

9-23-2003

# Jacqueline Campbell interview for the Miami Valley College of Nursing and Health Oral History Project

Carol Holdcraft

*Wright State University - Main Campus*

Jacqueline Campbell

*Wright State University - Main Campus*

Follow this and additional works at: [https://corescholar.libraries.wright.edu/nursing\\_oral\\_history](https://corescholar.libraries.wright.edu/nursing_oral_history)



Part of the [Higher Education Commons](#), and the [Nursing Commons](#)

---

## Repository Citation

Holdcraft, C., & Campbell, J. (2003). Jacqueline Campbell interview for the Miami Valley College of Nursing and Health Oral History Project. .

[https://corescholar.libraries.wright.edu/nursing\\_oral\\_history/21](https://corescholar.libraries.wright.edu/nursing_oral_history/21)

This Oral Recording is brought to you for free and open access by the College of Nursing and Health at CORE Scholar. It has been accepted for inclusion in Wright State University - Miami Valley College of Nursing and Health Oral History Project by an authorized administrator of CORE Scholar. For more information, please contact [corescholar@www.libraries.wright.edu](mailto:corescholar@www.libraries.wright.edu), [library-corescholar@wright.edu](mailto:library-corescholar@wright.edu).

START OF TAPE 1, SIDE A

SEPTEMBER 23, 2003

CAROL HOLDCRAFT: Looks like Donna's on so we'll start. We're going to start the interview now and we're doing this interview as part of our Oral History Project for Wright State University College of Nursing and Health. I'm just saying for the tape that we have today, that we're interviewing Dr. Jacqueline Campbell and that we are interviewing you because you were a graduate student here in what was then the School of Nursing in the early days. So, Dr. Campbell we're just going to start with giving you an opportunity to give us a little bit of your personal background and how you came to be at Wright State.

JACQUELINE CAMPBELL: Okay, I was, I graduated from Duke University School of Nursing in 1968 and my then husband when he interviewed for positions one of the places he interviewed was in Dayton at Inland which was one of the General Motors companies here in Dayton, or branches. That's where he decided to take the job and we moved to Dayton and we were there until just when I was finishing up my masters, which was in 1970's, 1980 I guess was when we left. So along the way I had several fabulous jobs that I'll probably return to in community health nursing, school nursing and community mental health. One of my mentors as part of that process was Lovetta Blanke who was the head of the school nurses and she always said you know you need to get your masters. And actually when I graduated from Duke somebody, we all took GRA's and somebody said you need to get your masters. Well I just sort of tucked that into the back of my brain because primarily at that point I was thinking that I would work until I had babies and then I would stop my nursing career until they were grown up somewhere and then go back to work maybe. But I really, you know higher education those kinds of graduate education really wasn't very big on my horizons at that point. But Lovetta kept

on saying that and when my, first my daughter was born in 1972 I was home with her full time mom for about three months and I decided you know this really probably isn't going to work for me and I need you know I had been well respected in my nursing and I needed that kind of thing outside of you know both stimulation and feeling like I made a difference and all those kinds of things as well as motherhood. And so that's when I started thinking about well maybe this going back to school might be possible too. I looked at programs and at that point of course, there was, all there was in terms of masters education was either at Ohio State or Cincinnati and both of those seemed way too far away at that point for commuting. We really needed, the other thing was finances, we also needed my salary in order to do things that we enjoyed doing as a family. So, I also needed to try and work part time if I was going to go to school. So then I, when the program first opened, the masters program at Wright State was when I decided I would go there. So it's really not a particularly well-informed decision but it was only the ( ) program there. I started going part time in '75 and my son was about two and a half at that point, my second child. I was also working part time teaching at Sinclair Community College teaching associate degree nursing and working with students in that program that were, at that point we were labeling them at risk which was the same inner city Dayton young people I had worked with as a school nurse. I was a school nurse at Roosevelt High School and had worked with their families in community mental health as being at Daymont West. So you know all of my nursing experience had been more or less with the same group of people. So that's how I came to Wright State. I went; I remember I took two classes my first semester. I thought it was fabulous. I was really excited to be back at school and so I decided to enroll full time or I think, don't think I ever went full, full time but I gradually increased the number of courses that I took each semester until I got done. But I took the slow rope.

CH: Yeah but two classes a quarter to start out I mean that's a pretty good, that's a pretty good for a graduate program where you're continuing to work and et cetera. So it sounds like Jackie, that you were sort of looking for a graduate degree in nursing and so you were kind of alert to that fact that Wright State was initiating a graduate program?

JC: Yeah, I heard that it had started, right.

CH: Okay.

JC: And so, but it was a masters in nursing okay and in my town so I'm there.

CH: Yeah. You were tuned in to that event taking place.

JC: Uh-huh.

CH: Okay. Well tell us then a little bit more about what you remember about some of those early years at Wright State.

JC: Well first of all it was the faculty I remember being absolutely brilliant, very demanding, insisting that we read a great deal and also in terms of the times. It was the mid seventies and feminist kinds of ideas were just starting to become mainstream and the faculty at Wright State was varied. They had a three, Peggy Chinn, Joanne Ashley part of what we read was novels. We read the Woman's Room. I'll never forget that. It was very eye opening kind of experience and it really dovetailed with what you know where I was in my own life in terms of starting to think differently about what women's roles might be. What my role might be in the world. So it was a very exciting time for me. I do remember there was and I had always been a very good student and I'm a do gooder, well behaved little girl kind of thing and so I always do

what I'm supposed to but I do remember in one of the classes, I thought I'd never forget this, don't remember which class it was but I absolutely got a "C" on a paper which was very 'distressing to me. I ended up with a "B" for the course but still you know that just was not in my self-esteem. So I can remember that was a very riveting kind of experience. I can remember having discussions with the faculty around that and trying to argue my case which was also you know I think, looking back at it, one of the things the faculty really encouraged in us was to be assertive, to negotiate for our roles, et cetera. So all the learning was extremely exciting. One of the courses that we took was on curriculum in nursing and nursing education and that was all extremely interesting to me and I have never really thought about that except for teaching in the associate program I really hadn't thought about many of the issues of baccalaureate nursing and how that might be different. Starting to become aware that this program was different from other masters programs in nursing. Starting to be aware of we also, research courses were very challenging and I never thought about doing research. It had never crossed my mind. So that was very eye opening and so you know for me it was just this incredible discovery kind of process. I also, one of the things I remember that I really liked was that I could shape my clinical classes to where I wanted to go. So my, I mean the official masters was in community health and rehabilitation but I had become very interested in mental health issues and thought of myself in many ways as doing, I had been working in community mental health and that the faculty really encouraged us to shape our own clinicals, our own clinical experiences and our own goals, our own learning agenda. So I was able to really tailor my own clinical to what I was interested in as well as you know this degree I was supposed to be getting. So I remember feeling very empowered by that, not to use those words but very energized by that opportunity. And one of the clinical courses was around that we were supposed to work with an identified aggregate of around issues of prevention. And so and we were learning public health principles

in the ( ) course. So I chose to work with some of the same inner city young women that I had worked with either as nursing students or as in the high school I worked in. This group happened to be living at the YWCA back in the day. The YWCA was a good place for young women to, when they wanted to move away from home and wanted a place to live but couldn't afford an apartment on their own the YWCA was a good place to have a room and some comradery [sic] amongst people. So I was doing this speaking, working with this group of young women that were about aged eighteen to maybe twenty-five who were living at the YWCA and they were all African-American. So one of those defining moments I went to the mortality tables to see what they were dying of to see what I should be preventing and it was homicide. It was the leading cause of death among young African-American women which I in my years of school nursing and my years in community health I had dealt with child abuse issues and dealt with violence related stuff but I never thought about that being something that a nurse should preventing. So instead of like I was going to go to number two which is, I forget, automobile accidents or something but the faculty again said no if that's the number one cause of death that's what you need to be you know trying to address. And so, I remember scouring the nursing literature and there was nothing about violence and scouring medical literature and there was a little bit here and there, looking at homicide literature and I'm like well there's nothing about young women. You know all the homicide has to do, all the studies have to do with men and so at the same time we were supposed to be identifying our thesis topic and Joanne Ashley was my thesis advisor and Peggy was on my committee and they said "So, if that's what you want to know about, if that's what you're curious about is what, who's killing young women, what can be done to prevent it. That's what you ought to do your thesis on." Then so I did my thesis on homicide, police homicide reports of women in Dayton, Ohio which was probably the first well I know it was the first nursing study in homicide. And I know it was

probably the first homicide record review that a nurse did for research. But that was really fabulous that they said you know if that's what your curious about that's what research is and they really encouraged my [sic] to frame the study, to figure out what methods I wanted to use and it was a combination of record review but also Joanne encouraged me to do it as a partly as a historical study and also to do it as a quantitative analysis of these interviews of people around homicide, of witnesses, et cetera. So it was really, I became more and more excited about the issues there and also almost at the same time a young woman that I'd worked with in, who had been one of the high school students and I'd gotten very close to her. She had a baby while I was the school nurse and helped her with addressing all that and I knew her boyfriend very well, the father of her baby and he killed her during that time when I was studying homicide. So that had a very galvanizing affect on you know in terms of how important this was because it wasn't just data and also you, one of the things about homicide records they take pictures of the bodies and everything and all of those, I can tell you almost every single one of those cases from start to end. So that was very you know got me started in my career needless to say and that's what I've been looking at ever since. I just published a huge study of homicidive [sic] women. It's been very influential. So, Wright State really got me started there. The other thing that was extremely important during that time was issues around the profession of nursing and issues around academic nursing at Wright State. And the events surrounding the school, the sort of mass resignations of the graduate faculty in protest for the School of Nursing coming under a Dean of Health Affairs which Gert Torres and Peggy Chinn at least and some of the other faculty, Marge Stanton interpreted it as the School of Nursing being taken over by the School of Medicine which they had, my understanding of the method there, was that they had come to Wright State believing that it would stay an obtomonious [sic] School of Nursing and they, so when this action happened they protested through the faculty senate. It was also a lesson in faculty

government around roles of Board of Trustees versus faculty all of this getting very much acted out plus the personal dramas of the various faculty and them trying to make a decision about whether or not to resign or to stay. And as a student being concerned with would we be able to finish our degrees because you know we were in the final processes of the thesis. So there was a great deal of issues around it. It was also part of what was playing out was also in a city that had been dominated by diploma School's of Nursing by hospital School's of Nursing that many of the, well I know at least two of the other programs in Dayton did not support the Wright State faculty in their struggle in fact said you know that School of Nursing is kind of odd anyway. We've always thought it doesn't prepare good nurses. So that was also in terms of watching some of the professional divisions get played out on what seemed like a very personal kind of a stage. So anyway it was very exciting five years of my life and very much lessons learned and lots of wonderful faculty that supported us as learners and as people through all of that process. So you know the faculty not only were they going through a lot of turmoil but they also really, I think, tried to help us learn from it, which I thought was pretty incredible.

CH: Okay. Can you be a little bit more specific about the other programs of nursing within the Dayton area that your perception was that they did not support the faculty.

JC: Yeah. I don't remember every single detail here. So it's going to be not entirely precise but I know that St. Elizabeth's was a diploma program and I'm pretty sure it still was at that point.

CH: Yes.

JC: And also, don't know if it was Sinclair although it might have been. All I remember, I know that St. Elizabeth's was one of them you know the director of that program, it might have



been Sinclair's. I don't remember what the second school was but anyway they wrote letters to the editor.

CH: Okay.

JC: You know saying, you know and I suspect that probably Gert and the faculty you know started the letters to the editor in the newspaper. I know there was some coverage in the newspapers.

CH: Right.

JC: So you got that historical record you can go to.

CH: Yeah. Yes. Yeah and we will go back to those letters.

JC: Yeah but I do remember you know just a real sense of betrayal around that. I had actually worked at St. E's.

CH: Okay.

JC: When I first came to Dayton but you know even all that aside it seemed like you know how could nurses be divided on this you know how could we not support each other.

CH: Right, it seemed like an issue to you that nurses should be rallying around in support of what was going on.

JC: Yeah, right.

CH: Okay. Can you tell us a little bit more from the student's perspective when you first became aware of the issues that were going on within the university?

JC: Um-.

CH: Or like how you became aware of it?

JC: Yeah, we probably knew of the stuff. I'm sure there were things said and done around us but I do remember just before Christmas or it was during Christmas vacation because it seemed like the action of the Board of Trustees was taken sort of out of the blue right after, while we were on Christmas break so that most of the faculty of the university wasn't around when they had this meeting.

CH: Okay.

JC: And I remember we went, I remember I went and several of my classmates to this, we weren't admitted to the meeting. I guess part of it was probably open and then that they went behind closed doors and that didn't announce their decision that day, night but rather waited. So it all seemed you know there's lots of lessons in exercise of power and strategies. You can say the School of Nursing lost but it still was you know I think in many ways very empowering for us to see them actually take this issue on.

CH: To carry it forward to a conclusion rather than just accepting it.

JC: Uh-huh.

CH: Okay. One of the questions we've asked other people, what were challenges that

they felt like they faced in the role that they had at Wright State. From a graduate student perspective during that period of time what would you say the challenges were for you?

JC: Um, well we were certainly challenged to think, to excel, to, I mean we were told from day one that we ought to think about doctorate study. Um, to you know read research do all kinds; you know one of the expectations was that we subscribe to nursing research. We were challenged to publish and I actually did my first publication when I was a student and published my thesis. Which is pretty unusual but really those habits of scholarship have done me very, very well. And I think challenged to think sort of outside the box and you know those kinds of things. Certainly to think of nursing as a discipline. That's probably the first time I'd heard that.

CH: Uh-huh.

JC: Things like that which were quite mind-boggling at that point.

CH: Mind-boggling both because of your coming back into academia really as a novice but you think probably mind boggling that it was occurring at the masters level at that time?

JC: Yeah and that it was occurring in a; oh, hang on a minute. (Pause) I'm sorry. Okay, I'm back.

CH: Okay.

JC: I just had to finish up. So, um, where was I? Say it again.

CH: You had said earlier that you came to be aware that this master's program was a different nursing program than others.

JC: Yeah, and I think that was more in terms of what we read and what we were told by the faculty but we also you know I had a few friends, well I only had one at that point that was maybe a couple that were in masters programs in other places and then I also in my last year did my teaching practicum at Wayne in Detroit. So I saw first hand [sic] the philosophy of education in the program was quite different there although that was also a very strong obtomionous [sic] College of Nursing which was also interesting because one of the things that I was charged to do was to bring back information from Wayne and about their faculty governments et cetera as well as to you know bring information about Wright State to Wayne.

CH: Okay. Uh-huh. You've talked some about your interactions with the faculty. Any interactions that stick out in your mind that you had with other students?

JC: Um, I mean one of the things that also happened is that there was a little bit of divide amongst the students that sort of mirrored some of the divides amongst the faculty but there was a lot of I remember it being very healthy discussions for the most part although I'm sure there were also hard feelings around. But um, you know that was one of the things I remember is a lot of discussion amongst the students about these kinds of issues.

CH: Uh-huh.

JC: It seemed like we talked about issues all the time.

CH: Uh-huh. Okay. And you actually were finishing up so you actually graduated in June of '80 I believe.

JC: Yes.

CH: And were there, I mean was there hurt on the part of some people who weren't as far along?

JC: Yeah. I mean there must have been but I didn't know the cohort nearly as well that was behind us but yeah they must have been really worried.

CH: Okay. So within your group there was perhaps a push to actually get people finished.

JC: Get done, yeah.

CH: So that you could tie things up and have the degree and so forth.

JC: Uh-huh.

CH: Okay. Okay. Anything that you would like to share with us about interactions you may have had with the wider Wright State campus community during that time?

JC: Well I had an outside member on my committee who was fabulous whose name I've totally forgotten.

CH: We'll get it for the record.

JC: Yeah, get it for the record. And I did take some philosophy courses that nearly killed me that were very interesting and I remember whoever taught them being a very interesting man. But the other than you know the meetings that were very conflictual kind of things I didn't have any interactions with the wider community at Wright State besides those that I took classes

from or otherwise associated with around classes.

CH: Uh-huh. Okay. And then the community institutions, it sounds like you said that you did have, you designed your own clinicals.

JC: Uh-huh.

CH: And so you probably had some experiences as a graduate student out in that wider community.

JC: Yeah, I worked with Daymont West, which was the community mental health center. I worked with, I think, a little bit with the health department not a whole lot though. Now I was very connected with the Dayton City Schools but that was through my own experience with school nursing more than it was with you know Wright State.

CH: Your work experience.

JC: Oh, I know, oh man, there was a community, hang on a second. (Pause) There was, what were they? A community action board kind of thing, oh one of the things, it's all coming back, that we were encouraged to do in fact I think we were required to do is become part of a community board.

CH: Uh-huh.

JC: And I can't remember the name of this thing but I remember some of the people that were on it. But I remember that was also very empowering I mean there was a real sense of, the first board I'd ever been on, thought of being on never occurred to me to be on.

CH: Uh-huh.

SC: And then I also once I had finished my thesis and realized how much domestic violence had to do with intimate partner homicide I also worked a little bit, I did more in Detroit but because I moved there but I, the shelter that was just getting started in Dayton. I worked a little with them so that was the other organization.

CH: Okay and was that shelter, did it start at the YWCA?

JC: It did.

CH: I was thinking it did. Okay.

JC: Right and it started, it actually formally started after I left but I was part of some of those original you know conversations around there.

CH: Okay.

JC: It might have started just before I left. I don't remember the exact details but it was around in there.

CH: Okay. So it sounds like from what you've said that really your experience at Wright State was really kind of pivotal in your career since then. You've alluded to that already.

JC: Absolutely. It totally, totally shaped my future career and um, in a million ways and totally turned it from you know as I said nursing as sort of a secondary thing that I enjoyed doing to a career and thinking of it as discipline and being convinced I needed to go on and get a PhD and wanted to teach in academia and wanted to do domestic violence research and you

name it all of that, all of the pieces of me, the policy issues that I think are very important. You know all of that.

CH: Really started and moved on from here.

JC: Uh-huh. It all started at Wright State.

CH: Well is there any aspect of your experiences that you think are important that we haven't asked you about that you'd like to share?

JC: Urn, well, I mean, I guess the other thing that I didn't talk about in specific language was the mentoring that was started at Wright State and Peggy has continued to be a mentor to me and I'm sure Joanne would have been if she hadn't died.

CH: Right. And so those were primarily the folks that worked with you and mentored you afterwards.

JC: Uh-huh.

CH: And did you continue to have any relationship with Gert Torres or Marge Stanton or any other of the faculty?

JC: I did not and (Pause) you know no particular reason why not. I did I think see her once after that but you know she moved elsewhere. Gert always scared me. (Laughs) You know she was intellectually as much as anything else. I mean you know I was very intimidated by her so I never felt close to her the way I did to Peggy. Peggy especially, Joanne can be very intimidating also.



CH: Uh-huh. Interesting yeah.

DONNA MILES CURRY: We were asking you earlier about your perceptions or interactions with the community. Could you respond a little bit about how you perceive the police department reaction to you?

JC: Oh that was interesting.

DMC: Can you tell us a little more about that? I know we're almost running out of your time but-.

JC: Right. Well first of all just being in a culture of cops was you know like totally antithetical to anything I've ever thought of. Hanging around a police homicide department having people constantly asking me what in heavens [sic] name I was doing there and running into what was there then at that point rampant attitudes around domestic violence; victim blaming, sexist, you know everything that we learned about in class got played out you know just hanging out at the police department. One of the great big nets is that they had just started computerizing some of their records and they had been, they were computerizing 911 calls and the detective that was in charge of the project, I remember him because I was looking back at some of the 911 calls on cases where intimate partners had been killed and he, I can remember him proudly showing me this one case where the police had been called to the house fifty-four times and then he said "And then finally he solved our problem and killed her." You know that was just like, and this was a case that I had just gotten to know very well. And one of the other things you know historical times was at that point most of the, I also looked at women who killed their partners.

CH: Okay.

JC: And most of those women actually were convicted even though there had been prior domestic violence, seventy-five percent of the cases there had been prior violence and most of those women were convicted and some of them were and most of them when I was doing the study were doing time. And one of those women were [sic] actually of the group that former Governor Celeste of Ohio pardoned.

CH: Oh.

JC: When some of the governors started pardoning battered women. So that was very exciting that that happened.

CH: And it took you back to that time and place.

JC: Yeah and that was like I don't know ten years later or something.

CH: Yeah. So was it pretty difficult and time consuming to get permission to do your study?

JC: No, surprisingly not. Now it takes forever.

CH: (Laughs)

JC: I just showed up.

DMC: They didn't know why you wanted to do it but you were welcome to hang out.

SC: Right. It was pretty, I think I talked to the chief or the head of homicide or something but no it was ridiculously easy and then you could get access to cases before it; closed meant when police thought they had a suspect now it means when all appeals are finished.

CH: So it was earlier you got access to things much sooner than you would have now.

SC: Yeah, I got access to them immediately.

CH: Right' Well this has just been an interesting interview process for us.

JC: I'm delighted to be part of this just to be able to tell the story because as I say it was a very incredible experience for me and always be thankful to Wright State.

CH: Well it's interesting as Donna and I have been doing the oral history and as we are out among groups of our peers in our community there certainly lots of graduates and from your time frame as well who've gone on to really be nurse leaders in this area and everybody's sort of taking an interest and is eager to share some of what their experience was like and so it's really been rewarding for us.

JC: Yeah.

DMC: And Jackie of anybody that you thought of during the times that you were there that you thought that we should include in the history of this, just any name that pops into your mind.

JC: Well Susan Evans was my good friend.

DMC: That's always good to know.

JC: Yes.

DMC: You were referred to us from Peggy and it just kind of I don't know if you call this the snowball effect but we had specific cogs of people that we wanted to pick from but who we picked you know we hadn't really gotten that specificated [sic]-.

JC: Yeah and Bridget, I'm going to forget last name, is another person that I think was and of course Marianne Lovall.

DMC: Oh yes, we need to get Marianne.

JC: And of course Judean. Let's see. I can't think of anybody else.

DMC: Well that's great. Appreciate it. Well we thank you again and I'll be contacting you more about that speaking engagement in April.

JC: Great.

DMC: Very good we'll look forward to hearing-.

JC: And I can't wait to read it. It's really funny. And I think Peggy told you that Joanne's sister has Joanne's beginning of the oral history?

DMC: No, I didn't know that. Her sister does?

JC: Yeah. And actually Joanne interviewed I know Susan because I was terribly jealous

because she didn't interview me. (Laughs)

DMC: Oh, wow.

JC: And somebody else, I think

DMC: I wonder, I know Joanne's family donated all of her papers to University of Pennsylvania.

JC: Oh really?

DMC: But I don't know if they have, I can contact their archives.

JC: Yeah, because Joanne was working on an oral history in nursing but I know like I said I know she interviewed the at least Susan and I think some of the faculty.

CH: Excellent.

JC: Yeah, that would be neat to have that.

DMC: Oh, it would be very neat.

CH: Very much so.

DMC: Great. Well again thank you so much and you have a good day.

JC: Thank You.

DMC: Uh-huh, take care, bye-bye.

END OF INTERVIEW