Since 1920, nursing at the University of Toronto has led the profession through innovation in education, research and practice. We owe much of our success to the contributions of our alumni over the years. In this special 90th anniversary issue of Pulse, we honour 90 extraordinary alumni – many for their past achievements and some for their promise to make a difference in the future. Now we’re asking you to mark this milestone by contributing to the next 90 years at the Bloomberg Faculty of Nursing.
...by investing in the next 90 years.

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Like all leadership donors to the Bloomberg Faculty of Nursing, you will be recognized for your support in our donor listings, receive invitations to special events and have opportunities to meet the dean.

To donate today, please complete the form in the magazine or contact us at development.nursing@utoronto.ca or 416-946-7097.
Amy Allen, BScN 1T0
New graduate

Hometown: I grew up across Canada, but since I went to high school in Guelph, Ontario, and then did my first degree (in human kinetics) at the University of Guelph, Guelph seems like home.

Why I became a nurse: I wanted to be in a position in which I am able to make change and help others when they need it most. I am also attracted to the international opportunities that nursing offers.

Bio: Although I really enjoyed the scientific aspect of human kinetics, I felt I was missing the opportunity to work closely with others. I began to consider nursing in my final year, and then decided to take a year off to travel before making any decisions. I was lucky enough to visit a number of countries that year, but my most memorable time was working in an orphanage in Costa Rica. After returning home, I was certain that nursing was for me. I haven't looked back since!

An anniversary I celebrate: I might celebrate the 100th anniversary of my house in 2025 if I'm still living here. I feel strongly about: Classical music, particularly opera. The joy of my life: My three great-nieces, now aged nine, 11 and 12. Last book read: Snow by Orhan Pamuk. It's a dark novel but very intriguing. Contribution to Pulse: Young graciously shared her extensive knowledge of the history of U of T's Faculty of Nursing.

Jeff Kirk
Photographer

Hometown: Whitby, Ontario.

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Looking back, forging forward

A special thank you to University of Toronto Archives and Records Management Services for tirelessly helping to find the intriguing historic photographs in this issue.

The names of the subjects in the above Second World War photograph from the U of T Archives are unknown. What we know, though, is that while the nurses seem carefree, the helmets in their bicycle baskets tell another story.
A picture is worth...
Just a quick comment about the picture on page 7 of the most recent edition: Awesome. Kudos to the artist!

Julie Jones, BScN 8T4
Toronto

Congratulations on the Spring/Summer 2010 edition of Pulse. Having been in nursing education abroad, I found the total issue very interesting. We are global citizens.

The amazing illustration on page 7 with the ear in the centre so vividly illustrates the essential need to listen and learn—one of the hardest concepts to learn and teach. We worked on it for 35 years with our students in India (the area beside the ear between Nagpur and Jabalpur). The “listen and learn” theme was in a poem that was posted on our faculty door for years.

Alice Porter, Certificate in Administrative Nursing Services 5T2
Shelburne, Ontario

Shining the light on global health
I just read Dean Sioban Nelson’s article “The global engagement agenda: Why we care” in the Spring/Summer 2010 Pulse, and I want to let you know that I thought it was great! I am passionate about international public health, and I am so happy to be going to a school where the dean is passionate about it too.

I am writing from Switzerland where I’m working as a summer intern at the World Health Organization. My colleagues at WHO have asked me about what Canada and the University of Toronto are doing with regards to global health and health promotion. After reading the article, I felt better informed to tell them about the partnership between the University of Toronto and Addis Ababa University in Ethiopia to build structures and knowledge to strengthen clinical teaching, and the involvement of our nursing faculty in that partnership. My colleagues see us as leaders in this field.

I completed my master’s in international public health in Australia before beginning the nursing program at U of T. In my first year at U of T, I enjoyed being in the GIN (Globally Interested Nurses) student group. Overall, I just wanted to thank you for placing a focus on the nurse’s role in global health.

Jody Stapleton, Class of 2011
Toronto

Tell us what you think!
Do you have an opinion or question about an article in this issue of Pulse? Drop us a line at pulse.magazine@utoronto.ca or the Bloomberg Faculty of Nursing, 155 College St., Suite 130, Toronto, ON M5T 1P8. Published letters may be edited for length and clarity.
The Bloomberg Faculty of Nursing is one of the rare nursing schools and faculties in the world to have the distinction of turning 90. Canada is indeed fortunate to have been blessed with a handful of nursing schools established at leading universities across the country in the second decade of the 20th century.

But when U of T’s Department of Public Health Nursing was founded in 1920, something special occurred—a “Field of Dreams” phenomenon. Kathleen Russell built it (the first school in the country, and one of very few in the world, to be entirely independent of hospital and service training needs) and they came (nurses from across the country and around the world). They came because they were inspired by the school’s audacious vision for nursing education and professional practice.

When we looked back over the 90 years and at the incredible contributions that our alumni and faculty have made to the development of health care, practice, and the profession both here and overseas, we realized that the story is even more remarkable than we first thought.

We decided to celebrate the mark that the Faculty has made on the world by celebrating you—our alumni. We devoted this entire issue to telling our story over the decades through you, your contributions to health care and your service to the profession.

Not only is this issue your story, you helped us write it. You told us what it was like to be a student here (years ago and more recently); you shared your reflections on your teachers, the university and the challenges of being a university-educated nurse back in the day; and your reasons for taking this pioneering path.

In addition to building the story of the last 90 years, you helped create a roll of honour—our Notable 90. Borrowing a leaf from the 2008 Canadian Nurses Association book that featured a centenary honour roll, we chose to honour 10 nurses for each of our nine decades.

It has been a challenging but fascinating assignment, and I would like to share our approach. First we talked to a lot of people. We spoke to our wonderful deans and faculty emeritus about landmark events and key people. We spoke to our alumni who are approaching their 50th or greater honour year and sought their advice on faculty and peers, as well as their insights into the prominent nurses of their day. We asked our Pulse readers for nominations and suggestions. You won’t be surprised to learn that we came up with quite a long list.

How to cull this list of brilliant alumni? We felt it important to ensure that our Notable 90 was not simply faculty, administrators and professional leaders—we wanted practising nurses, too. We wanted to capture the enormous international impact of the Faculty under Russell’s leadership. Finally, we wanted a list that reflected the profession through the decades. And that’s what we achieved.

We are enormously proud of our Notable 90 and delighted to announce them in this special issue of Pulse. In the magazine, we only have space to offer a snippet of each awardee’s contributions. In the next few months, you’ll find detailed profiles of these amazing nurses on our website, www.bloomberg.nursing.utoronto.ca.

The message that comes through loud and clear in this commemorative issue is that so many of our alumni have made wonderful contributions to the health of their communities. Our 90 years of alumni have included nurses who began public health nursing in this country, nurses who pioneered the advance practice movement, researchers who established entirely new fields of study and have made major contributions to practice and patient outcomes, gifted and inspirational teachers (in the lecture theatre, in clinical practice, and with families and communities), and outstanding leaders—from the international stage to the local community. This is an issue that honours you and remembers those who are no longer with us upon whose shoulders the profession now stands.
Today, world travellers number in the millions. We keep connected with family, friends and colleagues in faraway countries through Skype and Facebook. Even without leaving Toronto, the rest of the world has an intense immediacy. As one of the world’s great cosmopolitan cities, Toronto can sometimes feel closer to Portugal, India or Ethiopia than to the rest of Canada or our neighbours south of the border—especially during the World Cup!

It wasn’t always this way. Toronto in the 1920s was not the cosmopolitan centre it is today. It was a rather conservative city where South Americans or South Asians (particularly in their customary dress) stood out. The rest of the world seemed a long way from Toronto, and communication with people in other countries was slow and expensive. Nonetheless, it was in this unlikely city that, over the next three decades, hundreds of nurses from around the world came to undertake a six- or 12-month nursing course (or perhaps a special short program of study) funded by the Rockefeller Foundation in New York City.

Travelling the long journey alone from Bolivia, Hungary or Japan, they came to the University of Toronto nursing program to build skills and knowledge (and perhaps English language proficiency), and to further their education in the service of their country. Along the way they found themselves to be part of an international network of women whose mission was to transform health care. The story of how Toronto came to be at the centre of a radical, ambitious movement to create public health care, develop nursing education and strengthen health care systems is a fascinating tale.

An inspired vision
In 1913, Standard Oil magnate John D. Rockefeller Sr. and his principal business and philanthropic adviser, Frederick T. Gates, established the Rockefeller Foundation. This pre-eminent philanthropic institution funded everything from the development of a variety of high-yield maize (significant today in biofuels), to the Kinsey Report and Stratford Shakespeare Festival. The Rockefeller also funded the most extensive nursing capacity-building project ever undertaken, spending more than $8 million on 48 schools in 28 countries. In addition, the Foundation’s International Health Division, established in 1929, hand-picked between 500 and 800 nurses from about 70 countries to send to the U.S. and Canada to train in public health, and nursing education and leadership.

The majority of these nurses came to the University of Toronto for some or all of their fellowship. While we’ll never know exactly how many Rockefeller nursing fellows came to our school, an educated guess would be about 400.

On returning home, these nurses assumed positions of significant authority. They were charged with starting a nursing school or public health program, or establishing programs for intergovernmental agencies, such as the Pan American Health Organization (PAHO) and World Health Organization (WHO).

To the Rockefellers, what our nursing school offered was an exemplar of a cutting-edge program. It attracted the best students, gave them a strong foundation in the sciences and was completely independent of a hospital-based program—a feature that made it stand out around the world. It also provided extensive public health education and a suite of programs in nursing education and administration. To the Foundation, Toronto was the future of nursing education.

Our school’s founding director, Kathleen Russell, was a key figure in the Rockefeller vision for the brave new world of nursing. Russell was a remarkable intellectual leader and educational innovator, and the Foundation had boundless faith in her ability to mentor students and nurture future leaders. Miss Russell was sent the “special cases,” including students who ran into difficulties adjusting to a nursing program in the U.S. and highly talented individuals marked for special training to become key leaders for important Rockefeller Foundation projects. Under Russell’s careful eye, the distraught students would soon settle in, and the high flyers would be provided with a tailored program of study under Russell’s tutelage.
representative of Barbados at the United Nations, stepping down in 1990 to become the governor general of Barbados.

One of Barrow’s probable classmates was another exceptional young nurse sent north to study public health and education, Mary Elizabeth Lancaster Carnegie, an African-American. On returning to the States, Carnegie accepted the position of dean of the Division of Nursing Education at Florida Agricultural and Mechanical College in Tallahassee, a historically black college. Carnegie undertook the Herculean task of revolutionizing the college’s nursing school and paving the way for improved nursing education in the U.S. She also helped black nurses in Florida gain the right to vote in the Florida State Nurses Association. Later, her doctoral thesis “Disadvantaged Students in RN Programs” would reflect her Florida experience.

Carnegie was apt to quote Russell when trying to improve nursing education. In a letter to the Rockefeller Foundation nursing director in 1946, Carnegie wrote, “I am often reminded of the two basic principles of administration of nursing schools that I learned at the University of Toronto; namely, financial independence and educational control.”

Carnegie’s career highlights a remarkable number of firsts. For example, she was the first black editor of Nursing Research and first black president of the American Academy of Nurses. Carnegie also established the first baccalaureate nursing program in Virginia, at Hampton University.

Two outstanding classmates
The Rockefeller Foundation awarded their fellowships by exercising a sharp eye for potential leaders. For instance, Ruth Nita Barrow, a talented nurse in Barbados, received a public health fellowship to come here in 1943. A dynamic and charismatic individual, Barrow was at the centre of a vibrant Caribbean student community at U of T. She was also a gifted student and her year’s valedictorian.

Barrow’s valedictorian speech so impressed the Foundation officer in the audience that the representative offered Barrow a second scholarship on the spot, this time in nursing education. After Barrow completed her second year at U of T, the Foundation sent her to Jamaica to help develop and then oversee public health nursing, and to establish public health nursing education in the country. Eventually, Barrow took on a new challenge at the newly founded University College of the West Indies, introducing nursing to the first university in the region.

From 1946 to ’48, Barrow served as president of the Jamaican Nurses Association and in 1956 became the first nursing officer of Jamaica. Her remarkable career included terms as a WHO nursing adviser, and as a Council member and then director of the World Council of Churches. Dame Barrow was the permanent representative of Barbados at the United Nations, stepping down in 1990 to become the governor general of Barbados.

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Wanted: Top faculty members
The Rockefeller Foundation supported the development of nursing schools around the world, and these new schools required faculty. A great many of the fellows were part of capacity building for schools, and this is why Vera Nieh came to U of T.
In Beijing, the Rockefeller Foundation had established Peking Union Medical College (PUMC) in 1920 to demonstrate the modernizing power of Western science and education. The nursing school took only the best high-school graduates, and degree preparation was preferred. But despite the high calibre of the Chinese nurses, the directorship remained in the hands of Western nurses until Nieh completed her fellowship at U of T in 1930. She returned to China to take over the school at its most challenging point in history—during Japan’s invasion of China and the relocation of PUMC to the province of Sichuan in southwest China.

In the 1940s, another fellow, Brazilian Maria Rosa Pinheiro, went on to become a major figure in Brazilian nursing as the dean of the School of Nursing at the Universidade de São Paulo, Campus São Paulo. A few years later her colleague, Glete de Alcântara, who undertook her whole nursing studies at our school, became the dean of the School of Nursing of São Paulo, Campus Ribeirão Preto.

De Alcântara, who came here in 1940 and whose 1944 graduation picture hangs in our first-floor corridor, was so inspired by her education at the hands of Russell that she implemented what became known as “the Toronto model” at the Universidade de São Paulo. She went on to become a major professional and educational leader in Brazil, eventually serving two terms as president of the Brazilian Nurses Association.

Wanted: Practice leaders

Rockefeller fellow Eugenia Costes was destined for professional leadership, rather than education. When she returned to Romania in 1928, she rapidly became the country’s leading nurse and is now remembered as the founder of the Romanian Nurses Association. Costes’s experiences in Toronto proudly feature in the history of the development of Romanian nursing, as nurses work to rebuild their professional structures after Romania’s democracy was restored in the 1990s.

Daisy Bridges studied nursing education in Toronto in 1936. She returned to England to assume the post of tutor to students of the international program at Bedford College in London. With the outbreak of the First World War, Bridges served with distinction in France, Egypt and India with Queen Alexandra’s Imperial Military Nursing Service (QAIMS) and was awarded the Royal Red Cross.

In 1948, she assumed the position of general secretary of the International Council of Nurses (ICN). It was largely due to Bridges’s efforts that ICN developed a close working relationship with WHO. Over the next 13 years, Dame Bridges worked to heal the ruptures caused by the Second World War, rebuilding an international professional community devoted to advancing nursing and health care around the world.

The legacy continues

The Rockefeller fellows left U of T and returned home primed with the latest knowledge, and latest approaches to health care and practice to put into action in their home country. A good many returned home to marry and raise a family. At the time, women often had to choose...
between being a nurse, and being a wife and mother. Like their peers in Canada, these women no doubt greatly enriched their local communities with their knowledge, skills and leadership.

Other fellows felt touched by a sense of destiny and deeply felt the duty to serve their country. These women’s achievements (like those described earlier) are closely bound to the history of nursing and the development of health care in their countries. But their stories and their achievements are also part of the Faculty’s rich history and our contribution to the development of nursing.

Shaping the future of nursing by developing leaders was a cornerstone of the Rockefeller Foundation’s 30-year strategy to promote health in and bring stability to countries around the world. By sharing this vision, Kathleen Russell and the University of Toronto placed sleepy old Toronto at the centre of a vibrant international network to build health care and a better future for all around the world. That was the impetus for the founding of the nursing school and it remains our mission today. 

Happy 90th anniversary to all
The history of nursing at the University of Toronto is a story of individuals. In this special commemorative issue of Pulse, we help draw your attention to these remarkable nurses by boldlying their names.

Pulse and our Notable 90 list can’t begin to capture the creativity, talent and intellect that built our school. No one ever achieved anything great alone. Every nurse who ever studied or taught at our Faculty has left a mark.

This anniversary belongs to you.
U of T nursing timeline

1900s

1910s

1920s

1920
Kathleen Russell establishes the Department of Public Health Nursing as part of the Department of Public Hygiene

1922
The Class of 2T2

1924
Rockefeller fellows from around the world begin to arrive to further their nursing education

1926
The “sandwich model” of nursing education adopted. Students spend their first and last years at university, and their middle two years training at a hospital

1928
The Department of Public Health Nursing becomes a unit of U of T’s School of Hygiene
1932
School moves to 7 Queen’s Park Cres.

1933
A three-year university-based nursing program introduced

1939 to 1945
Alumni enlist to serve in the Second World War

1933
Department of Public Health Nursing recognized as an independent School of Nursing, making it Canada’s first free-standing university-based nursing program in Canada

1942
School introduces Canada’s first four-year university-based BScN program

1949
School briefly offers a five-year basic degree program

1952
Nettie Fidler appointed Director

1953
School moves to 50 St. George St.

1958
Professor Margaret Allemang conducts what is likely Canada’s first clinical research project in nursing, “Experience of Eight Cardiac Patients”
1962
Helen Carpenter appointed Director

1970
Master’s program introduced

1972
Kathleen King appointed Dean

1974
Nursing students celebrate winning “Best Float” in Homecoming Parade

1972
School of Nursing attains Faculty status

1979
Phyllis Jones appointed Dean

1988
Dorothy Pringle appointed Dean
1993  
PhD program established

1994  
Faculty awarded Canada's first endowed chair in nursing

1996  
Faculty develops Canada's first second-entry BScN degree, a two-year program for students with at least two years of university education. Educators across Canada follow suit.

1999  
Gail Donner appointed Dean

2000s

2001  
Dyanne Affonso appointed Dean

2004  
Diane Doran appointed Interim Dean

2005  
Siobhan Nelson appointed Dean

2005  
Faculty moves to 155 College St.

2006  
International Office established

2007  
Our Faculty becomes the first named nursing faculty in Canada

2008  
Clinical Simulation Learning Lab opens

2010  
The Faculty prepares for the convocation of its largest graduating class ever. Best wishes to the 170 BScN students scheduled to graduate in IT1

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Our early beginnings

Kathleen Russell fought against the prevailing belief that a nurse should be seen but not heard

To understand how revolutionary U of T’s nursing program was when it was introduced in 1920, you need to turn around and look back to when nurses apprenticed in hospitals. At the Toronto General School of Nursing, for example, students worked in the wards on 12-hour shifts, five-and-a-half days a week. On top of that, they had to attend a lecture at 4:30 p.m. almost every weekday. No wonder so many student nurses developed TB. Not only were they exposed to the bacteria, they were just plain worn out.

Many nursing students came from families facing poverty and saw the three-year hospital program as a way out of a small town or off the family farm. The hospital gave you free room, board and laundry—plus a little money. Most nursing students didn’t spend their money at the corner soda fountain, though. They mailed their dollars home.

Even before the University of Toronto introduced nursing, members of the U of T community had noted the harshness of these young women’s lives. In 1914, a committee on nursing education at U of T
referred to hospital training as an “unnecessarily arduous course making it imperative for the women while training to cut themselves off from all means of culture. They work to the limit of their strength and are expected to profit by lectures when they are physically worn out.”

The Committee suggested that nurses be educated at university, but it wasn’t until the Canadian Red Cross Society offered funding in 1920 that nursing education began on our campus.

Enter Kathleen Russell
At the age of 34, Kathleen Russell became our first director. A keen intellect, Russell had acquired a liberal education at the University of King’s College in Nova Scotia. Tall and stately, she then trained as a nurse at Toronto General Hospital where she worked on her feet 60 hours a week. Those gruelling years motivated Russell to change how nurses were educated—and what they were learning.

Hospital schools taught nursing students to be completely sub-ordinate to doctors. At the Mack Training School for Nurses in St. Catharines, Ontario, from 1874 to 1949 the student nurses’ motto would be unbelievable today. It was “I see and I am silent.”

Russell believed the objective of U of T’s program was to produce nurse leaders. At a time when no one dared question a doctor’s orders, Russell advocated for nurses standing on their own two feet. “The student is being trained to develop a dignified independence of thought and vigour of thought,” wrote Russell.

School starts
The Red Cross grant was earmarked for a 12-month certificate program to train nurses in public health. At hospital schools, nursing students learned how to care for the sick; this program would teach graduate nurses how to promote health and prevent disease.

On September 29, 1920, fifty nurses started their first day at U of T. It was right on the heels of the Spanish Flu pandemic, which had drilled home the need for community care. In its worst month, October 1919, the influenza had made half of Toronto’s population sick and killed 1,300 of its citizens.

After three years, the Red Cross funding at U of T ended. Through Russell’s tough and persistent negotiations, the university reluctantly agreed to finance the continuation of the nursing program.

The dream team
In 1924, Florence Emory, a prominent public-health nurse in Toronto, joined the U of T staff. For the next 28 years, Russell and Emory worked closely together, each complementing the other’s talents. Russell was a dreamer, Emory organized. When Russell was confrontational in a way that some felt was aggressive, Emory would follow up by smoothing the waters.

In 1926, they introduced the university’s first basic nursing program. The four-year course in public health nursing followed a “sandwich model” that saw nursing students spend Years 1 and 4 at the university, and Years 2 and 3 in Toronto General Hospital’s diploma program. Russell hated it. She believed that the university should control a nurse’s entire education. “There should be just one school in which the pupil registers, one school that will be responsible for her training and development,” she wrote.

While Russell believed that nursing education belonged at U of T, she insisted that the uniqueness of the profession be respected. “It is fairly evident that training in the technique and art of nursing is a piece of work which differs radically from that of the traditional work of a university course which indicates the pursuit of scholarship,” she wrote. “The two may be looked upon as mutually exclusive for each is a jealous mistress in her own domain.”
Marching orders for action

The *Weir Survey of Nursing Education* exposed why nurses were being trained in hospitals

In 1929, the Canadian Medical Association and Canadian Nurses Association initiated a survey to examine nursing education in Canada. Headed by George Weir, an education professor at the University of British Columbia, the landmark study was guided by a Planning Committee. One of the six committee members was Kathleen Russell, our founding director.

By 1932, the Weir report was complete and concluded that “the prime reason for the existence of training schools, especially in the minds of the trustees ... was the supply of cheap labour.”

The exposé worried hospital administrators. They feared that if their nursing schools were closed, they would lose their source of compliant students who worked 12-hour shifts for pennies. The report worried doctors. They were afraid that if nurses were university educated they’d lose control of them.

“The Weir report gave us marching orders for action and change towards independent nursing schools,” said Florence Emory, a U of T nursing instructor and the president of the Canadian Nurses Association when the report was released.

Emory pointed out that it was up to nurses to change the way that nurses are educated. Certainly hospital administrators and physicians weren’t about to help. “Nursing had to pull itself up by its bootstraps to become a profession,” wrote Emory. “What we did was not done for us by any outside group; what was done was done by nurses themselves.”

In this 1933 photo, Kathleen Russell is central in the second row but upstaged by her dog, in the front row.
Nursing had to pull itself up by its bootstraps to become a profession

—Florence Emory

Everyone’s favourite teacher

In her whiter-than-white lab coat, Jean Wilson taught theory in the classroom and then shepherded her students across College Street, their navy capes flying in the wind, to put what they had learned into practice at Toronto General Hospital. Moving seamlessly from classroom to clinical setting, Wilson achieved Russell’s dream of integrating theory with clinical practice. Previously, hospitals provided the practical experience and universities stuck to theory.

In 1937, when Wilson joined our staff, her teaching style was considered downright radical. But the integration of theory and practice seemed logical and came naturally to her exuberant spirit. Wilson likely felt that she was providing the kind of nursing education she wished she had received.

Wilson trained in Toronto General Hospital’s three-year nursing program—and almost didn’t finish. Wilson resented the rigid rules. She didn’t understand why you needed to make beds 365 days a year to learn how to make a bed. In her first year, she wrote her father asking him to send her money to return home to Regina. Fortunately for our school, Mr. Wilson refused. He told his daughter to finish what she had started. Soon after finishing her training, she began teaching at U of T.

Heather Ferguson, who graduated from the degree program in 4T8 and then served as a clinical instructor, fondly wrote of two of Wilson’s “amusing” and “perhaps eccentric” personal vendettas. Jean Wilson insisted that toilet paper, which she called “white roses,” never be left on the bedside table, wrote Ferguson. And Wilson was just as insistent that no nurse should ever refer to a patient by his or her illness. For example, you would never call Miss Adams in Room 6 “the gallbladder stone.”

“Jean Wilson approached discussions of the patient as a person with a context,” recalls Judy Watt-Watson, BScN 6T7, MScN 8T4, who was in Wilson’s nursing fundamentals course in 1963. “She was gentle but firm in emphasizing the uniqueness of each person, and our unique role as professionals,” says Watt-Watson, a professor emerita who is now the executive director of our Centre for Advanced Studies in Professional Practice.

Wilson’s respect for the patient extended to the classroom, where the students would practise their clinical skills on each other before trying them on patients. Watt-Watson remembers her classmate giving her a bath bed so she would know what it was like to be bathed in water that wasn’t warm enough. She also remembers nervously giving her colleague a saline injection to practise her skills.

Wilson, an instructor here for almost 40 years, is warmly remembered by hundreds of nursing students. “She taught us facts but also a love of nursing through the lens of being a professional,” says Watt-Watson.
Lest we forget

When war encircled the globe, U of T nurses rushed to join the Forces and care for the wounded

The nurses could feel the battle in the distance. They knew to ready themselves for the trucks that would bring the injured to their canvas tents. Soldier after soldier would be carried into their makeshift wards on stretchers. The nurses knew the men’s suffering would be enormous and that some would die that night.

In total, 4,000 nurses served in the Second World War. All had the skills they had honed at nursing school, but little could have prepared them for the sudden massive admissions, the horrific wounds and the danger. The average age of a nurse serving in the war: 25.

In Toronto, a nursing shortage developed as nurses left the hospitals to further the war effort. Our nursing school responded by helping the university’s Extension Department offer refresher courses for married and retired nurses so they could return to the workforce. The school’s instructors also helped develop courses—such as “Wartime Problems in the Field of Communicable Disease”—to prepare nurses for military practice.

Even before Canada declared war, faculty member Jean Wilson, 3T4, predicted “there would be an immediate rush by nurses to answer ‘The Call’ for their professional services.”

Wilson was right. Unlike in the U.S., nurses in Canada were eager to serve. In fact, throughout the Second World War more Canadian nurses volunteered than the Armed Forces had positions for. The Forces had to start a waiting list which, at one time, had the names of 8,000 nurses on it.

Gas drills were routine for some of our alumni who enlisted.
Serving their country

Many U of T nursing grads enlisted to be a “Nursing Sister” with the Forces. Among the first to enlist was Dorothy Percy, 2T5, a teacher at our school since 1934. Percy joined the Royal Canadian Army Medical Corps (RCAMC) and was later decorated for her service in Canada and overseas.

Five alumnae served in No. 15 Canadian Military Hospital, the first hospital unit to go to England. Edith Dick, 3T2, was appointed Matron of No. 15 Hospital. Later, Dick became the Assistant to the Matron-in-Chief of the RCAMC.

Heather Kilpatrick, 4T0, was one of our grads to serve with the United Nation’s Rehabilitation and Relief Administration. Kilpatrick was sent to the Nuseirat Camp in Palestine to help care for the Greek refugees.

Emma Jordison, 4T0, entered flight nurse training when she joined the Air Force. When Jordison tied for first place in her training class of 94 students, word of this talented, young Canadian nurse spread across the country.

Eva Wannop was studying nursing administration, supervision and public health at U of T when she decided to answer the call. But first, she asked the school’s directors if they would hold her place. After serving in Canada and England for five years, Wannop returned to U of T and continued where she had left off.

Victory Day!

In 1945, the most devastating war in world history finally came to an end, and the promise of peace spread around the war-weary Earth. The Canadian government offered the veterans “re-establishment credits” to fund their education. The hallways at U of T filled with veterans, some still reeling from the thundering sounds of an air raid.

Evelyn Fleming, who had been a Nursing Sister in occupied Germany, enrolled in U of T’s Certificate in Public Health Nursing program, graduating in 1948. Dorothy Doan, after serving in Cape Town, South Africa, and Cairo, Egypt, earned her Nursing Service Administration Certificate in 1954 and then her Hospital Organizational Management Certificate.

Margaret Allemang, who had graduated from the basic program in 4T0, used her veteran’s credits to complete her BScN in 4T7 and her Certificate in Nursing Education in 4T8. Soon after, Allemang joined our teaching staff.

The government credits also allowed veterans to change careers. Edna Oudot, who had served as a secretary during the war, used the credits to become a nurse. Oudot proudly received her BScN degree at the 1953 convocation.
The 1950s and 1960s

New beginnings

The school had outgrown its original home and maybe some of its original ideas

By the early 1950s, the nursing residence and school at 7 Queen’s Park Cres. was bursting at the seams. The staff set up satellite residences in a rooming house and a seven-bedroom apartment, and had a portable constructed on the lawn outside the building to provide much-needed classroom space. But clearly, they needed a new school.

Kathleen Russell, the director, believed that an important part of a nurse’s education should be gracious living in an intellectually stimulating environment. And certainly the Queen’s Park home had enjoyed more than its share of fascinating guests and elaborate pageantry. For Christmas dinner, a boar’s head was carried in procession from the living room to the dining room. On sunny Sunday afternoons in spring, tea was served on the front lawn. And every year, the Alumnae Association used the surrounding parkland to host a garden party.

Russell wanted to continue these gracious traditions, and even expand on them. In a memo to the university president, she suggested that the new building have “outside space with sufficient ground for at least one tennis court.”

The alumnae rolled up their sleeves and began fundraising for the new building. They held a theatre night at the Royal Alexander with the lieutenant-governor and raised $700. They held bridge nights, bazaars and garden fetes, contributing several thousand dollars to the cause.

In 1953, at the official opening of the new nursing building at 50 St. George Street, the university’s chancellor said he regretted that funding did not allow for a residence. And Russell was nowhere to be seen.
“For Christmas dinner, a boar’s head was carried in procession from the living room to the dining room.”

The nursing degree gains respect
By the mid-1960s, a degree was seen as a requirement for teaching, supervisory and public health positions in nursing. Still, tensions remained between hospital-trained and university-educated nurses. U of T students closed rank and presented a unified front against the skepticism about their clinical proficiency in the hospitals. By facing these adversities as one, the classmates formed deep, long-lasting friendships.

When **Helen Carpenter** became the director in 1962, knowledge in medical science was growing by leaps and bounds, especially since the discovery of DNA in 1953. While nursing students continued to take liberal arts courses such as English, psychology and history, the curriculum sharpened its focus on the sciences. Carpenter, a 3T3 graduate of the basic nursing program, knew that strengthening the focus on the sciences would help pave the way for a master’s program in nursing.

In 1959, Kathleen Russell retired as our school’s director.

Following in Russell’s footsteps
The first 65 years of nursing at the University of Toronto is very much a story of **Kathleen Russell**. It wasn’t until the late 1980s that the Faculty had a director who hadn’t been taught by and hadn’t worked directly with Russell. Here’s the lineage.

- In 1952, **Nettie Fidler** was appointed director. She had worked under Russell from 1936 to ’47.
- Then in 1962, **Helen Carpenter** became dean. From 1929 to 1933, she had been one of Russell’s students. In 1948, Russell hired her, and Carpenter joined the school as a full-time professor.
- In 1972, **Kathleen King**, who had earned a nursing degree and diploma under Russell in 1947 and 1951, became dean.
- In 1979, **Phyllis Jones** was appointed dean. She had been a student under Russell in the late 1940s, graduating in 5T0. Jones served as dean until 1988.
Rolling out the grad programs

The Faculty introduced a master’s program in 1970, which led to our doctorate program

In the 1970s, a time when everyone was trying to figure out how to use the newfangled pocket calculator, graduate education for nurses was brand new, too. The pool of students with a master’s degree was growing though, and Dorothy Pringle, our dean from 1988 to ’99, wondered if the Faculty could offer Ontario’s first doctoral degree in nursing. She struck a task force to investigate—externally and internally—our readiness to launch a PhD program. “Everyone said, ‘Go for it!’” recalls Pringle. “We were so excited by the response.”

The Faculty had one enormous hurdle to overcome—a lack of PhD-prepared nurses to supervise the doctoral students’ thesis research. “The nursing programs at McGill, the University of British Columbia and McMaster were head-hunting at the same time, and there just weren’t enough nurses with PhDs out there,” says Pringle. “We had to scramble and compete hard.”

Pringle recruited internally by encouraging current faculty members, such as Judy Watt-Watson, to do a PhD. In addition, the Faculty recruited across Canada, all the time keeping a careful eye on the character of each candidate. “We hired excellent people because we stuck to the principle ‘You recruit the person, not the degree,’” says Pringle.

It was a winning strategy. Educating nurse leaders for advanced practice and research is now a hallmark of the Bloomberg Faculty. Our master’s program provides the bulk of graduate education to nurses in southern Ontario. And the Faculty is about to award its 57th PhD. What’s more, nurses enjoy our graduate school. On the next page, meet some of the early grads of the master’s program.
Anyone need a clinical nurse specialist?
As the head nurse of the nephrology unit at Sunnybrook Hospital, Susan Smith wanted to heighten her clinical skills. Dorothy Wylie, 5T9, the hospital’s vice-president of nursing, encouraged Smith to try the fledgling master’s program at U of T. After all, it was just a short trip downtown, and Wylie had had to go to the States to earn her master’s.

Smith enrolled and focused her thesis on the knowledge needs of patients with chronic renal failure. When she graduated with an MScN in 7T6, few hospitals knew what to do with a master’s-prepared RN. “I couldn’t get a job as a clinical nurse specialist, and neither could many of my classmates,” she recalls.

Still, Smith found the program worthwhile. “The master’s broadened my perspective,” she says. “I learned how to take more viewpoints into account.”

Smith’s broad perspective landed her an executive position at Toronto General Hospital. Later, she was elected president of the College of Nurses of Ontario and then appointed vice-president of clinical programs at Hamilton Health Sciences. In all of these roles, Smith nudged other nurses toward taking a postgraduate degree. “I encouraged everyone to pursue higher education,” she says.

A matter of degrees
Earning two nursing degrees—a BScN in 6T8 and an MScN in 7T7—was just a start for Hilary Llewellyn-Thomas. The nursing degrees flung open the door to U of T’s Institute of Medical Science where she did a PhD in medical decision sciences.

From there, Llewellyn-Thomas went on to investigate important questions such as: How can health care providers optimize patient decision-making? What are the components of informed choice?

Her illuminating research led to her appointment as a National Health Scholar in 1989. She credits a course on research methods taught by Margaret Cahoon, 4T6, which she took during her master’s, as crucial to honing the investigation skills needed to cinch this prestigious federal award.

A Faculty of Nursing professor from 1989 to 2000, Llewellyn-Thomas was cross-appointed to the Faculty of Medicine. “At U of T, there are fascinating opportunities to pursue creative, rigorous, interdisciplinary work in health care research,” she says.

In 2000, Llewellyn-Thomas moved to Hanover, New Hampshire, where she’s now a professor in community and family medicine at Dartmouth College, and its co-director of the Center for Informed Choice in the Institute for Health Policy and Clinical Practice.

An eye-opener
In the mid-’70s, Margaret Fitch had finished a year of clinical practice and was considering a master’s. Then her mother made it official by writing in her Christmas newsletter: “Margaret is going to graduate school next year.”

“I hadn’t even applied,” Fitch says with a laugh. But she got on it and soon after received a fellowship to study in one of the first master’s of nursing science classes. In that small class of seven under the tutelage of Margaret Cahoon, she says that her eyes were opened to “the whole world of research that has been the core of my being every since.” Fitch, MScN 7T7, went on to complete a PhD in medical science at U of T.

Now head of oncology nursing and a co-director of the patient and family support program at Sunnybrook Health Sciences Centre’s Odette Cancer Centre, Fitch has researched many nursing issues, including how to reduce psychosocial distress in cancer patients and how to measure fatigue. She has also contributed 150 articles and abstracts to peer-reviewed journals and received myriad awards for her work.
The 1990s

Nurse practitioners: expanding the role
Say hello to the nurse who can diagnose, prescribe and manage complex care

From left to right: Monica Parry, Cynthia Struthers and Krista Keilty, co-ordinator of the Faculty’s nurse practitioner program—paediatrics
By introducing a post-master’s nurse practitioner (NP) program in 1994, our Faculty became a leader in NP education. Since then, more than 500 students have completed our various NP programs and now provide advanced nursing care in Ontario and, indeed, across Canada.

It’s not the only time the Faculty has led the way with its NP programming. In 2002, the Faculty made U of T history by offering the university’s first fully online master’s degree. By taking its NP program to the Internet, the Faculty was able to provide the kind of flexibility that practising nurses require. It also made graduate education accessible to nurses who live outside of a major city.

“Online education promotes an interdependent collaboration and a diversity of thought among students, educators and leaders from local, national and international locations,” says Monica Parry, PhD 0T8, the director of NP programs. “Online education also fosters the development of excellent time management skills, skills that are necessary for successful practice in a complex health care environment.”

Again this year, the Bloomberg Faculty made history. It introduced a new NP specialty program in anaesthesia. Here, four alumnae share their thoughts on being an NP.

The trailblazer
At the age of 54, when other nurses might be thinking about winding down their career, Thora (Jerry) Gerow, 4T7, 5T1, charged ahead and advanced her practice. In 1973, she became one of Canada’s first NPs, building on a nursing career that began in 1941.

After training to become an NP, Gerow went on to practise for another 20 years and helped found the Nurse Practitioners’ Association of Ontario. In 2005, NPAO honoured Gerow by naming an award after her—the Jerry Gerow Nurse Practitioner Leadership Award.

Always keen to see a nurse’s contributions recognized, Gerow, now 91, is still pushing for change. Today, she’s working toward having the name of the clinic at her retirement residence changed to “health centre” from “medical centre.” As she explains, “‘Medical centre’ puts the emphasis on doctors, but nurses are doing all the work.”

I’ll be with you
Cynthia Struthers, ACNP 9T7, became an NP to facilitate the best care for her clients. “I often felt I had to wait for another colleague to carry the ball with my patients. Being a nurse practitioner lets you finish the game,” she says.

While Struthers says that many hospital senior-management teams have been supportive, she remembers instances when her medical colleagues felt threatened by the autonomy of the expanded role, and also times when she was expected to handle responsibilities that were beyond her scope of practice. “We persevered—it was very draining but very exciting to carve out something new,” she says.

Struthers has held nursing management positions at Princess Margaret Hospital and the Hospital for Sick Children. Now she has her own nurse consulting firm and continues to advocate for the advanced practice role. She was instrumental in co-ordinating our new diploma in anaesthesia care for NPs, the first program of its kind in Canada.

Creating the future
Marilyn Butcher, BScN 7T7, and Roberta Heale, BScN 8T8, opened the first NP-led clinic in Canada. Since welcoming their first clients to Sudbury District Nurse Practitioner Clinic in 2007, their primary-care model has proven so successful that it led to the Ontario government announcing that it will open 25 NP-led clinics by 2012.

To launch the new health care option, the two NPs filed a proposal with the Ontario Ministry of Health and Long-Term Care in 2005. When the Ministry rejected it, Butcher recalled her U of T professor, Kay Harrison, encouraging the class to challenge things around them that weren’t right.

At the time, there were eight unemployed NPs in Sudbury and 30,000 people without access to primary care. Things around them were definitely not right. Butcher and Heale asked several nursing organizations to help them lobby the Ministry to move the NP role forward. “Political advocacy is a key competency of nursing,” says Butcher.
So much to celebrate!

If the present is any indication, the future of our Faculty will be no less than dazzling

If only we could invite our school’s founder, Kathleen Russell, to drop by for tea. She would be so impressed by the Bloomberg Faculty’s ample office space, having had to make do with cramped quarters when she was director. The computerized patient simulators in the SIM Lab, though, would likely terrify a person born in 1886.

What would please Russell the most are our graduates. When Russell started U of T’s nursing school in 1920, nurses were
subservient and silent. Russell, though, believed that nurses should have “a dignified independence of thought and vigour of thoughts.” She envisioned nurses as leaders.

If Russell could only meet Hilary Hall, BScN 6T9, she would see that her vision, 90 years later, is now fully realized. Even before Hall graduated, she had helped to create IMAGINE, an interprofessional health outreach initiative for marginalized populations. Today, Hall continues to take a leadership role with the marginally housed and also practises as a diabetes nurse educator. And, Hall and five other recent Bloomberg grads aren’t letting the stress and isolation they felt in the transition from student to novice nurse go undocumented—or unresolved. The colleagues are investigating the role of peer support for novice nurses. They’ll share their ideas at a conference this December.

If Russell could be here, she’d be so proud of Hall and our following rising stars who have studied at our school over the past two decades. And if Russell could linger with us a little longer, she’d see that the best is still to come.

Soothing heartaches

When Michael McGillion, PhD 0T6, was an emergency room nurse in the 1990s, he noticed that conventional cardiovascular treatments weren’t helping some of his patients. And these patients weren’t recognized as candidates for pain management either. Instead they fell through the cracks between two arenas in health care—cardiology and chronic pain management.

Wanting to improve the quality of life for people with debilitating cardiac pain caused by refractory angina, McGillion applied to the master’s program at the Faculty. He became the first student to complete an MN-PhD transfer, which has remained an option for high-achieving students.

Today, McGillion is an assistant professor at our Faculty and a recent recipient of the McMaster University Arch Award for outstanding academic achievement. He is busy establishing a formal collaboration between the cardiovascular and pain science communities by leading the development of Canadian practice guidelines for the management of refractory angina. “The Faculty is known internationally as a research-intensive environment,” he says. “I’m very pleased to be a part of it.”

Always learning

While building a stellar career that spans almost all practice domains, Barbara Mildon, BScN 6T3, MN 7T8, studies off and on at our Faculty. In 1987, she took courses to upgrade her nursing diploma to a baccalaureate while practising with Saint Elizabeth Health Care as a visiting nurse and then district manager. She loved her work.

“At the urging of my superiors, I returned to school kicking and screaming,” she recalls. Her “superiors” seem to have known what was best for Mildon. “It was my education at U of T that opened the world of nursing to me and gave me the knowledge to progress through my career roles.”

Since then, Mildon has held clinical practice and executive positions in Ontario and British Columbia. In addition, she headed up the development of national standards of practice for community health nursing, leading the Canadian Nurses Association to recognize community health nursing as a specialty. This year she became CNA’s president-elect.

And again, Mildon is back studying at our Faculty. As a doctoral candidate, she’s working on her dissertation: “The Concept of Home Care Nursing Workload: Analysis and significance.”

Everyone needs a mentor

Sepali Guruge, BScN 7T5, MSc 7T9, PhD 0T7, focused her doctoral work on the influence of gender, racial and socio-economic inequalities on the production of partner violence in the post-migration context. This work was supported by a doctoral fellowship from the Canadian Institutes of Health Research (CIHR).

Now she’s researching violence against women throughout the migration process, an endeavour supported by a five-year New Investigator Award (2008-2013) from CIHR.

In her current capacity as an associate professor, Guruge teaches in the graduate program in nursing at Ryerson University, and supervises graduate students in nursing, immigration and settlement studies, public health, and policy studies at several universities.

Guruge is quick to acknowledge the help she received from one U of T professor in particular, Gail Donner, who mentored her from her undergraduate studies right through doctoral work.

“I always say I’m here because of Gail and all the help she gave me.”
To celebrate the Faculty’s 90th anniversary, we named 90 University of Toronto nurses to our Notable 90 honour roll

Recognizing 90 U of T nurses—10 per decade—felt like a daunting task when we started the selection process. Bloomberg doctoral student Jaime Lapeyre, BScN 0T4, MN 0T5, who led the research on the honour roll, confirmed what we already knew—our alumni are extraordinary. And since we’re celebrating our Faculty’s anniversary, we absolutely had to acknowledge the nurses who contributed to our school’s development. It would certainly have been remiss not to recognize Kathleen Russell, our school’s founder. Many of our Notable 90 believed in something—a radically new nursing school, a novel nursing association—that didn’t exist, except in their imagination. They worked tirelessly until their vision manifested in bricks and mortar, or in a membership list. Other honoured nurses shouldered the responsibilities of a leadership role, whether it was at a downtown hospital or rural community clinic, the World Health Organization or the federal government, in Toronto or in Chengdu, China. We also wanted to acknowledge the nurses whose research has broadened our understanding and whose educational leadership mentored generations of nurses in Canada and around the world.

Midway through the selection process, we began to question what it was we were looking for. Was it the nurse who gave a strong clear voice to nursing at a provincial ministry? Yes. Was it the nurse who left his or her comfortable home to serve in a remote, underserviced area? Of course. What about the nurse who has provided exemplary bedside care for four decades? Absolutely! There are certainly more than 90 U of T nurses who deserve to be recognized. What we learned from the selection process is that we are enormously proud of each and every one of our graduates. And we are forever grateful to the nurses who had the vision to see all the possibilities of the Bloomberg Faculty long before they evolved into the reality we enjoy today.
1920s

**Maria Babicka-Zachertowa**, 2T6, came from Poland to study at U of T. She helped develop Poland’s first national nursing policy, which was enacted in 1935.

**Maria de Castro Pamphiro** founded the Brazilian National Graduate Nursing Association and served as the Vice-President of the Alfredo Pinto Nursing School in Rio de Janeiro.

**Marija Gruber**, 2T6, came from Yugoslavia to study at U of T. She returned home to lead in the establishment of public health nursing as Yugoslavia’s Public Health Nurse Supervisor.

**Margaret Kerr**, Certif. in Public Health Nursing 2T2, was the President of the Registered Nurses Association of British Columbia. From 1944 to 1965, she served as the Editor of Canadian Nurse.

**Cora Kilborn**, Certif. in Public Health Nursing 2T4, left her native Canada in 1946 to lead the first baccalaureate program for nurses at University Hospital, West China Union University, in Chengdu, Sichuan.

**Harriet Meiklejohn**, 2T1, served as the Superintendent of Women’s College Hospital from 1927 to 1943.

**Inez Oyarzabel** came from Spain to study at U of T. Oyarzabel helped guide the development of public health nursing in Spain.

**Dorothy Percy**, Certif. in Public Health Nursing 2T5, served as the Chief Nursing Consultant for Health and Welfare Canada from 1953 to 1967.

**Kathleen Russell**, LLD (Hon.) 5T6, founded U of T’s nursing school in 1920 and served as its Director until 1952.

**Venny Snellman**, 2T9, who came from Finland to study at U of T, was appointed the Inspector for Nursing Education, which at the time was Finland’s highest nursing position. Prior to accepting this role in 1929, Snellman had participated in two international training programs for nurses, one with the League of Red Cross Societies and the other funded by the Rockefeller Foundation, which included her U of T studies. In Finland, Snellman implemented a new three-year nursing curriculum.

1930s

**Fatma Abdurrahman**, Certif. in Public Health Nursing 3T3, came from Turkey to study at U of T. She served as an Instructor at and the Director of Turkish Red Crescent School in Istanbul.

**Irene Abegas** came from the Philippines to study at U of T. Abegas directed the Nursing Service for the Philippine National Red Cross. In 1963, her contributions were recognized with a Florence Nightingale Medal.

**Daisy Bridges**, 3T8, who came from England, became a highly decorated military nurse who served with Queen Alexandra’s Military Nursing Service during the Second World War. From 1948 to 1961, she was the General Secretary for the International Council of Nurses.

**Helen Carpenter**, Certif. in Public Health Nursing 3T3, was the President of the Canadian Nurses Association and then from 1962 to 1972 served as the Dean of U of T’s School of Nursing. In 1971, she was also a Consultant to the World Health Organization.

**Eileen (Ethel) Cryderman**, Certif. in Public Health Nursing 3T1, served as the District Director of the Toronto branch of the Victorian Order of Nurses and the President of the Canadian Nurses Association.

**Florence Emory**, LLD (Hon.) 7T0, the Associate Director of U of T’s School of Nursing, was a key figure in the establishment of our school. She also served as the President of the Canadian Nurses Association.

**Verna Huffman Splane**, Certif. in Public Health Nursing 3T9, ScD (Hon.) 0T7, became Canada’s first Principal Nursing Officer, the highest nursing office in the country. Splane also served as the Vice-President of the International Council of Nurses and completed various assignments around the world for the World Health Organization. Her myriad honours include the Order of Canada, the Queen’s Silver Jubilee Medal and Gold Jubilee Medal, the Jeanne Mance Award and the Canadian Red Cross Distinguished Service Award.

**Vera Nieh (Nie Yuchan)**, Certif. in Public Health Nursing 3T0, was the first Secretary of the Chinese Ministry of Education’s Central Board of Nursing Education, President of the Chinese Nurses Association and the first Chinese Dean of Peking Union Medical College School of Nursing.

**Harriet Meiklejohn**, 2T1, served as the Superintendent of Women’s College Hospital from 1927 to 1943.

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**Edith (nee Dick) Rainsford**, Certif. in Public Health Nursing 3T2, served as the Director of the Nurses’ Registration Branch at the Ontario Department of Health.

**Jean Wilson** was a much loved teacher at U of T’s School of Nursing, serving from 1935 to 1974. She was instrumental in creating a nursing education model that integrated the educational setting with the clinical setting. Wilson was also a Consultant with the World Health Organization in India.

1940s

**Margaret Allemang**, Certif. in Public Health Nursing 4T0, BScN 4T7, Certif. in Nursing Ed. 4T8, became one of Canada’s most prominent military nurses, having served with distinction in the Royal Canadian Air Force from 1942 to 1945. She later co-founded both a provincial and national nursing-history association.
Olive Frances Griffith came from England to study at U of T and served as a Psychiatric Nursing Consultant to the United Nations Relief and Rehabilitation Administration.

Heather Kilpatrick, Certif. in Public Health Nursing 4T0, became the first Director of Nursing for British Columbia’s Health Department soon after graduating. In 1944, she took a position with the United Nations Rehabilitation and Relief Administration and was assigned to the Nuseirat camp in Palestine, which cared for Greek refugees. After returning to Vancouver, she became the Head Nurse for the Outpatient Department at Shaughnessy Hospital.

Aagot Lindstom, 4T9, who came from Norway to study at U of T, served as the Principal of Ullevål’s Nursing School in Oslo, Norway; as a Consultant to the World Health Organization; and as the President of the Northern Nurses Federation, an organization of five Nordic nurses’ associations.

1950s

Sylvia Burkinshaw, Certif. in Nursing Ed. 5T3, who came from England, held the positions of Director of Nursing, Director of Medical Services, Ombudsman and Assistant Chief Executive Officer at Kingston General Hospital.

Nettie Fidler was the President of the Registered Nurses’ Association of Ontario from 1945 to 1949. Then from 1952 to 1962, she served as the Director of U of T’s School of Nursing.

Nita Barrow, Certif. in Public Health Nursing 4T4, Certif. in Nursing Ed. 4T5, LLD (Hon.) 8T7, came from Barbados to study at U of T, and was the first Principal Nursing Officer of Jamaica within the Ministry of Health and the first female Governor General of Barbados.

Mary Elizabeth Carnegie, Certif. in Nursing Ed. 4T5, came from the States to study at U of T. She went on to become a prominent nurse scientist, educational innovator and advocate for change in the educational opportunities and professional lives of African-American nurses.

Glete de Alcântara, Certif. in Public Health Nursing 4T4, came from Brazil to study at U of T. She founded and was the Director of Ribeirão Preto Nursing School in São Paulo, and served two terms as the President of the Brazilian Nurses Association.

Victoria Eugenia Gaete, Certif. in Nursing Ed. 4T5, simultaneously directed both the Beneficencia School of Nursing in Santiago and the Carlos Van Buren School of Nursing in Valparaiso, Chile. She also served as a Nurse Adviser to the World Health Organization and a Consultant to the Pan-American Sanitary Bureau.

Thora (Jerry) Gerow, Certif. in Public Health Nursing 4T7, Certif. in Public Health Nursing (Advanced) 5T1, was a trailblazer for new practice roles. Gerow helped found the Nurse Practitioners’ Association of Ontario.

Ligia Gomezjurado, Certif. in Clinical Supervision 4T7, came from Ecuador to study at U of T. In 1949, she became the first Ecuadorian nurse to be appointed Director of the National School of Nursing in Quito.
Inger Gotzsche, Certif. in Nursing Ed. 5T1, who came from Denmark to study at U of T, served as a Nurse Adviser to the World Health Organization in Egypt. She was also the Principal of a preliminary school of nursing in Denmark and co-founded the Danish Society of Nursing History.

Phyllis Jones, BScN 5T0, served as the Dean of U of T’s Faculty of Nursing from 1979 to 1988. At the University of Turku in Finland, she helped establish a master’s of nursing program.

Floris King, BScN 5T5, was a Field Program Director and Nursing Consultant with the Canadian Tuberculosis Association. In 1968, shortly after completing her doctoral degree in public health in the U.S., she helped establish the University of British Columbia’s first master’s in nursing program. In 1971, King organized the First National Conference on Research in Nursing Practice with a grant from Canada’s Department of National Health and Welfare. In 1972, she became the Director of the Dalhousie University School of Nursing in Halifax. Later, King became the Director of the School of Nursing at the University of Minnesota.

Kathleen King, BScN 5T1, is an Emeritus Dean of U of T’s Faculty of Nursing, having served in this role from 1972 to 1979. She is a committed educator, scholar and nursing leader.

Maria Leite-Ribeiro, Certif. in Clinical Supervision 5T2, from Portugal was a Nurse Adviser in Turkey for the World Health Organization and later an Assistant Regional Nursing Adviser for WHO’s European office.

Haiffa Midani, Certif. in Nursing Ed. 5T2, who came from Syria to study at U of T, served as the President of the Syrian Nurses Association. In 1959, she was appointed the Director of the School of Nursing at the Palestinian Refugees Institution.

Lily Turnbull, Certif. in Nursing Ed. 5T2, was appointed the Chief Nursing Officer of the World Health Organization in 1969.

Dorothy Wylie, Certif. in Public Health Nursing 5T9, was the Assistant Executive Director of Patient Care at Sunnybrook Hospital, the Vice-President of Nursing at Toronto General Hospital from 1978 to 1988, and the President of the College of Nurses of Ontario and the Registered Nurses’ Association of Ontario.

Joy Calkin, BScN 6T0, was the Dean of Nursing, and the Associate Vice-President Academic and Provost at the University of Calgary.

Dorothy Craig, Certif. in Public Health Nursing 5T6, BScN 6T7, MScN 7T8, is a Professor Emeritus of U of T’s Faculty of Nursing.

Mary Ferguson-Paré, BScN 6T7, an Associate Professor (status) at U of T, is the Vice-President, Professional Affairs and the Chief Nurse Executive of the University Health Network, Toronto. She is a Fellow of the Wharton School of Business at the University of Pennsylvania, and a Past-President of the Academy of Canadian Executive Nurses and the Registered Nurses’ Association of Ontario.

Ruth Gallop, BScN 6T5, MScN 8T3, is a Professor Emeritus of U of T’s Faculty of Nursing and an internationally renowned scholar on women’s psychological health.

Hilary Llewellyn-Thomas, BScN 6T8, MScN 7T7, a former U of T faculty member, undertook groundbreaking research in health care decision-making. She is now a Professor in the Department of Community and Family Medicine at Dartmouth Medical School in New Hampshire.

Marion Pope, Certif. in Public Health Nursing 5T2, BScN 6T8, MScN 7T5, served as a faculty member at Ewha Womans University in Seoul, South Korea, after completing doctoral studies in Korea.

Margaret Risk, Certif. in Public Health Nursing 5T8, BScN 6T6, MScN 7T3, was the Executive Director of the College of Nurses of Ontario from 1983 to 2000.

Judy Watt-Watson, BScN 6T7, MScN 8T4, is a Professor Emeritus of U of T’s Faculty of Nursing, an internationally recognized pain researcher and the Executive Director of U of T’s Centre for Advanced Studies in Professional Practice.

1970s

Bonnie Adamson, BScN 7T4, is the President and Chief Executive Officer of North York General Hospital.

Marilyn Longo Dollinger, BScN 7T4, has held positions in nursing policy, education and practice. Since 2006, she has served as the Associate Dean of Wegmans School of Nursing in Rochester, New York.

Jane Drummond, BScN 7T2, is a prominent paediatric nurse researcher and the Vice-Provost (Health Sciences Council) of the University of Alberta in Edmonton.

Margaret Fitch, MScN 7T7, is a leading oncology nurse at the Odette Cancer Centre in Toronto and a Past-President of the International Society of Nurses in Cancer Care.
Lilian Ross, BScN 7T8, MScN 8T3, has served as the Chief of Nursing Practice at Women’s College Hospital, the President of the Canadian Nurses Association and the President of the Registered Nurses’ Association of Ontario.

Heather Arthur, MScN 8T1, a nursing Professor at McMaster University in Hamilton, holds the Heart and Stroke Foundation of Ontario/Michael G. De Groote Chair in Cardiovascular Nursing Research.

Janet Beed, MScN 8T0, has fulfilled the role of President and Chief Executive Officer of Markham Stouffville Hospital since 2005.

Anne Coghlan, BScN 8T1, MScN 8T5, has served as the Executive Director of the College of Nurses of Ontario since 2000.

Cheryl Forchuk, MScN 8T0, is a leading psychiatric nursing researcher and a Professor at the University of Western Ontario’s School of Nursing in London.

Members of the Class of 6T5
Marilyn Ford-Gilboe, MScN 8T7, is the T.R. Meighen Family Foundation Community Nursing Professor and Chair of the Graduate Programs at the University of Western Ontario’s School of Nursing in London.

Ellen Hodnett, MScN 8T0, is a Professor and the Heather M. Reisig Chair in Perinatal Nursing Research at U of T. Hodnett is also an Editor for the Pregnancy and Childbirth Group of the Cochrane Collaboration, a member of the Scientific and Technical Advisory Group of the World Health Organization Maternal and Reproductive Health Research Program, and an inaugural Fellow of the Canadian Academy of Health Sciences.

Ellen Rukholm, MScN 8T8, a Professor at Laurentian University in Sudbury, is an expert on rural and northern nursing. She served as the Executive Director of the Canadian Association of Schools of Nursing from 2007 to 2009.

Tilda Shalof, BScN 8T3, is a popular author and has practised as a critical care nurse for 26 years.

Bonnie Stevens, MScN 8T3, is a Professor at the Bloomberg Faculty and the Director of the Centre for the Study of Pain at U of T. She holds the inaugural Signy Hildur Eaton Chair in Paediatric Nursing Research at SickKids.

Michael Villeneuve, BScN 8T3, MScN 9T3, has held a variety of key policy positions in nursing. He currently serves as a Senior Nursing Policy Consultant at Health Canada’s Office of Nursing Policy.

1990s

Gillian Brunier, MScN 9T1, ACNP 9T6, has practised in nephrology for 24 years—as a staff nurse, clinical nurse specialist and specialty practitioner. For 10 years, she has volunteered to be the Editor of the Canadian Association of Nephrology Nurses and Technicians’ journal.

Irene Elliott, ACNP 9T5, has practised at SickKids for longer than 38 years. Currently an acute care nurse practitioner in neurology, much of her clinical practice, education and research has focused on children with epilepsy and their families.

Pam Hubley, MScN 9T3, ACNP 9T5, the Associate Chief of Nursing Practice at SickKids, is a professional practice leader for more than 90 advanced practice nurses at the hospital. Hubley played an important role in shaping nurse practitioner policy at the local, provincial and national levels.

Mary Glavassevich, MN 9T5, has served as a Patient Care Manager at Sunnybrook Health Sciences Centre for more than 35 years and provided leadership to ensure that the care of surgical cancer patients is considered part of the oncology nursing program.

Kathleen MacMillan, MScN 9T2, was Canada’s first provincial Chief Nursing Officer, in Ontario, from 1999 to 2001. She was also the Executive Director of the Office of Nursing Services, First Nations and Inuit Health Branch, Health Canada as well as a Policy Adviser to the Ontario Minister of Health and Long-Term Care, and the Past-President of the Registered Nurses’ Association of Ontario.

Since 2005, she has been the Dean of the School of Health Sciences at the Humber Institute for Technology and Advanced Learning. In 2008, the Canadian Nurses Association honoured MacMillan with a Centennial Award.

Linda McGillis Hall, MScN 9T3, PhD 9T9, is a Professor and the Associate Dean of Research and External Relations at the Bloomberg Faculty. She became the first Canadian to be inducted as an American Academy of Nursing International Fellow in 2007 and was the inaugural recipient of the Canadian Nurses Association’s Order of Merit for Nursing Research in 2008.

Barbara Mildon, BScN 9T3, MN 9T8, is a leader in community nursing who is now serving as the President-Elect of the Canadian Nurses Association.

Nora Stearns, BScN 6T4, MScN 8T6, ACNP 9T5, is a clinical nurse specialist focusing on oncology and palliative care. Stearns published a manual on advanced nursing practice in palliative care, which was the first of its kind in Canada.

Joan Tranmer, PhD 9T9, is a Career Scientist with the Ontario Ministry of Health and Long-Term Care, a faculty member at Queen’s University in Kingston and the Director of the Nursing Research Unit at Kingston General Hospital.

Karima Velji, MScN/ACNP 9T7, PhD 9T6, was recently appointed the Vice-President of Clinical and Residential Programs and Chief Nursing Executive at Baycrest in Toronto.
2000s
Each of the following alumni graduated in the 2000s. Some are just beginning their career, others are mid-career, while a few have already reached great heights.

Those who earned a post-graduate degree have curriculum vitae that list page after page of accomplishments. Keep an eye out for our BScN grads. We believe these rising stars will keep right on rising.

PhD graduates
Margaret Blastorah, BScN 7T7, PhD 0T9, is the Director, Nursing Knowledge, Research and Innovation at Sunnybrook Health Sciences Centre.

Sepali Guruge, BScN 9T5, MScN 9T9, PhD 0T7, is an Associate Professor at Ryerson University whose prize-winning research examines violence against women. Her research has a global reach, and she collaborates with colleagues in North America, Asia, Europe, Africa and South America.

Claire Mallette, MScN 9T8, PhD 0T5, was the Director of Nursing Education, Placement and Development at University Health Network in Toronto. Recently, she was appointed the Director of the School of Nursing at York University, Toronto.

Robyn Stremler, PhD 0T3, is an Assistant Professor at the Bloomberg Faculty and a Canadian Institutes of Health Research New Investigator. She is researching sleep disturbance and fatigue in new families, as well as evaluating the factors affecting the sleep of parents who have a child in the hospital.

MN graduates
Patricia Caldwell, MN 0T2, has held several international nursing positions, including Project Manager for the World Health Organization Collaborating Centre for International Development in Nursing Leadership and several positions with the International Council of Nurses. Most recently, she was a Consultant for Nursing and Health Policy with ICN.

Laura Hanson, MN 1T0, is a primary care nurse at Regent Park Community Centre in Toronto. Previously, she was an outreach nurse at Street Health Community Nursing. She participated in the Brazil-Bloomberg collaboration “Nursing Leadership and Capacity Building in the Context of Primary Health Care.”

Jiao Jiang, MN 0T7, is an advanced practice nurse with the Acute Pain Service at University Health Network, Toronto General Hospital site. At the Bloomberg Faculty, she helped launch the nurse practitioner anaesthesia care program.

Gurjit Sangha, BScN 0T1, MN 0T8, is a clinical nurse specialist with the Palliative and Bereavement Care Service at SickKids. She is also an active member of the Registered Nurses’ Association of Ontario.

BScN graduates
Hilary Hall, BScN 0T9, a Jean Wilson medalist, is a diabetes nurse educator with the Diabetes Education Network of East Toronto and an executive member of IMAGINE, a student-run interprofessional community health initiative in downtown Toronto.

Catriona Mill, BScN 0T5, a Jean Wilson medalist, is a dedicated community nurse. She has completed her Canadian Nursing Association certification in Community Health Nursing and now practises as a Maternal Child Consultant with Toronto Public Health.
A conversation with

Gail Donner

One of our former deans shares her insights on how nursing education has changed—and where it’s heading

Pulse: What was your nursing education like?
Donner: My nursing education bears little resemblance to nursing education today. Thank goodness!

I started at the Winnipeg General Hospital School of Nursing right after high school, when I was 17. I graduated when I was 20, in 1962.

At the time, you were required to live in the residence, which isolated you. As soon as I started nursing school, I stopped seeing my high school friends. In the dormitory, the rules were extremely strict, and the isolation gave the school a kind of power over you.

I don’t know too much about convents, but I suspect it was a lot like living in a convent. Looking back on it now, I would never in a million years subject myself to something like that, and I wouldn’t subject anybody else to that either.

It was creativity inhibiting and in some ways even soul destroying. I’m not picking on Winnipeg General; all of the hospital nursing schools were like that.

Pulse: Was the teaching style strict, too?
Donner: The focus was apprenticeship. A nurse would show you what to do, you would show the nurse that you knew how to do it, and then you would go and do it. We were one of the last classes that followed a full apprenticeship model. After that, more modern approaches to learning came in.

Pulse: Were you a good student?
Donner: I was a good girl, and so I did as I was told. Nursing was a subservient profession: Do as the physician or nurse tells you. Or, do as the book tells you. And know your place. Reflecting back, it was almost an anti-intellectual environment.

You were afraid to do anything wrong. Once I gave the wrong medication to a very old patient. Every morning, she doled out the same amount of linen for each patient, and I had a young patient who was quite ill and had a lot of perspiration. I kept asking the supervisor for more linen because I needed to change her bed more often. But she wouldn’t give me more.

One day, the supervisor got called to the phone and I stole a whole bunch of linen. But you think about that—I didn’t tell anybody, I didn’t try to make a change in the system. I helped that one patient, but you don’t make change that way.

The patient came first only if you followed the rules. If the patient really came first, there would have been no question that I should have had more bed linen. The system came first.

Pulse: Do you think the patient comes first now?
Donner: We’ve certainly improved a lot, but I don’t think we’re thinking enough about what patients really need from nurses.

Nursing is about engagement with another individual. Not that you just stand there—you need lots of technology and wisdom and skill and evidence and a team—but you can’t make all that work if you’re not engaged.

It’s about the relationship, so it’s about the individual nurse relating to the individual patient. Unless the nurse is who he or she is, the patient can’t be who he is. You need to be authentic so the patient can be authentic.

Nursing is about each individual nurse. You build nursing one nurse at a time.

Pulse: If you could make one change in nursing, what would it be?
Donner: I’d like to see more collegiality between nurses. I’d like to see senior nurses helping junior nurses and more supportive environments.

At nursing school, I lived in a residence—there were a hundred in my class—and there was wonderful camaraderie. It was probably the first place I understood the power of team, and how important it is to support other people and be supported by them.

Pulse: Where do you see nursing heading?
Donner: I don’t necessarily want to know the future. I want to know that today we are doing what we should be doing. Today when we see something that needs to be reformed, that’s when you make change. That’s the best way to build a good future.

Gail Donner was a U of T Faculty of Nursing professor and associate dean, and then from 1984 to ’89 served as the executive director of the Registered Nurses’ Association of Ontario. In 1999, she was appointed our dean, contributing in this role until 2001. In June of this year, the Canadian Nurses Association awarded Donner its Jeanne Mance Award, Canada’s most prestigious nursing honour.
Together, we’re ready and able

A recent grad shares how her nursing education opened her eyes to the benefits of diversity

By Amy Allen, BScN 1To

Sometimes the choices we make, no matter how well researched, don’t meet our expectations. This was not the case with my decision to apply to the Lawrence S. Bloomberg Faculty of Nursing. I could not have imagined the opportunities the Faculty would offer, or known how its emphasis on diversity would prepare me so well to be a nurse.

“As a student nurse, I went from helping a woman to find housing during her recovery from a drug addiction, to providing education to HIV-positive refugees from endemic countries”

I have always been intrigued by the vast differences within our country. My dad was an RCMP officer so my family frequently moved, allowing me to experience Canada’s diversity first-hand. We lived everywhere from a remote mining town in the Yukon, to Cape Breton Island, Nova Scotia, to Oshawa, Ontario. Enrolling in a nursing program in one of Canada’s most culturally diverse cities was fundamental to my future goals of participating in international nursing work and addressing global health issues.

Diversity arrives in many forms at the Bloomberg Faculty, and through my nursing education I grew to understand and truly appreciate all that diversity has to offer. For example, the Faculty offered opportunities to work with patients from a variety of cultural and socio-economic backgrounds. As a student nurse, I went from helping a woman to find housing during her recovery from a drug addiction, to providing education to HIV-positive refugees from endemic countries, to supporting a father while medical staff resuscitated his child. During each experience I witnessed the diversity in our client population. I came to understand that patient beliefs, values and priorities can be vastly different from my own. I learned that the ability to demonstrate respect and support for these differences is fundamental in promoting overall client health.

Diversity was also reflected in my classmates. As a second-entry program, each of us arrived with a unique background; many had an undergraduate degree, some a graduate degree and others had a previous career. I entered nursing with a human kinetics degree. The opportunity to listen to diverse student perspectives offered endless learning experiences.

For example, while I attributed a client’s lack of adherence with antiretroviral medication therapy to side effects, a peer who had participated in international work pointed out the potential influence that the stigma associated with an HIV diagnosis in the man’s country of origin might have. The patient may not have taken the medication because he didn’t want anyone to figure out that he was HIV positive. Looking back, I believe I learned as much from interacting with my peers as I did in the classroom.

Together, I have every confidence that nurses are not only up to meeting the challenges that lie ahead, but are up to helping find viable solutions to these pressing issues. For example, as nurses we’re aware of the problems within our health care system. It is a routine occurrence to hear of staff shortages, hospital unit closures, extensive wait times and questions about whether our health care system can be sustained. We are all aware that these problems decrease access to health care services and consequently jeopardize the health of our future clients. Over the past two years, I have witnessed my classmates’ intense commitment to creativity and leadership. I saw this commitment in action when I worked with my nursing peers, as well as students from other health care disciplines, to develop a student-run health clinic aimed at providing holistic health care to neighbourhoods in Toronto’s downtown core.

I am certain that the diversity within my graduating class will give us the insights we need to meet the challenges within our health care system. It is the diversity of my classmates that comforts me when I consider the challenges ahead.

Amy Allen recently began her nursing career by practising in the emergency department at Toronto Western Hospital. In the upcoming years, she hopes to return to the Bloomberg Faculty of Nursing to pursue post-graduate studies.
Sioban Nelson reappointed dean
Professor Nelson, RN, PhD, FCAHS, who has been our dean since 2006, has been reappointed for a second term. This appointment is for seven years.

“She has brought stability to the Bloomberg Faculty; has enhanced the stature of its academic programs and research; and has increased its profile within the University of Toronto and with external community and professional partners,” remarked Cheryl Misak, U of T’s vice-president and provost.

Before being appointed dean here, Nelson was head of the School of Nursing at the University of Melbourne in Australia.

Reunion of certificate and diploma graduates
In June, graduates of U of T’s certificate and diploma nursing programs enjoyed “Tea with Dean Sioban Nelson.” Among the guests was Thora (Jerry) Gerrow, who earned a Certificate in Public Health in 4T7 and later became one of Ontario’s first nurse practitioners.

It was the first time that the Faculty had arranged a reunion for these important alumni, and the invitation was greeted with enthusiasm. Although many of the grads had to send their regrets, 14 alumni were able to attend.

Nelson welcomed them to the event and spoke on the Faculty’s history. Following tea, the guests toured the Clinical Simulation Learning Lab. If the number of thank-you notes is any indication, the event was a resounding success!

2010 Distinguished Alumni Awards
At the Spring Reunion in May, the Faculty honoured alumni who their peers had recognized for making outstanding achievements in their field and in health care.

Bonnie Adamson, BScN 7T4, gratefully accepted the Distinguished Alumnus Award. The president and CEO of North York General Hospital, Adamson speaks nationally and internationally on health care leadership.

Sepali Guruge, BScN 9T5, MSc 9T9, PhD 0T7, received the Rising Star Award—Academic. This Faculty award recognizes an alum who has excelled in the first 10 years after earning a nursing baccalaureate. Guruge researches violence and spousal abuse in a diverse range of cultural settings in Canada and internationally.

To recognize their lifetime contributions to health care and the nursing profession, the Faculty honoured three alumni with a Nursing Award of Distinction.

Mary Agnes Beduz, BScN 8T0, MN 0T4, is the director of nursing education and development at Mount Sinai Hospital in Toronto, a significant nurse leader in the province and a clinical adjunct professor at the Bloomberg Faculty.

Marilyn Butcher, BScN 7T7, helped develop the Sudbury District Nurse Practitioner Clinic which led to the Ministry of Health and Long-Term Care funding 25 additional clinics after Sudbury’s successful model.

Pamela Hubley, MSc 9T3, earned a certificate as an acute care nurse practitioner in 9T5. The associate chief of nursing practice at the Hospital for Sick Children, Hubley is one of Canada’s leading advocates for advanced nursing practice roles in paediatric care.

A+ Professors
Every fall, the Bloomberg Faculty recognizes some of its exemplary faculty members by presenting them with a teaching award. Among the honoured professors this year was Monica Parry, PhD 0T8, the director of the nurse practitioner (NP) programs, who earned the Excellence in Educational Leadership Award. Her accomplishments include securing new NP clinical placements and developing a new preceptor package.
New this year is the Excellence in Online Teaching Award. The inaugural winner is Wilma (Willi) Kirenko, MN O’T6, who demonstrated innovation, enthusiasm and critical thinking in helping initiate online components of the NP programs.

Lamp still glows brightly

It has been 100 years since Florence Nightingale died, but her pioneering work treating wounded British soldiers during the Crimean War and her Notes on Nursing book continue to inspire nurses everywhere.

To commemorate the centenary of Nightingale’s death, Cornell University Press has just published Notes on Nightingale: The influence and legacy of a nursing icon. It’s edited by our dean, Sioban Nelson, and Anne Marie Rafferty, dean of the Florence Nightingale School of Nursing and Midwifery in London, England.

In Notes on Nightingale, Nelson writes: “Around the world the Nightingale name provides a kind of talismanic ability to address the same issues that confronted the 19th-century nurses in their efforts to create nursing as a respectable and scientific profession for women... Today these issues remain powerful obstacles to nursing in many parts of the world.”

Come celebrate the new Nightingale book. Join Nelson and Rafferty on November 10 at 5:30 p.m. at the Faculty building, 155 College St. To attend, please RSVP with the Alumni Relations Office.

Spring Reunion 2010

In May, more than 130 alumni attended Spring Reunion at the Bloomberg Faculty of Nursing building at 155 College St. Following a buffet breakfast and an award presentation, the alumni toured the state-of-the-art Clinical Simulation Learning Lab. In the lab they learned about, and interacted with, the computerized patients.

The Class of 6T0, in celebration of its 50th anniversary, continued the Spring Reunion at a nearby restaurant. Close to 20 members from the class attended the evening event, which included a cocktail hour and dinner. The classmates have remained close throughout the decades and in 2003 endowed the Nursing Class of 6T0 Award for graduate students.

Want to learn more about nursing history?

Join the Margaret M. Allemang Society for the History of Nursing. Founded in 1993, this Ontario organization works to increase the visibility of the major role of nurses in our society. Members receive a newsletter and invitations to exciting lectures by health care and nursing historians. Visit alleman.on.ca for more information.

Alumni Lifelong Learning Series

There’s only one lecture left in our lunchtime lecture series for alumni:

**November 4, 2010**

**Kathy McGilton**, BScN 8T7, MN 9T3, PhD 0T1

*Best Rehabilitation Practices for Older Persons Who Sustain a Hip Fracture*

Lunch is included. Please RSVP with the Alumni Relations Office.

Boost your career through CASPP

The Faculty’s Centre for Advanced Studies in Professional Practice (CASPP) is offering the following two new learning opportunities.

**Help your clinical students excel**

A new Friday-afternoon seminar series will help clinicians develop the skills they need to become an effective instructor. The three-hour seminars on the scholarship of clinical teaching is targeted to health care professionals who want to become a clinical teacher or are new to clinical teaching. Experienced clinical instructors can also benefit from the seminars.

Here’s the learning roster:

**November 26, 2010**
**Facilitating student learning in clinical practice**

**January 28, 2011**
**Complex clinical teaching situations: Working with students**

**March 4, 2011**
**Complex clinical teaching situations: Working with context**

**April 15, 2011**
**Approaches to creative clinical teaching**

**Ace that RN(EC) exam**

CASPP is offering exam-preparation courses for nurses studying for the Canadian Nurse Practitioner registration exam. Each course features two full days of live presentations.

Both the NP-Paediatrics and NP-Adult exam-prep courses will be offered on April 8 and 9, 2011.

To register online, visit bloomberg.nursing.utoronto.ca/CASPP.

Celebrating our 2010 grads

Prior to convocation, the Bloomberg Faculty will host a reception for its 2010 BScN graduates. Each grad may invite two family members to the event.

The reception will be on Tuesday, November 9 at Hart House, beginning at 2:30 p.m.

Want to learn more about nursing history?

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The immaculate nurse

This nursing uniform may be a thing of the past, but you never forget your first day in whites

Lola Wilson, Certificate in Public Health Nursing 4T3, was appointed registrar of the Saskatchewan Registered Nurses Association in 1953. She donated her school uniform to our school, and the U of T Archives has been its guardian, carefully storing it between sheets of acid-free tissue paper.

But this fall, the uniform will be transferred to the Canadian Museum of Civilization in Gatineau, Quebec. There, it will become part of the Canadian Nursing History Collection, a repository of 1,800 nursing artifacts from the late 19th century to 1980s.

The hat figured prominently in early nursing uniforms. Starched and with pointed corners, it became a metaphor of a nurse’s prim demeanor.

“The nursing caps go back to the late 19th century,” says Christina Bates, a curator at the museum. “At first they wore them to keep their hair up and away, and then the cap got very stylized and became this symbol of nursing. Even though they fell off (literally) with the beehive hairdos of the ’60s, it was still a symbol that would not die. Everything changed in the ’80s... but before then, if you didn’t wear a cap, you weren’t a nurse.”

The formal nursing uniform was part of a strategy to professionalize the occupation. The starched whites—the bibs, aprons and cuffs—were seen as hygienic and professional, clean and scientific. The white dress embodied the image of the immaculate nurse. But by the 1970s, the starched uniform was seen as holding nursing back.
First in Nursing

Lead practice change. Pioneer new roles.

The Bloomberg Centre for Advanced Studies in Professional Practice (CASPP) hosts a range of exciting and innovative programs for nursing clinicians and educators. Upcoming programs include:

Clinical Teaching Series
October 2010 – April 2011
A new, Friday-afternoon seminar series conducted by our experts in simulation, clinical education and innovative pedagogy that aims to help clinicians develop the skills they need to become effective instructors.

RN(EC) Exam Prep Courses
NP-Paediatrics Course – April 8 and 9, 2011, Toronto
NP-Adult Course – April 8 and 9, 2011, Toronto
Two full days of live presentations designed to help nurses studying for the Canadian Nurse Practitioner registration exam.

Learn how the Bloomberg Faculty of Nursing can help you to pursue an exciting leadership role and further your career. Visit www.bloomberg.nursing.utoronto.ca/CASPP.

Learn to lead at the Bloomberg Faculty of Nursing: bloomberg.nursing.utoronto.ca