

Yale Nurse is back!

This issue of *Nursing Matters* marks the return of *Yale Nurse*, a publication familiar to most of you who are YSN alumnae/i. It is inserted here in *Nursing Matters* with the goal of keeping YSN alums in touch with the school and especially each other.

In this inaugural issue of *Yale Nurse*—the new, renewed, and updated version—you'll find student and scholarship news, a feature story about the life of a Yale nurse ("I Am a Yale Nurse"), news of the exciting Reunion Weekend in September, and a listing of the YSN Alumnae/i Board members and their activities.

As in the past, *Yale Nurse* will feature stories and news of YSN alumnae/i, but we need your help! We want to celebrate your special moments—both big and small, professional or personal. Whether it's a new job or family member, your first publication, or a visit with another YSN alum, we want to hear from you. So, please e-mail your news and photos to erin.mcburney@yale.edu. We look forward to reading about you in the next issue of *Yale Nurse*!

YaleNurse

AN ALUMNAE/I PUBLICATION OF YALE UNIVERSITY SCHOOL OF NURSING



I AM A YALE NURSE

BY KARLA A. KNIGHT '77

Show, Not Tell



In 1970, **Carolyn Webster-Stratton** '72 flew directly from Africa to New Haven to begin her education in a unique, new program at YSN. She left a small African village where surgical equipment was sterilized in a fire behind a mud hut hospital and where nine out of every ten babies died from malnutrition before one year of age. She arrived at Yale, where she would become a pediatric nurse practitioner and continue working with families from different cultural backgrounds.

Webster-Stratton grew up in Stratford, Ontario, and attended nursing school at the University of Toronto, where she almost majored in anthropology.

"I think I wanted to do more than 'observe' as an anthropologist," Webster-Stratton comments. "I wanted to be more of an active participant with families."

Always attentive to cultural differences, she had the opportunity to practice in Sierra Leone in West Africa. It was there that Webster-Stratton began the basis for her lifetime of research. She used a small generator-driven slide projector in the tribal community to help mothers learn about basic nutrition and sanitation. Webster-Stratton has never forgotten the power and impact of a visual message.

She also received her MPH from the Yale School of Public Health at the same time she was studying at YSN (one of the first to receive a dual degree at YSN). In addition to writing her thesis, "Delivering of Health Care to the Cree and Ojibwa Indians in Northern Canada," she also practiced among the Navajo Indians through a program offered by the Yale School of Medicine. Webster-Stratton developed a manual for Navajo women who went from hogan to hogan giving information about breastfeeding and child development. Later, after spending two years practicing among the Haida and Tlingit Indians of Alaska, she came to the conclusion that showing parents how to play with their children was more effective than telling them how to do it.

When she arrived at the University of Washington in 1976 to teach in the nurse

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practitioner program, she began the process of videotaping families to show them what worked with their children and what didn't. Today, Webster-Stratton is a professor of nursing at the University of Washington where, in 1980, she completed her doctoral dissertation in educational psychology on the effectiveness of videotape modeling parental education as a therapeutic tool. Using the videotapes as a way of promoting positive parenting interactions and teaching parents about appropriate discipline became the basis for Webster-Stratton's video learning systems that are now used throughout the world.

Founded by Webster-Stratton in 1984, the University of Washington Parenting Clinic develops, evaluates, and improves cost-effective, widely applicable, and theory-based early intervention programs that are designed to prevent and treat early onset oppositional defiant disorder (ODD) and conduct disorder (CD) in children (<http://www.son.washington.edu/centers/parenting-clinic/>). Funded completely by research dollars from National Institute of Mental Health (NIMH), National Center for Nursing Research (NCNR), Head Start, and other grant sources, the clinic does not charge its clients. Currently, the clinic is focusing on treating children with ADHD. "Our clinic focus varies by the interventions we are studying, according to what grants we have received," explains Webster-Stratton. She says she has been able to find a way to do the clinical work she wants to do, to evaluate the outcomes of her interventions through randomized trials, and most importantly, to provide care for free.

Webster-Stratton is also the developer of "The Incredible Years Series," the video learning programs (DVDs) that resulted from more than 30 years of research. Separate programs have been developed for training teachers, parents, and children. Webster-Stratton uses her highly studied, effective method of changing behaviors for promoting children's social, emotional, and academic competence and for reducing behavior problems. She also has developed a curriculum for children, called the Dinosaur School, that uses video vignettes to teach certain behaviors. These video clips are then used as the catalyst for discussion in groups led by a facilitator or teacher, who must be trained in the method. The children also practice their new social skills using a variety

of small group practice activities and games. Webster-Stratton has authored numerous research articles; books for parents, children, and teachers; and book chapters (see www.incrediblyears.com). In fact, her programs are disseminated globally and have been translated into many languages, including Norwegian, Danish, Russian, Spanish, Dutch, and Chinese. In any culture, Webster-Stratton says, these interventions are set up to build on parents' and teachers' strengths and to teach them strategies to use with the goals that they have set for themselves.

Long concerned with the disconnect between research and practice, Webster-Stratton credits Donna Diers '64 with her commitment to evidence-based practice. "While at Yale, I had amazing clinical opportunities and faculty, including Kit Nuckolls '41, and there were only three of us in the PNP track [also Beckett Rodgers '72, Ruth Burton '72]. But probably the most important person at YSN for me was Donna, who was my thesis advisor and mentor. She convinced me to do what I was most passionate about." Diers encouraged Webster-Stratton to do her thesis on the barriers of delivering modern health care to the Ojibwa Indians on Hudson Bay in Northern Canada, an experience that furthered Webster-Stratton's cultural awareness and commitment to a collaborative process of bringing about change, be it in a community or a family.

Webster-Stratton and her husband, a physician whom she met at a lecture about Africa while at Yale, did not envision themselves as academicians. Her husband, John Stratton, Yale Medical School '73, is also a professor and teaches cardiology at the University of Washington Medical School. "But, in my world, becoming an academician has meant being able to practice exactly how I envisioned when I went to Yale to become a PNP," says Webster-Stratton, "and that was getting advanced knowledge so that I could show families and fellow clinicians how to change behavior and practice—and do that in a way so that families did not have to pay.

"This is what I love about nursing—the intimacy and closeness of sharing in families' most private moments and the possibility of collaborating with them and supporting them to feel good about their decisions so that they can feel empowered."



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