House of Representatives, and encourages everyone to take an active role in health care reform efforts.

**Mary O’Connell**

**Grant ’74, MS ’81** worked as a child/adolescent psychiatric nurse clinical specialist in community mental health services, sharing her passion for helping clients improve their health. She is also the owner of Health Coaching, and is working to make her hospital the most “fit” in town, using all of the visionary skills she learned at Boston College 30 years ago.

**Catherine (Breifach) Newman ’76** and her daughter Amy, who is also a nurse, traveled to Kenya last June to provide pediatric health care to schoolchildren. They taught nearly 500 children hand washing skills and tended to various health needs. She says that sharing this experience with her daughter made the trip even more meaningful.

**Suzanne Thompson** ’75 is the owner of a multinational manufacturing company, but still finds time to go on medical missions to Central America and the Caribbean at least twice each year. Suzanne and her husband Francesco have two children, Marguerite, 26, and Alessandro, 23.

**Jill E. Wiland-Brown** MS ’79 is currently on sabbatical from Florida Atlantic University, where she has taught since 1985. In March, Jill was a visiting scholar at Oxford University in England and participated in a weeklong think tank on business ethics.

**Kathy (Noble) Arthur ’80** is currently working as a supervisor for the American Red Cross in Dedham. She will celebrate her thirtieth wedding anniversary next August, and has four sons. She reports, “My husband Dave and I are looking forward to our reunions!”

**Faith (Falco) Scott MS ’84** has been the president and chief executive officer of the Visiting Nurse Association of Northern New Jersey for 20 years, and recently had a mural depicting the organization’s history dedicated to her. Faith has also been named a fellow of the American College of Healthcare Executives.

**Mary Jacobs** ’84 writes, “I am a nurse in a small community hospital and love my job and my profession. I enjoy my role in an outpatient area that cares for people who need IV antibiotics. I work with IVs and infections all day long and truly feel fortunate to see patients get better.”

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**Mary Jean (O’Rourke) Falco ’81** is living in Medfield, Massachusetts and works part time in the SICU at Caritas St. Elizabeth’s Medical Center. Mary Jean is the mother of three: Nicholas, Christian, and Elizabeth. Her son Nicholas is currently a student at Boston College in the Carroll School of Management.

**Shelia E. Buckley**’82 works in the operating room at Children’s Hospital in Boston as a CNOR. She resides in Walpole, Massachusetts and is the mother of three sons, Colin, 19, Cameron, 16, and Liam, 12.

**Pat Spencer-Ciesik ’83** is the executive director for oncology services at Glens Falls Hospital in Glens Falls, New York and is an appointed member of the Centers for Medicare and Medicaid Services Advisory Panel on Ambulatory Payment Classification.

**Sharon Wollner** MS ’85 retired in June 2006. Prior to retirement, she worked in several settings as an advanced registered nurse practitioner. She enjoys visiting her three children and six grandchildren in Massachusetts.

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Sheila (Costello) McGaffigan ’93 works part time as a nurse at Dana Farber Cancer Institute in Boston, and is a mother of two: Megan, 16 months, and Jack, 3 months.

Joe Schmelz PhD ’96 recently co-authored a book chapter titled “Systemic and Pulmonary Circulation and Oxygen Delivery” in the sixth edition of Cardiac Nursing, released this past October.

Helen (Heffern) Coupas ’97 lives in Philadelphia and works in the cardiology department at the Hospital of the University of Pennsylvania. She and her husband Kevin have two children, Elena, 6, and Alexander, 2.

Lee Ann Tata MS ’97 recently graduated from Rush University with her doctor of nursing practice degree. Her capstone project was titled “Reducing Falls in an Acute Care Setting.”

Marion Godin ’04 earned her master’s degree from Florida Atlantic University last May. She currently is working as a family nurse practitioner at Pediatrics by the Sea in Delray Beach, Florida. She and her husband Vincent, CSOM ’04, welcomed their son, Christian Francois, last July.

Katherine (Cowan) Rosa PhD ’04 wrote an article, “Recognizing Health with Pregnant Cambodian American Women by Finding Meaning in Relationship,” that will be published this April in Advances of Nursing.

Megan Hughes ’06 and Timothy Hughes ’06 welcomed their baby boy, Liam Patrick Hughes, this past October.

Megan (Godio) Valverde ’07 married George Maximilian Valverde this past October in Sharon, Massachusetts. Megan currently works in the neurology and neurosurgery department at Brigham and Women’s Hospital.

Alumnae/i news is compiled from alumnae/i submissions as well as from a variety of outside media sources. To include your news and photos in the next issue, email us at: nursing.alums@bc.edu

IN MEMORIAM: DEAN EMERITUS RITA P. KELLEHER
Dean Emeritus Rita P. Kelleher, a pioneer in the advancement of baccalaureate nursing, died November 2, 2009 at the age of 101. Kelleher joined the school of nursing as its first faculty member in 1947. She was appointed dean the following year and served until 1968. After stepping down from the dean’s post, Kelleher taught in the nursing school and served as interim dean for one year until her retirement from Boston College in 1973. She loved nursing and she most especially loved Boston College Nursing. Kelleher will long be remembered by the profession and by the many faculty and students whose lives she so wisely helped to shape. She set a standard of excellence that truly leaves each of us who follow her trying “Ever to Excel.”