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### Yale Nurse

Yale School of Nursing

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# Yale Nurse

Yale School of Nursing  
Alumnae/i Association  
Newsletter

SPRING 2004



A Tribute  
to Helen  
Varney  
Burst



## From the Dean



Spring 2004

### Editor

Lisa M. Hottin

### Contributors

Nina Relin Adams '77

Jeff Brenzel

(Yale College '75)

Helen Varney Burst '63

Donna K. Diers '64

Ramon Lavandero '79

Luc Pelletier '82

Ilya Sverdlow

### Photo Credits

Michael Marsland

Ilya Sverdlow

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**COVER:** Helen Varney Burst will retire from teaching after 41 years.

Last fall, the University announced plans to reduce expenses to address a projected budget deficit in the coming years. A two-phased program of cost reductions was implemented, the first phase designed to identify short-term savings in both salary and non-salary costs throughout the University, and the second phase focused on long-term improvements in the University's business processes and services. Together, these initiatives will help the University to bring expenses into line with revenues in its budgets and will allow it to direct the maximum amount of resources, both financial and human, toward Yale's core mission of teaching and scholarship.

Strong performance of the University's endowment combined with sound fiscal management has enabled YSN to maintain current salary costs. However, in order to meet the University's challenge, we have made a 5 percent budget efficiency cut. In doing so, we have set budgetary priorities for the coming year.

You may have noticed the absence of the winter issue of *Yale Nurse*. In the 2003-04 fiscal year, we reduced the number of issues from three to two. The current issue of *Yale Nurse* is a commemorative issue that celebrates our most recent accomplishments, as well as the work of colleagues over the span of their careers at Yale.

Beginning in the fall of this year, the editorial staff of *Yale Nurse* and *Yale Nursing Matters* will join forces to bring you a magazine that will feature alumni profiles and news that you have enjoyed in *Yale Nurse*, as well as in depth articles highlighting the work of YSN students and faculty that have contributed to *Yale Nursing Matters* being named the 2003 Best Magazine by the Connecticut Valley and Southern Connecticut Chapters of the Public Relations Society of America.

I am also pleased to share with you that we are currently in the process of developing a new YSN web site, which we expect to launch in July 2004. Alumni profiles, news and events will have a significant presence on the new web site, providing another exciting way for us to communicate with you about the work of the School.

In April, YSN hosted a successful midwifery symposium entitled "Celebrating the Contributions of Academic Midwifery." The event marked the retirement of YSN faculty Helen Varney Burst. This issue of *Yale Nurse* highlights Helen's significant contributions to midwifery, to historical research and to YSN. In recognition of these contributions, YSN has announced a campaign to establish the Helen Varney Chair in Midwifery. I am particularly grateful to Campaign Co-Chairs Charlotte "Pixie" Elsberry '65 and Mary Ann Shah and their committee of 52 dedicated volunteers for their efforts to make the Helen Varney Chair a reality.

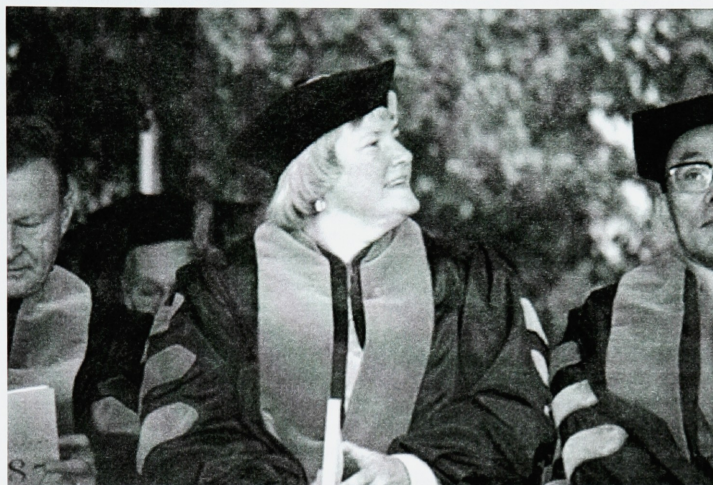
We are looking forward to our Commencement ceremony this year on May 24. Dr. Dorothy Powell, Dean of the Howard University Division of Nursing, will address our graduating class. Her selection as speaker coincides with the graduation of the first students to participate in our Yale-Howard Scholars Program, Nicole Laing and Sabrina Singleton. As we close another academic year and say good bye to a group of students, we welcome a new cohort of Alumni. Please join me in welcoming them to the world of the YSN alumni, those nurses who are working to improve the health of all people.

Catherine Lynch Gilliss, DNSc, RN, FAAN  
Dean and Professor



# Helen Varney Burst Retires

Donna Diers '64



***Whatever the location, the politics of professional organizations and universities, Helen's purpose has always been front and center: to make things better for women and families, and to build the science and practice of midwifery.***

In the old Brady building, third door from the end on the left side of the corridor, was Ernestine Wiedenbach's office, which she shared with whomever the only other maternal nursing faculty member was at the time. On the wall was a sign. About 2 feet long, maybe 6 inches high, background white, it had the word "Purpose" painted in blue, with a red check mark through the word. That word and sentiment fixed Helen Varney Burst's attention whenever she and her classmates came together with Ernestine to discuss their patient care practice. One of the exercises Ernestine prescribed for students was to write their own statement of purpose for doing nursing, a stretching assignment that formed an anchor for Helen's work evermore.

Helen's introduction into politics and policy also came at YSN. She remembers being the invisible student pasted to the wall in the infertility clinic at YNHH when Dr. C. Lee Buxton came in to rousing cheers for having just been arrested (!) in what became the landmark case, *Griswold v. Connecticut* that overturned state law to make family planning legal.

Before that, the plan of care for family planning was to refer patients to Planned Parenthood of Connecticut which provided transportation to their clinic in Port Chester, New York, just across the state line.

After graduation from YSN, Helen went to the University of Wisconsin-Madison to work under Dean Helen Bunge who was building the school in curriculum and research (she was the founding editor of *Nursing Research*) at the very same time Universities were literally exploding in protests over the war in Vietnam. The chemistry building in Madison was bombed. Helen remembers the time in Madison as her education in how to be a University faculty member including how to respond to students who stood in silence holding signs saying, "Don't forget about us" to faculty as they walked through to meetings to try to deal with the crisis. Being a University faculty member meant seeing beyond maternity nursing or even the School of Nursing.

Important as the Madison experience was, it wasn't midwifery, so she returned to the east coast for an internship at Kings County Hospital in Brooklyn, a bit at loose ends about what to do after recovering her midwifery practice. Something must have been meant, she says, for through Marie Meglen, one of her colleagues at Kings County, she became one of what was eventually a cadre of six nurse-midwives who went to Mississippi, at the tail end of the Civil Rights struggle in the '60's in the south.

Robert Kennedy had toured Mississippi's Delta and been devastated by what he saw. The federal government invited Mississippi to create the County Health Improvement Program (CHIP). The CHIP program provided funds to counties to educate nurse-midwives, staff centers for care, and support physicians to "supervise" the midwives. Until this time, nurse-midwives in the United States were not practicing except in public health clinics, the MIC





project in New York City or where there were educational programs. That meant that some nurse-midwives had migrated to the bureaucracy of the Public Health Service in the federal government. "Moles," Helen calls them. They were the ones who saw to it the CHIP program would run on the backs of nurse-midwives.

Helen and the other five nurse-midwives (five white, one black, all but one from the north) arrived in Mississippi in the summer, charged with opening the service in Jackson at the Medical Center and Holmes County immediately and having an educational program in place by September. Holmes County and four other sites had been selected because of all 82 counties in Mississippi they had the worst maternal and infant statistics. The assignment for six nurse-midwives to cover five counties plus the service and educational programs in Jackson was obviously impossible, so the decision was made to concentrate and develop the Holmes County site as the "model."

Nurse-midwifery assistants, local women hired under the project, were invaluable in educating the nurse-midwives and helping them get past barriers (gun-toting plantation owners among others) to the women who desperately needed the care. The obstetrical "supervision" was 65 miles away.

Using the statistics about infant mortality, Helen and the others determined that practically all of it was preventable. They developed a home visiting plan for women and their infants after postpartum hospital discharge at 1, 3, 5, 7, 9, 11, 15, 30 days and 3 and 6 months. The infant mortality rate was cut in half. (Purpose, remember?)

Helen's faculty appointment was in the Department of Ob/Gyn in the University of Mississippi Medical School where the CHIP grant was housed, but she insisted on a faculty appointment in the School of Nursing as well. Over time, she overcame the resistance of the School of Nursing and began to build a master's program in nurse-midwifery. There were no teaching materials, so Helen, who never throws anything away,







found some purple mimeographed pages from Kings County—"how to do a pelvic exam" etc. Where there weren't teaching materials, they wrote them. But students said they weren't being given credit for who they were or what they knew, in the rigid structure of the traditional curriculum. The faculty developed a mastery learning modular curriculum. It not only dealt with the students' issues, it was exportable and Helen saw to it that it got into the hands of every educational program in nurse-midwifery. It was the first time theoretical and clinical learning objectives had been detailed for nurse-midwifery in the United States. (Purpose, right?)

It was only natural that Helen would conceive a textbook; there was no American text for midwifery practice. The first edition of *Varney's Midwifery* won the *American Journal of Nursing's* Book of the Year award in 1981, and the fourth, published just last year, won it again.

Helen moved from Mississippi to the Medical University of South Carolina (Dean, Marcia Curtis, YSN '57) and, shortly after, was elected President of the American College of Nurse-Midwives. During that time, she led the College to confront and master terrible professional issues

***One of the exercises Ernestine [Wiedenbach] prescribed for students was to write their own statement of purpose for doing nursing, a stretching assignment that formed an anchor for Helen's work evermore.***

that have wounded other nursing associations: legal authority to practice; the use of data for policy; scope of practice; relationships with organized nursing and organized medicine, never easy. Her clarity of purpose led the College to its remarkable legislative successes, state by aching state. During her time in office, ACNM established its own national office with paid staff; agreed upon a definition of nurse-midwifery practice incorporating "independent management" in the language; developed continuing education mechanisms; implemented legislative proposal response mechanisms; assisted in the passage of the first federal third party reimbursement legislation for nurse-midwives; and developed mechanisms for negotiating and receiving federal contracts. Helen worked to protect the ACNM credentialing mechanisms and led ACNM to become recognized by the US Department of Education as an accrediting organization and to become a charter member of the National Commission of Health Certifying Agencies, a brilliant political stroke.

Meanwhile, in South Carolina, Helen had to deal with a complicated set of clinical circumstances involving the arcane ways patients who wished to, or couldn't afford not to, have home births. A clinical incident was read by the Department of Ob/Gyn as suggesting Helen and her faculty nurse-midwives participated in home birth, by providing prenatal care for their private patients planning on having home birth with lay midwives. The Ob/Gyn Chair insisted that henceforth, the nurse-midwives would have to tell patients who were going to have a home birth, that they would be denied prenatal care at the Medical Center. In addition, any women who might want to have a home birth would be required to see an OB resident who would tell her all of the bad things that were sure to happen. Meanwhile, the department condoned a practice in which black women from the rural areas could be certified to have a delivery at home with a granny midwife (they didn't have much choice). The violation of





***Helen worked to protect the ACNM credentialing mechanisms and led ACNM to become recognized by the US Department of Education as an accrediting organization and to become a charter member of the National Commission of Health Certifying Agencies, a brilliant political stroke.***

Helen's values and blatant hypocrisy forced Helen to resign as a matter of principle. She used her time to finish writing the first edition of her book.

Helen came back to YSN in 1979, "home." I, who graduated from YSN one year after her, was now Dean. We had elegant discussions about how the practice of nurse-midwifery was a model for what was then growing as nurse practitioner primary care. Helen knew the policy contexts much better than I did.

But the old issues surfaced here. Helen and others, especially former nurse-midwifery patients, now "consumers" worked together to create an out-of-hospital birth center that would be a YSN venture. The University, especially the late A. Bartlett Giamatti, just couldn't countenance this. If it went forward, it couldn't


be a "Yale thing." It did go forward, it proved the model, and then the malpractice insurance crisis hit and obstetrician resistance hardened and it could not be sustained.

Purpose.

Whatever the location, the politics of professional organizations and universities, Helen's purpose has always been front and center: to make things better for women and families, and to build the science and practice of midwifery. As faculty member, in Mississippi, South Carolina and Yale, she mentored generations of students and junior (and sometimes senior) faculty. As University citizen, always prepared for any meeting, Helen challenged us to get it right, to have our values in the right place and our purpose clear.

Helen has been honored with a program on April 29-30. Obstetrical Grand Rounds began this affair, featuring Leah Albers, a senior nurse-midwife researcher. Nurse-midwives from throughout the country talked about the academic contributions of nurse-midwifery. All of her *alma mater*a have named her a Distinguished Alumna and Georgetown University conferred an honorary doctoral degree in 1987. ACNM awarded her the Hattie Hemschemeyer Award and she was a founding member of the Fellowship of ACNM.

Helen took what she learned at Yale as research and Purpose and turned that into professional practices with definitions and standards and organization positions, all with her personal touch. She brought it back home when YSN was changing. Her sense of purpose threads through volumes of YSN Executive and Board of Permanent Officers' committee minutes, any historian will find her there, keeping us honest and on target.

When YSN selected her for the Distinguished Alumna Award in 1980, I wrote the citation, noting that Helen was always asking, "why" and "why not?" Purpose. 

## A Salute to Helen Varney Burst

Three cheers for the great Helen Burst  
Who in midwifery is well versed  
In her travels and ventures  
She's had great adventures  
And seen both the best and the worst.

Her teachings on how to give birth  
Have brought many parents great mirth.  
She's increased infant health  
—That's the best kind of wealth—  
And she's done it all over the earth

And everyone's heard about "Varney"  
The book that has wisdom (not blarney).  
It instructs the perplexed  
It's a seminal text  
Well known from New York to Killarney!

Since Helen's done more than her share  
And exemplifies all those who care  
Her school—YSN  
In a happy "Amen!"  
Is honoring her with a chair.

So Helen, I give you a Hail!  
And toast you with Mory's fine ale.  
Thanks for doing your part  
With midwifery art  
For god and for Country and Yale!

With warm wishes to Helen and to all those  
gathered at the midwifery symposium.

*Richard C. Levin*

## Burst's Remarks at Retirement Celebration

*From Helen Varney Burst's remarks  
made at her retirement dinner on Friday,  
April 30, at The Quinnipiack Club...*

I have had two great institutional loves in my life: the Yale School of Nursing and the American College of Nurse-Midwives. I have given my all to both. They have been the conduits of my commitment to women, babies, and families, my dedication to the professions of nursing and of midwifery, and my devotion to students. My professional life story has been written and told several times in the past few months and I won't repeat it now. Instead, I want to reflect for a few minutes on the Deans I have had as they influenced my life in significant ways.

First, was the Dean of my nursing student years at the University of Kansas School of Nursing, E. Jean M. Hill. I was President of the Senior Class. It was to Miss Hill that I went with the class rebellion on saying the Florence Nightingale Pledge at our School graduation and pinning

ceremony. It was the part of the Pledge that said "With loyalty will I endeavor to aid the physician in his work..." that troubled us. You can see that I started my battles early in my career. It was only years later that I learned that Miss Hill was a graduate of the Yale University School of Nursing (YSN), class of 1935.

Then on to Yale and my student years with Dean Florence Wald. What a privilege to forever be able to associate myself with Florence—YSN's and the country's very own treasure. Florence and I have had more than one conversation on the similarities in concepts and issues of the hospice movement she founded in the United States and the childbirth consumer and midwifery movements. I remember in my student applicant interview with Florence that she specifically talked about research, attempting to plumb my depths on this subject. I had no





New York City, including founding the journal *Nursing Research*, she had gone home to Wisconsin at the end of her career to grow a backwards school of nursing into a power house. I came upon her scene to teach undergraduate obstetric nursing at just the right moment to be an integral part of the phenomenal activity and dynamic growth of that School. It was there that I learned to think of, and be involved in, the vision and mission of an entire School and not just the narrow viewpoint of a single specialty.

After a return to midwifery through an Internship at Kings County Hospital in Brooklyn, New York to regain and update my skills, I was off to my next Dean. This was not the same type of experience. My colleagues and I started a Certificate Program in Nurse-Midwifery in the Department of Ob/Gyn in the School of Medicine at the University of Mississippi Medical Center in Jackson but I had insisted on a joint appointment with the School of Nursing. Unfortunately, the Dean of the School of Nursing in 1969 reflected a prevalent thought in nursing at that time about nurse-midwives as mini-doctors and traitors to, and sell-outs of, nursing. Nonetheless, I was deeply involved in developing a Masters degree program in the School of Nursing to include a specialty in nurse-midwifery. This enabled the Nurse-Midwifery Program to offer a Masters degree as well as a Certificate in nurse-midwifery for students with a wide range of background preparation in nursing. This worked well until the folks from the National League for Nursing accreditation process expressed displeasure with the fact that the nurse-midwifery clinical courses were actually in the Department of Ob/Gyn and students with varying backgrounds were sitting in the same classroom. The Dean was not pleased.

My next Dean was Marcia Curtis at the Medical University of South Carolina in Charleston. She had already started a Certificate nurse-midwifery program and, further, she was a MN graduate of YSN, the

class of 1957. She asked me to write a proposal for starting a Masters degree program in the College of Nursing including a specialty in nurse-midwifery, asking only that I not jeopardize their accreditation. When I became Director of the nurse-midwifery program after three years of part-time positions while I worked on the book, she supported me in my abrupt resignation on a matter of principle in response to a non-negotiable mandate from the Chair of the Department of Ob/Gyn that violated my most basic beliefs about the provision of quality care to all women.

What a relief it was to subsequently return to YSN where many of the battles I had fought elsewhere did not have to be fought again, where I could be proud to be both a nurse and a midwife, and where I had a Dean, Donna Diers, who understood from whence I came. She listened to my stories and understood their politics and policy implications. She knew the part of the world, Kansas, where I had been born and raised; she knew the influences and milieu of YSN when I was a student as she graduated in 1964, only a year later than when I graduated; she knew the struggles of nurses extending and expanding into new roles; and she knew the hostilities of flying in the face of conventional thought. We undertook new endeavors and fights together: think Family Childbirth Center. Donna not only was my Dean but also my friend.

The generosity of my next Dean, Judith Krauss, saw me through the period of time in my life that entailed coping with operations (six of them), travel back and forth to distant sick and dying parents and time spent with them, injuries that took me out of clinical practice forever, and what ultimately was a futile attempt to regain clinical functioning with daily half-day occupational therapy for two years. Unfailingly gracious with gifts of time by never mentioning them, Judy enabled me to carry on with my professional job and

depth, but I was smart enough to instantly perceive that I was intensely interested in developing some. It was only years later when I was writing the history of YSN that I understood the emphasis on research. Regardless, I am grateful for the preparation in both midwifery and research I had as a student at YSN.

The most powerful influences I took away from Yale were three-fold:

**First.** Purpose. Thank you Ernestine Wiedenbach. Purpose in nursing which I then extrapolated into purpose in basically everything. Purpose in teaching, purpose in life, etc. In concert with what Joyce Thompson said in her presentation on the practitioner-teacher, the key words in my statements of purpose are "to facilitate the efforts of ..." whomever.

**Second.** Yale's attention to and fostering of the individual, that person's ability to articulate their thoughts and positions in rational discussion, and what an individual has to contribute to humankind.

**Third.** Articulation of my beliefs and seeds of a social conscience.

My next Dean was Helen Bunge at the University of Wisconsin-Madison. After an illustrious career in



ACNM responsibilities while tending to these other aspects of my life. She also redirected my YSN energies into being Chair of the 75th Anniversary Committee and writing a monograph of the 75 year history of the Yale University School of Nursing.

Which brings me to my last Dean, Catherine Gilliss. What a way to go out!

Cathy is a gracious class act. Under Cathy's leadership, the School is undergoing the phenomenal activity and dynamic growth of a power house. And while I no longer have the energy to keep pace, I have the pride of place first instilled within me as a student...

...The day has been made ever more special by each of you coming to be with me and share in this celebration. As I said this afternoon, you have given me the privilege of working with and learning from each of you and the incredible gift of professional camaraderie and of friendship.

Thank you, one and all, my dear friends. ♡



Jenifer Vahey, Varney's Midwifery Study Question Book, ©2002: Jones and Bartlett Publishers, Sudbury, MA

## Celebrating the Contributions of Academic Midwifery

On April 29–30, 2004, YSN hosted more than 170 participants at a 2-day symposium to mark Helen Varney Burst's retirement. Entitled "Celebrating the Contributions of Academic Midwifery," the symposium featured presentations by the country's most influential leaders in the field of midwifery. Leah Albers, CNM, DrPH, FACNM, Professor at the College of Nursing and at the Department of Obstetrics and Gynecology at University of New Mexico Health Services Center, presented Ob/Gyn Grand Rounds to the Yale community and symposium participants on Thursday. On Friday, speakers discussed the contributions of academic midwifery in practice, in curriculum, in International Midwifery and Safe Motherhood and in clinical research. Helen's former students **Lucinda Canty '94** and **Tracy Webber '03** presented their historical research in "The Graduates of the Tuskegee

School of Nurse-Midwifery," and, "The African American Midwife during Antebellum Slavery," respectively.

Helen had the last word and her remarks follow.

*I can't begin to tell you how excited I was coming into this Symposium. I have eagerly anticipated this day since Dean Gilliss and I first discussed it in mid-September last year. It was during this conversation that we came up with the idea that this would be a national symposium celebrating the contributions of academic midwifery.*

*It was then a matter of identifying the categories of contributions made by academic midwifery. Academic midwifery actually encompasses all components of midwifery: practice, curriculum, research and scholarship, and concern for the lives and health care of all women in the world. Embedded in these components are*



themes of political and policy savvy, critical business and administrative know-how; and a committed adherence to our basic philosophical beliefs and values.

Too often there is a schism between academics and practitioners in the professions. I believe that is not true in our world of nurse-midwifery and midwifery. I think we understand deeply that without academic midwifery and the education of midwifery practitioners within that construct, there would be no profession. Nancy Reedy spoke eloquently about this.

We also know that without practitioners invested in teaching, education programs could not begin to have the numbers of students we have and academic midwifery could not make the contributions that we celebrated in this Symposium. This is the importance of the concept that the practice role includes clinical teaching and precepting. We have a two-way street: academics who practice and practitioners who teach. They also collaborate as Lisa Kane Low described for the Midwifery Business Institute. This two-way street and collaboration is what keeps us together.

To this bond we add research and scholarship. Note that I use both of the words research and scholarship. I consider scholarship to be the broader term and while it always encompasses some form of research, it is not the same as that research that gives us evidence-based practice. For example, writing a textbook is a form of scholarship. While the writing will involve the research for and use of evidence-based research, the work itself does not produce new evidence. Nurse-midwives have always based their research in practice and involved practitioners in the conduct of the research. As most, although not all, midwifery researchers are academics, the involvement of practitioners in the conduct of research is another tie that binds us together.

Not only is practice changed by evidence-based research but research is used to prove our effectiveness with different populations and to influence policy and legislation. Policy and legislation also affects our practice and the access of women to what we have to offer. And all of us, academics, practitioners, and stu-

dents are of absolute necessity involved in policy and legislation. So in a nutshell we don't have the schism so common in other professions because academics are practitioners, practitioners are invested in academics, and all of us are involved in scholarship, policy, and legislation.

It is critical to our survival that we continue to be so supportive of each other and involved with the work we do in practice, education, research, and policy. We can never rest on our laurels and we must always watch our flanks. We recently were reminded yet once again of these necessities when the New York Times ran a headline and story that proclaimed on the top of the front page of the Metro Section the, "Use of Midwives, Once a Childbirth Phenomenon, Fades in the City," and had no interest in evidence to the contrary. What is it with the New York Times and midwifery!?!?

Our history is replete with discouraging as well as uplifting moments and periods of time. Throughout, however, we have continued to grow and expand in numbers of babies birthed into the hands of a midwife per year, from 0.6% to 10%; in scope of practice, from the maternity cycle only to the primary health care of women from puberty through senescence including the maternity cycle; in numbers of CNMs and CMs, now totaling 10,160 ever Certified; in the number of square feet in our ever expanding National Office of the American College of Nurse-Midwives (ACNM); and in ACNM membership numbers, currently around 7,000 and totaling over 9,000 since the ACNM was founded in 1955. It helps to have my perspective as the 401st member of the ACNM.

We must also continue to stand for the highest of principles, promote the midwifery hallmarks of quality care for all women and newborns, and always "Listen to Women." The speakers and moderators yesterday, today, and this evening exemplify these characteristics. I want to thank each of you for coming, for sharing your expertise and wisdom, and for being our mentors. You have made it a true and memorable celebration that exceeded even my excited expectations.

Finally, it is not possible to speak about academic midwifery without talking about students. I have been so privileged to have been in the position of teaching students for 41 years. As I wrote for a recent keynote speech to celebrate the 10th anniversary of the Ontario Midwifery Programme at Ryerson University in Toronto, Canada: "An effective clinical teacher first must have a love of students as well as the practice of midwifery, and approach a student with respect and positive reinforcement. An effective clinical teacher has a desire to share with students not only the knowledge and skills of the profession but also the art of midwifery and the joy of clinical practice." I like to think that I have done this.

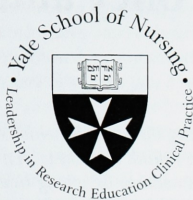
Would all those who were students of mine in Mississippi, please stand. Please remain standing. Now all those who were students of mine in South Carolina, please stand. Please remain standing. Now all those who were or are students of mine from Yale, please stand. Please remain standing. And now, all those who taught with me either in Mississippi, South Carolina, or Yale, please stand. Please remain standing. And now, all those on faculties of nurse-midwifery education programs where I was a curriculum consultant to your program at that time, please stand. And finally, all those with whom I have worked in the American College of Nurse-Midwives, please stand.

The room is full of standing people. What an incredible gift of professional camaraderie and friendship you have given me, and what a privilege it has been for me to work with and learn from each of you. Thank you. ☺

Helen Varney Burst '63  
April 30, 2004



## Helen Varney Chair in Midwifery



**A**ffirming its commitment to midwifery education, YSN is embarking on a campaign to raise \$2.5 million to establish the Helen Varney Chair in Midwifery. The Varney Chair is significant in three important ways.


*First*, the establishment of the Varney Chair at Yale makes an important statement for the profession. As the first University Chair in midwifery located in a world-renowned academic and research institution, it reinforces the professional commitment and academic preparation of professional midwifery. The faculty member holding this post will be a

leader in midwifery and contribute to the advancement of the profession not only at Yale, but also at the national and international levels.

*Second*, for the Yale School of Nursing, it reflects a commitment to the midwifery program at the School. The second oldest existing Masters program in the nation, it attracts among the best and brightest in the nation. It is the School's largest enrollment of all program specialties. Yale's curriculum is rigorous and prepares students in practice, policy and research. Yale midwives make significant contributions to the profession as leaders and innovators.

*Finally*, this new faculty position will affect patient care. The position will be used to promote innovations in practice, education, research and policy with the goal of improving the health care of women and children. The Helen Varney Chair in Midwifery underscores YSN's mission of "better health for all people."

Helen Varney Burst's contributions to midwifery practice, education, and scholarship are unprecedented. Recognizing her contributions in establishing an endowed chair at Yale is fitting tribute. She has touched so many lives, students, colleagues, patients, educators and policy makers.

We invite you to be a part of this historic and important milestone in the future of midwifery education, by making a tax deductible contribution in support of the Helen Varney Chair in Midwifery. For more information, please contact Lisa Hottin, Director of Development, Yale School of Nursing, P.O. Box 9740, New Haven, CT 06536-0740. Or call 203-785-7920, or [lisa.hottin@yale.edu](mailto:lisa.hottin@yale.edu). 

## Sybil Palmer Bellos Lecture 2004



Connecticut Attorney General Richard Blumenthal was invited to give the 2004 Sybil Palmer Bellos Lecture. Mr. Blumenthal spoke on "Health Care Issues in Connecticut." He was first elected to serve as Connecticut's 23rd Attorney General in 1990, re-elected in 1994 and 1998, and then re-elected to an unprecedented fourth term in 2002. Since his first term, Attorney General Blumenthal has been a tireless advocate for consumers, the environment, our children and the civil rights of Connecticut's citizens.

He is pictured here with Dean Gilliss.



## Yale Grand Rounds Featured at AACN Annual Meeting

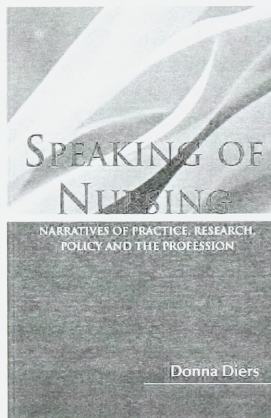
Enriching the learning opportunities offered at this year's American Association of Critical-Care Nurses (AACN) Nurse Training Institute (NTI) is the addition of the first Yale Grand Rounds, sponsored by YSN.

Titled "Technology Assessment for the Clinician and Researcher," this session was led by YSN professor Marjorie Funk '84 and YSN clinical faculty Denise Buonocore '92. They provided a framework for assessing medical technology, which is so ingrained in today's healthcare settings, both traditional and nontraditional.

The information is targeted to advanced practice nurses, staff nurses, nurse managers and researchers interested in studying the safe and appropriate use of technology, and evaluating devices for adoption in clinical practice.

"Clinically relevant research is thriving among Yale's faculty and students," explains Catherine L. Gilliss. "By presenting this first Yale Grand Rounds, we show our support of AACN's goal of achieving evidence-based practice and contribute to the NTI's respected educational program.

## Speaking of Nursing...Narratives of Practice, Research, Policy and the Profession



For more than forty years she has been speaking of nursing, "out loud and in print." Donna Diers, in her latest book, *Speaking of Nursing...Narratives of Practice, Research, Policy and the Profession* has compiled a rich collection of mostly unpublished work, speeches given as early as 1972 to as recent as 2002. Her writings are organized around four topics: Clinical Nursing Research, Advanced Practice Nursing, Nursing Policy and Leadership, and Writing Nursing.

In a recent interview, Donna talked about the book, nursing and YSN.

**In the section on Clinical Nursing Research, you talk about the research of the worker versus the research on the work of nursing. Can you comment?**

*Virginia Henderson pointed out to us long ago that the focus must be on studying the work rather than the workers. At YSN, we really have not been seduced*

*into studying the workers, which doesn't go very far. I think that has been a remarkable constancy for a long time here at YSN. And it's still there. We study the recipients of care, if you will, or the participants in care, which is a hallmark of YSN. It's probably the hardest kind of research to do. Big data set research is a piece of cake compared to the kind of research that Tish (Knobf), Margaret (Grey), or Kathy Knafel do.*

*Health services research, which is an area I am particularly interested in, is new in nursing, but is becoming increasingly important in the clinical setting. Nursing has a vital role to play in health services research because we're the only people that know how health service delivery really works.*

**A common thread throughout "Speaking of Nursing" finds you "pushing the envelope" on a number of nursing issues ie: clinical nursing research, the advanced practice nursing movement, policy and leadership, even writing...As a result, you have contributed to shaping nurse's political and professional voice. Do you think it is important that nurses have a political voice? If so, how do we develop it?**

*Absolutely. We must connect to our public and to our elected officials for our parochial agendas, but also for our ability to witness for those we take care of. It's our obligation. I developed that later in the Narrative Matters speech. But I really do believe the incredible privilege that we are given when we are nurses, to be with people in some of the most vulnerable circumstances, confers an obligation to translate that into to improving the system.*

*In one of my speeches in the section on Nursing, Policy and Leadership I point out the language of policy makers is the language of persuasion. Nurses*



can affect policy, using data to persuade policy makers or the administration. Using data to speak to the policy issues of an institution is a powerful, persuasive tool. Science gives you a whole set of tools to make credible arguments. A "liberal" preparation gives you a sense of the context of care. The knowledge of nursing contributes to how the practice works. And practice always is in a context. The context is always policy and politics and that always is often is best confronted with science. It is all just one big Venn Diagram.

**Your sense of humor is apparent in many of your speeches. Is it important that your presentations are also fun?**

I think so. But I don't know that I could speak without doing that. I mean it's just the way I was brought up. There are all kinds of tricks to public speaking that make it easier to hear, and easier to do, and easier to engage the audience and humor is one of those tricks, but it's also just who I am and it comes out. I can't stop.

**Would you say the nursing school has a rich history in developing nurse leaders?**

Oh my yes, including people whose work has been absolutely fabulous but who aren't necessarily the names that leap to mind. It isn't necessarily that they published or that they have become directors of nursing or whatever, but they have done just incredible work out there. We've featured a lot of them in Yale Nurse. But, there's just lots and lots and lots of them. The GEPN program surely attracts those kinds of people. But before we had a GEPN program, we still attracted people who came to Yale who were "fueled" to go out there and do stuff.

**Is it important for nursing to create a "voice?"**

It seems to me that the tricky thing about nursing is the tricky thing about nursing. That is, the general public doesn't understand it and doesn't want to understand it. I find that fascinating and de-

pressing at the same time. There are some anecdotes in the book about the feminist community who just cannot imagine doing anything with nursing because it's a "woman's" profession. I just find that very strange. Then there is the example of one of our faculty's wonderful research getting mentioned in a publication for general consumption like the Yale Bulletin & Calendar the Yale Alumni Magazine and she's not identified as a nurse! The problem is not nursing's, it's society's. And that's what I'm trying to do in many of the speeches, to help nurses get over "oppressed-group" mentality which doesn't get us anywhere. Instead, we need to try to think through how we communicate effectively.

We also have to make friends with journalists. It finally occurred to me why we have such a problem with journalists not scooping up nursing. It's that we're so hard to write about. It's too hard for

somebody who's on a deadline. They just can't do it. They can't spend the time to think it through. They've got this story to do and that one too and they've got to turn this around asap. In order to have them tell our story, we need to understand how to communicate with them.

**What else would you like our Yale Nurse readers to know about your book?**

Well, I think a good deal of what's in the book grew out of Yale and, thus, the book is, in some sense, a history of ideas in YSN's history that I've lived these last 40 odd years. It's the kind of book that nurses might keep on their shelves and pull from time to time when they need an inspiration or they have a speech they have to give, or something...oh, yes, and "buy the book." ♥

### Excerpts from "Speaking of Nursing..."

"I really am a very shy and private person. But given a chance to talk about nursing in public, I'm out there. That was what I had to train myself to do when I became a Dean so young and in such an interesting time in nursing and health policy and politics....I came to develop a writing and speaking style that are indistinguishable. I write as I speak and speak as I write. That gives me an odd presence in committee meetings and teaching."

"Since the one-on-one human encounter that is nursing care is so private and personal an experience for the nurse and for the patient, we should not be surprised that it is so difficult to talk or write about. We have an investment in continuing to be perceived as nice, yet we have a competing investment in telling the world that nursing is much harder and more complicated than that. We want to share our triumphs, but to do so would be to invade the patient's privacy, so intimate is good nursing. Yet we must do all of that for it is sharing reports of nursing practice that makes us all comrades in arms despite divisions of place or work, specialty, gender, degrees, geography or belief."

"A school of nursing exists in a place like Yale to link the University's academic values to the public interest, just as nursing applies the abstractions and discoveries of science to the problems of people."



## Former Nursing School Dean Florence Wald Named "A Connecticut Treasure"



professionals that founded the first hospice in this country, the Connecticut Hospice in Branford. She continued as a research associate and member of the clinical faculty at YSN and was promoted to Professor in 1980.

In preparation for opening the first hospice, Wald worked with dying patients and their families in Yale-New Haven Hospital and at St. Christopher's Hospice outside London. During this time she learned about the integrated work of nursing, medicine, social work, pastoral care, the arts, and volunteers in providing total care for the terminally ill.

When the interdisciplinary team at the Connecticut Hospice accepted its first patients in 1974, much of the care received rested on the preparation and planning of Wald and her colleagues. She has continued her work developing the concept of hospice in this country, and, for the last several years, has worked with other colleagues to develop hospice programs for prisoners and their families.

A native of New York City, Wald received her B.A. in physiology and sociology from Mt. Holyoke College, and her M.N. and M.S. from Yale University. Wald is the recipient of numerous awards, among them the title "Living Legend" by the American Academy of Nursing, as well induction into the American Nurses Association Hall of Fame, The National Women's Hall of Fame, and the Connecticut Hall of Fame. ♣

Lieutenant Governor Jodi Rell presented "The Connecticut Treasure Award" to former Yale School of Nursing **Dean Florence Wald '41**, founder of the American Hospice Movement, at the School on April 19th.

"The Connecticut Treasure Award honors individuals who are the unsung heroes of our state, the people who have helped to improve the lives of those less fortunate in their communities," Rell said in a statement. At that same ceremony, Connecticut's Commissioner for Veteran's Affairs **Linda Schwartz '84** presented Florence with the World War II Victory Medal awarded to those who served in WWII.

Wald left her position as Dean in 1968 to join a team of health care pro-

### YSN Alumnae/i Association Officers & Directors 2003/2004

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#### Vice President

Elaine Gustafson '86

#### Secretary

Donna Boehm '95

#### Treasurer

Sally Richards '97/'98

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Kate Stephenson '94

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Lisa Hottin, Dir., YSN Development  
& Alumnae/i Affairs



# Association of Yale Alumni (AYA)

## The Yale Career Network

Jeff Brenzel, Yale College '75  
Executive Director, AYA

One theme that we hear over and over at alumni gatherings is the strength and depth of friendships and relationships made at Yale. These personal connections are one of Yale's most enduring resources for alumni. In the AYA's continuing effort to help sustain these connections through better communication with alumni, we have devoted great efforts toward expanding online services.

In recent years, we've redesigned the AYA web site to make information more readily available, developed online toolkits for Class and Club leaders, and launched the Online Alumni Directory. In response to considerable interest expressed by alumni and students in career related resources, the AYA is now proud to announce a new online service, the Yale Career Network.

In consultation with Undergraduate Career Services, the Graduate School and the professional schools, we decided to develop our own online career program in collaboration with Harris Internet Services, our online services partner. It was important to us from the outset that the program be useful for more than just career mentoring. We wanted a service that facilitated networking in the broadest sense. Many career programs are geared towards career mentoring or advising, which may be 80% of where the need is.

But we wanted to create a valuable resource for all alumni. There is a need for peer networking for alumni who are looking for colleagues, partners, investors, etc. to connect on a more equal footing. The new career program needed to serve experienced

alumni looking for another expert as well as students or young alumni in need of career advice.

The new Yale Career Network is a searchable database of alumni who have volunteered to be a resource and who have expressed an interest in networking with other alumni. The Network offers searches across a number of fields, including industry, job function, company name, or job title.

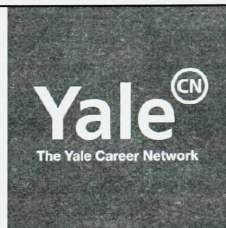
The Yale Career Network can be a valuable tool to assist in career pursuits for alumni at all career levels. Students will be able to consult alumni for advice and guidance. Young alumni and those in the early stages of their careers can interact with more experienced alumni. Alumni who are well established in their careers can explore career changes or simply engage with peers to exchange tips, discuss recent trends and developments in a particular career field or seek advice.

The key to its success is for alumni to join the network. Alumni can now log on to the Yale Career Network at [www.aya.yale.edu/career](http://www.aya.yale.edu/career). A simple Profile Wizard will walk you through the process of filling out a profile consisting of detailed information about current and previous professional experience, career interests, and other networking preferences. The more detail you can provide,

the more likely that those with the same career interests will be able to find and interact with you. The more alumni who log on, the more valuable the network will be.

We plan to launch the program in two phases. Beginning in May, alumni will be able to log on and create profiles. Once we have attained a critical mass of alumni profiles in the system, we will open up the Search engine capability in mid-June.

I hope that alumni will find this new online service to be a welcome and useful addition to their repertoire of Yale connections. I encourage everyone to log on to YaleCN to fill out a profile and start networking today. ☺



The AYA is proud to announce the launch of a new online service for all Yale Alumni.

The Yale Career Network

The Yale Career Network (Yale<sup>®</sup> CN) is an opportunity to interact with other alumni and students and make use of Yale connections in your career pursuits. It is a database of alumni who have signed on to talk with you about your career interests and objectives. You can also serve as a resource to other alumni and students by joining the Yale<sup>®</sup> CN.

[www.aya.yale.edu/career](http://www.aya.yale.edu/career)

[career.network@yale.edu](mailto:career.network@yale.edu)

For members of the Yale community, networking can occur in any number of settings and contexts. Whether they take place while studying at Yale, in post-graduate life, or at Yale events, such as reunions, conferences, or a spring luncheon, the connections made are as diverse and interesting as the alumni and students themselves. The Yale<sup>®</sup> CN won't replace any of these activities, but we hope it will add a formal structure to networking at Yale. The Yale<sup>®</sup> CN will allow you to reach each other in ways that extend beyond any one individual's immediate sphere of contact.

#### Who is the Yale Career Network for?

The Yale<sup>®</sup> CN is available to all alumni and students of Yale University. Alumni may join the network by creating a profile and may also search for other alumni profiles. Students may also use the search function to find potential networking contacts.

The Yale<sup>®</sup> CN fosters networking for participants at all levels of work experience. While not a job placement service, it is a tool to assist you in your career pursuits. Young alumni and those in the early stages of their careers may interact with more experienced alumni. Students will be able to consult alumni for advice and guidance. Even alumni who are well established in their careers can leverage the Yale<sup>®</sup> CN to network with others in their industry, to recruit, or to explore career changes. **Networking is for everyone.**

#### When will the Yale Career Network be available?

The Yale<sup>®</sup> CN is now open to all Yale alumni. You are invited to log on at [www.aya.yale.edu/career](http://www.aya.yale.edu/career) to create a network profile. You'll be able to start searching for other alumni contacts following an announcement in June.

The Old Yale Network. Now online. [www.aya.yale.edu/career](http://www.aya.yale.edu/career)



# Alumna Profile

Catherine Strachan Lindenberg '71



**D**r. Cathy Lindenberg is Associate Professor, Department of Family and Child Nursing at University of Washing-

ton School of Nursing. She received her Bachelors in Nursing from Case Western Reserve in 1969, and was the first to earn a joint Masters degree in Nursing and Public Health from Yale in 1971. She received a Dr.PH at Johns Hopkins University in 1985. Dr. Lindenberg served as Director of Faculty Research and Development at the University of Massachusetts in Boston, and as Chair of the Division of Women & Children at Emory School of Nursing. She spent more than 15 years working in international public health in Latin America. She has worked in 14 countries and has been involved in numerous education, service delivery, and research projects throughout Latin America.

*Yale Nurse* spoke with Cathy Lindenberg by phone at her home in Costa Rica.

**You were born in Costa Rica where your father was a missionary and your mother active in the community. How did growing up in Costa Rica influence your career?**

*I am the third generation of missionaries. My grandfather was a Presbyterian evangelist and began his work in Argentina. My father continued his work, moving to Costa Rica, and married my mother. Our family placed a great deal of emphasis on education. Of my six siblings, three went on to earn their Doctoral degrees and three have their Masters. I earned a scholarship from Case Western Reserve to their nursing program, where I earned my Bachelors in Nursing in 1969. I went on to earn my Masters from Yale in 1971.*

*I always knew I wanted to return to Costa Rica and work with the community here.*

**You were the first person from YSN to earn a joint degree in Nursing and Public Health in 1971. Can you describe that experience?**

*Studying at Yale with such outstanding researchers and leaders in the fields of nursing and public health was a heady experience. I remember reading about Margaret Arnstein's work in international public health and was so grateful to enroll at YSN during her tenure as Dean. Donna Diers is another leader that I was fortunate to know as a student. I recall attending a seminar on international health with George Silvers, a leader in Public Health. Virginia Henderson was another presence at Yale during my years there. What an unusual opportunity for a student to learn from such leadership! Everyone was so open and so approachable and treated students like colleagues. This is truly unique among academic institutions.*

**In 1995, you were the Principal Investigator on a project which adapted Stephen Covey's, *The Seven Habits of Highly Effective People* to use with young, high-risk, low-income inner city Hispanic and African-American women. What did you learn from that initiative?**

*First, I should emphasize that my role has been one of a "promoter." I think what is most successful are collaborations of stakeholders in any initiative. I bring these groups together to focus on problems and issues, and identify potential solutions. By stakeholders in my work with young adults, I mean teenagers, parents and problem solvers from various disciplines such as nursing, social work, community agencies, and medicine.*

*While at Emory University School of Nursing, I was able to put together funding, including a grant by the Hershey Foundation, to develop a multi-institutional, multidisciplinary project which employed the motivational and proactive principles identified in the Covey Leader-*

*ship Center's Seven Habits of Highly Effective People. The project was conducted collaboratively with six institutions in Atlanta and Southern California, including Emory, Mercy Health Care of Saint Joseph Hospital Corporation, the Grady Health Care System, the University of California/Irvine Medical Center and School of Medicine, and the Orange County, CA Department of Health. The habits which we adapted for use with young, high-risk female population included being proactive, taking control and responsibility for one's life, clarifying values and setting goals, developing winning strategies for improving relationships, developing organizational and time management skills, and promoting physical, mental and spiritual health through good daily habits. This experimental program was unusual because it was a prevention intervention and not treatment. It began with grass roots involvement, listening to and engaging people within the community. It effectively linked the private with the public sector, and involved people of many disciplines, institutions and ethnicities.*

**Your work has expanded to an international focus with the Teen Smart International Service Demonstration Project. Can you describe this newest program?**

*Teen Smart targets adolescents between the ages of 13 and 21 and focuses on 6 risky behaviors: alcohol and other drugs, cigarettes, reproductive health risks, intentional and non-intentional accidents, sedentary lifestyles, and malnutrition and obesity. The project promotes positive decision-making and self-care related to the identified six risky behaviors. We incorporate the Seven Habits, which reinforce the concept of "choice" and decision-making. We are currently working with teens in Nicaragua and Guatemala. The program has been fully integrated into the 9<sup>th</sup> grade civics curriculum in Nicaragua, with student leaders training the teachers. We hope to expand the program similarly with the school curriculums in Guatemala. Teen Smart has a web-based interactive program which, in May of this year, will be bilingual, making it available to both Spanish and English-speaking adolescents. What makes*



this project unique is that it is a "life-enhancing" program for teenagers.

**You participate on the University of Washington's Special Committee on Minority Faculty Affairs. In light of the crisis we currently face with a shrinking pool of qualified nursing faculty, what are your thoughts regarding encouraging minority students to enroll in nursing programs, and more specifically directing them into a research or faculty track?**

*This is a real problem with no easy solution. We need to increase our efforts in this area. YSN's program with Howard University is a wonderful example of mentoring young minority nurses into research. The key is to start early, targeting middle school and high school students. At University of Washington, our nursing students volunteered at a local high school's teen health clinic, teaching in sessions in a 9<sup>th</sup> grade health education class and serving as role models for students. An outcome of this project involved the participation of students from Cleveland High School in Seattle in the first-ever bilingual nursing assistant program at a nearby community college through an arrangement I facilitated with the high school and SeaMar, a Latino*

*community health care agency. Fifty teens have enrolled in the program seeking their LPN with the goal to continue to go on for their RN. The program has expanded to include a consortium of 22 hospitals, schools and clinics in greater Seattle and is funded through state grants and through hospital support.*

**How did your experience at YSN influence your professional career?**

*My experience at YSN was different from any other academic program I have experienced. The faculty at YSN believed in the students and their potential contributions to the future. While at Yale, I was encouraged to believe in my talents, to listen to others and to be confident in my decisions. I feel that my education at YSN has helped to clarify my values, strengthen my confidence in my abilities, and allowed me to open up to new ideas and possibilities. I do not consider myself a leader in the sense of the great nurse leaders such as Donna Diers, Margaret Arnstein, or Virginia Henderson. But in my work, I have provided a vision and successfully brought diverse groups together to work to improve their communities and their lives. YSN prepared me well for this. ♣*

## Development

### A Note On Class Agents

Each year, in the late spring, there is a meeting with those graduating students who will be that year's Class Agents. On April 22, this year, Nina Adams, Chairperson of Class Agents and Lisa Hottin, Director of Development & Alumnae/i Affairs, discussed the role and responsibilities of Class Agents, answered questions and solicited ideas. Recommended by their classmates, Class Agents are volunteers representing their particular specialties following graduation.

It is a pleasure to meet these about-to-be alums. They are usually both exhausted and excited. They are in the final stage of thesis, as they also wrap up their clinical and classroom work. They are eager and nervous about beginning their professional lives and full of complex feelings about their intense years at YSN.

We are pleased to announce the Class of 2004 Class Agents:

**Shannon Martin**  
Adult Advanced Practice Nursing

**Janet Rimm**  
Psychiatric Mental Health

**Rory Carr & Rebecca Fry**  
Adult, Family, Gerontological and Women's Health Primary Care

**Suzanne Moser**  
Pediatric Nurse Practitioner

**TBD**  
Midwifery

This year, we are pleased to report that our doctoral alumni constituency will have their first Class Agent. Ying Xue will stay in touch with her colleagues from the Class of 2004 and keep them updated on the latest news from YSN.

### YSN Alumnae/i Association Board Retreat

The 2003/2004 Board of the YSN Alumnae/i Association and invited guests met in September for a two-day retreat to create a strategic plan for the Board during the next 2-3 years. The Board identified areas in which to focus including Recruitment & Placement, Networking & Outreach, University Relations, and Board Development. Pictured here in front of Betts House, which is home to Yale's Center for the Study of Globalization, are: (front row, left to right) Alyson Cohen '92, Nina Adams '77, Catherine Gilliss, Susan Langerman '99, Jean O'Brien Butler '50. Second Row: Greta Styles '54, Mary Colwell '50, Elaine Gustafson '86, Bonnie Baloga-Altieri '89. Third Row: Mary Bartlett '00, Linda Pellico '89, Donna Boehm '95'. Top row: Anne Cooper '05 (Student Rep.), Sally Richards '97, Ramon Lavandero '79, Jan Davey '76, and Carol Ann Wetmore '94.





### Ideas From New Class Agents

These new Class Agents observed that, after the welcoming Alumni Association pizza party when they arrived at YSN, they rarely hear from or think about YSN alumnae/i. But they also realized that alumnae/i are rich resources of information and contacts, and forging alumnae/i relationships are critical for students (e.g. precepting leads, thesis topics, job possibilities). They concluded that a more solid relationship between the alumnae/i and students should be built earlier.

They suggested that Class Agents be selected while at YSN, during their first specialty year; that they communicate with their fellow students about alumnae/i activities; that there be alumni-student interaction through meetings and networking throughout the student years.

All these suggestions will be acted on during the coming year and we look forward to reporting on their progress.

### What Does A Class Agent Do?

Representing and growing the YSN Alumnae/i Fund is a major task for Class Agents. They work closely with the staff and with the Chairperson of the YSN Alumnae/i Fund to engage alumnae/i in the activities of the School and to understand the importance of YSN Alumnae/i Fund.

They continue their own relationships to their classmates communicating with their classmates throughout the year. Class Agents are also the direct link between their class and YSN, continuing their own relationships with classmates through notes, by personalizing YSN annual fund requests, through thank you notes for gifts and, sometimes, through phone calls. Many class agents may get actively involved with their reunion planning and in some cases, help to produce Class newsletters.

### Congratulations

Particular congratulations and thanks go to the YSN Class of 2004, whose participation has begun with a flourish. Most of the graduating students of 2004 are already making a pledge to the Alumnae/i Fund, payable over five years, with a goal of 100% participation!!!!

The years pass quickly, but each brings a dynamic group of YSN grads and bring all YSN alums pride and pleasure. Good luck to the Class of 2004 and best wishes to all YSN grads. ♡

Dear Friends and Colleagues,

I work with and contribute to the YSN Annual Fund because it is an essential source of the funds for student scholarships at the Yale School of Nursing. Just read some notes from a few of the recipients:

“As a recipient of an Alumnae/i scholarship, I would like to thank you and all of the members for your generosity. I have truly enjoyed my experience at YSN, though am looking forward to graduation in May! Thank you for helping me make this education possible.”

“I am a final year student in the Family Nurse Practitioner Program at Yale. This semester I was one of the students who received a much-needed scholarship from Yale School of Nursing Alumnae/i Fund. I wanted to let you and your organization know how much I appreciate your generosity. This scholarship contributes greatly to my ability to achieve this wonderful bounty of receiving an education at YSN. Thanks so much for your support and interest.”

“Thank you again for your generosity—it means a great deal to me.”

As of this writing, 43% of our alumnae/i have made a gift. The School and I, and most important, the students thank you. However, as I read the 22 letters from these students, I wondered about those of our alumnae/i who have not taken advantage of this wonderful opportunity for giving back.

I recognize that not everyone is in a position to make a substantial gift this year. But I do believe, and from my conversations with fellow alumnae/i it is confirmed, that most of us can make *some* gift. Our goal is participation. Last year, 51% of our alumnae/i made a gift to the Alumnae/i Fund. As we continue to lead all other professional schools at Yale in participation, our alumnae/i are recognized time and again for this extraordinary effort.

Your gift is important. It not only provides desperately needed financial support, but it sends a signal to our students that YSN alumnae/i care and support them. If you have not made your gift yet this year, I hope you will do so today.

With thanks,  
Nina Adams, Chair

P.S. If you still have your contribution card, send it in today. You can also call 800-395-7646 or visit Yale's secure website at [www.yale.edu/give](http://www.yale.edu/give). And while you're online, check out the school's website at [www.nursing.yale.edu/](http://www.nursing.yale.edu/).



# Creative Writing Award

## Alumnae/i Step Up to the Plate for Creative Writing Award

This year, a special request was sent to former GEPN students asking for their support of the YSN Creative Writing Award. Alumnae/i proved again to be generous in their support. Many wonderful notes and good wishes accompanied their gifts. We would like to reprint all of them, but the following note, written to Linda Pellico, GEPN faculty and former director of the program, describes what many conveyed in their letters...

Dear Linda,

I received your note about the plan to establish a creative writing prize at Yale School of Nursing with a great deal of interest. You probably don't remember me too well, as I was just one of the students passing through the three-year program. I graduated with my degree in nurse-midwifery in 1995. I practiced for several years as a nurse-midwife, and I still work part-time in a family planning clinic, but now I'm primarily a novelist.

My first novel, *Quality of Care*, about an Ob/Gyn who loses a patient to a rare obstetric complication, is coming out next year from Penguin/NAL. In the novel, I explore how the physician copes with the aftermath of this tragic event, and about the journey she has to go through to learn the meaning of caring—and some of her important role models are nurses. I'm now working on my second novel.

I remember Helen Varney Burst encouraging me when I was in the midwifery program, telling me that my strength in writing was as important a tool in my midwifery bag as any of my clinical skills. I really appreciated that encouragement, and in my case, I was drawn towards writing fiction as a way to explore some of the difficult situations that we face as nurses, but I also think

that creative non-fiction is an important field of endeavor. It is not enough just to know what we know, but we also need a way to communicate that knowledge to others. For this reason, I'm delighted to see you encouraging nursing students in this way.

I have sent my contribution to the prize endowment through the development office, and am hoping to be able to attend the event. Please let me know if there is anything else I can do to help, and thank you for giving me the opportunity to participate in something that I truly believe is worthwhile, not just for the students, but also for the society as a whole.

Sincerely,

Elizabeth Letts RN CNM  
Class of 1995

## First Creative Writing Award Presented

The second annual Creative Writing Award Event was held at the Yale Center for British Art on April 14. The first award was presented in a program in the gallery auditorium, following a reception in the library gallery.

The Creative Writing Award recognizes the creative effort of YSN students and seeks to give greater visibility to nursing. Judges Donna Diers, Suzanne Gordon, Linda Pellico, and Richard Selzer reviewed more than twenty-nine submissions for this year's award. This year's award was given to **Nicole Langan '06** for her narrative entitled "Right-Sided Smile." **Carrie Szejc '04** and **Rebecca Lesser '06** received Honorable Mention.

Nicole's award winning entry is reprinted on the following page.

## Congratulations to YSN's Distinguished Alumna for 2004

**Stacey B. Young-McCaughan '89**  
RN, PhD, AOCN,  
Colonel, U.S. Army Nurse Corps





## Right-Sided Smile

"Heyheyheyheyheyheyheyheyheyyyyyyyyyyyyyyyy....."

I'm sorry that I didn't know what you wanted when you cried out to me

With an aching, low voice

From a room that got few visitors that didn't wear purple gloves

And for the fact that I was so caught up in trying to fill in the intention behind

The words the stroke had taken

(Rushing, bumbling, tying strings to the gauzy blue precautions gown)

That I didn't see your quite obviously edematous hand that must have

Hurt so much

From a line into a vein that had given up and an arm too weak to do much about it

You lay in a cool room, throbbing and swelling in saturated defeat

Waiting for hands that would know how to fix it all. Waiting for me.

And gloved and gowned and every inch regulation, I stepped into your room.

I wanted to help, but you see, I was too frantic.

All you needed was someone to come and help you use the bedpan. And as hard as I thought I was listening, I had ears that

Absolutely did not know what your version of the words meant.

So I ripped off the gauzy blue gown that looked so official and left to call in your nurse, a real nurse, Who I hoped could come in and make sense of "heyheyheyheyheyheyheyyyyyyyy....." better than me.

She could.

It took her all of four seconds,

And five to see your swelling hand, and six to pull out the line, and seven to start to make you feel better.

Just like that.

I helped her, in awe of all that she could get from your slackened words and urgent eyes

(Staccato exclamations and broken thoughts made whole in her practiced hands)

And took calm directions from her on how to position the bedpan, how to hold back your palsied leg:

How to make my hands work.

You yelled at us "No no no NO! Okay okay okay....okay...."

As she talked you through the catheterization and helped you to relieve

What must have been an awful pressure.

Your resistance turned to gratitude the nearer it all came to ending.

The right side of your face and both your eyes smiled calmly as

The gown was fixed up and the blankets pulled back to a comfortable place.

(Dignity.)

And that was that.

The nurse gave me my marching orders, gave you sweet parting words, and left me to get back to taking care of you...alone.

And so I made sure you were comfortable, adjusted the bed, did all the Good Nurse Things I could think of,

And gently put your swollen hand up on a pillow thinking, God, I'm so sorry; I was so stupid not to notice this before.

But alone in that sterile room where no one came in that didn't work on 6-3,

You turned your drooping eyes and looked at me with clarity and said "Thank you,

honey."

Thank you, honey. Out of nowhere.

And I had nothing to give back to you that would have meant as much.

That you could lose most speech, all of your left side, and still be able to say that to

Me (who hadn't understood, who'd missed the infiltration) was more than I could

Believe. Or more than I could have believed before my first day on the floor.

I'm sorry that the only good stories that people seem to tell about this job are from the wings with New pink babies, full recoveries; clear speech and happy endings.

On our floor, the edges of things are blurry and the endings are always in question; but try and tell me there are no miracles.

You can find them

(In the comfort wrought from the hands of the nurses I learn from, in the brilliance trapped in the eyes of a stroke patient who

suddenly finds the words; in deepest gratitude, and long hours, and right-sided smiles)

You can find them here all the time. You hardly have to try.

The reward is in the things you don't expect to happen

Working in this place where basic is no longer basic

But beautiful.

*Nicole Langan '06*

## Student News

### Scholarship Recipients 2003–2004

Thanks to the generosity of alumnae/i and friends who made a gift in 2002–2003, twenty-two students received a scholarship from the YSN Alumnae/i Fund for this academic year:

Sheryl Combs  
Laura Bourdeanu  
Dylan Barnes-Lotfi  
Ami Rebers  
Abigail Coffin  
Katherine Hutchinson  
Nicole Laing  
Trisha Arbaugh  
Melissa Bergfeld  
Rory Carr  
Shannon Donofrio  
Debra Harris  
Tara Kavanaugh  
Jaime Knablin  
Bonnie Martin  
Kate Nero  
Emily Slocum  
Mei-Ling Smith  
Janna Stephan  
Raechelle Dow  
Jeffrey Edelman  
Stephanie Schwartz

YSN holds 17 endowed scholarship funds, established through the generosity of alumnae/i and friends. The following students were awarded scholarships from these funds:

#### **Tudor/Rabinowitz Scholarship Fund**

Daniele Avila  
Nicole Strom  
Maura Murphy  
Rebecca Fry

#### **Class of 1937 Memorial Scholarship Fund**

Jennifer Balukonis  
Jessica Chan  
Erinne Meenaghan



Carrie Miller  
Jessica Johnson

**Albert Pennick Scholarship Fund**

Jennifer Birch  
Lara Libero  
Ulrike Münch  
Ann Marie Gorham

**Elizabeth Kurtz Puzak Scholarship Fund**

Jennifer Carrier

**Class of 1991 Reunion Scholarship**

Veronica Cauilan  
Lynn Folan  
Allison Hanley

**Ruth Warren Pearson Scholarship Fund**

Danielle Olivier  
John Roy  
Aaron Spector  
Nicole Langan  
Krista Danneman  
Catherine Girard

**Charles King, Jr. Scholarship Fund**

Rebekah Perks  
Tonya Cornell

**Florence G. Blake Scholarship Fund**

Sherry Sanderson  
Tonya Wilkinson-Rosner  
Lisa Mondlick  
Suzanne Moser  
Rachel Crescimanni  
Leah Hecht

**Eleanor C. Wissner Memorial Scholarship Fund**

Maria Stotts

**Annie & Albert Coffin Scholarship Fund**

Joyelle Vigue  
Alexandra Moss  
Abigail Feinstein

**Arthur H. and Evanita Morse Scholarship Fund**

Christy Wright

**Margaret Perry Pearce Scholarship Fund**

Carrie Murphy  
Alison Doran

**Jacqueline O. French Scholarship Fund**

Heather Gainer  
Mary Lou Graham

**Ruth Landauer, Class of 1941 Scholarship Fund**

Kelley Hamill

**Evelyn Krueger Jones, Class of 1948 Scholarship Fund**

Melissa Hildebrandt

**Tabitha Rossetter Scholarship Fund**

Stephanie Johnson

**Dorothy Sexton Scholarship Fund**

Shannon Martin

YSN is grateful for the support of foundations and organizations who provided scholarship this year for the following students:

**MC Foundation**

Teresa McCormack

**Yale Club of New Haven**

Jaime Knablin  
Debra Taslein

**Richard D. Frisbee III Foundation**

Jessica Pagano-Therrien

**John A. Hartford Foundation**

Summer Armack  
John Kinabrew  
Wendy Cheng  
Jennifer Balukonis

Congratulations to YSN's new Student Government Organization (SGO) Officers and Committee members. Frank Grosso, Assistant Dean for Student Affairs, serves as Advisor to the SGO.

**SGO BOARD MEMBERS 2004/2005**

Elizabeth Matthews, Co-Chair '05  
Courtney Hilbert, Co-Chair '06  
Alison Hawkins, Treasurer, '05  
Elizabeth Smith, Secretary, '06  
Jennifer Balukonis, Academic Affairs Chair '05  
Dana Volstorff '05  
Meghan O'Connor '06  
Christine Bihday '05

**COMMITTEES OF THE BOARD**

**Student & Alumni Affairs**

**Family Issues**

**Orientation & Social Events**

**Diversity**

**Community Service**

**Budget and Fundraising**

**Murphy '04 Receives Marmor Foundation Award**



Pictured with Carrie is YSN Assistant Dean of Student Affairs Frank Grosso.

Carrie J. Murphy '04 was the recipient of The Leonard Marmor Surgical Arthritis Foundation Award for Outstanding Graduating Nursing Student for 2004.

The \$1,000 award is given to a graduating nursing student with a minimum GPA of 3.5 who is an outstanding student demonstrating leadership capacity and a desire to contribute to the nursing profession. Carrie is the sixth recipient of The Leonard Marmor Surgical Arthritis Foundation Award, given to a YSN student since 1999.



## Staff Appointments



**Sheila McCreven** has been hired as a Project Coordinator and supports the work of the YSN Office of International Affairs and the YSN Office of Public Affairs.

Sheila is a graduate of the School of Visual Arts in New York, where she studied Media Arts and Art Direction. She has worked as a computer graphic designer, project manager, web developer and writer in freelance, staff and consulting positions since 1994. She previously was a staff member at United Nations headquarters in New York, in the Africa Section of the Department of Public Information.

She lives with her husband and three children in Woodbridge, where she enjoys volunteering for various community organizations and committees, "indulging her inner political junky," as she calls it. She also spends time in her off-hours, "digging her roots—genealogy that is, more than gardening, where she unfortunately tends to encounter too much poison ivy."



**Michael Flynt** recently joined YSN as the Web Systems Architect. He works with YSN Public Information Officer Ilya Sverdlov and YSN Director of

Information Technology Services Jim McKay on the design and development of the YSN website, the development of an intranet, and a number of related projects.

Michael comes to YSN from Yale Medical School's ITS-Med Web

Design & Development (WDD) where he worked as a Site Producer/Designer and a Site Engineer, managing multiple web projects and applications. Michael has experience in writing applications for e-commerce, adaptive testing and reporting, content management and facility scheduling.

Before joining ITS-Med, Michael was a Graphic Designer and Developer at 4Sure.com in Trumbull and Norwalk. Prior to that he performed assignments for Aquent Partners at Microwarehouse and Circle.com.

Michael's education supports his interest in performance and teaching. From the University of Iowa, he earned a B.M. in Music Performance and Mathematics and is a candidate for the D.M.A. (ABD) in Performance and Pedagogy. He first became familiar with New Haven while earning an M.M. from the Yale School of Music in 1991.

After Yale, Michael pursued Arts Management, holding together several orchestras while taking a brief hiatus to work the 1996 Cultural Olympiad for the Atlanta Committee for the Olympic Games. While in the Midwest, Michael pursued his primary interests of teaching and performing. In addition to serving on faculties at Western Illinois University, Cornell College, Knox College and Bethany College, he performed with the Cedar Rapids and Quad City Symphonies, the Old Capitol Brass Quintet, and he established and conducted a brass ensemble at the University of Iowa.

Though immersed in many things technical, Michael continues to perform actively and supports his management interests by contracting other musicians for engagements. He can be heard with the New Haven Symphony, Orchestra New England, Battell Brass and with Joyful Noise and other ensembles in venues throughout Connecticut, Massachusetts and New York. ♪

## Faculty News

### New Faculty Appointments

**Cynthia Anne Connolly, RN, PhD** has joined our faculty as Assistant Professor, Graduate Entry Pre-Specialty and Pediatric Nurse Practitioner Specialty. Dr. Connolly will also have a Faculty Associate, History of Medicine and Science, appointment at the Yale School of Medicine.

Dr. Connolly holds a BSN from the University of Pennsylvania, an MSN in Primary Care from the University of Rochester, and a Post-Master's Certificate as a pediatric acute/chronic care nurse practitioner from the University of Pennsylvania. She received a PhD in Nursing history from the Center for the Study of the History of Nursing at the University of Pennsylvania. Dr. Connolly completed two years of postdoctoral training at the Joseph L. Mailman School of Public Health's History of Public Health and Medicine Program. Her postdoctoral training at Columbia was enhanced by a fellowship in the United States Senate with the late Senator Paul Wellstone [D-Minn]. There, she placed contemporary health care issues into historical context for current legislative action, wrote speeches and remarks for the Senator, and briefed him both verbally and in writing on the substance of particular issues and pieces of legislation.

Dr. Connolly's current research uses social history methodology to focus on a unique early twentieth century intervention, the preventorium, conceptually grounded in the idea that sending indigent children considered at risk for tuberculosis to rural institutions could prevent them from developing clinically active disease. Her work provides insight into the intellectual foundations of nursing, particularly early twentieth century nursing care of children; yields





## Faculty Notes

new information concerning the ways in which the identification and assessment of risk factors is highly culturally dependent and subject to the biases of the evaluators and of the predominant culture; and analyzes the legacy of past politics in current health and social welfare policies.

Clinically, Dr. Connolly has more than 20 years of experience as a pediatric nurse and nurse practitioner in acute care, chronic care, and outpatient settings.

In the GEPN Program, Dr. Connolly teaches the Seminar in Pediatric Nursing and Clinical Practice in Pediatric Nursing courses. In the PNP program, she teaches in the Pediatric Health Assessment course and a seminar in the Research Methods of Clinical Nursing course. Within the broader university, Dr. Connolly is an active faculty participant in the History of Medicine and Science. Beyond Yale, Dr. Connolly is a consultant to the American Academy of Nursing's Expert Panel on Nursing History and a reviewer for the *Nursing History Review*.

Associate Dean **Betty Nelson** on her recent completion of The Robert Wood Johnson Executive Nurse Fellows Program (2001-2004). The RJW Executive Nurse Fellows Program is an advanced leadership program for nurses in senior executive roles who are aspiring to lead and shape the US health care system of the future. The Program's mission is to inspire experienced nurses in executive roles to continue the journey toward achieving the highest levels of leadership in the health care system of the 21st century.

**Douglas Olsen** has been awarded the Fulbright Fellowship to present a lecture series and to explore research partnership opportunities at the Sechenov Moscow Medical Academy (MMA) Graduate School of Nursing in Moscow, Russia.

Dr. Olsen will reside in Moscow for several weeks this fall. During his stay, he will provide direct education to advanced practice nursing students at MMA, enhance the ability of the graduate nursing faculty in teaching mental health nursing and health care ethics, serve as strong initial connection for ongoing collaboration between Yale University and MMA, and increase awareness of cultural context into his own teaching.

According to Dr. Olsen, while there is a tradition of medical ethics in Russia, nursing ethics is not yet a regular part of advanced practice nursing education. As nurses assume advanced practice roles in Russian health care, they should be well educated in the ethics of health care. In addition to mental health content, Dr. Olsen will follow the same procedure in teaching health care ethics to MMA students. Concurrent with classes for students, he will facilitate weekly sessions with the MMA nursing and medical faculty to enhance their ability to teach these topics. These ses-

sions will include discussions on how content is chosen for preparation for the role of advanced practice nurses, the potential of the advanced practice role, preparation of wide ranging materials to enhance student understanding and teaching technique.

MMA has a long history of national leadership in medical education (spanning more than 225 years). The MMA Graduate School of Nursing was launched in the early 1990s and became the first graduate school of nursing in the Russian Federation (presently there are four). Dr. Olsen's Fulbright appointment provides a great opportunity for Yale and MMA Schools of Nursing -- the two pioneers in graduate nursing education in their respective countries -- to work together to improve the health of communities around the world.

It is the hope of both institutions that the benefits for Yale and MMA will continue beyond the period of Dr. Olsen's Fulbright scholarship. The two institutions are committed to developing a lasting partnership, and view this as an initial effort in more anticipated collaborations.

**Lois Sadler '79**, is the recipient of the 2004 Partners in Education Award (Outstanding Individual Partner category) from The New Haven Public Education Fund. Dr Sadler will be honored for her work at the Polly McCabe Center, where she has consulted and practiced since 1979. The Partnerships in Education program serves as a catalyst for partnerships between schools and businesses in the New Haven Community. The program's primary goal is to identify meaningful ways for partners to interact, and promote high academic achievement.

**Sheila Santacroce** has been selected to provide consultation and mentorship as an Associate Clinical Scientist with the Phyllis F. Cantor Center and the Dana-Farber Institute for one year, ending April 30, 2005. In this dis-



tinguished role, Dr. Santacroce will help foster collaborative activities between the Cantor Center and faculty and staff associated with academic, research, and clinical institutions in and beyond New England. She will provide consultative research services related to her area of expertise, including mentoring new investigators and sharing expertise within the Cantor Center, reviewing nurse scientists' grant applications, and participating in the Center's scholarly activities.

**Saras Vedam '85** and **Kris Fennie** (co-chairs of the YSN Diversity Action Committee) presented at the Yale Bouchet Conference on Diversity in Graduate Education about Successful Models for Integrating Diversity in Professional Schools. Saras was also one of the featured panelists at the Connecticut Breastfeeding Coalition Supper Symposium Strategies for Health Care Providers to Support Breastfeeding, that was held at New Britain General Hospital. At this event, Saras discussed the translation of evidence into practice-effective lactation support in the primary care office.

**Ruth McCorkle's** grant entitled "Nursing's Impact on Quality of Life Outcomes in Ovarian Cancer" has been funded by the National Institutes of Health/National Institute of Nursing Research. Women who develop ovarian cancer are at high risk for prolonged physical problems and sustained psychological distress over their illness trajectory. This grant aims to: test the effects of a standardized nursing intervention protocol on quality of life outcomes for adult women newly diagnosed with ovarian cancer; test the effects of standardized nursing intervention protocol on costs of care; explore the differential effects of standardized nursing intervention protocol on patterns of symptom distress, number of symptoms, dimensions of quality of life, number of complications, resource utilization including rehospitalization, and survival.

This grant is funded through May 31, 2006.

**Lynette Ament** was named to Fellowship in the American College of Nurse-Midwives (ACNM). The newly inducted Fellows will be recognized during the Opening Ceremony of the ACNM Annual Meeting in New Orleans in June.

The recently published fourth edition of **Helen Varney Burst's '63** book, *Varney's Midwifery*, (with Jan M. Kriebs and Carolyn L. Gregor) has been recognized as the most valuable text of 2003 and awarded the 2003 Book of the Year Award by the *American Journal of Nursing* (AJN).

In a review book, published in the *Journal of Midwifery and Women's Health* (Volume 49, No. 1, 62-3, 2004), the reviewer wrote: *This new fourth edition of Varney's Midwifery is another classic. All midwives who read this book will be enriched by the pearls and clinical guidelines it contains. They will also develop a deep appreciation and respect for authors who present all the arguments and relentlessly maintain that Real midwifery is with woman and women have choices. This author is unsurpassed in her knowledge, skill, experience, and willingness to share in the progression and expansion of nurse-midwifery in the world.*

**Pat Jackson-Allen, Pat Ryan Krause '81, Angela Crowley, Mikki Meadows-Oliver '98, Lois Sadler '79 and Marty Swartz** presented at NAP-NAP's 25th Annual Conference on Pediatric Health Care in March 2004.

**Cindy Connolly** spoke at the Rochester General Hospital (RGH) in Rochester, NY. She was invited to speak to nursing staff and physicians at the hospital about the past as a way of providing a template for them to use as they work to develop a vision for nursing care in the 21st century. Over 400 nurses and physicians attended the talks.

**Cynthia Connolly, Angela Crowley, and Sheila Santacroce** have been

selected by Sigma Theta Tau International to make oral presentations at the 15th International Nursing Research Congress, which will take place in Dublin, Ireland on July 22-24. Their presentations will be as follows:

**Cynthia Connolly**, "Knowledge Migration, Culture, and Science: A Case Study of Children, Nurses, and Tuberculosis Prevention in Western Europe and North America, 1900-1940."

**Angela Crowley**, "Collaborative health consultation: A developmental-symbolic interactionist model."

**Sheila Santacroce**, "Uncertainty in illness theory provides a framework for evidence-based care of childhood cancer survivors"

**Ivy Alexander** was awarded the Emerging Nursing Star in Health Disparities Award by Howard University. She was presented with the award during the 10th Anniversary Gala of the M. Elizabeth Carnegie Conference that was held on March 10-11 in Washington, D.C. During that conference, Dr. Alexander presented data from her pilot study "Hormone Therapy Use Among Black Women: Why or Why Not?"

**Linda Pellico '89** delivered the Jeanne Guveyan Lecture at the American Society of Pain Management Nurses (ASPMN) Annual Meeting in Pensacola, Florida on March 18. Linda's talk was titled "Through the Novice's Eyes: How do we Really Measure Up?" Pain standards, as set forth by ASPMN, were juxtaposed against student nurses' stories of patients' pain management in acute care institution. Over 550 people were in attendance.

Linda also graduated in May with her doctorate from the University of Connecticut. Her dissertation entitled "Composing the Road Through Nursing; Lessons Learned...A narrative and aesthetic analysis of student nurses journaling."



## Class News

**Cynthia Connolly's** history elective, *Nursing, Health and Social Welfare in American History*, has been selected to be part of Yale University's Electronic Library Initiative [ELI]. ELI is a focused effort to facilitate and study the use of digital images and other materials in teaching, learning, and scholarship. Dr. Connolly's course will be offered this fall. It uses history as a prism through which to examine the relationship between nursing and social reform in the U.S. between 1860 and 1992. Though chronology, names, dates, and facts are important and will be stressed when appropriate, the purpose of the course is not to review a comprehensive narrative of what happened when. Rather, its goal is to explore themes related to change and reform throughout nursing's history, both chronologically as well as thematically. A summary of the course is attached with this email.

**Marty Swartz** earned her doctorate in April from the University of Connecticut. Marty's dissertation, entitled "Predictors of Health Related Quality

of Life in School Age Children with Asthma". The quantitative research study included 60 asthmatic children and their parents and was unique because she examined the child's perspective on quality of life in living with this chronic disease.



Outgoing President of NONPF Diane Viens with Catherine Gilliss at the annual meeting of the National Organization of Nurse Practitioner Faculties in San Diego in April. Diane is on faculty at YSN teaching in the Adult, Family, Gerontological and Women's Health Primary Care Specialty.



**Ruth Benedict '48** and her husband Howard rolled out the welcome mat for YSN Associate Dean for Research Affairs Margaret Grey '76 and her husband Michael Lauterback who were vacationing in Alaska last Fall. Pictured here are Mike, Margaret, Ruth and Howard.

**Margaret Chang '55** has sent us a copy of her latest *Chang's Time* newsletter that she sends out annually. Margaret writes: "In year 2003, we took advantage of our relative good health to travel extensively. With Bill's classmates, we went to New York to see Broadway shows. Later, we also saw musicals and plays in London's West End on a trip to Great Britain. In addition to visiting England and Ireland, we enjoyed the peacefulness and serenity of Wales. We took a cruise to St. Petersburg, its splendid palaces had recently been restored for its 300th anniversary. Because of SARS, however, we missed the 150th year celebration of Zhang Jian in Nantong, China. Zhang Jian, who is Bill's great granduncle, is the Qing Dynasty's last Zhuangyuan (#1 in the Imperial Exams).

"Of course, we are most grateful by how well our grandchildren, six grandsons and one granddaughter, have developed. Our travels also included visits to all of their homes."

**Elaine Childs Gowell '53** was presented with the Muriel James Living Principles Award at the International Transactional Analysis Association conference in Oaxaca, Mexico. This

## New Fellows of the American Academy of Nursing



YSN hosted a reception for alumnae/i and friends held during the annual meeting of AAN held in San Diego, CA. Four YSN faculty were inducted to Fellowship in the AAN: Tish Knobf '82, Larry Scahill '89, Gail Melkus, and Sandy Talley. Pictured with the new Fellows are other Yale-affiliated Fellows of AAN. From left to right: Knobf, Debra Wegand (YSN Post Doctoral Candidate), Scahill '89, Judy Krauss '70, Marge Funk '84, Melkus, Pam Minarik, Margaret Grey '76, Sally Cohen '80, Catherine Gilliss, Paula Milone-Nuzzo, Dorothy Powell (Dean, Howard Univ. School of Nursing), Talley.



award recognizes a member of the International Transactional Analysis Association who has applied the principles of Transactional Analysis (T.A.) to her life and to her practice as a Certified Transactional Analyst. T.A. recognizes that dramas and chaos in people's lives occur through the roles played out in the Drama Triangle: Persecutor, Rescuer, or Victim. This discipline originated in the United States and is now practiced worldwide. It is a highly esteemed, important aspect of psychological interventions and corporate training.

**Anita Finkelman '71** emailed to say, "I have just recently been promoted to the Director of the Undergraduate Curriculum at the University of Cincinnati, College of Nursing, where I have been on the faculty and continue as Associate Professor/Clinical Nursing. The new position also includes many challenges, but I am having fun, too. I also travel to Israel two times a year to see my daughters who became Israeli citizens in the past two years. The youngest, 24, just finished 18 months in the Israeli Air Force. I look forward to every trip—seeing them and being in Israel.

**Dianne Davis '72** was among those honored at the Omni New Haven Hotel on February 4, 2004 as the 2003 Heroes of New Haven County. Dianne was recognized for her work with people with dementia and Alzheimer's disease. She was also featured in the Sunday, January 18, 2004 "Connecticut" section of the New Haven Register in an article entitled "Everyday Heroes: Red Cross Recognizes People from All Walks of Life." In the article, she briefly discusses her job as a psychiatric nurse and geriatric case manager at the Yale-New Haven Assessment Center, as well as her volunteer work at the Alzheimer's Association.

**Poolsook Sriyaporn '73** tells us that she is now retired from Mahidol University in Thailand. She also would like any YSN faculty, students or alumni who happen to visit Thailand to contact her and shares, "I have plenty of mango trees in my yards which give fruits all year round."

**Joan Edelstein '75** writes to tell us: "Last year I retired as a Professor of Maternal/Child Nursing from San Jose State University after 22 years. I took a year off to help 'launch' my daughter, Dorrie Swanson, to college where she is a freshman at Tulane (photo of a recent visit to the Riverfront attached—I'm on the left). Now I'm off to start back on my career, having recently accepted a position as



School Nurse, Asthma Specialist, for the Oakland Unified School District. The position is funded through Oakland Kicks

Asthma, a CDC grant managed by the American Lung Association (PI Ira Tager, Professor of Biostatistics and Epidemiology at UC Berkeley School of Public Health where I received my DrPH). The CDC grant to Oakland is the only one west of the Mississippi so we are particularly excited about the opportunities both for evidence-based practice and research. I'm especially excited to be working directly with kids again. I'm doing asthma education both on a one-to-one and in group settings to middle and high school students as well as to the school staff. I also coordinate with the case management component of the program and represent the School District and Oakland Kicks Asthma in a collaborative effort with OBAC, the Oakland Berkeley Asthma Coalition. My abstract on the program was accepted for an oral presentation at the Sigma Theta Tau preconference on Evidence-Based Practice in Dublin this July. It's amazing how a career

can become exciting all over again after 35 years!! Hope to hear from other classmates and to see everyone at our 30th reunion in 2005.



**Margaret Grey '76** tells us that her vacation to Alaska last September with her husband Micheal Lauterback was truly memorable, made more so thanks to the hospitality of Howard and **Ruth Benedict '48**. While she and Michael were enjoying their vacation in Alaska, Margaret found time to give a talk to the Yale Club of Alaska, of which Ruth and Howard are active members.

**Karen Evers-Fahey '82** has recently been awarded her Ph.D. in Psychoanalytic Studies from the University of Essex in the U.K. She tells us, "My professional activities include teaching in the Advanced Practice Nursing Program at the Institute for Nursing Science at the University of Basel, teaching at the C.G. Jung Institute in Zurich where I am an accredited analyst, and working as a Jungian analyst in private practice.

**Jacquelyn Jordan '82** has been appointed Chairperson and Associate Professor of the Department of Nursing at Towson University's College of Health Professions in Towson, Maryland.

**Norma D. McNair '85** emails us with this update: "I will be starting the Ph.D. program at UCLA School of Nursing in September. I will continue to focus in neuroscience nursing, most likely in stroke or head injury. I am currently working as a Clinical



Nurse Specialist in Neuroscience and Orthopaedics at UCLA Medical Center. I have been in this position since November 2000. The primary focus of our Neuroscience unit is stroke. We also have various diagnoses associated with neurology and neurosurgery. Last summer, I was invited to speak at the North American Stroke Meeting in Mexico City. It was interesting to try and teach in Spanish, but the group was very understanding! I have also remained active in the American Association of Neuroscience Nurses, writing for the core curriculum, the 2nd edition of our neuroscience nursing text, and participating in the development of materials for orientation of nurses new to neuroscience. I also see Elise Herlihy ('83) occasionally as she works at the Marilyn Hilton MS Achievement Center at UCLA. I continue to enjoy living at the beach and sharing my home with 2 cats....who are very silly and fun."

**Betty Ang '85** has written with an update on all of her activities since graduation: "Since moving to Salem, Oregon in 1990, I entered a doctoral program in nursing at Oregon Health Sciences University in 1991. I married Rex Haley on January 4, 1994. I worked full-time as a psychiatric-mental health clinical nurse specialist at Oregon State Hospital during my doctoral program and completed my dissertation, "Mothers Labeled Overinvolved: How They Care For Children and Adolescents With Mental Disorders" in August, 2000. Rex was extraordinarily supportive and understanding as he endured my nine years of enormous stress. We were looking forward to the graduation ceremony in June, 2001, where I would be robed at the ritual recognition of the completion of the Ph.D. Very sadly, Rex died suddenly on May 14, 2001 of hypertrophic cardiomyopathy. In February, 2001, I started working for the Portland VA Medical Center as a psychiatric nurse practitioner at the Salem VA Outpa-

tient Clinic. In April, 2001, I presented my research at the Western Institute of Nursing Conference in Seattle, Washington, and in May, 2002 at the "Building on Family Strengths" Conference sponsored by the Regional Research Institute for Human Services at Portland State University."

**Catherine M. Burdge '86**, an acute care nurse practitioner, works with Melvin Rosenblatt, MD in private practice and at Milford Hospital. Catherine is the APRN with an interventional radiologist who offers a state-of-the-art treatment called chemoembolization. She authored the article, "Liver Tumor Embolization Helps Nurses at Milford Hospital Earn Precious Moments for Hematoma Patients," which was the lead article in the March 15, 2004 issue of *Advance for Nurses*.

**Betty Morgan '87** shares that she just finished her Ph.D. in Nursing from Boston College in December, 2003. She is currently employed as an Assistant Professor at UMASS Lowell in the graduate Psych/Mental Health Program and has a very small practice as well.

**Hedy Harris Lipez '90** was married to Kelton Burbank on December 6, 2003 in Lenox, MA.

**Marilyn McDonald '93** has taken a position as Assistant Professor of Nursing at Castleton State College in Castleton, VT. She is also a GNP for Genesis Eldercare Network in Vermont. She welcomes email from former faculty and classmates at Vermontmarilyn@aol.com.

**Greta Hart-Hyndman '93** has completed a post masters Adult Nurse Practitioner program through Uniform Health Sciences University. She is employed at The Veterans Administration Clinic in St. Thomas, U.S. Virgin Islands.



**Annette Hatch-Clein '94** writes to tell us that she recently got licensed and certified as a psychiatric-mental health CNS, in addition to being an FNP. She is now practicing at Norumbega Family Practice in Maine. Pictured here with Annette are her husband, Lee (SOM '94), and her children Eli (age 5) and Luciana (age 3).

**Rebecca Ousley-Henry '95** writes to tell us that her husband, Hugh, is teaching kindergarten, her six year old daughter, Emma, has begun first grade, and her three year old daughter, Grace, is very active. She says that she and Hugh are, "busy with work and church activities, and have a slow-growing but rich and constant friendship circle." She adds, "I love my job and use my Yale preparation every single day. I use what I learned and the framework in education, writing, and consultation. No day is like another and I could say I am never bored."

**Elizabeth Boland '95** informs us that she was married on October 11, 2003 to John Mark Doyle. She is living in Wilton with her husband, and is still a PNP and research nurse coordinator with the Yale University School of Medicine, Children's Diabetes Program.

**Brooke Karlsen '97** has been appointed Director of Surgical Services at St. Vincent's Medical Center in Bridgeport, CT. She was previously the Director of Surgical Services at Yale-New Haven Hospital. While at Yale-New Haven, she received their 2003 Martin Luther King Dreambuilder



Award, as well as their 2002 Leadership Award for nursing management.

**Michael Corjulo '98** has received his certification as an Asthma Educator by the National Asthma Educator Certification Board.

**Elizabeth Steinmiller '98** and her husband, Andrei Thomas-Tikhonenko, welcomed their son Alexander on January 30, 2004. He weighed in at 8 lb. 1 oz. and was 19.5" tall.

**Vanessa Williams Jefferson '98** received the Southern Connecticut Black Nurses Association Annual Leadership award on April 25, 2004.

**Karen Baranowski '99** was the keynote speaker at the sixth annual Nursing Research Day at Rivier College, NH, which was sponsored by the Rivier-St. Joseph Nursing Honor Society. Karen, who is president and CEO of Home Health and Hospice Care in Nashua, NH, presented her research entitled "Health Disparities in Maternal Child Health for Minority Women."

**Virginia Morrison '99** is currently using her YSN education on a global scale. As her mother relates, "After getting a Pediatric addition to her Nurse-Practitioner degree in Michigan, she joined the Lowell Community Health Clinic as a clinician. She had many Brazilian and Asian patients, and went to Brazil for a month to learn Portuguese. When she applied to *Medicins Sans Frontieres* for a position, they snapped her up, and sent her to Angola, Africa, where Portuguese is the colonial language. She went to treat sleeping sickness, but also encounters malaria and other tropical diseases. She signed up until next October, when she will be back with a lot of experiences."

**Carrie Essex '00** was married on June 21, 2003 to Christopher Chenard in Jackson, NH.

**Allison Amend '02**, a second year doctoral student at the National Institute of Nursing Research (NINR), was given a NIH grant to study, "Health Factors & Dietary Intake in Black Women with Type 2 Diabetes."

**Michael Greene '02** was featured in the April 13, 2004 issue of *The New York Times* in an article entitled, "A Late Start in the Healing Arts: Finding a Calling After Work is Done," which highlights his experiences at YSN and his current work as an adult nurse practitioner.

**Kristin Meyer '03** shared her experiences with soon-to-be graduates during the "Pathways to Success" program sponsored by the Recruitment and Placement department here at YSN.

**Nirupa Sekeran '03** is doing a pediatric oncology nursing fellowship at the Leukemia/Lymphoma Clinic at St. Jude's Hospital in Memphis, TN.

**Claire Cassidy '03** was married to Timothy Davison on November 29, 2003.

**Angela Rogers '03** has moved from San Francisco and is working in a "bustling community health clinic" in Chicago.



**Jeanette Galvez '03** married Jeff Piscioniere on October 18, 2003.

## In Memoriam

Carole J. Singer '82

Carole J. Singer passed away on September 26, 2003. Carole graduated with the YSN class of 1982, and she saw her Yale education as a stepping-stone to a diverse nursing practice. After graduation, she returned to Massachusetts and worked in the community mental health system for a few years, then moved on to teaching at Northeastern University. She then worked for a few years in the managed care industry, before joining Newton/Wellesley Psychiatry (which is a non-affiliated private group practice). Carole was very proud of the expanded role of the Nurse Practitioner and was often sought after for her opinion on the latest medications. She was an active psychopharmacologist within the practice.

Carole spent the last four years of her life as a stalwart advocate for ovarian cancer prevention, heightening the public's level of awareness of with the National Ovarian Cancer Coalition, she researched the disease and informed those around her to the need for further research in this area. She conducted a familial history of ovarian cancer and educated her family about the genetic markers for the disease and preventive measures to combat it. Her husband, Barry, provided direction as Carole navigated through an all too complex and sometimes unyielding healthcare system.

Carole was a passionate student/colleague and outspoken individual. Surely, as her husband has remarked, "I think there is a larger universe of people out there that has been touched by her and they may not know it." Her lessons to us were passed on to her daughters. Lauren, her eldest, gave the eulogy at her mom's funeral. "She always taught me about how to live in this world, and even in her death she continues to educate me. I have learned that being open and saying what you feel to the people that mean the most to you is so important." She added: "There is no reason why I



# Yale School of Nursing Honor Roll 2002–2003

cannot achieve anything I want to, because I come from such a strong woman." We knew of Carole's strength of purpose, her compassion toward patients with psychiatric and substance abuse disorders, and her abiding respect for the art and science of nursing. **Doris Banchik '74**, Chair of the Psychiatric-Mental Health Program when Carole was enrolled at YSN, had this to say when she heard of Carole's death: "I remember Carole best for her extraordinary passion and drive, which I am sure continued after Yale to make a difference in all of the lives she touched. There is no doubt that she will be missed greatly."

In addition to her husband, Barry Katz, Carole left her daughters, Lauren and Julia Singer-Katz, both of Sudbury, MA; three brothers, Gary of Brooklyn, NY, Steve of Los Angeles, CA, and Eric of Rochester, NY; her parents, Larry of Pompton Lakes, NJ, Evelyn Ginsburg of Poughkeepsie, NY and her stepmother, Sandy, and many of us who remember her fondly.

Memorial donations may be made to the National Ovarian Cancer Coalition, P.O. Box 1218, Arlington, MA, 02474-0070. The family is in the process of setting up a foundation in Carole's name in order to carry on the work that was so close to her heart.

*Luc Pelletier '82*

**Marian Roth '31**  
died May 1990

**Lucy S. Schultz '31**  
died January 12, 2004

**Elizabeth D. Wilson '31**  
died March 25, 2004

**Ovidia T. Evensen '37**  
died February 15, 2004

**Ethel G. Wagner '40**  
died August 24, 2003

**Sage Adams Hall '40**  
died November 17, 2003

**Elizabeth V. Hallwich '42**  
died May 5, 2003

**Eleanore S. Janikowski '43**  
died August 19, 2003

**Edith K. McGeehan '44**  
died September 23, 2000

**Jeanette Atkins '47**  
died May 1, 2004

**Dorothy V. Kibbe '47**  
died March 17, 2004

**Mary Hirata '49**  
died March 10, 2004

**Betsy Ann Sontheimer '49**  
died December 9, 2003

**Mary Wylie Stoltz '49**  
died May 2, 2004

**Louise E. Sewell '51**  
died September 10, 2003

**Dorothea L. Dunn '54**  
died February 8, 2004

**Elizabeth T. Richard '59**  
died December 30, 2002

**W. Annette Massey '59**  
died December 18, 2003

**Carole J. Singer '82**  
died September 26, 2003

**Anne Marie Haltmeier '84**  
died January 19, 2004

**Rose Schacht '94**  
died August 16, 2002

**Katherine Dimond  
Houben '99**  
died April 30, 2004

*We are deeply grateful to the many donors who have made gifts to Yale School of Nursing between July 1, 2002 and June 30, 2003. Our Honor Roll recognizes the generosity of more than 1,500 alumnae/i, friends, foundations, corporations and organizations who have given so generously in support of nursing scholarship and research at Yale. The following list recognizes gifts of \$100 or more, including Alumnae/i Fund and restricted gifts made during this period. In preparation of this list, we have made every effort to assure its accuracy. If we have made any errors or omissions, please accept our sincere apologies and bring it to our attention so that we may correct our records.*

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Barbara Russell  
Dorothy P. Skilton  
Iva Torrens  
Elizabeth R. Walters

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