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Martin, Patricia interview for the Miami Valley College of Nursing and Health Oral History Project

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START OF TAPE 1, SIDE A

PATRICIA MARTIN
FEBRUARY 8, 2008

CAROL HOLDCRAFT: Okay. Well this is a continuing series of interviews that we are doing for the Oral History Project of the College of Nursing and Health at Wright State University. And today is February the eighth, two thousand and eight. And today we are interviewing Patricia Martin and I'm Carol Holdcraft. Also in the room...

DONNA MILES CURRY: Donna Miles Curry.

ANIKA SURRAT: Anika Surrat, PNP nurse practitioner, well PNP Wright State student.

CH: Okay. And so we're going to go ahead and get started. And Pat we're just going to start off by asking you to give us a little bit about your personal background and how you came to originally come to Wright State.

PATRICIA MARTIN: Okay. I came to Wright State actually on campus to take some classes thinking I might go to some place to get a master's in nursing. And Wright State at that point didn't even have any nursing program. So then I took one course on campus in statistics and I was in the middle of a second course on philosophy and my husband broke his neck in an automobile accident and I never complete that course. So then the next time that I remember coming on campus was to interview to be part of the first group of students in the master's program.

CH: And do you recall what year that would have been?

PM: Well I graduated in eighty and it was a two and a half year process. So if that was June of eighty and it started in January, it wouldn't have been January of eighty and it wouldn't have been January of seventy-nine so it must have been January of seventy-eight.

CH: Seventy-eight, okay. Or seventy-seven?

PM: Perhaps.

CH: Seventy-seven. Two full years and then a half.

PM: It was two full years and then a half.

CH: Seventy-seven, seventy-eight.

PM: I think it was all seventy-eight and all of seventy-nine and half of eighty

CH: Okay. Okay and part of eighty. Okay. And so you came to be interviewed?

PM: And then I got a letter that said I was accepted. And I thought that was really good until I got my first assignment and I read the research book and I read my chapter and I read my chapter and I read my chapter and I really thought they probably made a big mistake. (Laughs) Because it was like there was two or three words in every sentence that I didn't know what they meant and I have to look them up and it was very hard to get through a passage that you were supposed to read when you didn't even know what the words in the sentence meant. So, but when I went to class there were a lot of other people who had had trouble so that was sort of reassuring. And I wouldn't say that, I don't remember the faculty member being reassured, I think it was my classmates that reassured me because quite frankly I probably didn't tell my faculty that I couldn't understand what they assigned me to read.

CH: Uh-huh. And so you had decided that you wanted to get a master's degree in nursing back then.

PM: Well, when I came, when I moved to Dayton from Cincinnati to get married I'd always planed to get a master's when I graduated from my baccalaureate program. And, but my husband said if I wasn't through going to school we'd wait to get married but I wanted to get married so I said I was through going to school. (Laughs) So we got married and had two kids and then said I'd like to go to school. And so I practiced because I could ride the bus here from

my house but it wasn't very direct. But I'd lived off of Third Street so I could eventually get here by bus but I couldn't get my kids to where they had to go for day care to go to school. Classes started in the evening and so that wasn't too rough. I was working full time at Miami Valley Hospital and so I ended up just driving the kids and dropping them off and coming to class because faculty didn't like people who arrived late. So I didn't arrive late.

CH: So your choice really had a lot to do with where you were both in your life and physically in your environment.

PM: Yes. When I came to, I was teaching at Miami Valley Hospital's School of Nursing and when I was hired there, the person who hired me said teachers must have a master's degree. And I think it was probably the second quarter here that Gert Torres told us teachers must have a doctoral degree. And it was, it just was funny because in my diploma program you know they said before you finished that you must have a bachelor's and before I finished my bachelor's they suggested that one might have to have a master's and I thought well here we go again. So I can remember just kind of being humorous as opposed to the first couple of times I heard it in my earlier life.

CH: Believing that if you just had that next degree you'd be set.

PM: Yeah it was just sort of can't I just enjoy what I just about accomplished.

CH: Uh-huh.

PM: So that's what I was doing. I was the mother of two toddlers and worked full time at Miami Valley Hospital in their nursing program and went to school here.

CH: And so what were those early classes like?

PM: They were tough but there's a lot of comradery and the faculty really made you feel like you must be something special. Well, I perceived it the faculty were trying to make me feel special. I knew that Gert Torres, for example, didn't like the fact that I was teaching at a

diploma program. She thought that if we wanted diploma programs to go away then we couldn't go around supporting them by being in them. And I never got a sense from her that she necessarily thought that it was a terrible program or anything but it's just that if you wanted to move education to a baccalaureate program you couldn't go around helping them stay in business by working there. But I just thought if they were paying my salary and they were paying my tuition, partially, and that would be an okay thing to do until I graduated. Thank you very much. So I just didn't talk about it a whole lot. But in my class there were three people who taught in Jewish's School of Nursing and I can't remember where, I can't think of her name, who was Dean at Capitol. Doris Edwards. Doris was teaching, I think she was part of the Jewish group.

CH: Jewish Hospital School of Nursing in Cincinnati.

PM: Jewish Hospital in Cincinnati. Debbie Edwards was in my class and she taught in Kettering's program and there were two people, whose names I can't remember, who were teaching in Sinclair's program.

CH: In an associate degree program.

PM: In the associate degree program.

CH: And was that looked upon more favorably?

PM: No.

CH: Okay.

PM: Gert felt we should all be if we want to be teachers we should be teaching a baccalaureate program and when we finished we could come out here and teach.

CH: Well when you were finished you could but it seems a little unusual before you had the requirements met to be able to do it to be a really...

PM: I think her thought was pretty black and white in terms that I should, I was prepared to do other things other than teaching.

CH: Ah, okay.

PM: I should go do those other things and those other things weren't going to pay my tuition. Thank you very much. Besides I liked the students. It was fun. So, you know initially what I was doing was trying to prepare myself to be a better educator or to be a legitimate educator. And like I said by the second quarter they had already told me that when I finished I wasn't going to have the right degree yet either and so you begin to think about getting your PhD this very early kind of thing. The courses, I felt like, and I knew because I was a teacher that I was getting that out of it, besides the contents they were teaching me for what they were preparing me to do was also, I thought, really good examples of teaching. And it was so, I was also learning about being a teacher. Now our program had three parts to it. There was a clinician part, there was a research part and there was an educator part but the education courses didn't come until later and we took most of those other than curriculum in the School of Education or the College of Education.

CH: Okay.

PM: I don't know which it was at the time. But those courses came later but from the very beginning, I think because I was a teacher, it was just very obvious that I could learn a lot from the faculty in terms of how they were teaching us.

DMC: Can you expand on that? What did that do? How did they teach that was different to you?

PM: There was hardly any lecture.

DMC: That's interesting.

PM: There was hardly any lecture. It was almost all come to class prepared to discuss. And so you learned from your classmates too and I quickly discovered that you were surrounded by some pretty smart people and that there was a lot to learn. And I think in my baccalaureate program somebody had pointed out to me because I don't think I thought this up myself that you learn in a baccalaureate program a certain percentage. You learn a larger percentage in your master's and even a larger probably in your doctoral from your classmates. That it isn't all from the faculty or from what you're doing and I'm pretty sure that that came from my experience from my baccalaureate program. But my baccalaureate program was a very positive experience but it didn't stretch me nearly what my master's program did. I really felt like they were really somewhere out in front and I just had to keep running really hard to kind of catch up with them but they made it so attractive that you wanted to do that.

CH: And how did they make that attractive do you think?

PM: I think because and I can't at this point because it's been a long time remember exactly how but it was the sense that they were very much involved at the national level and state level. You know that they really knew where nursing was going and they really knew their stuff. So, you wanted to do what they knew. So it was, like I said, you had to run to catch up. The other piece that probably is relevant is they were very interested from the very beginning in terms of through communication, in terms of how well you would be able to communicate about nursing when you finished. That was real important to them so I was not the best writer as they were quick to point out.

And so I can remember and I don't remember what quarter it was or even what class it was. But I'm pretty sure that one of my clinicals, it might have been my first course because I sort of went along with As or Bs but when I got to the clinical portion my first paper they gave back to me and they told me that I needed to redo it because it was so poor they couldn't even

give me a grade. So, I worked real hard and gave it back to them and then they gave it back to me and they said well they gave me a C because obviously it was the best I could do and they didn't want to read it again which I didn't think was a terribly supportive kind of thing. And actually I thought it was pretty mean. However, I read that paper after I graduated, the one they said was so bad they couldn't, and it was pretty awful. And I reflected that was several years when I reflected on it and that quarter besides having two children, a full time job and coming to school, I had had two bouts of strep throat and my cervical cancer had progressed and I was going to have to have surgery. And, but of course I told my faculty none of that because I didn't want anybody feeling sorry for me. So I was just sort of dealing with it and obviously not doing quite as well as I thought I was. I mean the paper was pretty awful. The good thing out of it though was a strategy that I've used since then or similarly and it is if a student always wrote too much and I always wrote not enough. So they made us write, in our next class we had to write all of our papers together and if we had a three-page assignment after two pages I never could figure out what to say and she'd turn in ten. And so by writing together we figured out how to turn in approximately three pages. That's when I learned to write headings. She said I'll write headings for all the objectives and I said well can't they figure out, don't they know what the objectives are? (Laughs) You know it was awhile until I figured it out that it actually improved my writing but I thought if they want headings I'll give them headings. And it was a couple of quarters before I actually recognized what that did for me. But that was again that was when the teaching techniques were good. And you and I could see the advantage of taking somebody who can't write enough and somebody that writes too much and having them to have to write together. Now I happened to like this person and she happened to like me and we got along well so I suppose if we would have hated each other it could have been a real nasty situation.

What else can remember from that time? It seemed like the faculty had real good relations with the Department of Education, the School of Education or whatever because we were really welcomed into those classes. I had to take a curriculum class. I took a philosophy of education class with them. I think I took a methods class with them. And in all those the faculty seemed just thrilled to have us. But what was real evident then when I took Gert Torres curriculum course was when you had an expert teacher or somebody who really knew about teaching in nursing that they helped you see the application better than you could see it on your own. When I was taking an education course from education whether it was curriculum, methods or whatever they didn't know a whole lot about teaching nurses. And they were very supportive of me doing my assignments about teaching in nursing but I had to make the leaps from their content and lecture myself and then it was also pretty obvious that they did all the selection. It was always the sage on the stage kind of thing. Well our faculty didn't do that so it probably enhanced my opinion that the nursing faculty were superior (Laughs) even though they were nice.

CH: So it was really a very different style of leading and teaching the classes.

PM: Well it was, their style was what I had been exposed to previously and how I thought I was supposed to behave as a teacher even though I'd gone to workshops where they talked about some of these other techniques that I'd learned that way and so, and I had a lot of control. You know if you do a lecture and you have it all organized and you have complete control. When you do the discussion piece it's pretty obvious to me that you know you weren't as a faculty member always in control. You might not end on time, which didn't seem to bother them a whole lot. But it was, I kept watching them and I'd try it out a little bit and I didn't quite get it right and then I'd try again.

The education course that I took that I thought was the most helpful from a long term stand point was the one where we had to tape as in video tape ourselves teaching something and then analyze, you know there was no feedback from the faculty on how I'd done and we were encouraged to chose something that we really knew. And I don't even remember what I did now but it was probably something related to OB because that's what I was teaching. And they just worked with you to analyze what you saw that would be distracting or what you saw that would be very encouraging to the student. I mean it was just basically, there was no critique from the faculty member they just kept asking questions and it was very, it was fairly painful before they started asking the questions to see yourself on tape but it was really painful when they started asking kind of poignant questions. But it was, you know you left with a real sense of knowing what kinds of things you'd like to fix.

CH: You'd critiqued yourself.

PM: Yeah. So, that kind of a technique, you know, I've not had an opportunity to use it a lot but the few times I have I've continued to be impressed in terms of the student seeing as opposed to you telling the student what you saw. And sometimes they could remember it that way and sometimes they didn't but with a tape it was pretty obvious that I said ah, ah, about every other word.

CH: So, you were going along then through this period of time and each quarter you had a different set of nursing courses.

PM: We had two courses every quarter and you did not get out of sequence or you could reapply and they would decide if there was room for you or not.

CH: Okay.

PM: Now I don't know if I truly, you know, I had my surgery for that cervical cancer and it went fine and I came back to work and I didn't miss anything but I don't know if whether I

really had a crisis whether they would, it was very much lock step and they had plenty of people lining up that wanted in so you best be grateful that you got in and hold on to your spot.

CH: How big was your class?

PM: I'm not sure anymore.

CH: Estimate of under ten?

PM: Fifteen, ten, fifteen I would have guessed and most of them finished on time. You could go full time and those folks finished a year before those of us, you only had two options, you either went full time or you did those two courses a quarter.

CH: Okay.

PM: Every quarter including summers and like I said if you didn't do that you had to reapply and get back in line. If they decided that they wanted you back in line.

CH: So it was very structured, it sounds like, in terms of the program and how you approached it but as you came into the classes rather than having the familiar structure you'd had as a teacher lecturing, them telling you that part.

PM: It was very different. I guess the other thing I, in all of the clinical courses you had a list of books, as in novels, that we had to read. And I can't remember if we only had to read one or two. I like novels so I usually read more than one but you had to integrate into the class discussion the application from the clinical information to what you read in that book. And I didn't get that right away as did most people didn't get it right away. But at the end of the first course you got it and it really was a very novel way to think about what was health and impaired health and I can't remember what the other one was.

CH: Depleted health?

PM: Depleted, thank you. And you know, most of the books weren't books that we would read, that was how they got us to read their feminist books which I hadn't been exposed much to that and that was relatively painful in terms of personal growth but it was very growing.

Several years after I graduated I found my journal that I had kept during that period of time and I immediately got it shredded and out of the house because it would have been damaging, probably, to my relationship with my husband if he had ever read it. Because there was all this anger and as you do grow and then you read that feminist stuff you thought about and they encouraged to be very frank in my journal and I think I was just a little overly frank and I thought if I'd been run over by a car I wouldn't have wanted other people to have read this. But I'm not sorry that I did it I was just making sure nobody else read it. We didn't have to bring it in to class. I suppose we could have not done it.

CH: So it wasn't something, it wasn't journaling that was being done for faculty to be, just a personal journal.

PM: It wasn't, we did journal for faculty but this was not. They encouraged you to do a personal journal, which I think was probably a good idea.

CH: So feminism that you just introduced was really something that...

PM: It was very much a part of each class and that was very much a part of who the faculty were and they were pretty up front about that. But just really encouraging you to think and part of it was kind of painful in terms of, Peggy Chinn who I had read a lot of her work around pediatrics was so angry about men in general and it was kind of because I thought she was wrong about a few things. I'd still say to this day that she was wrong about a few things. And I was helpless. I wasn't very old when I was doing this. If I had two kids I must have been about twenty, my kids are twenty-five and twenty-seven; I must have been about twenty-nine during that time. And I was, I moved a little bit beyond everything was black and white but I,

you know it was just painful allowing somebody who I really respected professionally to have some views that I thought were wrong. But that was growing too.

CH: So, some of the topics had you really thinking about nursing and the nursing profession but others had your personal growth...

PM: But other topics were about your personal growth and you as a person. And they seemed to be fairly intertwined. The stuff I could tell my faculty lived, breathed and slept, nursing. I mean it was just who they were all the time. And it probably was an unreal picture as I think about it now but maybe not. You know in terms of what I knew about those people after I was no longer a student. But it was pretty overwhelming to think that there was never any time to just be somebody else. I mean just to be not a nurse or not to be not a nurse but to be just to be a mother with no other or to be a wife or to be, I coached softball for a period of time which sounds pretty funny because I wasn't very good at it. The church was pretty desperate. (Laughs) Before that I coached basketball which I was also pretty pathetic at but no one else wanted to do it but somewhere around eight or nine months pregnant the, I was doing that with the people at the School of Nursing. They decided that I didn't present well so they found somebody else but she brought her dog so that was another story which has nothing to do with the topic but I thought you know probably being pregnant was probably was better than if I brought my Irish Setter to the games.

CH: (Laughs) So as you were going through the program one of the new areas for you that you really learned more in depth about in your master's program was research. Are there aspects about the research and the thesis concept from the master's program that stand out?

PM: The research piece, I think, was fairly long in terms of the importance of it. I actually picked, I actually came to really like research in my baccalaureate program. I had very positive experiences there. So I was really looking forward to it and when research was

introduced it was a textbook that I couldn't understand it was Kirlanger's Research Book and interestingly enough I read it after I came to Wright State as a faculty member and there was nothing in any of those sentences, I mean it was just truly remarkable, it was like it was a completely different thing. And it you know, it was one of those chances to relook at something that was real difficult and was no longer real difficult. I mean I don't know how to explain it other than it was very humorous to think how difficult these sentences were. You know to the point to where I could hardly make sense of a paragraph because there were so many words that I didn't know what they meant and yet you know when I read it, like I said, twenty years later there weren't any difficult words in it. And so you begin to worry about how your language might appear to other novices in terms of talking to them. It was just real interesting. So anyway, the research piece was very much introduced from the very beginning and integrated into every class. I mean even in the education classes. At the time the College of Nursing you know, they talked about the research and you were always reading about the underlying and all of our papers had to have it and they were pretty clear about what. So you really knew what research really was. And the only quarter that I was not full time employed while I was doing it was the quarter I took off to be Peggy Chinn's research assistant.

CH: Oh, tell us about that.

PM: So that was really lots of fun. And it ended up being, I used that experience to help me decided what I wanted to do for my thesis because we were collecting data about parent/infant interaction. And it just was a whole lot more fun and everything that she knew, all these pieces and how they put together and you were going to come up with information that would really be helpful to you as a nurse.

CH: And so that was something you were as her research assistant...

PM: She sent me off to collect data.

CH: She sent you off to collect data but that perception...

PM: But she went and showed me.

CH: But was that something you got credit for or was that an experience that they felt...

PM: No, that was actually you had to be chosen to be a research assistant.

CH: Okay.

PM: And I was quite frankly about at the end of my tether in terms of being able to handle my family responsibilities, my work responsibilities and here. So I took an educational leave from work to be able to do that.

CH: To be able to be here during the day.

PM: And they really wanted everybody to do that but I don't think they would have kept me from graduating if I hadn't. It just looked like the perfect opportunity to maybe narrow down what I was trying to do.

CH: So you did that before you then really entered in to your thesis research.

PM: Yeah, I can't remember, it might have been the same time I was writing my proposal. I just can't remember. But you know but she went and she demonstrated how we were supposed to do data collection and it was, you know, observation with a bold check list and it was recording the data and then you know, kind of like our seven eighty-eight that we teach our students. Seven eighty-eight?

DMC: Ninety-eight.

PM: Ninety-eight. You know it was just; it was a really good experience in terms of being able to see how the pieces all fit together. And they then told us in class too or something if we want to be educators we're going to have to get a PhD, which even I knew involved even more research. But my goal when I spent the time when I was doing my clinicals my goal, I thought I would go and be the OB director. I didn't, the OB department was not doing what I

thought, I was working weekends in labor and delivery. That was my other thing; I was also working weekends in labor and delivery at the hospital. And so, and they had an opening there and so I thought that was going to be a very good thing to do. So, when I was doing my data collection with my thesis I had to get permission from Dottie Rye who was the chief nurse and I really liked her. And so when I, as I was finishing my data collection I expressed an interested in, you know, applying for a position there. I wasn't finished with my master's and she was only taking people with a master's to be director. And so I went and interviewed with her and then she called me up and she said what she'd really like me be to do was this other job that she had which was the nurse researcher role.

CH: Interesting.

PM: Yeah which wasn't what I had gone to interview for or applied for. And so at first I was just kind of confused because I thought I had interviewed for another position and she'd like me to take this one. I didn't know it was posted. And so I said well, I've only had a few courses as a student, you know, how could I be a nurse researcher at the hospital. And so I came back and I talked to Peggy Chinn and Joanne Ashley who was my two people on my thesis committee. And they both said they would help me. I should take this. It would be good for Miami Valley Hospital. It would be good for me if I wanted to go back and do a PhD and they would help me not screw up too badly. And so then it was about this time that the wheels began to come off the cart in terms of all the Med School trying to get involved and telling us how we should do nursing and you know and this is the part that I don't want public while I'm the Dean but I would never come here for any faculty position if Robert Keggarris had been the president. And I just talked to somebody recently who said they always asked whether he was president before they gave any money.

CH: Right.

PM: And I'm sure I didn't give any money. I don't know that I obviously had any money because by the time I left here I was pretty broke but I wouldn't have, I mean I didn't have much use for but I never felt like anything bad about the faculty. We were but he was so, he put us down as students like we were stupid for going along with our faculty. And they were like he was so wonderful; he was going to save us from our delusions. And it was, you know, so I wrote a letter to the editor which I didn't know that you could have letters to the editor edited before they published them and so that was really out of context by the time they eliminated sentences and paragraphs.

CH: What they published of your letter to the editor was...

PM: What they published wasn't what I wrote and I didn't know they could do that. So, I've never written any more letters to the editor because I didn't know they edited letters to the editor.

CH: (Laughs) So from your perspective in terms of, you know, the political unrest within the college and the university when did it start for you? Are you aware of how you first came to know things were going wrong?

PM: I think they told us in class because I wasn't hanging, it was not during that period when I was doing data collection. I think we had to hear it from class and so some of the students who were full time seemed to be more apprised of what was going on. And you know, then like I said he comes to class and you know basically tells us stupid girls, you know, get in line.

CH: So he came into your class?

PM: Oh yeah, he came into our class. And you know now I realize he didn't have any business being in our class. You know, he came to tell us and probably didn't get the reaction that he wanted because I mean when you use sentences like Gert's girls we probably did think

we were. I mean we were pretty devout followers of the faculty. Didn't feel like we were some kind of disciple or whatever but we really believed in what they were trying to teach us and how they were trying to mold us. It didn't feel that we were being shoved into something you didn't want to. It was very much something that you aspired to and wanted to and I don't remember any discussion among the students that they faculty were wrong. We were all fairly appalled that people could be in such high positions and Deans of the School of Medicine and are Presidents of the university or Provosts of the university and act so arbitrary. That you know they would listen to people who actually knew something about nursing that they would think they knew everything. I mean it was just, it was pretty appalling and you know you did worry whether or not, what they were going to do. I never, until a faculty said they were going to leave I don't think I thought about the faculty leaving but I think there was every reason to think that they were just going to fire them all and they'd come over and teach us because obviously they thought they knew everything. And so I began to explore where else I could go and get a degree because I sure wasn't going to get one that was being given out by the School of Medicine.

CH: Okay.

PM: And then they told us that they were going to leave at the end so then I, my thesis was supposed to have compared two groups of parents, ones who had gone through expectant parent classes and those who hadn't. No, I was going to compare those that had had expectant parent classes and had, oh, what do you call it where they both parents were in the room and they deliver in the same room?

CH: Open. Natural birth and cesarean.

DMC: Rooming in?

PM: No, that isn't it. Anyway labor and delivery and everything took place in the same room. Anyway right before I got ready to do my, they call it birthing rooms. That was the first,

in Dayton, that was a real new concept. So I was compare people who had birthing room experiences and those who hadn't. Well, they had a near miss or at least they thought they did at the Valley right before I started data collections. So I had one family in the birthing room experience and then they weren't doing any birthing room experiences. So they, I wrote up my data as a small descriptive study of just a group of parents and it was all people who had done regular labor and delivery.

And so that was another experience that was going on but I was really nervous that the faculty would then be take this data, analyze it, get it written up. So then I started my first experience with thesis writing. You took it to one person and they changed a few things and you took it to the next person and they told you to put it back and this was pre computer. So you and I didn't type so I just paid somebody to type it up and of course she thought we were all crazy because she usually typed for the UD teacher master's thesis where they wrote it up once. And at the very end she got, the typist got a beginning generation computer for somebody she was typing a book for. And so she used that so she only had to charge, she was going to charge me by the hour instead of by the page. And saved me a whole bunch of money. And it was my first experience with, I finally said to Peggy Chinn I said it was, oh, the other person that was on my thesis committee was Kline, Helen Kline from psychology. She had me go over to her house one day because she had young children to go over my thesis with me. So anyway, it was mostly between Chinn and Ashley in terms of putting these words in but then I'd have to go like in front of Kline and sometimes she would, after they had read it she would have me put them back in. It had to do with whether my findings were significant, important, or there was a third word that they were trying because I had a small sample. So anyway at the very end that was all I was doing was putting these words in and out of the last couple of versions, which was when my typist decided that she'd use this little machine that somebody had given her. And it was my

first experience in telling a faculty member I was really tired of this and how were they going to come to the conclusion and they didn't realize it because I had never told them that's what was going on. You know, I'd make Peggy's changes and then she'd say take it to Joanne and I'd make Joanne's changes and I'd take it to Helen and then I'd take it back to my chair and each time they were doing this but I wasn't telling anybody and I guess they were supposed to read my mind. But anyway when I told her what's going on she says well, we'll do it my way meaning hers and then we'll have your committee meeting and at that meeting when they're all there we'll decide which we did. And so as my thesis committee or at my thesis defense I remember walking in and Debbie, the women who wrote too much while I wrote too little had brought flowers. So I burst into tears which is what I always do when I'm happy and I was really touched. I think I'm really touched now as I thought about it but it was like, it was awful because I was supposed to defend my thesis and I was balling.

CH: (Laughs)

PM: And the harder I tried not to the harder I cried. So they told me to go to the bathroom and pull yourself together.

CH: (Laughs)

PM: And so I did. And I came back and I think probably because I cried they were really nice. They were very complimentary. They asked a few questions and I answered a few questions. Debbie was there as my moral support. I could have killed her for making me cry but other than that it was really nice to have somebody in the room who you knew was standing by. But pretty much I began to realize that, you know, they were happy with what I had done.

CH: They were pleased with the outcome.

PM: Yeah and so I had done one rewrite of course.

CH: But they had come together as a group.

PM: They'd come together as a group and decide what word I should use and I'd have to go look at my thesis because I don't remember now. But of course they did finally decide.

CH: So you were finishing that during the same time frame of unrest, upheaval.

PM: Oh yeah during the time frame of the upheaval and everything and working full time.

CH: And working full time still.

PM: Yeah. So anyway it appeared, you know, as soon as I finished you know my plan was to go on and get my PhD. And then when they all left and I had this job that I'd already signed all the papers and taken and there was nobody to help me do. Peggy's sort of parting words was just do what we've taught you and you'll be fine and find a doctoral program. So I did. I started looking for a doctoral, I graduated in June of eighty and that next year I took courses in different departments at Ohio State trying to figure out where to go and do my PhD up there because there weren't any nursing programs. And then I just thought maybe I could drive to IU so I went over there and applied and I drove up to Case and applied. And Case, I got accepted at IU but as I began, I kept talking to people who I thought might be my bosses in the future about my degree and they weren't sure what a DNS was. So there advice was to get a PhD but to get it in nursing. And so Case, I took my first summer courses at Case before I had been accepted but I didn't write to IU to tell them I wasn't coming until I got my acceptance letter from Case because I couldn't start at IU until the fall.

CH: So you actually started taking classes towards the PhD at Case before you were fully accepted into the program?

PM: Right. It was a leap of faith. I figured, it was a research course and a theory course and I figured I could certainly apply those somewhere.

CH: Right. So it sounds like that even though there was a lot of turmoil going on around you...

PM: Oh, here's another story.

CH: Go ahead.

PM: Here's another story. I forgot. I want to make sure I told about this. I went after graduation at UD arena where none of our faculty were at. My guess, we all thought, our doctoral faculty were not there and we felt like they were probably not allowed or invited or encouraged to be there. But anyway we went on vacation and when I got back from vacation there was a letter from the School of Graduate Studies asking me to return my diploma. No why or whatever.

CH: And so what was the story on that?

PM: Well the good thing, in my class was Nancy Dolphin whose husband was the Dean of Graduate Studies. So I called her at home because she was a classmate. She said oh those letters went out because there was some form that wasn't signed and actually nobody gave it to the faculty to sign. You know it was sort of another one of the games that the boys were playing to show who was in charge. And so anyway I didn't return my diploma and I didn't get any more letters. So I did at that point ask for an official transcript to show in fact that I had finished and it did. You know Gert and, well Joanne died shortly after that but Gert and Peggy came back at some point because we all met at a restaurant down near Middletown and I can't remember when that was but it was sometime after that.

CH: After graduation?

PM: Yeah because they were real pleased with what everybody was doing. I mean most of our class went on and got PhDs and went into education and that sort of thing.

CH: So it was a period of time after graduation.

PM: Yeah, it wasn't like...

CH: It wasn't a graduation celebration.

PM: No, they'd all moved somewhere.

CH: And they came back.

PM: And they came back and I don't know exactly how that all happened. But anyway, I was able to find Torres and Chinn because I needed reference letters from people who had actually taught me and that was to get into the PhD programs. So they both did that for me.

CH: And so you're saying a lot of the people in your class were going back and so...

PM: Well Jacki Campbell was in my class. Now she graduated ahead of me but she went right off into her PhD. You know Dorothy ?Ciereno? was in my class. She was the head of the Ohio Board of Nursing for a while. Now she didn't go on and get a PhD but that was fairly influential, responsible position in Ohio. Doris Edwards was in my class and she went on to be Dean at Capitol. I'm trying to think of who else was in there. Marianne Lovell was in my class and she got published in books and stuff, which I was very impressed with. Everybody, the thinking among our students was that Marianne really knew how to write.

CH: She wrote well.

PM: She did right well and so you wanted to read her papers because you might be able to see how it was done. And that was one of my first clues that reading other peoples paper and how they did it was not a tremendous help to me. Because I could either copy what they did and just change a few words but I couldn't quite get it. I really needed somebody. And one of my slides from my dissertation I actually had somebody who was an English major who really tutored me on writing, which was much more, helpful than trying to read people who wrote well. I'd see that they wrote well but I couldn't write that way.

CH: Didn't pull it together.

PM: I'm trying to think of who else. It just seemed like everybody in our class was going off to do things and so you wanted to do things too and it was a competitive kind of thing but probably in a positive way. In terms of you really wanted to live up to what people expected you to do or what you thought you'd been prepared to do. And quite frankly when I got to Case my first, in my theories and my research class I knew everything they were talking about. Now I'm not saying I didn't learn anything.

CH: Right.

PM: Actually in my research course I'm not sure I did learn a whole lot but the theories course I took from Joyce Fitzpatrick and I did learn from her but it was very obvious compared to my classmates there that I was well prepared. But it was a very different experience and how frightened I was and how inadequate I felt when I started my master's program. You know it was another reassuring thing that yes I, I did so well in the courses that I took at Ohio State in education that again their research courses were really easy compared to what I had in my master's program.

CH: So it was a real sense that you accomplished your goal.

PM: There was never, I'd never lost a thing so I got a really good education. And when the people who I thought were hideous were no longer here then I felt like I could be. But my first times back here weren't all positive. I think of Mary Maloney's class.

CH: Margaret?

PM: Margaret Maloney. She asked me to come and do something. And before that, my first experience back here as a nurse researcher I was asked to put together a research conference and Peggy Chinn came as a favor to me to be the keynote speaker and I was supposed to find people to be responders. And Pat Mixen was on the faculty here and was supposed to come.

CH: She was a doctorally prepared faculty who had been hired to teach here.

PM: She was a doctorally prepared faculty who had been hired to teach here. And she didn't seem like the same caliber of person we'd had but I didn't know her very well and so, anyway she came and then she had some kind of hissy fit in the bathroom and I had to talk her out of the bathroom. She was in the bathroom saying she wasn't going to do this. And I think it was tied up with she saw that Peggy Chinn was in the audience and she thought something bad was going to happen. Well it did because when the conference started and it was her turn to speak the person who's paper she was responding to was an undergraduate, it was her undergraduate project and she just tore it to shreds and she wasn't even accurate. I mean I even knew she wasn't accurate in the things she was saying and then Peggy gets up and takes her on and then my boss is saying take care of the situation. You know we finally kind of got everything calmed down and moved on but that wasn't a really good experience with Wright State.

And then I came out and did that class for Maloney. After I finished doing my presentation about how important research was to staff nurses and what it might add to their and some of the things we were doing at the Valley. Well she proceeded to tell them how, you know, it was sort of like, I hadn't really done anything that it was really that they had good leadership at the Valley and you know I was educated with this group of people who used to teach at Wright State who didn't know much and were not very good people and blah, blah, blah. She wouldn't even give me a parking pass to get off campus. So I decided you know it was really too bad that she hadn't worked with the other people who were no longer here. And I don't mean the nursing people. I meant the Dean of the School of Medicine and upward administration because she seemed to fit with them and I was thinking they really can't get anybody good. I mean my experiences were just not real positive. And so I'd meet a few people, Agnes Bennett was back doing some teaching here and you know she seemed to know what she was doing but then she

left and went to Miami. It was like they couldn't hold on to anybody who was good. So, I was not very impressed probably until Donna Deanne, one of her times and she seemed to be sort of able to start pulling people together. You know Jeannette came and began to make some changes in terms of how the community felt about Wright State. And then I did a period of time as a dual appointee where they bought half my time out for Wright State here and really got to know some of the faculty and began to feel like.

But students who came from here even through the Margaret Maloney kinds of things the students who came from Wright State to the Valley were wonderful staff nurses. I mean the graduates you know I don't remember running into a group of graduates or a group of student nurses who didn't seem to be well prepared, know what they were doing. You know somehow or another even through those lean years when it was difficult for them to recruit faculty, there was a curriculum that worked. You know that the graduates you know you were pleased to work with them. And maybe because I worked with them at that point as a nurse researcher, the fact that they knew something about research and hardly anybody else did that was part of mine but I also heard everybody else in the hospital who were always pleased with the Wright State graduates. I just couldn't, but then I think when somebody had an attitude or somebody or personality but in terms of knowing what they were to do, knowing their anatomy and physiology or knowing how to assess or knowing how to advocate for patients Wright State students knew how to do that and as new graduates you know they were always given responsible kinds of positions in a very short period of time.

CH: So after many of the faculty resigned in nineteen eighty and left. Some of the leaders, which, of the PhD faculty that you had in your master's program left the area.

PM: Yes.

CH: But many of the other faculty, master's prepared faculty didn't.

PM: But we didn't know the master's. I didn't know.

CH: You didn't know that at the time.

PM: I didn't know and I don't think most of my classmates except the people who were going to school full time.

CH: Okay.

PM: I had one period of time when I was on a curriculum committee as a student because that was another thing as a student you were supposed to do. And I don't remember even how I managed that. Maybe I did it the quarter I was the research assistant. I can't remember. But again it was pretty eye opening as you watched them argue things through and figure out how to do it right. Those were good experiences. But Marie Lobo came to a class and I don't know that I would remember her name except I've kept in contact with her over the years. But a few of the master's would come in and do a class but they usually came in and lectured. And then the doctorally prepared faculty would lead the discussion about what they talked about. So, they always knew their stuff. I mean they didn't bring in anybody that didn't know what they were doing but in terms of really getting to know those people or having much of a connection to us. The only reason I knew Agnes was because she was an OB and that's where I was taking my students there.

In fact right after she left, the quarter after she left I did an OB clinical, I almost forgot about that, for Wright State. They didn't have anybody else to do it and I insisted that they paid me what I would get paid by the Valley. And they said they couldn't do that and I said well then you don't have a teacher and so they did. I was thought to myself, I thought Gert would have liked that. I was sort of proud of myself. Now as a dean not wanting to people anything over the budget I wouldn't think it and they probably thought I was a pain in the butt. (Laughs) But it was a good experience and I was able to take what I thought I knew about Wright State's

curriculum and take students to labor and delivery where I was very, very comfortable as a practicing nurse. And you know I still have students from that little group of eight or ten, former students who are now nurses for twenty some years, twenty-five or some years who I've run into who talk about saying it was a good experience.

CH: Saying it was a good experience, yeah.

PM: Now I'd forgotten about that and I don't know who I had to deal with for that. I don't know who was the dean then who hired me but whoever was not happy with me and I didn't really care because I didn't really think much of Wright State at that point or of the nurses.

CH: And weren't happy with having to pay you what you had asked for rather than what they had intended.

PM: Right. No, not what they had intended. And now on the other side I can see why they were pretty unhappy with me. (Laughs)

CH: (Laughs)

PM: I figured they were in a bind and I didn't really need an extra job I was really tired of going to school full time and working full time.

CH: So as you entered your next career as a nurse researcher at Miami Valley what kind of contact did you have, you mentioned that you put on a research conference at Wright State but other types of things in that role that maybe connected you to the School of Nursing.

PM: Students and faculty would come to do their research and so you knew them there. I always came to and was a charter member of the Zeta Phi Chapter when it started. So it was more of a contact with individuals. I worked with Donna and then Donna Deanne and you know Jane Schwart came and you know we had somewhat I thought were some stable leaders that we were probably lucky to get here. It was more with the individual faculty member that I would meet either through, like I said Zeta Phi or they would come to do their research or they would

bring their student to do research. And I didn't want anything to do with administration outside of nursing. I just thought if that was their leadership I couldn't see any reason that I'd want to have anything and that's pretty, that's really a narrow view as I look back on it but you know it had been a fairly negative experience. I'd never had, as a student, had administrators behave in that matter. I thought it was pretty peculiar.

CH: Right. And up until the things began to be an uproar as a master's student did you have any contact...

PM: We didn't have any contact with them.

CH: With the greater campus other than with the College of Medicine, taking courses.

PM: No, I never took anything from them. I took them from Education.

CH: From Education, that's what I meant.

PM: And I took a course, I think that was the only other college actually. You know we had the library experiences. That was positive. I'd had a statistics course but that was from Wayne Graham from the College of Education. So you know I don't know if I had any contact with Science and Math or anything else. And I hadn't have any contact with the administration. I had contact with the School of Graduate Studies and that was, they seemed to know what they were doing. That's where you went to get your thesis checked off.

CH: Had to follow their policies.

PM: Whatever their policies were and they seemed skilled in the master's. You know it was just these, and as you look back on it you could think of a lot of things but it was just like people on an ego trip and of course at that point I didn't have a very positive experiences with physicians and so the Med School acting that way they didn't seem to be acting in what I thought as an administrator I would be able to organize it.

CH: Right.

PM: I would have thought what was the matter with us. You know I don't know whether if they hadn't made some changes in terms of getting you know what I considered to be high quality nursing faculty and administration here I don't know that I would have wanted to be anymore connected then the individuals that I liked and respected. You know it was just, and so when I had the opportunity as a dean to talk to some of those people it's really pretty wonderful. I know who was telling me about to not give money until; it was our alumni that was just here.

CH: Uh-huh. Right.

PM: And I was thinking boy I could relate to that because she graduated from her baccalaureate program the same time I graduated from my master's.

CH: Well we've come about to the end of our hour and what we hope to do is to have an additional interview with you as you talk later on about coming back to Wright State in your role in nursing research and then as...

PM: When I came the first time even though I said I didn't want anything more to do with them after that because they got good people who were here that sort of made it look very attractive.

DMC: Cool.

PM: Okay. The End.

CH: Good stuff.

TAPE ENDS