

INTERVIEW WITH: Amelia Anderson

INTERVIEWED BY: Janet Douglass

Date: September 14, 1989

A: Amelia

J: Janet

TAPE I, SIDE I

J: This interview is being held on September 14th, 1989 at the home of Dr. Amelia Anderson, who is a graduate of the Graduate Program at the University of Lowell. This is Janet Douglass interviewing Dr. Anderson. Amy.

A: Yes.

J: We're interested in whatever you can tell us about your progress as a nurse, how you got into being a nurse, your career up to the point where you went to Lowell and then through that period of time and after. Just pick it up wherever you'd like to start and talk.

A: Okay. Well, I've always wanted to be a nurse. There was never any question in my mind. And I can still see a picture in my mind. I was driving with my parents when I was maybe ten, twelve years old by Lawrence General Hospital. And a nurse must have been walking by and I said to them, "I'm going to be a nurse", and they laughed. And my father said, "well you must just like the uniform". And he never thought I'd be a nurse.

J: Yeah, yeah.

A: And I was! And I did go to Lawrence General. And I think from the beginning I've always been interested in education and always wanting to just learn more. And I worked, oh, part-time while my children were young. Um, I would say part-time until say, '71. And I was doing staff duty at Lawrence General part-time and I'd always worked in nursing homes as well, either hospitals or nursing homes. And I was working one day and I said, "something is missing, I have to go back to school, there's more that I have to do."

So that's when I applied at Lowell. It was Lowell State at the time, and was accepted. Graduated in '74. And when I graduated from there, I always loved education, so I worked a full year at um, Lowell General Hospital. And I think while I was there May Futrell gave me a call and said Amy was starting up a graduate program, are you interested in gerontology and nurse practitioners, etc.? And I said, "Oh yes!" Because at that point, even during that year I knew I had to have a Masters to stay in education.

J: You were teaching then?

A: I was teaching then.

J: At the School of Nursing?

A: At Lowell General Hospital, School of Nursing.

J: Okay, great. Okay.

A: And so I was accepted into the Masters Program at the University of Lowell and thoroughly enjoyed that. Graduated from that. And then after I graduated I worked three part-time jobs that year, because I really didn't know what I wanted to do. [J: Hm] And I was working at the University in both the graduate and undergraduate Programs. I was doing clinical instruction. And I was also teaching at Northern Essex. [J: Hm] And while I was working that year the Director at Northern Essex said to me, "Amy, I think you should apply for my position." That was Eileen Bateman. [J: Umhm] So I applied

and I got the position and I was there for six years. And while I was there I knew had to get into Baccalaureate education. That was my real interest, you know, the professional nurse. I believe all nurses are professionals, but I wanted to be at that level and I wanted to be a director of a Baccalaureate Program. And my aspirations (--)

J: Yeah, but then it almost seems like (--)

A: I've had focused all the time and I knew where I was headed [J: Umhm] all the time. And so I just plotted along and I did it! And I knew to do that I had to get a Doctorate. [J: Umhm] So I looked around at different programs. Um, the B.U. Doctoral Program, which I, I really didn't want to get into that. I looked at the School of Ed at B.U. and I liked, you know, the education component, administration component, the instructional component that I got into, but I also looked at B.C. and I wasn't that interested in B.C.'s program after I really looked into it.

J: Their Doctorate Program in nursing?

A: Their Doctoral Program in education.

J: Yeah, I didn't think they had that then. Yeah.

A: They didn't have a Doctoral Program then. So I think one of the reasons that B.U. School of Ed looked really impressive for me was that I could go part-time and just do a residency. And so I was accepted and thoroughly enjoyed my three years there in the Doctoral Program. So I was working full-time.

J: At the time you were working at Northern Essex?

A: At Northern Essex. And at the, I was at the B.U. School of Ed. And as I say, I, extreme pleasure going to school there. [J: Umhm] I had a wonderful advisor, really enjoyed everything about it. Then when I was almost finished I started applying for positions and I applied for a position at

Stonehill College. And I knew it wouldn't be something that I would accept, because it was too far. It's fifty miles from here. But I just thought it might be a good idea to get the experience. So I went down and had a very nice interview and it really looked very attractive. And then I said, "no." I made a decision like a week later.

Then maybe a couple of weeks later I received a call from the dean at Regis. Of course all the catholic school deans talk [J: Umhm] just like all the deans of public schools talk [J: Umhm]. So Ed called and he said, he introduced himself and he said, "I understand you're looking for a position, I'd like very much to have you come for an interview." And so I went and I went, liked it very much. Um, they wanted to hire me immediately, but I said "no," I'll wait till I'm, till June. This was like January. Because I had to finish my Doctorate and I said "I absolutely can't do it." So I was officially hired like June 1st.

J: What year now was that?

A: Of '83 and I've been there ever since.

J: Um, it's been a good place for you?

A: Oh, it's a fabulous place to work. It's a fantastic educational institution. [J: Umhm] Um, but I learned a lot in the state system, brought that with me, but it's very different. Um, it's a, it's a liberal arts college and I thoroughly enjoy the faculty in the other departments. And at the beginning they were a little leery about having nursing in their college.

J: Was this, you were the first person?

A: Yes, I was the first person to get it started.

J: You were Head of Nursing. Okay.

A: Right.

J: Well.

A: So um, now they, they just think nursing is the greatest thing since the wheel.

J: Umhm.

A: And we have a lot of allies at the college. And um, because we just got accredited in March for eight years. And that was a tough road to hoe, but we got it. [J: Umhm] And in April we won a contract with the Army Reserves to educate their RNs to get their Baccalaureate degree.

J: Great!

A: So our enrollment just about doubled this, this year [J: Umhm] between, we have those classes for the nursing courses on the weekend, but they take their liberal arts during the week. And the evening program is doing very well. So we just about doubled our enrollment in the fall.

J: You've been, you've been a pioneer there?

A: Yeah, I think so, but I enjoy that. See, I like starting new things.

J: Right from the beginning, right from the beginning. Yeah, yeah.

A: Yeah, so we developed the curriculum and everything. Clinical facilities. So we just (--)

J: From scratch.

A: From scratch.

J: Now your teaching experience had been at Lowell?

A: Lowell.

J: Up at Lowell Gen (--) Lowell, the University of Lowell.

A: The University of Lowell.

J: Lowell General Hospital.

A: Lowell General.

J: And Northern Essex.

A: Northern Essex and I was at Lawrence General way back when.

J: [Clears throat] I was wondering if you were going to mention that. [Laughs]

A: Yup! St. John's Hospital as part of <sup>Laboure</sup>labret. I did that for a year [J: Okay] or two, way back in the early years. [J: Umhm] Um, but no, I uh, that was fun, because you were a student [J: That's right, that's right] of mine and uh, that was a lot of fun!

J: Go back a little bit [A: yeah, yeah] and talk about all the things that you said were interesting. Let's go back and do a little more on some of it.

A: Uh huh, sure.

J: Um, you said you always wanted to be a nurse.

A: Uh huh.

J: Tell me a little bit about some, something about what things were like when you were a little girl growing up and what was your family like. And your Dad was amused by your statement, [A: umhm] so he must have had some idea about what he had plans for for you, etc.

A: Umhm. Well I come from a family, I was the first one to receive a college education, [J: Umhm] or to go on. They were primarily, you know, middle to lower middle class.

J: Your maiden name was Sarcione?

A: Sarcione. [J: Yeah] And uh, very hard working people and no aspirations really to go on to school. And I was the oldest of four [J: Umhm] children, the only girl. And my mother is a very independent individual. [J: Umhm] So I think any characteristics I've developed as far as thinking for myself and being independent has come from my mother, even though she herself, she wanted to be a nurse.

J: She told you this?

A: Yeah. She told me that. Um, but her father wouldn't allow her to go to high school, because he was afraid she'd get married too young. She only could go to the 8th grade.

J: Wow!

A: So she could not. So she had to go to work. And so she, she would encourage, I mean no one ever discouraged me from doing anything. Um, you know, going to high school or wanting to go to college. The only thing that prohibited me from going to a four year nursing program at the time, I think B.C. was the only one in this area, was money. And so Lawrence General was (--)

J: Did you know it was there?

A: Yes, I did.

J: You did know that there was a Baccalaureate nursing education.

A: Yes. I didn't know much about it. [Repeats] I didn't know much about it. I just knew there was a five year program.

J: Okay. And that would have been 1952?

A: Two, that's right. [J: Yeah] And I was going to, I also applied at Carney, but again because of finances [J: Umhm] I had gotten a scholarship in

in high school and it would have just about covered everything at Lawrence General. And it was close, so it worked out.

J: Umhm. So you started nursing school there?

A: Yes.

J: What do you remember about that?

A: Oh it was fun. I think what a lot of the students miss is the friendships that you have and the close contacts with um, your classmates. The house mothers were terrific. [J: Umhm] They were a very important part of it. And I remember Thelma Webster. Remember Thelma?

J: Yes.

A: And I remember distinctly making scrambled eggs for breakfast in the kitchen. [J: Umhm] And she was a character, because milk use to come in a quart bottle, remember? [J: Umhm] And the cream use to be on the top? [J: Umhm] And what Thelma would do is skim off the cream to make the eggs. [J: Um huh) And we'd have get-togethers. I'd call my mother and say, "Mom, could we have a spaghetti dinner?" I mean I had hoodspa, right? [J: Umhm] For say six or seven. [J: and she would] And she would bring everything from soup to nuts. And we'd all sit, heat it up and enjoy it. [J: Uh huh] And I can just picture the little room off the hallway downstairs by the recreation room.

J: At Prescott House?

A: At Prescott House, [J: Yeah, yeah] which isn't there anymore.

J: No it's gone. [A: Yeah] I wondered if you'd lived in Stearns, because that was [A: no], we had nursing arts there, but you didn't.

A: No, wait a minute. I think, did we as seniors?



J: I don't know. It was a little wooden building.

A: Yeah, I know it was a beautiful building. They should never have taken that building down. I think maybe we did as seniors. Yes, that's right.

J: Because you had, you had class, you taught class in that building.

A: Down in the basement, right.

J: When I was a <sup>probie</sup> you were [A: That's right] the [A: Instructor] assistant instructor.

A: Right, that's right. Yeah, no, we did and we had no house mothers there.

[J: Umhm] So we were left independently.

J: Right. Do you remember anything about your days in nursing school? Anything that stands out?

A: Oh yeah. Yeah we were the first class to have the block system. [J: Umhm] So that we didn't have to go to the clinical area the same day we had class. That was supposedly a very um, unique, modern [J: Yeah] thing to do. We actually had a whole day off a week. [J: Umhm] We did have split shifts though. [J: Umhm] And I remember we always either did 3-11 <sup>or</sup> on nights, because we staffed the hospital. And I remember Lettie O'Neil, the Supervisor, coming around, but we were alone on 3-11 on nights. That was it! And the orderlies would come around if we needed them. [Umhm] And, but we managed very well. And at the time Lawrence General had a lot of interns from the Phillipines, particularly in Germany. And it was uh, it was great, because at night they would come and visit, chit-chat, [J: Umhm] or if you needed them. You never felt alone. I never did. And um, but I think it taught us how to manage, how to make decisions in a different way that they're taught now, because you were just plopped in a situation with the support out there, but you were the first line of defense, so to speak.

J: You had the responsibilities.

A: Yes!

J: Yeah, and fairly early.

A: Yes. And you did it! Yeah.

J: You don't remember being frightened? It was a challenge, not scary.

A: The only time I was noodgy about anything was at Danvers State Hospital, going through the tunnels. I didn't like that. [J: Umhm] I, and I think we only worked until what 9:30 at night? And we would get off by ourselves. And it was kind of dark. And I just, I just don't, that's one place I didn't really feel that comfortable with.

J: You didn't like?

A: No. And I didn't like psyche I think, because of it.

J: Right, because the place was scary.

A: Yes.

J: Yeah. Now when you graduated you must have been invited back, because you went right into that teaching position, didn't you?

A: Yes, I did. Yeah, they asked me.

J: You never worked a day outside of the (--)

A: No, not for a year or so.

J: How did that work? And why do you think they picked you?

A: Oh, I don't know why they picked me. Ah, but it seems as though every year they would pick one person out of the class. Um, I don't know, maybe I had

the qualities of someone who would fit that particular position. Um, I don't know, because I think as an assistant you were more of a yes man than anything else.

J: But even then you were, you said you always wanted to teach. [A: Yeah, umhm] So when they asked you it must have not (--)

A: It made me feel great! Yeah!

J: You did? How long did you wait before you answered them?

A: Probably immediately. [Both laugh] It didn't take long, but I really enjoyed it, because I've always loved students and [J: Umhm, yeah] I enjoy that kind of interaction.

J: So your very first job was teaching?

A: Teaching, right. That's right.

J: When you think about that, that's unbelievable isn't it?

A: Yeah, now that you think back, yeah.

J: And you did that for a year?

A: I think so, a year or two. And then (--)

J: My memory is you were good at it, because I was a student if you remember.

A: Yeah.

J: We were scared. We were probies and you were such a big mucky-muck.

A: Yeah! [Laughs]

J: In the long sleeve starched uniforms [A: Yeah, right, right] with the cap and the whole bit.

A: I remember the skit you people did imitating us.

J: Oh yes!

A: And I think you had, you were at the desk imitating me with the cap on the head and all that stuff.

J: The caps [laughs].

A: Yeah, I remember that. That was a Miss Con (--)

J: McConnell.

A: McConnell. [J: yeah] I remember her. [J: Yeah, yeah] But that was fun, that was fun.

J: So then you did that for a year or two [A: yeah] and then do you remember how you made the transition to the next job?

A: Ah, I think I got, I applied at (Catherine *Labovis* Labret?). And I think in the summers I did head nursing on Ward A.

J: Okay, with (rest of sentence unclear).

A: So I did, yeah, I did the clinical, yeah. I got the clinical experience of head nursing. I did, I did for awhile too at the General [J: umhm] for a year or two. And then I applied at Labret and I think I was there for a couple of years. And I enjoyed that, but I was at St. John's.

J: Then you went to teach at St. John's, or?

A: Well St. John's was part of Labret.

J: It's St. John's in Lowell?

A: In Lowell.

J: Oh I didn't know that.

A: Yeah, it was St. Margaret's, Kearney Hospital and St. John's. So I was at St. John's, because I think their juniors or seniors would come to St. John's, because they were all the Sisters of Charity before St. John's was sold to the Sisters of Halifax.

J: Okay.

A: Okay. So I worked there for a couple of years, got married and then naturally in those days you got pregnant right away.

J: Umhm, or you did. [Laughs]

A: And I left. Yeah, well you know what I (--)

J: Yes, right, right.

A: Usually, I mean that was what happened. [J: Right] And ah, so then I quit. And then I, because in those days you stayed home. [J: Umhm] I mean you didn't usually go back to work. So then when the children weren't too old, maybe a year or two, I went back to the Bon Secour working, I worked there part-time for eight years on weekends and summers when they needed me [J: umhm] in med-surge. And then I, when <sup>(Hughes)</sup> Hugh's House opened up I worked there oh, for three, four years.

J: The nursing home?

A: Yeah, for twenty-four hours a week. [J: right] And then I went back to the General for a couple of years and that's when I decided I had to do something.

J: What made you decide to go back to school for your Bachelors? What was the real (--)?

A: Well I knew I had a lack of something, I didn't know what, but I wanted more. And that's all I can remember. I had to know more about physiology. I had to

know more about all kinds of things that (--) You know when the doctors would come in and ask questions, I didn't feel comfortable not having answers. And I, I really didn't have the, the knowledge that I have now [J: umhm] to go about making a decision, or getting an answer. Um, and it seems as though it was not until the graduate program, I finished that, then everything sort of fell into place about if someone came to me with a group of symptoms and I did a history and a physical. It wasn't until that time that I could sit down and say and think about, like the cardial vascular symptom is, it's really mechanical, it's a pump! [J: Umhm] The same with the GI tract. Um, it's a tube and if you plug in all the things along the way you can figure out pretty much what kind of a problem they have. Whether it's obstructive or it's the enzymes, or whatever. So I have to say, until I graduated from the nurse practitioner program, then it all seem to come together for me, [J: umhm] clinically if you know [J: right] what I'm saying.

J: So you could understand what was happening to patients [A: right] and you felt competent.

A: And make the right decisions about what may be happening to them. So.

J: Umhm. Let's go back a little bit again. [A: Umhm, umhm] You said you went and had the Bachelors. Now you must have been in one of earlier R.N. classes at Lowell State.

A: I was the second class, second class.

J: So you were really almost first there too [A: yes, umhm] not just the graduate. Now as a registered nurse did you go through the same curriculum as the basics, or was something different that (--)?

S: My dear lady [J: yes mame] I went full-time, I wore a white uniform with a patch on my sleeve saying student nurse and it didn't bother me. I really don't think I was angry. I just did it because I knew I wanted my degree.

J: Now what do you remember about the admission process and how they saw you and how they planned (--)?

A: Oh that's a joke. That was a joke [J: okay], because I applied through the admissions department. And I saw, oh I wish I could remember her name, but she's been there, she had been there a long time. And she admitted me into the nursing program. Then when I went to see Dr. Barker for something she said to me "who let you in?"

J: Oh dear.

A: [Laughs] Yeah, but you know, it's (--) But I took the, at the time we took the advance placement exams in New York, the New York Regents exams and I passed all of those. So the only nursing I had to take was the community health and psyche. And I really enjoyed that, because I had never really had anything but VNA in nursing school. I had like two months of VNA, which I thoroughly enjoyed at Lawrence General.

J: Umhm.

A: But this was different, because this was um, psyche community health. At the time it was combined and we had projects. And I think I did a lead poisoning project with, was it Eileen Williamson?

J: Oh gee, Eileen was in your class.

A: I think so, yes. She, in the Baccalaureate Program [J: okay], yes she was and um, Joan Arcand. [J: Yeah] And so I think together we did a lead poisoning project in Lowell.

J: Who was the teacher?

A: Eleanor Shalhoup. [J: Okay] I thought so.

J: She taught community health?

A: Eleanor taught community health and Trudy Barker was Dean. She was Dean at the time.

J: Well chairman. I don't know (--)

A: She was chairperson.

J: They didn't have a dean at the time. Okay.

A: And Trudy taught group dynamics. And the psyche was excellent. That was Marilyn Rawnsley [J: umhm]. And we had, of course psyche was very different now and I thoroughly enjoyed it, because we were assigned a patient that we followed. I had a patient.

J: It wasn't Danvers?

A: It wasn't Danvers State Hospital. And it was wonderful! I thoroughly enjoyed the lady that I would see every week in Dracut. [J: Umhm] And we spent like a day at Solomon Mental Health, but I enjoyed it terrifically! We did not have the physical assessment for some reason, because I didn't have the other nursing courses they didn't make us do the physical assessment.

J: That was of an earlier course?

A: That was the earlier course. So um (--)

J: So because you passed the Regent exams you only had to take psyche and community?

A: Community health nursing, one year.

J: You must have had a lot of liberal arts courses?

A: I did. I met all the, had to meet the requirements of all the, you know, for the degree.

J: How long did it take you to finish?

A: Three years full-time.



J: So that was a long haul?

A: It was. It was.

J: So you basically skipped one year of nursing courses [A: yes] and did everything else?

A: Umhm, [J: wow] right.

J: But still you feel that you didn't, you hadn't really gotten that fine edge from your Bachelors program until you went into the Masters. [A: Right] What do you think you got out of the Bachelors?

A: Well I think I became an educated person so to speak. Yeah, I thoroughly enjoyed all of the liberal arts courses that I took. You know, the psyche, the um, I took the history courses naturally, because they were required, but um, oh, tests and measurements. Um, but all of the liberal arts courses really enhanced my education tremendously. And I just met such fine people and I was, it just opened my eyes to all the other disciplines and what's really out there. Biology! I mean if I had known about biology in my younger days I probably would have gone into biology. [J: Umhm] Loved genetics tremendously. [J: Umhm] Loved that! But you know, at this point in my life it wasn't going to be a career change for me at that point.

J: Now when you graduated with your Bachelors you were, you had two children?

A: Yes, umhm.

J: And you were in your early thirties?

A: No, I started school when I was thirty-five.

J: Ah, okay.

A: So I was thirty-eight when I graduated.

J: Thirty-eight and two kids.

A: Yeah, two children.

J: And a Bachelors degree.

A: Bachelors degree.

J: Which took you, what was the next thing you did then? What job did you (--)?

A: Well I worked at Lowell General School of Nursing. I was (unclear) nurse for a year.

J: I just wanted to get the chronology.

A: Right. Right, for a full year. And in the meantime I had a miscarriage. And um, then I went back to school again full-time for the year.

J: That was when you started the (--)?

A: In the Masters program.

J: It's interesting. May called and said, "hey, get over here."

A: Yup, yup, she told me about the program.

J: Okay. She had basically written that curriculum?

A: Yes she did!

J: And uh, and what did you find when you got there? You didn't argue too much I don't think?

A: Oh no! No, I wanted a Masters. [J: Uh huh] And for me it was convenient, I knew the school. [J: Umhm] It was reasonably priced, because we had stipends as well.

J: That's right, the traineeship.

A: Yes. And um, so I got into that. I think there were fifteen in our class. And some of the people I knew already, which made it very comfortable, like Joan Arcand.

J: People you had your Bachelors training with?

A: Correct. So it was a nice mix of people. And uh, I just (--)

J: That was the only Masters program there, just gerontology?

A: Yes, Gerontological Nurse Practitioner Program.

J: Wasn't it the first one [A: right] in the country?

A: Yes, I believe so. But um, I, again I enjoyed it tremendously. The physiology, the working at the clinic at St. Joseph's Hospital.

J: Is that where you had your clinical, at St. Joe's?

A: Yeah, yeah, they had clinics for the elderly patients. Um, once a week I think we went.

J: Umhm. Who was the faculty? Can you remember?

A: Oh, Dr. Brovender. [J: Umhm] Dr. Letini taught the patho-physiology. I think May taught in that. Um, oh and um, oh what's her name? I see her, Laura, oh Laura, Stanley, Laura Stanley. [J: Umhm] She was the nurse practitioner. [J: Okay] And she was excellent.

J: There weren't too many then? I mean (--)

A: No. No.

J: What about this nurse practitioner idea? You were really again, a pioneer [A: Yup] in entering this. [A: Umhm] May dreamed it up, but she wasn't a nurse practitioner.

A: Uh huh. Right, right.

J: How did that go? I mean were you well received? Was the idea hard for people to understand?

A: Well I never really practiced as a nurse practitioner [J: umhm] except when I did my um, I think I did 90 hours at Mary Immaculate Nursing Home. And we had to get preceptors for our internship, or preceptive time. And when I called Sister at Mary Immaculate, she didn't know what I was all about, but she was very opened. She said, "come down and talk." So I went down, chatted with her and she said, "great!" And so I etched that out at Mary Immaculate. And it was a wonderful summer. And some of the staff nurses were a little leery [J: umhm] of me, but I tried to not be too aggressive, but I covered the whole house. They would call me, toward the end of the experience they were beginning to call me if they had a question about their patients. I would examine them, call the physician. I remember calling Doctor (unclear) on one of his patients. She obviously had pneumonia. And uh, but it's unfortunate I didn't stay longer, because I think people were just beginning to accept the role there.

J: You were the first one they'd met.

A: Right. That's right, yeah.

J: How did the program prepare you to deal with people's reaction to this new idea? Do you remember any kinds of courses, or rehearsals, or support?

A: Not specifically. I think Laura Stanley, the nurse practitioner and there was another nurse practitioner named Molly Billingsly. [J: Umhm] Molly taught in the undergraduate program, but Laura and Molly would come out occasionally to the facility to give support. I think we would meet with them on a weekly basis. We had like a seminar.

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TAPE I-SIDE II BEGINS

J: Clinical conferences.

A: Umhm, yup. Plus I think just drawing on my education. You know, the undergraduate program, you know, group dynamics, all my psyche courses, [J: umhm] what I had learned. I think that's when you kind of pull it all together. And when you come upon different situations, um, because there were a couple of physicians that I could name, but I won't, that were, I would do the physicals on their patients with their permission and then when it came to give them the write-up and have them sign them, I remember one wouldn't sign it. [J: Oh] But hey, you know!

J: You were probably the first nurse practitioner they'd ever met.

A: Right, right. So I think the greatest resistance was some of the doctors [J: umhm] and occasionally a nurse. And I think the reason was that they didn't understand what my role was.

J: Umhm. You were really again, it was a very early new idea. [A: Umhm, yeah] Probably, I don't know where Molly and the other nurse practitioner who were faculty came from, but what, Colorado maybe, or graduates of uh?

A: Now Laura (--) I don't know. I don't know where they were educated, but Laura I think is still at Harvard Community Health. She had been there prior to and she's still there.

J: Cause nurse, assisting nurse practitioner were prepared in (--)

A: In Colorado, right.

J: Yeah, that was the very first, but those were (unclear). [A: Yeah, yeah] And then didn't they have some certificate programs at Brigham's, Peter Bent Brigham's? [A: Yes, yes, right] So I don't know where they came from, but maybe one of those.

A: Right, right.

J: Have you ever regretted having a nurse practitioner background?

A: Not at all. I think it really helped me tremendously, because I can understand so much more. Where the students are, where the faculty are as far as they teach. We have a health assessment course that we teach to the RN's. And I understand, to me I really understand the importance of having a four credit course in that. And um, no I don't regret it at all. I just wish that I could somehow use my expertise, but it's impossible right now.

J: But you basically had two things you wanted to do and one first was education, right? [A: yeah, uh huh] Now where you knew you wanted to be an educator, [A: umhm] now there were Masters programs where you could have gotten the traineeship to do functional major in teaching and yet you went to this program [A: uh huh, umhm] and became a nurse practitioner with no functional preparation in teaching. That, that interests me why it appealed to you enough to draw you.

A: Well there were courses. There were curriculum, advanced curriculum courses in the nurse practitioner program. [J: Okay] Because Bea Ames taught curriculum. So there was a curriculum tract, or a teaching tract in that (--)

J: So there was a functional prep.

A: Yes there was.

J: Okay. There isn't anymore. That's why I was ignorant to that. I didn't realize. It's not there.

A: Oh, they've taken that out. Oh, they did, but Bea Ames taught it. [J: Okay] So we had Bea and I think May taught it as well. So May taught it and Bea. So I don't know whether, I can't remember if it was May's course and Bea came in and did some lectures. I don't remember, but it was a very, it was an excellent course.

J: Did you have any practice teaching that you can remember?

A: Um, I'm not sure if we presented to the class or to the undergraduate. I really don't remember that.

J: That isn't the, yeah, clear memory. So you did have a functional prep (--)

I was wondering, you know, why you would have gone to that option [A: yeah] with plans to grow in the area of education.

A: Right, but no, there were courses, right. And I remember we had to look at, like B.U.'s curriculum, tear apart the philosophy and (excuses herself) how many faculty would be needed for this. And we had to critique different catalogues.

J: Umhm. Now did everybody get this option, or only people who wanted it? Do you remember?

A: I thought we all.

J: You all got it?

A: I think we all did it. Yeah, because I remember Lilly Tyng. I think we all did it. [J: Umhm[ I think we all did it.

J: That's interesting that it's now gone.

A: Yeah, it's too bad. Because see, I think teaching is an *Integral* part of everything.

J: Umhm. Well even curriculum development, it prepared you to do the job [A: right] you're doing now. [A: Right, right] Um, so when you graduated with your Masters degree [A: uh huh] you were on top of the world?

A: Yeah! I said I'd never get another degree again. I said that everytime I graduated. [J: Laughs]

J: And now what did your parents think? Were they still available to you to (--)

A: Oh yeah! Oh yeah, no, they were thrilled. I would say that my family has always been very supportive of me.

J: You've been lucky. [A: Yeah] Even though you'd been the one who kind of didn't fit the mold, you went on.

A: Right, right.

J: And there was, now you graduated from the Masters program.

A: In '76.

J: Okay. And then you went on to teach.

A: I taught at Northern Essex, Lowell. I had three part-time jobs there, because I wasn't sure what I wanted to do. And then as I said, that came up. And I think there was an opportunity in the undergraduate program at Lowell for faculty position, but I selected Northern Essex, probably because it was an administrative position. And I like administration as well.

J: And Eileen Bateman was a fine lady to follow.

A: Oh she was! So she was kind of my mentor in that respect.

J: Can you remember anything specific that made you decide you wanted to get into Baccalaureate education? Cause you were at Northern Essex [A: umhm] and you were doing well. And certainly there were more than enough students banging on the doors to come to that program. It was a very popular program.

A: Well to me the degree belonged with the R.N. and that was the level of nursing and not the technician. I think I objected to the referral to the two year graduate as a technician. And I just felt after my own education that all R.N.'s should be Baccalaureate prepared, you know, for the professional (--)

J: You'd been convinced.

A: Yeah, yeah. And it just wasn't enough for me to be in a two year program. And I don't think that's snobby. It's just, I feel that you're a much better nurse with the Baccalaureate. That's (--)

J: So you again, you followed your nose and went along and ended up now directing a program. And you love it as you say.



A: Yeah, I do!

J: You feel like you've grown. Can you think of anything that we didn't talk about that might be important to help plug in information related to the development, especially of the graduate program at Lowell?

A: I remember being the first class, they had trouble with accreditation. And they had a consultant come from (Aldelpha) I think, to speak with us. And the problem was it was too physician dominated. So what they did was, that's when they brought in Laura Stanley and it became nursing oriented. And they were very concerned because they said, "we want", you know, they wanted us to get a degree from accredited programs, so they were even thinking of giving us a degree in biology if it didn't work out. [J: Umhm] But it did work out.

J: The students were in on all of these problems?

A: Oh yes, yes. They spoke with us. They were very up front about it and we said, you know, whatever you think is best, [J: umhm] because you know, I trusted May's judgement and I think most people did. And as it turned out we did get our accreditation with no problem. [J: Umhm] Um, but they did make the change by lessening the physician's role and enhancing the nursing role for the nurse practitioner.

J: Now May was chair of nursing then? Was she?

A: No.

J: No?

A: No. May was director of the graduate program.

J: Who was chair?

A: Ah, Eleanor.

J: And was Trudy still dean then?

A: Yes.

J: Okay, yeah. And how did Eleanor and Trudy get involved in this process? Do you remember?

A: They didn't. It was (--) For the graduate program, I think May was in charge of the graduate program, so the only person that interacted with us [J: umhm] was May. I don't remember Eleanor.

J: (Sentence unclear)

A: No. I don't. You know, as, as the years went by Trudy was more and more in the background. And Eleanor, when she was chair was more visible, but then she became in the background too as far as the graduate program was concerned.

J: Umhm. It was always May's thing, wasn't it?

A: Yeah it was, it was, so. [J: Yeah, yeah] But I can't really (--) I think they added a semester too, just to make sure we had enough hours. It turned out to be twelve months.

J: Wow! So it was one year, twelve months long.

A: Yeah, because I went fall, spring, did my preceptoring in the summer, then I had to finish up a course in the fall. So it was really more like (--)

J: Even more than a year.

A: More than a year.

J: In the summer you had a full-time commitment to your preceptive (--)

A: Yeah, I think it was maybe 120 hours, [J: umhm] but it was like June, July, August, yeah.

J: Okay. So a total of maybe 120 hours over three months.

A: Yeah, Umhm, umhm.

J: And then you had a full semester's work in the fall [A: fall]. The fall's semester's work in the spring [A: spring] and then again in the fall of the second year [A: yeah]. Was it that full load? [A: no] Partial?

A: No, that was partial. That was a partial load. We had to finish up a paper or something like that.

J: And when did you graduate? Do you remember?

A: '76.

J: Okay, so it would have been around?

A: May of, in May of '76.

J: Yeah. Did you have research courses? Do you remember?

A: Yes, oh sure.

J: So maybe the paper was a research paper?

A: It probably was, because I remember doing research down here at the Elderly Housing Project. I did a survey.

J: Do you remember more about your research?

A: Oh yeah. I surveyed the needs of the elderly living in elderly housing. It was kind of fashioned after May's survey that she had done of the needs of the elderly.

J: Hm. Did you like the research part?

A: Very much.

J: Yeah, because obviously if you went on for a Doctorate.

A: Yeah, yeah. No, research, I think one of the errors that they make in

Baccalaureate programs is not giving the students enough research. You know, giving them the whole process. So I vowed at Regis we were going to do that and we do. [J: Umhm] They work in groups to write a research proposal and they implement it at Bedford, but they go from beginning to end. And we get very positive feedback, because a lot of our students go on to graduate school and they say they're very comfortable in graduate school. [J: Umhm] They know what they're talking about, they're not afraid of research and they're very savvy when it comes to research. So I think just having kids write a proposal is no good, because what's a proposal? It's like getting a recipe for cake and saying, okay, these are the ingredients, okay what do you do with the ingredients? It's not enough! And at Regis all the graduates in psyche, sociology, sciences, they do extensive research as undergraduate students. So that our students are doing nothing different. They're doing the same thing.

J: So you fit right in.

A: Yeah, absolutely. So, and if those people can do it, why don't our students do it?

J: Especially when you've got R.N. students.

A: Sure!

J: And they're mature.

A: Right. But I still think the undergraduate student should get research from beginning to end in a simple project, working together in groups. But they should go from the statement of the problem to doing the summary and conclusions, because it means more. [J: Umhm] Even with the Masters it took me a long time to internalize that process.

J: It was frightening?

A: Sure, because, and when you come right down to it and I was very lucky as I said, in my doctoral program, professors said, it's a skill, [J: umhm] that's

all it is. And I think if you present it in that way, you take away the fear that people have with research. And it's exciting!

J: I think it is.

A: It is!

J: But that's like personal. It's like a detective game.

A: But it's fun! [J: Umhm] And you know, I'm involved, I'm doing research on my own at Bedford on job satisfaction. And I just finished my first project and the proposal was accepted for project, for poster presentation at Vanderbilt this year, but I can't go because the Baccalaureate (unclear) Council Meeting is in Reno the week before. So I mean that's (--)

J: Oh that's a shame.

A: Too expensive to go to both places. I went last year. We had a faculty research project accepted for <sup>poster</sup> postal presentation. So I want to continue it because the only significant thing I found was interaction between nurse-doctor. That was the only negative interaction. So I just want to just pursue that a little further.

J: Look deeper at that particular, [A: um, um] that's interesting. Wow!

A: So we'll see.

J: Lots of time, I mean now that you're dean you don't have any work to do.  
[Laughs]

A: Yeah, no, no work! Ha, ha, ha! I just write grants, [J: right] get students, you know.

J: It's really impressive that you started a new program and it's going well.

A: Yeah, I learned a lot, I learned a lot. Tremendous, the politics.

J: Yeah, well.

A: Especially our type of program. I think the league is just beginning to see the value of this type of a program. Because the R.N.'s tell us, "Amy, I never would have gone back to school if it weren't this type of a program."

J: Umhm. Well see you went back and did three full years and didn't regret a minute of it and yet you can still understand why some R.N.'s don't want to mix in with.

A: Right, yeah right.

J: And you do only R.N.'s.

A: Right, yeah. So I think education should have a variety so people can have a choice of what they want to do. I think that that's what's so important about freedom.

J: Yeah, certainly an interesting background and I really appreciate you talking to us. I don't want to cut you off.

A: No, that's fine.

J: If you can think of anything else, I'm sure there might be, but I,  
[A: yeah] I think what I wanted to get we got and lots more.

A: Good, good!

J: And I thank you very much!

A: Oh my pleasure!

TAPE I, SIDE II ENDS