
Giving Through Teaching

**How Nurse Educators Are
Changing the World**

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Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN

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The Voice for Nursing Education

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Foreword

I am truly writing a “before” word for the book, *Giving Through Teaching: How Nurse Educators Are Changing the World*. The real substance, the word to be received, considered, integrated, and acted upon follows my simple offering. In these pages, you will find many of our heroes. Some of them you will recall from your History of Nursing course if you’re my age; or if you are younger, perhaps these names have been required study via Google. Some of the names you and I have never known before. Surprise! These represent the hidden treasures of the nursing profession as it gives with grace, generosity, and brilliance.

I think every nurse educator has a secret wish to make a difference in the world, to change the world. Many of the gift givers described in this book did not realize that their actions, their life journeys, and their heartfelt contributions to society were changing the world. Dr. Joyce Fitzpatrick recalls how she became inspired to write this book. Her inspiration came from President Bill Clinton (whose mother was a nurse) through the pages of his compelling book on giving. We now have a cascade effect. I know that many of you will become inspired to do more from your encounter with the giving work of nurse educators, the giving through teaching so aptly described in this book.

I remember when the call for chapters went out from the NLN. There was an overwhelming response from nurse educators throughout our country. As our NLN president Cathie Shultz, NLN Foundation for Nursing Education treasurer Tonia Aiken, and Joyce labored enthusiastically to bring this lived experience of giving to light, I was regularly updated about the impressive stories of nurse educators and their students involved in the practice of giving. And since I have used the term “the practice of giving,” the nurse educators and those described in the following chapters are clearly advanced practitioners in giving. The authors’ stories are not limited to the United States, but capture nursing’s commitment to the world.

It is with great appreciation and respect that I acknowledge the gift that the existence of this book offers to the NLN Foundation for Nursing Education. The royalties generated from the sale of this book will be used to create scholarships for future nursing students. This is quite a remarkable feat: a book on giving by nurse educators that gives back to the treasure of

our nursing profession, our students. Finally, let's keep our hands and our hearts open, so the gifts can flow from and through us. You will discover in the following pages that it's no secret that teaching is a beautiful gift.

Beverly Malone, PhD, RN, FAAN

Introduction

In his remarkable book, *Giving: How Each of Us Can Change the World* (2007), former President Bill Clinton presents many types of giving, and provides examples of each. He especially profiles health care and community development, key concepts for nursing education at all levels. Clinton describes gifts of money (e.g., Bill and Melinda Gates, who have given millions of dollars through their foundation, most of which has been targeted to health care globally); gifts of time, including volunteers who provide services to others in need, whether in times of disaster or in areas where there are few services; gifts of things (clothes, books, supplies); gifts of skills, especially education (teaching others how to read, providing health care services); and gifts provided through churches and missions, thus providing new beginnings. Clinton also describes two other important kinds of gifts: gifts of philanthropy (gifts that keep on giving); and gifts to good ideas, funding social entrepreneurs.

As I read the stories profiled by President Clinton, I realized that nursing education held a treasure trove of similar stories. Throughout my career in nursing I have met hundreds of nurse educators who have designed “giving” projects for themselves and their students (Fitzpatrick, 2007). Nurse educators give much of their selves and also encourage their students to give to others. Service learning, a form of meaningful experiential learning that combines classroom activities with community service projects, has become commonplace in nursing curricula at both the basic and graduate levels. While service learning is most often found in community health nursing courses, it also may be woven throughout other educational programs.

In concert with the National League for Nursing (NLN), we have constructed the present book. NLN issued a call for stories from nurse educators about how they and their students give of their time, talents, skills, and resources to make the world a better place. These stories are presented in this book. Stories of legacy nursing educators also are presented to demonstrate that giving is woven throughout our history.

The “giants” of nursing education, then and now, have given much to demonstrate that each of us can make a difference in some small corner of the world, in some project, large or small. Similarly, we expect that the stories of nurse educators presented here will inspire others to do likewise,

and to tell their stories as well. We can learn so much from storytelling; it is an educational tool used throughout history and across cultures. As a way to build relationships with others, storytelling is also at the core of nursing, which is built on interpersonal relationships. To close the circle on giving among nurse educators, funds raised through the sales of this book will be used for scholarship support for future nursing students through the NLN Foundation (NLNF).

In selecting stories of legacy nurse educators, we used several sources. They are cited as examples only, rather than as an inclusive list. Many of these nurse educators have been honored by their peers, as Living Legends of the American Academy of Nursing, through the International Council of Nurses International Achievement Award, or through Sigma Theta Tau International Founders Awards for nursing education excellence. We also referred to reference works for some background information here, particularly for historical nursing leaders. Contemporary nurse educators were contacted to describe their stories of giving.

The results are inspirational and will serve future generations of nurse educators, encouraging them not only to give to the world, but to tell their stories to others, and continue to weave the rich heritage of nursing education.

Although this book focuses on nurse educators and their students, we are aware that there are many, many nurses in clinical practice, administration, and a myriad of other roles who give of their time, talents, skills, knowledge, and money to make the world a better place. We are all of aware of the remarkable work of Miss Lillian, mother of President Jimmy Carter, who joined the Peace Corps at the age of 68 and used her nursing skills in India. She subsequently established the Lillian Carter Center for International Nursing in continuing support for global nursing. There are many other nurses who have served in the Peace Corps and in AmeriCorps, and many Peace Corps volunteers who, after their years of service, have returned home to attend nursing school. Many of these new nurses have sustained their connections in the countries they came to know during their Peace Corps years. One need only review the alumni magazines of the many schools of nursing to learn of the wonderful work of nurses everywhere.

President Clinton (2007) also has recognized and profiled nurses who are exemplary “givers,” including Madonna Coffman, who started “Locks of Love,” an organization that provides hairpieces to those who have lost their hair due to health problems, and Greg Mortenson, a nurse who launched an elementary education program through the Central Asia Institute, certainly a model program for giving.

We are convinced that current and future generations of nurses can do much to help achieve the United Nations Millennium Development Goals, for health is at the center of those goals. In 2000, eight United Nations Millennium Development Goals were adopted at the United Nations Millennium Summit by the international community as a framework for development activities in over 190 countries and 10 regions. They have been articulated into over twenty targets and over sixty indicators. The goals speak to global health; their achievement must involve nurses worldwide, as nurses are on the front lines of health care delivery systems in all countries. These United Nations Millennium Development Goals include:

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

There are also countless nurses working for both large and small foundations that are addressing global health issues. These include the Clinton and the Gates Foundations, major foundations that are leading the way for development in global health. The Dreyfus Health Foundation programmatic initiative, Problem Solving for Better Health Nursing stands out for its specific focus on nurses and nursing as a key solution to health challenges. The Dreyfus Health Foundation uses a partnership model between a central foundation and local foundations, nongovernmental organizations, and governmental partners. The model used by the Dreyfus Health Foundation is one of empowering health professionals and communities to identify solutions to problems at the grass roots level, and address the problems locally. Problem Solving for Better Health Nursing is active in fifteen countries around the world; the model has been implemented into the curricula in several nursing schools in several countries, and recently was implemented in curricula in three nursing schools in the United States.

We prepared this book to highlight great stories of giving by nurse educators. We know that we have not been inclusive of all of the work ongoing in the thousands of nursing education programs in the United States and the world. We expect that these stories will lead to hundreds

more stories told in countless classrooms by nurse educators and their students. Through the NLN and its Foundation, we will do all that we can to keep alive the storytelling of giving by nurse educators and nurses everywhere.

Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN

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Historical and Contemporary Legacy Nurse Educators

Throughout the history of the nursing profession, strong nurse educators around the globe have left lasting impressions through their teaching, writing, and as role models for students. This section includes five chapters that profile the historical contributions of nurse educators and the stellar contributions of contemporary nurse educators. Both the historical and contemporary leaders included in these chapters will serve as inspiration for future generations of nurse educators.

—Joyce J. Fitzpatrick

1

A Heritage of Giving

Leading Nurse Educators From Past to Present

Joyce J. Fitzpatrick

FLORENCE NIGHTINGALE (1820–1910)

The “Lady with the Lamp,” is the most famous name in nursing history. Although most well known of all of her work, Nightingale’s service on the battlefields of the Crimean War was but one of her major contributions. Nightingale also was a health policy activist, a statistician, and a reformer of both nursing practice and education. In 1860, she opened the Nightingale School and Home for Training Nurses in London’s St. Thomas Hospital, which paved the way for formalized nurse training throughout the world, and became the precursor for nursing educational programs today. Her book, *Notes on Nursing*, first published in 1859, remains a classic. It is noteworthy that in that same year Nightingale published a second book, *Notes on Hospitals*, in which she advocated the same principles on a system-wide basis (McKown, 1966).

CLARA BARTON (1821–1912)

Clara Barton was a pioneer in nursing and the founder of the American Red Cross. Just as Florence Nightingale is best known for her work in the Crimean War, Barton is remembered for her humanitarian efforts

in the American Civil War. She established an agency to minister to the needs of the soldiers and lobbied the military in order to bring her own supplies to the battlefield. In 1865, President Abraham Lincoln placed her in charge of the search for soldiers of the Union Army missing in action. She became known as the “Angel of the Battlefield” for her care of the wounded and the dying. While recuperating from the strenuous years of service to the soldiers in the American Civil War, Barton traveled to Europe where she became involved with the International Committee of the Red Cross (ICRC) and its humanitarian work. She subsequently established the American Red Cross as an agency that would not respond only to war, but rather would assist in any great national disaster. She served as the first president of the American Red Cross (McKown, 1966; Oates, 1994).

LILLIAN WALD (1867–1940)

A nurse and social worker who blended the skills of both professions, Wald is best known for her work on New York’s Lower East Side, at the time a poor immigrant community, where she founded the Henry Street Settlement to tend the neighborhood’s sick and orphans. She wrote two books based on her work: *The House on Henry Street* and *Windows on Henry Street*. Wald is recognized as the founder of public health and visiting nursing in the United States and Canada. She was also a strong advocate for another marginalized group, African Americans, and was one of the founders of the National Association for the Advancement of Colored People (NAACP), which opened with its first major public conference at the Henry Street Settlement (Yost, 1965).

ISABEL HAMPTON ROBB (1860–1910)

Isabel Hampton Robb was one of the founders of modern American nursing and is well known in nursing education for introducing a competency-based evaluation system. In 1889, she was appointed head of the new Johns Hopkins School of Nursing, and later became a professor of nursing at the forerunner of what is now Case Western Reserve

University School of Nursing. She served as president of two important organizations, the American Society of Superintendents of Training Schools for Nurses (now known as the National League for Nursing, NLN) and the American Nurses Association (ANA). She also was one of the founders of the *American Journal of Nursing*, the first nursing journal to be published in the United States and which continues today (Bullough & Sentz, 2000).

M. ADELAIDE NUTTING (1858–1948)

M. Adelaide Nutting was a contemporary of Isabel Hampton Robb, and both women were greatly involved in leading the profession. Nutting was the first American nurse to become a university professor; she also was the director of the first Department of Nursing Education (created in 1910) in a college or university, located at Teachers College, Columbia University, New York City. Although Nutting was Canadian by birth, she can be credited with substantially elevating the profession of nursing in the United States from a profession focused on training to one focused on education. Nutting believed that the education of nurses needed to be more than that necessary to satisfy a hospital's requirement for skilled labor, and established a tuition-driven, university-based model so that nurses would be educated as other university students. Many leaders in U.S. nursing education studied at some time in their educational career at the Teachers College Department of Nursing Education (Yost, 1965).

MARY BRECKINRIDGE (1877–1965)

Mary Breckinridge was initially a volunteer nurse at the end of World War I in France. While in Europe she was introduced to nurse midwives, and developed her plan to introduce nurse midwifery education and practice in the United States. She chose to devote herself to providing health care to the Kentucky mountaineer families, and founded what is known as the Frontier Nursing Service, still in existence today. Breckinridge felt that if she could demonstrate a public health model

combining family-centered nursing and midwifery in the mountain communities, then it would flourish elsewhere in the country. The Frontier School of Midwifery, launched through Breckinridge's efforts and as a result of her dreams and tireless work, opened in 1939 and remains open today (McKown, 1966).

ISABEL MAITLAND STEWART (1878–1963)

Like Nutting, Isabel Maitland Stewart was also a Canadian nurse who came to the United States to study at Teachers College. She eventually succeeded Nutting as director of the Teachers College program. Throughout her professional career, Stewart supported the preparation of leaders that were needed to teach nursing at all levels, advanced the National League of Nursing Education (now NLN), and was a consistent, strong advocate for nursing education (Yost, 1965).

MARTHA ROGERS (1914–1994)

Viewed by many as a radical nurse educator, Rogers placed the science of nursing at the center of nursing education. Rogers described the science of unitary persons, a model that served as a basis for the academic programs in nursing at New York University for several decades. She considered it important to the development of the discipline to encourage and support large numbers of doctorate-level nurses, and thus expanded the New York University program to be the largest in the country during her tenure as head of the Division of Nursing.

VIRGINIA HENDERSON (1897–1996)

Virginia Henderson has been called the first truly international nurse and continues to be acclaimed by the global nursing community. Her writings and global speaking engagements affected many nurses. Most

significant was her project to catalogue nursing knowledge, the Nursing Studies Index, a 12-year-long undertaking. This document—the first annotated index of nursing research—served as a key nursing reference for many years. In recognition of her global influence and of her work on behalf of the classification of nursing knowledge, the Sigma Theta Tau International Library has been named in her honor (Virginia Nursing Hall of Fame, 2009).

ELEANOR LAMBERTSON (1916–1998)

Eleanor Lambertson is known as a leading nurse educator, as well as for her writings on education for nursing leadership. Her career and influence in nursing education spanned more than five decades. She was one of the primary architects of the team nursing model, and implemented the model in several New York hospitals while holding key leadership positions in their nursing service departments. She served as director of the nursing program at Teachers College, Columbia University, and as dean of the Cornell School of Nursing; in this latter role, she advocated for the nurse practitioner movement, particularly for the preparation of primary care providers (Schorr & Zimmerman, 1988).

LUCILLE PETRY LEONE (1903–1999)

Lucille Petry Leone was the first nurse to direct the U.S. Cadet Nurse Corps, which was authorized by Congress in 1943. She remained with the U.S. Public Health Service as the Chief Nursing Officer and Assistant Surgeon General, the first nurse appointed to this position. While with the Cadet Nurse Corps, she was responsible for recruiting more than 124,000 nurses to serve in World War II. In 1949, Leone became the first nurse to direct a division of the U.S. Public Health Service, the Division of Nurse Education, with a responsibility for setting the government funding for nurse education, a program that continues to this day. Leone established support within the federal government for the role of nursing (Yost, 1965).

HILDEGARD E. PEPLAU (1910–1999)

Best known as the “Mother of Psychiatric Nursing,” Hildegard E. Peplau is recognized throughout the world for her contributions to the education of nurses caring for mentally ill persons. In 1952, her book, *Interpersonal Relations in Nursing: A Conceptual Frame of Reference*, one of the first books in psychiatric nursing, was published. She served the profession as both an executive director of the American Nurses Association and as its president, and was a board member of the International Council of Nurses (ICN). Peplau dedicated her life and her work to advocate for those who were in need of much support, the mentally ill. Much of the progress in nursing care of psychiatric patients can be traced to her writings, her workshops held throughout the country, and the work of her students.

HARRIET WERLEY (1914–2002)

Harriet Werley was one of the first and strongest advocates of nursing research and its role in nursing education. She was a founder of several research initiatives, including the nursing focus of the Walter Reed Army Institute of Research, Center for Nursing Research at Wayne State University; she was founder and editor of the journal *Research in Nursing and Health* and of the Annual Review of Nursing Research series published by Springer Publishing Company. She served on many committees, including several for NLN and ANA, always advancing the research agenda. Werley also is known as the first nurse informatics specialist as she developed the first Nursing Minimum Data Set (NMDS) and advocated for its use in all practice settings (Shorr & Zimmerman, 1988).

MILDRED MONTAG (1908–2004)

Widely recognized as the founder of associate degree nursing education, Montag was also the first director of the Adelphi University

School of Nursing. She sought to alleviate a critical shortage of nurses by decreasing the length of the education process to two years and by providing a sound educational base for nursing instruction by placing the program in community/junior colleges. In 1958, the W. K. Kellogg Foundation funded the implementation of the project at seven pilot sites in four states (NLN, 1990). The success of this radically new approach to educating registered nurses is evidenced by the large number of associate degree programs and program graduates today.

FLORENCE DOWNS (1925–2005)

Florence Downs is known for her commitment to advancing nursing research. She was editor of the journal *Nursing Research*, and also held key leadership positions in academic nursing at New York University and the University of Pennsylvania. One of her greatest skills was in developing a professional community of nurse faculty at the institutions where she worked, clearly demonstrating the value of the scholarly “collective” (Fairman & Mahon, 2001). Downs never took the glory for herself; she was known for being the leader, but also for involving others, building on the strengths of the individuals for the good of the group.

MARGRETTA STYLES (1930–2005)

Margretta Styles is best known for her contributions to the credentialing of nurses, including licensure, registration, certification, and accreditation. She chaired the first ANA-funded study on credentialing, which ultimately led to the ANA American Nurses Credentialing Center (ANCC). During her career, she held a number of positions in academic leadership and in professional organizations. She was president of the American Nurses Association and the International Council of Nurses. In her many spheres of influence, she supported a global perspective of nursing and worldwide standardization of nursing credentials (Schorr & Zimmerman, 1988).

MARY ELIZABETH CARNEGIE (1916–2008)

In her landmark book, *The Path We Tread: Black Women in the Nursing Profession*, Mary Elizabeth Carnegie profiled the history and contributions of African American women to U.S. nursing. Although she is best remembered for advocating racial equality in nursing education and practice, she contributed in many ways to the profession. Over a period of more than 25 years, Carnegie served as editor of a number of major nursing journals, including editor of the *American Journal of Nursing*, associate editor of *Nursing Outlook*, and senior editor of the prestigious journal *Nursing Research*, and served as president of the American Academy of Nursing. Numerous organizations honored Carnegie for her contributions to the advancement of minorities in nursing (American Nurses Association, 2009).

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