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Scientia Lucet Super Omnia

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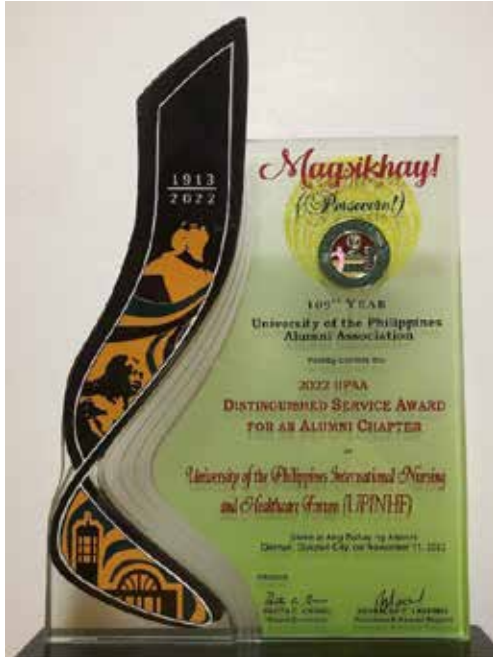
UPCN: 75 Years of Excellence, Honor and Distinction



COMMEMORATIVE ISSUE APRIL 9, 2023



University of the Philippines
INTERNATIONAL NURSING AND HEALTHCARE FORUM
(UPINHF, Inc.)



RECIPIENT, 2022 UPAA
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FOR AN ALUMNI CHAPTER

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UPINHF is a loyal chapter of UPAA and recognized as a U.P. alumni organization by the U.P. Board of Regents. The organization is committed to, and its members are dedicated to support their beloved alma mater, UPCN and PGH.

UPCN: 75 Years of Excellence, Honor and Distinction

Dedicated



***For profound fealty to alma mater,
valuable contributions to the nursing profession,
and for devoted service to country and humanity***

Manus, Caput, Cor.



*There is no satisfaction that
I know of to compare with the feeling
that you are useful to other people.
Other people value you, and you help to
change their lives for the better.
People go into it for the satisfying work.
Nursing is something you do with your
Head, your heart and your hands.*

---- Virginia Henderson, RN

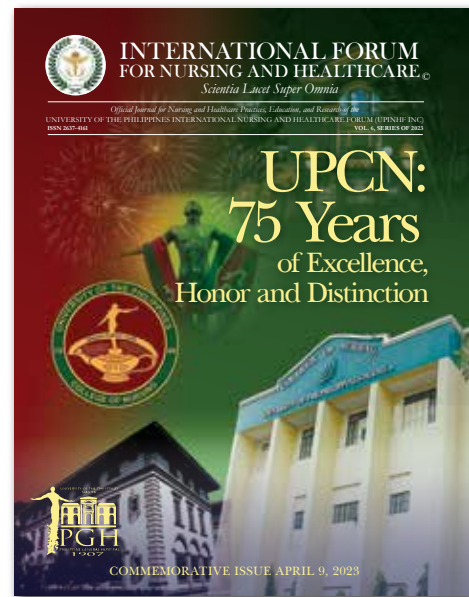
UPCN 75 YEARS
of Excellence, Honor, and Distinction

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Our Cover

By Nelson C. Borrero, AB, LIB.
Editorial Consultant



The cover of the International Forum for Nursing and Healthcare (IFNAH) journal's Commemorative Issue seeks to capture the extraordinary moment unfolding before our eyes---the culmination of the first 75-year journey through social changes and vicissitudes of life from the post war era to the present-day peak in technology, and many critical events in between. UPCN came out steadfast, successful and triumphant with wide positive impact on the country and the world.

As one leafs through the pages of this special edition, the joy of the celebration is evident amongst the alumni in their praises, exaltations and manifest gratitude to UPCN and its founder. What can be more meaningful than the graduates' eloquent expressions of love and affection to their *alma mater* and mentors, and enormously thankful for what they now become.

If the sole and only purpose of the UP College of Nursing (UPCN) is to provide graduates with good paying jobs, then the institution has failed miserably, but it is however the noted discipline, the fervor for building character, the desire for molding human spirit and passion for mankind that make the difference.

Scientia Lucet Super Omnia

From hereon, the editorial board has decided to adopt a very meaningful motto that will be carried on subsequent journal's front cover: *Scientia Lucet Super Omnia* --- knowledge shines above all things.

This is a tribute to UPCN which is a vessel of knowledge, that is respected and admired the whole world over and to beloved founder, Julita V. Sotejo who envisioned this institution of learning. Knowledge certainly shines above all things.



The IFNAH Journal

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About the Journal

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2nd Printing, July 2023

EDITORIAL

A special edition to commemorate the University of the Philippines College of Nursing's 75 years of excellence, honor and distinction is UPINHF/IFNAH's tribute to our alma mater, to the great founder and first Dean, Julita V. Sotejo, and to all UP nursing graduates who have reached the pinnacle of their careers and outstanding feats in their lives.

Following the footprints left by "the Dean," and the distinguished UP alumni before them, UP nurses carved their own paths to respective destinies. They have become deans themselves, professors, hospital executives, clinical role models, entrepreneurs, philanthropists, human advocates, artists, and many more achievers in every walk of life. They are, paraphrasing Rogers and Hammerstein, climbing every mountain, fording every stream, following every rainbow, till they find their dream. (The Sound of Music).

UPINHF choice of the IFNAH journal to be the medium by which we pay homage to dear alma mater is indeed fitting. The honor and distinction we are celebrating will be memorialized and archived in many libraries around the world, not to mention the Library of Congress of which IFNAH is a member.

This commemorative edition is not only marking an event, but by all measures is also celebrating success, a heritage, and by the grace of God, an enduring legacy. Therefore we, the celebrants, and all those who are joining us in this extraordinary moment hereby give praise for the divine blessings and remember the words of William Shakespeare:

"O Lord that lends me life, lend me a heart replete with thankfulness."

Josephine F. Villanueva

Josephine F. Villanueva
 BSN, MA, RN-BC, NE-BC
 Chairman, Editorial Board



UPCN at 75: Trajectory to Excellence

An Editorial by **Minerva S. Guttman**, EdD, RN, APN
 Director and Professor
 Henry P. Becton School of Nursing and Allied Health
 Fairleigh Dickinson University



Great institutions can arise from humble beginnings. The University of the Philippines College of Nursing (UPCN) was conceived from a master's degree thesis presented to the University of Chicago Division of Biological Sciences by Ms. Julita V. Sotejo, the founder and first Dean of the UPCN. The title of the thesis was "A University School of Nursing in the University of the Philippines." The programs proposed in the thesis were a baccalaureate nursing program (BSN) for high school graduates and a post-basic program for nurses who graduated from a hospital-based nursing program with a Graduate Nurse diploma. The proposal was approved by the Board of Regents in April 9, 1948 as the University of the Philippines College of Nursing and became the first BSN program in the Philippines. The inaugural BSN class graduated in 1952.

The history of the UPCN is one of academic excellence based on the studies and experiences of organizations and leaders of nursing in the United States. At around the same time that Dean Sotejo wrote her thesis proposal, the Brown Report of Dr. Esther Lucille Brown entitled, *Nursing for the Future*, prepared for the United States' National Nursing Council, was written in 1948. The report, which was done to assess society's need for nursing, described the inadequacies in nursing schools and recommended that nursing education must demonstrate an understanding of the fundamental needs of a person (sick or well) and integrate those needs into programs that addressed them. It also recommended that each nurse must possess a body of scientific nursing knowledge based on general scientific best practices and be able to apply this knowledge in meeting the needs of a person and a community. She also added that the professional nurse must have "discriminative judgment to recognize the activities which fall within the area of professional nursing and those with other professional and nonprofessional fields." Dr. Brown also espoused that a professional nurse must be able to exert leadership in making contributions to the preventive and remedial aspects of illness by continuously improving nursing skills. Most of all, the Brown report maintained that nursing education, similar to the Flexner Report on Medical Education (1910), belonged in institutions of higher education. In addition, Universities and colleges were encouraged to recruit both men and minorities in nursing schools. Dean Sotejo proposed the first baccalaureate program to be offered in a Philippine University, as recommended by the Brown Report in 1948.

I recently spoke to several graduates of the UPCN who are in various leadership positions in the United States. They were early graduates of the 50's, 60's and 70's. I found that we all had similar memorable experiences during the admission process to the BSN program at UPCN. Dean Sotejo was directly involved in the selection process and mandated that the students she selected must have great intellectual and communication skills. The classes were small, usually 30 students in each. It was very intimidating

to be interviewed one on one by Dean Sotejo in her daunting office at the College of Law in Diliman, where the College of Nursing was located before it moved to UP Manila. But there was immediate confidence booster when you were told that you were selected or “chosen.” You felt you were anointed. The test of excellence of any program is to evaluate its outcomes. The UP College of Nursing has graduated thousands of professional nurses who are practicing at a high level all over the world. Many have pursued their doctoral degrees in nursing and related fields and others have gone to other fields, including medicine. Numerous alumni are leaders in education, research and service in the Philippines, the United States, and other countries. Many have authored books, obtained funded grants, and published studies and articles in peer reviewed journals. Locally, the BSN graduates continue the legacy of 100% passing rates in the Philippine nursing licensure examination, which is an independent measure of quality. These outcomes are the product of continued top notch instruction by the faculty and administration of the UPCN which are the legacy of its founder and longtime Dean, Julita V. Sotejo.

I am very proud to be a graduate of the UP College of Nursing. Whatever I have achieved professionally and personally, resulted from critical thinking skills I developed initially as a student there. I will never forget my first experience with Dean Sotejo. I was an exchange student with the American Field Service and spent my senior year in high school in Orange High School, California. I did not come back to the Philippines until August because the academic year in the United States finished in June. So, I started late in October and missed some courses in the First year of the BSN Curriculum. Instead of holding me back, Dean Sotejo worked with me individually to meet the requirements of the courses by arranging independent studies in Intro to Chemistry and English I, so I was able to catch up with Class of 1968. Later, when I became a faculty and academic administrator of nursing programs in the State University of New York, the University of Medicine and Dentistry of New Jersey and at the Fairleigh Dickinson University, I always followed the principle of individual evaluation of students to meet their needs. It is not only fair but academically sound. I will always be grateful to the UP College of Nursing for preparing me to be a critical thinker, a requirement for being an excellent professional nurse and educator.

As the UPCN celebrates its Diamond jubilee, it is still the premier change agent serving the health needs of the Filipinos and providing outstanding leadership in nursing development not just for the Philippines, but worldclass despite the lack of financial resources. ***When we came to UPCN we were diamonds in the rough but we emerged as polished gems, ready to take on the world!***

What we do within the nursing field alone could be incalculable but not impossible. Let us begin with Nursing. Let us begin with something that is little but resounding in impact. Let us do something that can make a difference--- a difference in nursing itself, ordinary perhaps, but “different.” Breakthroughs in the sciences and in the arts! Something nice, something new, something fantastic, something true, something different and familiar too.

--- Dean Julita V. Sotejo
In a letter dated June 19, 2000



The Pillars:

*More than a Century
of inspiring leadership*



I

Preface

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Gloria Smitka



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
 The Health Sciences Center

Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines
 Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485
 Email: upm-cn@up.edu.ph



Celebrating UPCN@75!

On April 9, 2023, the University of the Philippines College of Nursing (UPCN) will celebrate its 75th foundation anniversary. Since its inception, the UPCN has remained steadfast in its mission to provide a comprehensive nursing education program. Its commitment to teaching, continuing education, community extension, and research has made the college a leader in the field of nursing education. Looking back on the history of the UPCN, from its establishment as a college in the university setting, its search for a home, and its endeavors during the Covid-19 pandemic speaks of the resilience of the institution and its commitment to producing excellent nurses and to contributing to nation-building.

This special issue of the International Forum for Nursing and Healthcare, with the theme, ***“UPCN: 75 Years of Excellence, Honor, and Distinction”*** is a fitting tribute to the seventy-five years of the college. Special thanks to the University of the Philippines International Nursing and Healthcare Forum (UPINHF) for taking the initiative to invite several UPCN alumni members to express their gratitude and hopes for the college through this publication. Their reflections on how the UPCN played a significant role in their lives and in their contributions to the Philippines and other countries speak of the quality of graduates that the college has produced throughout the years.

The history of the UPCN is closely intertwined with the life and legacy of Julita V. Sotejo, the first dean who served for 22 years. Dean Sotejo was a trailblazer in the field of nursing education, and her work helped to establish the foundations for the modern nursing profession in the Philippines. In this special issue, several alumni members who became



deans of UPCN and of other nursing schools offered their homage to Dean Sotejo who served as their mentor and role model. The UPCN has a long and proud history of producing outstanding nursing professionals who have made significant contributions to the nursing profession, and to the healthcare system in the Philippines and around the world. Some of the work of these alumni members featured here includes developing training programs, advocacy for health equity, commitment to research and publication, and creation of artwork dedicated to the college.

To mark its 75th anniversary, the college will be holding various events and activities throughout the year, including webinars, conferences, and community outreach programs. These events will provide opportunities for alumni, faculty, and students to come together to celebrate the college's achievements and contributions to the nursing profession. A weeklong celebration is also organized to gather alumni members. On April 11, there will be an Open House at the Sotejo Hall, home of UPCN in UP Manila (which used to be the East Wing of the Bureau of Science building), to welcome all to a day of recognition of its alumni and institutional partners and sponsors. On April 12, there will be a scientific conference that will feature alumni members based in the country and abroad as speakers to discuss the future of nursing education and research in the country, and the role that the UPCN will play in shaping the future of the nursing profession. On April 13, there will be a “*Balik-tanaw*” a visit to the former site of the UPCN at the College of Law in Malcolm Hall, UP Diliman. On April 14, several alumni members will hold a “*Balik-turo*” for UPCN students to give some updates on nursing practice. The 75th foundation anniversary of the UPCN is a momentous occasion that highlights the college's commitment to providing quality nursing education and research. It is a testament to the college's enduring legacy of excellence and its continued efforts to meet the evolving needs of the healthcare system in the Philippines and beyond.

Today, the UPCN continues to be a leader in nursing education in the Philippines, providing quality education to nursing students and preparing them to become future leaders in the field of nursing. The college remains committed to its mission of providing a holistic, evidence-based, and culturally sensitive nursing education that will empower students to provide compassionate and competent care to their patients. As the college celebrates its 75th foundation anniversary, it is a time to reflect on its achievements and look forward to continued growth and success in the years ahead.

Dr. Sheila Bonito, BSN, MAN, DrPH, RN
*Dean and Professor, UP College of Nursing
 Head, World Health Organization Collaborating
 Center for Leadership and Nursing Development
 University of the Philippines, Manila*





University of the Philippines Philippine General Hospital School of Nursing Alumni Association

UPPGHSNAA joins UPINHF in celebrating the Diamond Jubilee of UPCN!

“Commitment is the stuff UPPGHSN alumni are made of. It is the power to change the face of things and to transform a promise into reality. It is making time even when there is none. It means bravely going on despite personal tragedies and covid risks. It means coming through, time after time after time, year after year after year.”

Founded in 1912, the UPPGHSNAA is now on its 111th year. Although the UPPGHSN was officially merged with the UP College of Nursing in 1979, its alumni still keep perpetuating its name and legacy through their continued leadership and involvement in the Professional Regulation Commission, Board of Nursing, healthcare and educational institutions, professional organizations, and community outreach programs. They also continue to contribute to the proud identity of Filipino nurses across the globe.

Through the years, they have been showing their unending concern for the welfare of the UP-PGH community. They have been giving financial assistance to indigent patients, donating equipment and supplies, equipping the Nursing Skills Lab, renovating and refurbishing the PGH Nursing Service Office and the Nurses Home Social Hall and hallways, sponsoring renovations in the PGH Pay Ward and Cancer Institute, donating covid equipment and supplies, contributing to the PGH Medical Foundation for the PGH Covid Center and the PGH Fire Fund, etc.

Beyond organizing alumni homecomings and class reunions, the UPPGHSNAA has also been assiduously looking after the welfare of its members. For some time, it provided scholarships to inspire alumni to pursue higher studies. Since 1920, it has been doing “Sunshine Visits” and giving assistance to ailing and aging alumni. At the height of the covid pandemic, it even gave ayuda to alumni living in the Philippines. Those better off in life donated back their share or passed them on to their more needy classmates. Some classes even put up their own class funds to help ailing and dying classmates.

For many years, UPPGHSNAA partnered with the UPCNAA in organizing joint reunions and homecomings, equipping rooms in the new UPCN building, and hosting professional enrichment seminars and continuing education programs. UPPGHSN alumni and their kin also donated Professorial Chairs and scholarships thru the UPCN Foundation. During the pandemic, UPPGHSNAA and a number of UPPGHSN alumni in the UPINHF also gave donations to enhance the internet connectivity of needy UPCN students.

UPPGHSN alumni have been recognized for their leadership in UP alumni organizations like the UPAA, UPAA in America, UP Manila Alumni Association, UPNAAI, UPNAA-USA and UPINHF. They have also gained awards and recognition by national and international organizations.

Current officers of the UPPGHSNAA: Jesusa Cruz-Grimalt’70 (President), Dr. Annabelle Reyes-Borromeo’76 (Vice President), Virginia Colcol-Ducusin’76 (Secretary), Cecilia Salveron-Tubig’73 (Assistant Secretary), Dr. Carmelita de Lara-Joson’57 (Treasurer), Perla Gonzales-Po’69 (Auditor), Rhodora Aliga-Apolinario’64 (PRO), Arline Polintan-Trias’74 and Adelaida Tacub-Mendoza’73 (Board Members).



University of the Philippines Manila
COLLEGE OF NURSING



*Honor
Excellence
Recognition
Service*

UPCN Alumni Association, Inc. Board of Directors, 2023-2024

Integrity · Nationalism · Caring · Excellence · Leadership · Learning

Committed to foster alumni relations, fellowship and unity among the UPCN alumni community towards achievement of our alma mater's vision and mission of being a change agent serving the health needs of the Filipino people, and providing leadership and excellence in nursing development in the global community



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Jo Leah Flores
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Please help us build our alumni database.
E-mail your name (please include your maiden name), e-mail address, contact #, batch and program completed to upcnalumniassoc@gmail.com

Acknowledging Greatness...

UPINHF Paying Homage to UPCN's 75 Years of Excellence, Honor and Distinction

By **GLORIA A. SMITKA**, GN, BSN, MAN, RN
Founding Member, UPINHF
Chairman of the Board and President



The University of the Philippines International Nursing and Healthcare Forum (UPINHF) is a global alumni association of UP nurses and healthcare professionals, defined by its unflinching fealty to our *alma mater*. UPINHF has established a manifest bond of loyalty and amity with the university, an enduring relationship established by the founding members and engraved in the preamble of its constitution and by-laws.

This year, we are celebrating a historic event: the UP College of Nursing's (UPCN) 75th Year Anniversary.

UP nursing has come a long way from our beginnings in the 1900's. Our nurses work all over the world, excelling in all facets of the profession – from the bedside to hospital administration, and in academia, health organizations, technology, art, research, and so much more.

Wherever we go in the world, we find UP nurses in the lead. I keep wondering what was the great Dean Julita Sotejo envisioned when she initiated formal baccalaureate training for Filipino nurses. After 75 years every graduate has their own success story to tell. Whatever she was thinking, her legacy transformed nursing education in the Philippines into a remarkable set of academic institutions.



UPINHF as an organization, and we as members, are immensely excited to witness this memorable event. May we literally climb and shout on the rooftops, exalting the institution with joy and the pride of being amongst the best.

As a tribute to greatness, UPINHF's International Forum for Nursing and Healthcare (IFNAH) journal is publishing a special edition: **"UPCN: 75 Years of Excellence, Honor and Distinction."** This commemorative issue will contain a trove of insights on this milestone, the history from the beginning of UP nursing and a peek at the future. It will include write-ups by the deans of UPCN and other universities, and by alumni who have pursued graduate education and are accomplished in their pursuits. Aside from working on this special project, UPINHF also donated commemorative shirts as part of its fundraising effort for the college and to convey the event's significance.

During the foundation ceremonies, we will present a Commemorative Marker to the Director of Philippine General Hospital to honor the nurses, doctors, aides, security guards, utility personnel and others who displayed heroic initiative to evacuate neonates from the raging PGH fire of May 15, 2021. Disregarding personal safety, these heroes wrote history by their intrepid courage.



UPINHF also recognizes alumni who exemplify the pinnacle of the profession with its *International Nurse Award* and the *International Healthcare Professional Excellence Award*. While academic achievements are a component, the most important criterion is service to the profession, to the university (UPCN, PGH, UP), to their home country and to the world. UPINHF recognizes the award recipient's work, but above all we look at commitment, and a passion to be of service to mankind. The UPCN festivities will allow us to bestow trophies to awardees after a delay due to COVID.

As a Charitable Organization, UPINHF established a sub-entity called "**UPINHF Caritas.**" Over the years, UPINHF donations, contributions and grants reflect a wide-range of benevolent causes:

- UPCN Class endowment and scholarship
- Funding for UPCN's Membership with the World Health Organization (WHO)
- Sampalok Boys Fundraising, Manila
- Salvation Army for their activities to assist the poor.
- Bicol victims of three super typhoons
- Cagayan Valley victim of super typhoons
- Assisting UPCN students after super typhoon Odette
- Financial assistance as a tribute to families of deceased Phil. nursing leaders
- Creating a fund to assist students after calamities
- Donation for the maintenance of nursing clinics at UPCN
- UPCN virtual connectivity assistance
- Grant to purchase laptop computers for use by UPCN students
- Contribution to UP *Bahay Alumni* Roll of Honor
- UPINHF funds for PGH COVID 19 ward
- Funds for adult infectious disease clinic at PGH
- Donations to Doctors' Without Borders

Most recently, UPINHF has solicited contributions toward the purchase of the new UPCN van.

Judged by our many outstanding members, UPCN can look to its founder and first dean, Julita V. Sotejo. Her words ring eloquently through the halls, the campus, the nation, and the world:

It is the responsibility of each graduate to maintain the high standards of performance that graduates of the University of the Philippines are known for. Let quality nursing be evident in your work whether you are a nursing educator, a public nurse, a ward administrator, or a bedside nurse.

We see that legacy today, and look towards the future, anticipating that UPCN alumni will continue to exhibit professional excellence, personal honor, and service to community. Congratulations UPCN on your 75th Founding Anniversary!

Judged by its outstanding graduates, UPCN is without a doubt an outstanding institution it has become, a university college that may be bereft of the commanding presence of its founder and first dean, Julita V. Sotejo,...yet if one listens carefully, her words ring eloquently through the halls. the campus. the nation. and the world.



November 11, 2023, UPAA Awarding Ceremony

From right: UPAA President and UP Regent Reynaldo Laserna, UPINHF President Gloria Smitka, UPINHF member and Nursing Education Awardee Remedios L. Fernandez, UPINHF member and UPCNAI President Bethel Villarta, UP Vice President for Operations Nestor Yunque.



November. 9, 2022-Dinner Event hosted by UP President Concepcion.

From left: U.P. President and Mrs. Concepcion, Gloria Smitka, Remedios Fernandez, Nursing Education Awardee and Dr. Milton Amayun, 2021 UPINHF International Professional Healthcare Awardee



UPINHF members with former UP President Emerlinda Roman

II

History Leading to the Establishment of the College of Nursing in the University of the Philippines

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ESTABLISHMENT of the UNIVERSITY OF THE PHILIPPINES COLLEGE OF NURSING

Dean Cecilia M. Laurente, BSN, MA, PhD, RN

(Editors' Note: This article, never published in a global journal before, is a masterfully written story of how the University of the Philippines College of Nursing (UPCN) came about. The methodical chronology of events, the detailed narrative of time and personalities; of what was said and the things done, bring the reader to a comprehensive understanding of the meticulous process leading to the founding of the great institution that is UPCN. There is a feeling of being there, experience the history, and destiny as one reads the events unfold.

The author, Dean Cecilia Marcaida Laurente, is a loyal product of UPCN, Class of 1967. She cultivated a rapport and great friendship with the founder Dean Julita V. Sotejo, during her tenure as a student, professor and dean of the college.) NB.

A Historical Perspective.

The Beginning of a Training School for Nurses I

The first attempt to establish a training school for nurses in the Philippines was in 1903 when Major E.C. Carter, then Commissioner of Public Health, appointed a committee of three to draft a law establishing a training school for nurses. The committee proposed a law but the Philippine Commission did not pass it in view of so many oppositions. There was so much discussions about the subject and many feared that it would not meet with favor particularly among women.

In spite of the oppositions that met against the establishment of a training school for nurses in 1906, Major Carter's plan was finally carried out with private physicians. During that year a law was passed creating some kind of a preparatory school of nursing under the Bureau of Education which was intended as an experiment to find out the people's reaction. An arrangement was made to have the course given in the dormitory of the Normal School at Calle Mercado, Ermita (renamed Calle A. Flores). The girls who took the preparatory course resided in the Normal School Dormitory. In due time, the nursing course became popular and it was thought that it was chiefly through the efforts of Mary Coleman and Sofia Reyes de Veyra, wife of Jaime de Veyra, who were the matrons of the Normal School dormitory, that this endeavor met success and won such acceptance later on.

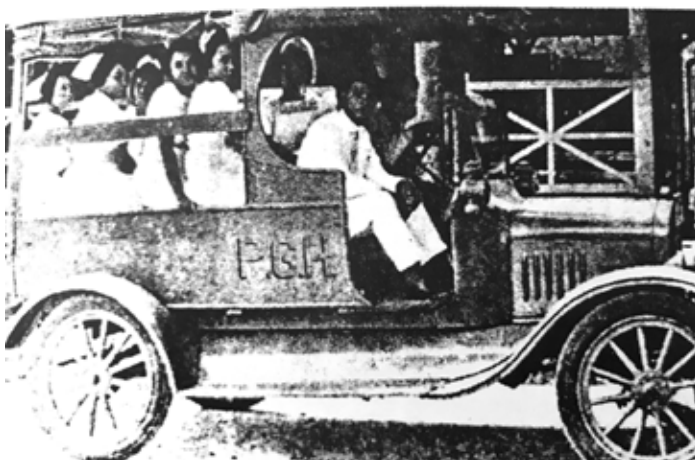
The girls who completed their preparatory course were distributed to the three biggest hospitals: St. Luke's, St. Paul's and the Philippine General Hospital and this group composed the first batch of graduates of 1911. At the start, the course was taken for four (4) years, later it was reduced to two and a half years, later it was again increased to three years to keep pace with nursing trends. The entrance requirement for nursing students was completion of the intermediate course at first, but this was gradually raised to completion of the high school and then to one semester of college work in Chemistry, English, Spanish, Psychology and Sociology.

In 1909, the school was made one of the regular schools of the Bureau of Education with the passage of Legislative Act No. 1931. The practical instruction was given at the old Civil Hospital.

In 1910, the passage of Legislative Act No. 1975 repealed the old law and placed the school under the Bureau of Health. It was then known as the Philippine Training School for Nurses of the Philippine General Hospital.

In 1915, the school again underwent reorganization with the passage of Legislative Act No. 2476. The school was made one of the departments the Philippine General Hospital and gave it a name, "Philippine General Hospital School of Nursing." It also provided for the establishment of midwifery course and provided for diplomas of graduates to be conferred by the authority of the Board of Regents of the University of the Philippines while the administrative control has been transferred from department to another and one time under the Office of the Philippine President.

With the transfer of the administrative control of the Philippine General Hospital from the Office of the Philippine President to the University of the Philippines, in the last government shakeup, July 1, 1947, the school was placed also under administrative control of the latter. It was under the immediate charge of the Principal under the supervision of the Superintendent of the School of Nursing who was the chief nurse at the same time of the Nursing Division of the Philippine General Hospital.



There was a cholera epidemic in 1925. UPPGH nurses shown in an old car to San Lazaro hospital to help take care of the victims.

Part I

Establishment of UP College of Nursing: Pre-war Nursing Situations

During the pre-war days, there were 14 schools of nursing in the Philippines five operated under the Bureau of Health, one under the Office of the President of the Philippines, seven under religious organizations, one under Chinese community. After the war, there were twelve hospitals with schools of nursing. The students admitted to these schools of nursing were graduates of the regular four-year academic high school. They took the 3-year course to these hospital schools of nursing at the end of which they receive their Diploma in Nursing.

The three years of study qualified these graduates for positions of staff nurses in institutional or hospital nursing work. But they were not qualified to work as staff nurses in public health nursing organizations because the three-year nursing course could not adequately prepare them for such type of activity. To be employed as Public Health Nurse under the Bureau of Health, graduate nurses had to undergo at least six weeks of pre-service training under the Health Department and Bureau of Education. Only after this might a graduate nurse be employed as a Public Health Nurse.

At that time, there was an attempt to make student nurses public health-minded through the teaching of public health nursing in the home school, and affiliation for clinical experience to a limited extent with public health agencies. Even the best of these attempts was far from satisfactory insofar as making them public health-conscious and employing them as public health nurses soon after graduation.

No college or university in this country where graduates of the three-year diploma courses could go to and adequately prepare and qualify themselves for the types of work demanded by public health agencies. The result of this lack of nursing schools, colleges or universities, where adequate preparation could be obtained was felt not only by institutions/organizations employing public health nursing but also by hospitals which are then operating or wish to open schools of nursing.

Sometime in 1942, Dr. Antonio G. Sison, Dean of UP College of Medicine and Director of Philippine General Hospital sent Julita V. Sotejo, then principal of PGH School of Nursing, to America to improve nursing education in the Philippines. In 1942-43, at the University of Chicago, when the time came to write a thesis in partial fulfillment of Master of Science Major in Nursing requirements, she presented outlines in two subjects:

1. Legal aspects of nursing, and

2. A University School of Nursing in the University of the Philippines.

According to Ms. Nellie X. Hawkinson, thesis adviser of Sotejo, the second subject above would be more desirable in view of the devastation of the Philippines following World War II. This work, she said, was to be **“...your contribution for the rehabilitation of your country through nursing service of a superior quality as a result of superior kind of nursing education...”**

The nursing schools before the war were not meeting the nursing needs of the time. The few schools that have re-opened after the war were not also meeting post-war nursing service needs. Women of sound and broad preparation who could contribute to the solution of post-war reconstruction and rehabilitation work in this country were in great demand. The kind of education that would best prepare her for effective service to society these days could be held in an educational institution like UP. It had a great deal to offer to students in nursing. The institutional facilities could contribute much to the professional preparation of nurses. The rich cultural opportunities of the University were a decided asset. Hence the proposal to establish a nursing school was for the following reasons: one was to correct the insufficiencies in hospital training; another was to be a truly educational process rather than as a means to supply cheap nursing service. In a letter by Sotejo and assistant, Leonor Malay-Aragon to Elizabeth Tennant, Assistant Director and Nursing Consultant of the Rockefeller Foundation, on October 3, 1946, they stated **“... only by establishing an independent school can we hope to awaken interest on the whole as subject of nursing education – what it should and what it should not be.”**

In 1945, Sotejo finished writing her thesis and immediately returned to the Philippines. Her thesis became her special project. While the Filipino Nurses Association (FNA) Nursing Education Section was having a meeting at the PGH School of Nursing Library, Dr. Sison, Dean of UP College of Medicine, gave the news that UP President Gonzalez would like to meet her in his office at 3:00 pm the next day at the Institute of Hygiene (now named College of Public Health). She thought that somehow during that interview, the idea of establishing a University School of Nursing might be brought up.

Issues, challenges

On February 1, 1946, Sotejo met with UP President Bienvenido Gonzales at 3:00 pm in his office. Among the important points taken up were: status of nursing education in the Philippine General Hospital and the hospital schools; improvement of the type of nursing preparation.

She apprised him of her study on nursing education during her one year in Canada, University of Toronto. She also asked him subtly to read her thesis, **“A University School of Nursing in the University of the Philippines”** which she wrote while working in the University of Chicago for her Master of Science Major in Nursing degree. She sent him a copy of this the next day.

On February 13, 1946, Pres. Gonzalez sent a note of thanks to Sotejo, saying **“Thank you for the privilege of reading this interesting dissertation. I did not realize that this was already a study of possible conversion of our present nursing course into one of collegiate level... I think the idea is acceptable to all.”**

In April 1946 Pres. Gonzalez asked her to get the opinion of nurses on the proposal to establish a college of nursing in the Philippines. She told him, **“The way to find out was to tell news about it.”**

On the same month, the opportunity came when Mrs. Maria Tinawin of FNA, asked her to read a paper on the latest in nursing education. Sotejo thought of her paper in university schools of nursing which would bring about her plans for a university school of nursing in the University of the Philippines.

On May 9, 1946, Sotejo finally read her paper on university schools of nursing before nurses during the FNA Convention. This was well-received. On May 11, 1946, Resolution No. 1 was adopted by the Filipino Nurses Association in Convention assembled in Manila, “petitioning the creation or establishment of the College of Nursing in the University of the Philippines.” Some of the premises were:

“...nursing students today in the Philippines need a broader, a more far-reaching type of education sufficient to prepare them as professional nurses for the people expect not only nursing service within the four walls of the hospital, but the leadership in the community...; preoccupation of the supposed nursing educators in these hospital schools over matters not strictly educational but purely nursing service...; responsibility for education for nursing in the Philippines has been assumed by hospitals rather than by the institutions exclusively devoted to education...; the preparation of professional nursing can best be given in the educational institution such as a university...;” in the Philippines at that time, the university which could best be suited to offer preparation for professional nursing would be the University of the Philippines.

It was resolved to petition authorities to *“create, establish and maintain a college of nursing in the University of Philippines”*. Copies of the resolution was sent to President Manuel Roxas, President of the Senate, Speaker of the House of Representatives, Secretary of the Department of Health and Public Welfare, Secretary of Public Instruction, President of the University of the Philippines (UP), Dean of UP College of Medicine, President of Philippine Islands Medical Association (the president of the Filipino Nurses Association (FNA) then was Mrs. Genera S. M. De Guzman).

On September 11, 1946, Pio Pedrosa, Technical Assistant to the President of the Philippine Islands, sent a letter to FNA President Mrs. De Guzman, informing her that the matter on the creation or establishment of a college of nursing in the University of Philippines, was taken up with UP President Gonzalez and the chairman of the National Council of Education (C. G. Manalac). Pres. Gonzalez made his second endorsement on June 26, 1946 while Manalac made his fourth endorsement on September 7, 1946.

On November 18, 1946, Urbano Velasco, Secretary of the Senate President, sent a letter to Mrs. Conchita Ruiz, Executive Secretary of FNA, informing her that no action could be taken regarding the resolution as the congress was not in session. He assured her however that the resolution would be submitted to Congress when it convened on January 1, 1947.

On November 20, 1946, Speaker Eugenio Perez of the House of Representatives, in a letter to Ruiz of FNA, assured her that “proper attention and consideration would be given these resolutions in the next regular session of Congress.

On December 21, 1946, FNA President, Mrs. de Guzman sent a letter to Pio Pedrosa, Technical Assistant to the President, requesting him to seek the assistance of the Rockefeller Foundation in preparing nurses so that “... they in turn may serve the public to their fullest capacity...” The Philippine government at that time was busy with many other post-war rehabilitation programs, hence, the need to secure funds from other sources for nursing development.

Formal recommendation by Sotejo on the establishment of UP College of Nursing

On January 30, 1947, Sotejo officially sent a letter to UP Pres. Gonzalez, recommending the *“fusion of the present PGH School of Nursing which was academically under the supervision of the University of the Philippines, and the School of Public Health Nursing, then a department under UP College of Medicine*

into a College of Nursing...” The appropriation of these two schools could well- support the project. If not, it was hoped that the Rockefeller Foundation to whom the appeal for funds had already been made, would extend its generous support to the project. Sotejo also cited the interest and steps taken by Pres. Gonzalez ***“...towards the improvement of education for women in the Philippines...”***

On March 22, 1947, a meeting was held in the office of Pres. Gonzalez in the ruins of Palma Hall. In this meeting, Pres. Gonzalez expressed his idea of a college of nursing which was” ...one that would be administered by a qualified nurse, manned by qualified nurse instructors; the doctors coming in only in so far as needed for teaching the medical aspects of the professional courses... about 80% of the faculty would be qualified nurses. The Rockefeller Foundation representatives agreed to train and give some training equipment.

On March 27, 1947, Pres. Gonzalez submitted to Dr. Balfour of Rockefeller Foundation the following names for possible appointment to fellowships under the Foundation:

1. Lucrecia Capalongan
2. Salud Dingcong
3. Juanita Kagahastian
4. Alma Lara

They were selected for advanced training ***“and if their work during the period of fellowship would be satisfactory, they will be considered favorably for appointment in the instructional staff of the proposed College of Nursing.”***

On March 28, 1947. Pres. Gonzalez wrote Sotejo about his views on the plan to establish a college of nursing. He said that ***“... your proposal to elevate the nursing profession is not only wise and justifiable but in a sense an obligation to our women citizens...”*** However, he regretted that the ***“financial situation of the University of the Philippines would not permit the organization of another unit without additional support....”***

Concept of the Proposed College of Nursing in UP

On March 28, 1947, Sotejo submitted a copy of Explanatory Statements on the Proposed College of Nursing, UP, to Senator Olegario Clarin, chairman of the Committee on Health and Welfare. Salient points presented were: only through the medium of nursing service can one important aspect of the health needs of the Filipinos be met; it is through nursing education by means of which nurses would be prepared to render nursing service after graduation, that nursing needs could be realized; women of sound and broad preparation who could contribute to the solution of post-war reconstruction and rehabilitation work in this country were in great demand; the kind of education that will best prepare her for effective service to society those days could be held in educational institutions like the University of the Philippines, UP had a great deal to offer to students in nursing. Its instructional facilities could contribute much to the professional preparation of nurses. The rich cultural opportunities of the University were a decided asset. there was no institution in this country where graduate nurses can receive the right type of nursing education which could prepare them for positions of leadership and responsibility. It was possible *to develop excellent nursing education programs, given the moral and financial support.*

The purpose of establishing the College of Nursing was to bring together and correlate all the educational facilities of the University of the Philippines which contribute to the professional preparation of nurses for service to the community.

The curriculum of the college of nursing was based on the assumption that nurses should have first of all, and fundamental to all other preparations, a broad and liberal education.

The basic course had its aims the preparation of nurses on a college level to aid in the promotion of health and in the care of the sick in any community and in all the main fields of nursing.

The aim of the graduate professional programs later on was to provide graduate nurses with advanced knowledge of some of the important phases of nursing work with a view of preparing them for leadership in various aspects of nursing activities

The basic professional program was a four-year integrated program offered to graduates of the four-year academic high school. The purpose is to prepare qualified applicants through careful instruction and well-planned clinical experience to become professional nurses for service to any community as health workers and as remedial agents. At the successful completion of the 4-year course the student gets a **Bachelor of Science in Nursing** degree (BSN).

The graduate professional programs were intended to prepare graduate nurses for positions of responsibility and leadership in some particular phase of nursing work. They may major either in Public Health Nursing or in Teaching and Supervision. At the successful termination of four years of study, the student gets the degree of Bachelor Science of Nursing (BSN). In the future, courses leading to the degree of Master of Science in Nursing may be offered, according to Sotejo.

On June 15, 1947. Senator Clarin sent a letter to Pres. Manuel Roxas pointing out the necessity of the establishment of the college of nursing in UP. He stated that, *“... I am convinced that the establishment of such a school in the State University will redound to the great benefit of our country...”* 2

On June 30, 1947, N. Roxas, Assistant Secretary to the President, wrote Sen Clarin that upon the direction of Pres. Roxas, the matter about the proposed nursing school was submitted to the cabinet for consideration. *“...Although in full sympathy with the movement, the cabinet, much to its regret, declined to endorse the recommendation because it felt that the government, including UP, was not in a position to finance the proposed expansion...”*

External Source of Financial Support to UPCN

On July 23, 1947, Sotejo wrote Dr. Robert Watson of the Rockefeller Foundation that *“...it is imperative and vital that at this stage Pres. Roxas should get the request from the Rockefeller Foundation...”*

On July 25, 1947, Margaret Conrad, Associate Dean of the Columbia University, wrote Pres. Gonzalez that their students held a bazaar and got a net proceed of \$1000. They were unanimous in their desire to use these funds to assist in establishing a school of nursing in a university level.

On July 29, 1947, three nurses on fellowship sailed for America and reached their destination by August 15, 1947. One nurse, Mrs. Kagahastian, failed to qualify physically.

On August 1947, Sotejo was called into conference by Pres. Gonzalez to discuss about Conrad's letter on funds raised. In trying to find the quickest way to get good results, he suggested that they see Senator Generosa Pecson immediately. The FNA Board and a committee of three was appointed to see Sen. Pecson. On August 9, 1947 Sotejo, De Guzman and Ruiz of FNA visited Sen Pecson with the main idea of enlisting her support on the college of nursing project. She suggested that she be provided with a written endorsement (favorable one) of the UP Board of Regents.

Endorsement of the Proposal by the UP Board of Regents to President Roxas

On August 10, 1947, Sotejo conferred with Pres. Gonzalez about what Pecson wanted. He then suggested two ways of bringing the matter formally to the Board of Regents: One, to present Resolution from FNA reiterating request contained in Resolution No. I; Second, the PGH School of Nursing wrote the Board of Regents asking if it could be converted into a College.

Because of time constraint, the first one was adopted. Sotejo prepared Resolution No. IV of FNA “reiterating the request to establish a College of Nursing in the University of the Philippines as embodied in Resolution No. I adopted by the Filipino Nurses Association thru its Board of Directors in a meeting held on August 7, 1947.”

On August 14, 1947, the UP Board of Regents met and approved the recommendation of UP President Gonzalez to establish the UP College of Nursing in the University of the Philippines. Excerpts from minutes of the meeting of the UP Board of Regents were as follows:

“1. that the petition of the Filipino Nurses Association for the establishment of a College of Nursing in the University of the Philippines in its Resolution No. I. of May 11, 1946 and reiterated by its Board of Directors in Resolution No. IV under date of August 7, 1947, be forwarded to the President of the Philippines and Congress---favorably endorsing the petition; and recommending, in the event the petition is approved that an initial amount of P200,000 be appropriated for the new College, P 100,000 of which will be for one year to cover the cost of the building and equipment and P 100,000 for operation expenses.”

This was signed by D. Cervantes, Secretary of the Board of Regents.

On August 15, 1947, The Manila Times published the approval of the proposed nursing school in the University of the Philippines, stating:

“...Third important measure favorably passed upon by the Board of regents yesterday afternoon was a recommendation by the Board to the President (Roxas) and Congress a petition of the FNA of the establishment of the College of Nursing in U.P.” it was pointed out that the tremendous needs of public health in the post-war era makes it imperative that the State University initiate measures to produce adequate and competent graduates for the nursing profession...”

On August 30, 1947, Sotejo furnished the Commissioner of Budget with supplementary statements to support the establishment of the College of Nursing, stating, *“... the result of this lack of nursing schools, colleges in universities, where adequate preparation could be obtained was felt not only by organizations employing public health nursing but also by hospitals who were operating or wish to open schools of nursing. We are in dire need of nurses who could fill positions of responsibility like: instructors in schools of nursing, heads of schools of nursing, supervisors of public health nursing etc....”*

On September 9, 1947, Pedrosa of the commission on Budget, wrote to Sotejo as chairman of FNA Education section that, *“Pres. Roxas indicated on this case be taken to commence not only with the terms and spirit of the character of the University of the Philippines but also with the policy of the Administration to respect the right of autonomy and foster the exercise of initiative of the said institution. For this reason, the President has deemed it advisable to leave the matter entirely to the Board of Regents of UP...”*

On Sept.17, 1947, UP Pres. Gonzalez sent his second endorsement to Hon. N. Roxas, Acting Chief of the Executive Office, Malacanang, stating “... *In view of the tight finances of the institution, the UP was not in a position to organize new work without additional support. .. recommends that an initial allotment of P 100,000 be set aside the first year for equipment and buildings, and P 100,000 yearly thereafter for the support of the proposed College of Nursing...*”

The Much-Awaited Approval

On April 9, 1948, The UP Board of Regents finally approved the establishment of the College of Nursing. After receiving the good news, Sotejo said that “...*after two years of hard work our nurses won the fight to be elevated to the level of the senior professions like law, medicine, engineering... this is a triumph for all nurses about which you and I have reasons to rejoice and celebrate but also to be highly proud of.*”

Julita V. Sotejo was appointed as the first dean of UP College of Nursing by the UP Board of Regents.



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Joining to celebrate UPCN's 75 years of grandeur!! More Power.

ERLINDA TAGUBA-ARAGONES MOORE, GN '55, BSN '70, CGC



How do I measure the significance of UPCN and UPPGHSN on my nursing career? The full meaning can be measured by the countless times I was honored to be a nurse for patients in both California and the Philippines. Additionally, the essentials of my training began at these institutions, received from knowledgeable professors and nursing mentors. Furthermore, I am privileged to be part of the greater community of UPCN and UPPGHSN alumni in whom I have depended on for encouragement since those early years. I am so proud to be part of the academic legacy of these schools.

Seated: Ruben, Erlinda & late husband, Benjamin, Charles
Standing: Edgar*, Glenn, Samuel, Albert*

* Twins



Recipient, Dr. Frist Humanitarian award

- Graduated with honors and excellence in Clinical Experience, UPPGHSN, 1955
- Recipient, Dr. Frist Humanitarian Award
- Member, The Society of Nursing Professionals: *Who's Who in American Nursing*
- Founding Member, UPINHF

The Odyssey

UPCN: *A Squatter to a HOME- OWNER*

By: **Cecilia M. Laurente, BSN, MA, PhD**
Former Professor and Dean, UPCN

In search for a home for UPCN

After 2 years of hard work, a nursing school at the University of the Philippines named University of the Philippines College of Nursing (UPCN) was approved. by the UP Board of Regents on April 9, 1948. But where would be the building? the classrooms? the Dean's Office? the College Secretary's Office? the nursing laboratory?

Fortunately, the director of the Philippine General Hospital (PGH) allowed the UPCN to hold office at the Administration building of the hospital. This building was for both the UPCN and PGHSN. Hence, Dean JV Sotejo and Mrs. Leonor Aragon as College Secretary held office at PGH Administration building

One of the pioneer-UPCN graduates, Josefina Tamayo-Fermin (Class 1952), narrated, “...**When the UPCN opened in 1948; we were housed in the PGH Nurses Home. We first had our classes in one of the bombed buildings of the old UP campus in Manila. Then came the big transfer to Diliman in 1949. We had our classes in the Quonset hut vacated by the US army in that area, now occupied by UP International center. Then in 1950, the UPCN moved to the second floor of the College of Education building.**

Then in 1950, the UPCN moved to another building in UP Diliman campus. Dr. Bienvenido Benitez accommodated the UPCN to occupy the right wing of the College of Education building (now Benitez Hall).

Then in 1954, it moved to another building facing the Education building where it came from. It occupied the first floor of the College of Law building, now named Malcolm Hall and stayed there for 31 years.



Quonset huts constructed as barracks by the U.S. Military, Diliman



Malcolm Hall: Sharing space with UP College of Law

In 1985, when the UP Health Sciences Center was established, UPCN moved anew to UP Manila campus in Padre Faura, to join other colleges and units in the health profession: College of Medicine, College of Pharmacy, College of Dentistry, College of Allied Medical Profession, National teachers Training Center, etc. UPCN shared the building (the old NEDA building) in Padre Faura, occupying the third floor. The third floor could only occupy Deans Office, College Secretary's Office, so other offices, laboratory and classrooms were held at the PGH Nurses Home (Note: UPCN and PGHSN were already merged by the time it transferred to UP Manila).

But the morning of April 7, 1997 brought an unusual gloom when fire struck UP Manila building. UPCN was on the third floor where fire started... Fire started at 7:30 a.m. and almost completely burned three adjoining rooms where student records, research files, and office supplies were kept. The other rooms were damaged also, not by fire, but by water which doused the fire. Damaged were computers, projectors, and other valuable teaching items. Because of this situation, UPCN temporarily moved to PGH Nurses Home where it had lecture rooms, skills, lab, and faculty offices. This served as temporary home while the renovated building in Pedro Gil (then called Herran St.) was being readied for occupancy.

Finally, A Home for UP College of Nursing

The light at the end of the tunnel finally came when the old Bureau of Science building was assigned to UP College of Nursing in 1993. After a massive renovation of the structure, UPCN finally had a home of its own. But the renovation was only for the "shell" or physical structure. It needed to be refurbished. So, it needed much funds to refurbish the rooms, skills labs, offices, library, computer room, etc. This would be a continuing work of UPCN for its physical development to enhance its capability to excel in nursing education and leadership.

Special feature of the building (aside from the standard of having classrooms, skills laboratory, library) was the provision of rooms for: JV Sotejo Memorabilia, computer class, student lounge, faculty lounge, guidance-counselling, distance education, alumni-= foundation office, seminar, auditorium, and nursing clinics,

Massive fund campaign was done. The UPCN, UP College of Nursing Alumni Association, Inc. and UP College of Nursing Foundation, Inc. joined forces in this Fund campaign. Letters were sent out to friends of the college and alumni. One strategy was to call for "adopt- an office or room" for a minimum price of Php150, 000.00 to purchase chair, table, air-conditioning unit, cabinet, etc. But for bigger rooms/offices, like Dean's office, Conference room, skills lab, JVS memorabilia, computer room, library, etc. higher price was made. After the work was done in a room a sort of plaque of gratitude was placed in front of the office -supported, with label of "Gift from class _name of donor_) Responding to the call were alumni both of UPCN and PGHSN, from here and abroad; as well as friends of the college. Indeed, the alumni were the true and ever-loyal assets of the College, being generous in responding to the call of their alma mater.

Without waiting for full completion of the building, inauguration of the UPCN building was done on February 26, 1997. The first group to transfer to the new building was the library and its staff, even if it was still bare. The faculty and administrative staff were still in the UP-Manila building in Padre Faura. The need to refurbish the building was the priority to be done before transferring to the new building. Hence, call for donations, especially computers, funds, was made. Heeding the initial call were World

Health Organization (WHO) and Commission on Higher Education (CHED) which gave computers, equipment for skills laboratory, etc.

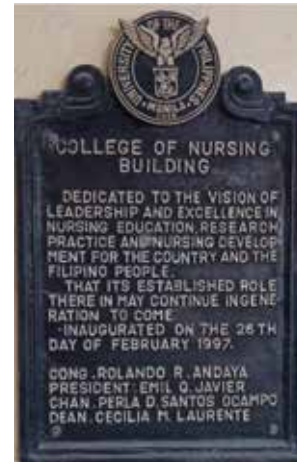
In the inauguration of the building, Dean Julita V. Sotejo remarked:

"...Let us hope that having a home which is your very own, will remind you to rededicate yourselves, your efforts, your prayers and intentions to pursue with more vigor the University of the Philippines' ideals of academic excellence, continuing search for truth and consecration of service calculated to improve the life of our people..."

Then on September 4, 2000, the UPCN building was named Sotejo Hall in honor of its founder and first Dean, Julita V. Sotejo, who led nurses in truly professionalizing nursing in the Philippines. Then Chancellor Alfredo Ramirez explained that it would be the first time in UP and even in the Philippines that a public building would be named after a living honoree. This was approved by the UP Board of Regents in June 2000, after reading justifications from UPCN

It is hoped that this building will serve as an inspiration for the UPCN community and alumni to pursue with vigor the mission of the college:

"The University of the Philippines College of Nursing is the premier nursing school that acts as change agent serving the health of the Filipino people and provide leadership and excellence in nursing development in the global community."



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UPCN Golden Jubilee Souvenir Program, April 1998

UP- BOR Resolution Naming then UPCN Building to "Sotejo Hall," June 2000 (on file)

UPCN St5ruck on Fire, Transfer to New Building," UPCN Newsette, January-June 1997

UPCN records on building construction, Minutes of college Council Meetings, on file.



April 16, 1961
U.P. Commencement

Name of Alumna: Mely Consolacion M. de Leon

Degrees/ Name of School/ Year Obtained Degree

M.S. (Nursing), University of California San Francisco, 1970
Major in Maternal and Child Nursing
B.S.N., University of the Philippines College of Nursing, 1961
Major in Teaching and Supervision

Past Positions/ Names of Institutions

Critical Care Nurse, Pediatric Intensive Care Unit 1984-2009
Los Angeles County Harbor - UCLA Medical Center
Torrance, CA
Clinical Nurse, Pediatric Intensive Care Unit and Pediatrics
Kundstadter Children's Center
Michael Reese Hospital and Medical Center, 1978-1983
Chicago, IL
Instructor to Assistant Professor, College of Nursing
University of the Philippines, 1967-1978
Diliman, Quezon City
Visiting Consultant, Philippine General Hospital, Manila
Nurse Instructor, P.G.H. School of Nursing, 1964-1967
Staff Nurse, P.G.H., 1961-1964

Honors and Awards

Fourth Place, Nurse Board Exams, April 1961
Rockefeller Foundation Scholarship Grant in Pediatric Nursing, 1969-70
3M Co. Scholarship Award 1976, National Nominee for the 3M-ICN Fellowship
Distinguished Alumni Service Award, UPNAAC, 1991
Service to the Alumni Association Award, UPCNAA, 1993
Distinguished Service Award, PNASC, 1997
Presidential Award, UPNAAI, 1997, 2000, 2004, 2005, 2009, 2014
Teodora Ignacio Outstanding Service Award, UPCN Golden Jubilee, 1998
J.V. Sotejo Medallion of Honor, UPNAAI, 2006
Nursing Excellence Award in Clinical, PNASC 2007
Service Award, LAC Harbor-UCLA Medical Center, September 2009

Professional Organizations

Maryknoll College AA
UPCNA, UPNAAI, UPINHF
UPAA, UPAAGLA
UCSFAA
PNASC, PNAA
Sigma Theta Tau International
St. John Fisher Parish



August 7, 2009 Retirement

2021 DIAMOND JUBILARIANS

U.P. College of Nursing Class of 1961



* Adamos-Sanchez, Anita M. Ed., Loyola U. Chicago	New City, NY
Agader, Jovita	Legaspi, Bicol
† Alcantara, Fe M.A., Boston U.	Lexington, MA
Baterina-Hom, Vida M.A., Boston U.	New York, NY
Batore-Hing, Cristina	Binalonan, Pangasinan
Bautista, Julia	Paranaque, Metro Manila
Borlongan-Zaldivar, Salud M.A., N.Y.U.	
* Cadavilo-Galang, Loretta	Pasig, Metro Manila
Cadelina, Alora	Novaliches, Metro Manila
* Carag, Marita M.A. Columbia U., N.Y.	
* De Guzman-Bersales, Melody	Houston, TX
• * De Leon, Mely Consolacion M.S., U.C., San Francisco	Rolling Hills Estates, CA
* Domingo-Tibayan, Filipina M.S.N., U. of MN	Britt, MN
Flores-Villar-Erlinda M.Ed., Loyola U.	Glen Allen, VA
* Fortich-Ibayan, Milagros	Houston, TX
Ga-Cruz, Juliana	Ontario, Canada
Gaite-Cabe, Dolores	
Galgala-Cadelina, Helen Rose	
Hermosura-Lloyd, Fe	

* Holazo, Roeminda	New York, NY
* Illescas-Villarama, Aida M. Ed., Loyola U.	Alhambra, CA
* Lorenzo-Las Pinas, Andrea	Martinez, CA
* Madamba, Ma. Consuelo M.Ed., Loyola U.	Las Vegas, NV
• * Madolora-Subramanian, Myma Fe	New York, NY
† Magno-Mendoza, Ma., Aurora	
* Mariano-Graff, Luisita M.S.N., Loyola U.	Skokie, IL
* Masaganda-Dohm, Marlene M.Ed., Loyola U. M.S., U of MN	St. Paul, MN
Melegrito-Curioso, Leticia	Tampa, FL
Mojica-Alcasid, Rosario	Calamba, Laguna
Molintas, Lourdes	
Morales-Mann, Erlinda M.A., N.Y.U.	Ottawa, Ontario, Canada
Ortanez-Vega, Rosemarie	Kittanning, PA
† Patacsil, Valentina M.Ed., Loyola U.	
Rafael-Sison, Norma	Marikina, Metro Manila
Reyes, Zenaida M.Ed., Loyola U.	Walnut, CA
Ruiz, Laguio, Loma	Jacksonville, FL
Sarroca-Allison, Elinor	Aurora, Ontario, Canada
Varona-Espiritu, Elizabeth	Arlington, VA
* Villafania-Rafanan, Olivia	Orange Park, FL

* UPNAAI Life Member

† Deceased

• • UPINHF



Sept. 9, 1958
Fundamentals of Nursing class under Teodora Ignacio, BN'51, MA left, back row



Remembering Dean Julita V. Sotejo, GN'29, Lib
Academic procession, **April 16, 1961**



June 17, 1968 with silver jubilarian Mely, Loretta & Aida



Dec. 19, 1958
Aurora, Elizabeth, and Melody lead Christmas Lantern Parade



Alma Mater, Cadena de Amor **1961** __Fe



June 17, 2001
Dr. J. V. Sotejo with ruby jubilarians.
Standing (L-R): Valentina, Erlinda, Rosemarie, Rosario, Roseminda, Consuelo, Marlene, Marita and Loretta



Golden Jubilarians at the UPAA Faculty and Alumni Homecoming and Reunion, Diliman, Quezon City



**UP: Pre-Law
MLQU: LLB**

Lomotan Family

*“What You Are is God's
gift to you; What you
make of yourself is your
gift to him”*



UP: BSE, 1932

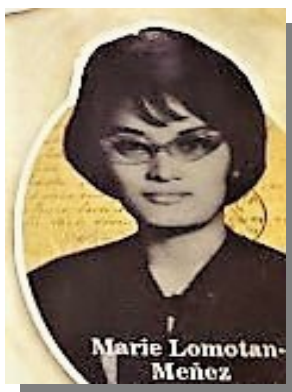


**UP: BSE, 1956; MA, 1976
PhD, 1986
M/ Engr. Hernando Cruz, Sr.
Mapua Institute of Technology**

Congratulations
UP College of Nursing
on your
Diamond Anniversary
75 Years of Excellence !



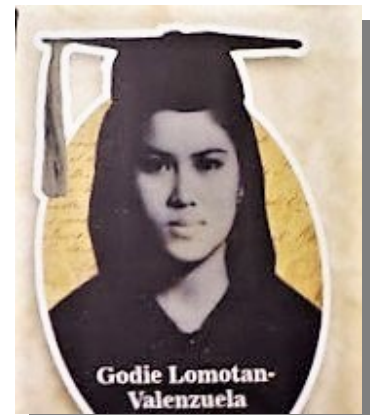
**US Naval Academy, 1960
US Naval Post Graduate
Academy Electrical
Engineering, 1967
Asian Institute of Management
MBA, 1974
M/ Yolanda Improgo
College of the Holy Spirit**



**UP-PGH School of Nursing GN, 1961
UP: BSN, 1966
M/ Jesse Menez
Santo Tomas University**



**UP: Doctor of Medicine, 1967
M/ Virginia Lazaro
UP: Doctor of Medicine, 1967**



**UP: BSN, 1967
M/ Omar Valenzuela
UE: BSBA, 1967**

***Personal message: Parents inculcated the value of education;
UP Challenged and honed ability to think and thrive.***



University of the Philippines Manila COLLEGE OF NURSING



My UPCN BSN Education: *An Inflection Point in My Life's Journey*

By **Dr. Erlinda “Linda” Agustin Simunek**,
BSN (UPCN '62), MSN, PhD, RN, JD, Esq.

Introduction

Congratulations to the officers and members of the UP International Nursing and Health Care Forum, (UPINHF), in publishing a Diamond Jubilee commemorative issue of the IFNAH Journal, to celebrate the University of the Philippines College of Nursing, (UPCN).



Speaking Out as A 1962 UPCN BSN Graduate

I am honored and privileged to share my retrospective reflections on how my BSN education at the UP College of Nursing, 1957-1962, was the most important inflection--turning point in my life. My BSN education facilitated my success in nursing education, higher education administration, and in balancing my life as a wife, mother, grandmother, great-grandmother, and as an engaged global citizen.

My reflections will delve into my transformational encounters at the UP College of Nursing and their impact on my post-baccalaureate professional life and personal life. My retrospective assessment will be filtered through the lens of the mission of the University of the Philippines, (UP), as a flagship institution of higher learning, as well as the mission of the College of Nursing as an integral unit of the Health Science Center at UP Manila,

I will conjecture on how my experiences of 60 years ago as a student pursuing studies that lead to the Bachelor of Science in Nursing (BSN), and outcomes of those experiences compare with the expected outcomes of the BSN curriculum in 2023.

The starting point of my analysis is to describe the outcome of my BSN education through an overview of my professional trajectory in the decades spanning 1962 through 2023. Presented in a reverse chronological order, I will describe the roles I have assumed in various work settings.

I will then present the BSN curriculum I pursued based on my 1962 college transcripts, followed by a description of the 2023 BSN curriculum and end-of program student learning outcomes as presented on the 2023 website of the UPCN.

The presentation of the 1962 and the 2023 BSN curriculum will be followed by the highlights of my lived experiences as a member of the 1962 BSN graduating class of UP College of Nursing.

My Professional Trajectory in Reverse Chronological Order:

As of this writing, February 2023, I have just completed a stint as a Provost of a health career school in Boca Raton, which for now will be remained unnamed. At this undergraduate school, I started out as an Accreditation Consultant. After the first week in this role, the college president asked me to serve as a Provost. This role is generally referred to as Vice-President for Academic Affairs.

In this particular school, I oversaw not only academic affairs but also business affairs, oversight of operations, instructional technology library, learning resources, information system and student services, engagement with external stakeholders through committees and advisory boards, staff and faculty evaluation performances, creation implementation, and evaluation of the Institutional Assessment and Improvement Plan to maintain educational quality and integrity, public relations and more. I represented the President when he was out of the country, at internal and external meetings and events.

The provost's role also entailed my serving as the chief accreditation officer for the initial institutional accreditation of the school, and the programmatic accreditation of the Practical Nursing, Associate of Science in Nursing (ASN), and the RN-BSN degree completion programs.

Most importantly, toward the end of my term of service as Provost, I had to apply my training and education as a lawyer and ethicist, in guiding the president, staff, students, and graduates in dealing with legal-ethical issues related to investigations in targeted schools in the states of California, Texas, New York, New Jersey, -and Florida, for possible wire fraud, money laundering, and restitution for unjust enrichment --by possible co-conspirators in fraudulent schemes in the education and training of would-be licensed nurses. This episode in my career merits a full-blown article which I plan to write and share with readers of UPINHF.

I have also served as founding dean of undergraduate and graduate nursing programs at Edgewood College, Madison, Wisconsin, Florida International University, Miami, Florida, St. Thomas University, Miami Gardens, Florida, Purdue University, West Lafayette, Indiana, National University, Los Angeles California, and the International University of Nursing in St. Kitts, West Indies, the Caribbean—which became the precursor for the University of Medical Health Sciences.

My path to progressing into a deanship is derivative from having served as an Associate Dean of Nursing at Loyola University of Chicago. In this role, as I oriented a new Dean of Nursing, and I thought to myself that *“if I can orient a new dean of nursing to her role as a dean, I should be a dean myself”*. This musing led me in 1973 while pursuing a doctoral degree, to accept the appointment of Dean of Nursing at Lewis University, a Christian Brothers School in Romeoville, Illinois.

My discharge of my responsibilities as a dean of nursing is aptly captured in a video of an interview on *“Nursing in the 90's Florida International University”* available to the Reader by copying and pasting on your computer browser the link below:

r.fiu.edu/dpanther/items?agggcode=1&criteria=~nursing%20in%20the%20%2790%27s^ZZ

This link will land you on Digital Repository page.

Enter on the Advanced Search Box, Nursing in the 90's

You will see as shown on the Screen Shot below—

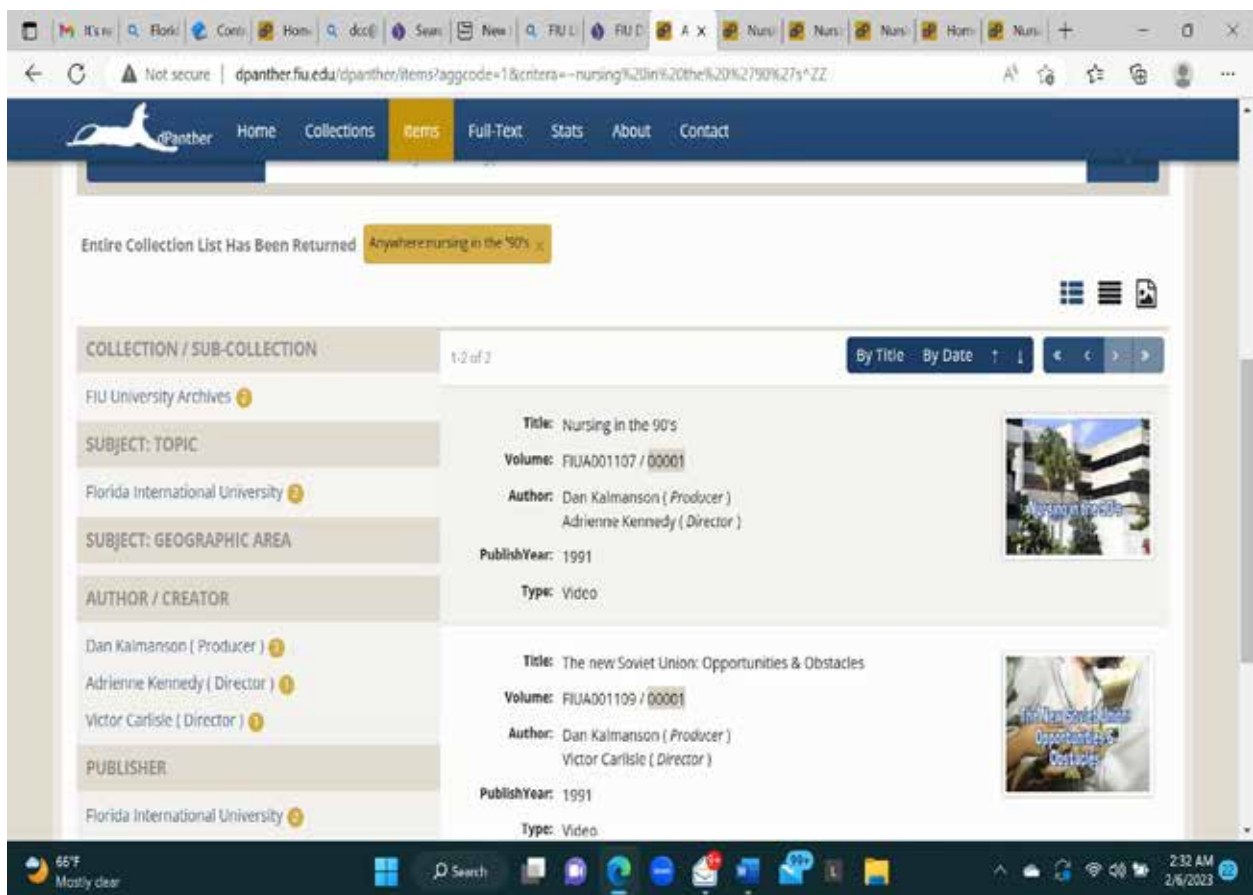
Title: Nursing in the 90's

Volume: FIU A001107/00001

Author: Dan Kalmanson (Producer)
Adrienne Kennedy (Director)

Type: Video

I strongly encourage each Reader to view this video.



Currently, (February 2023), I am serving as an Accreditation and Nursing Consultant for private schools. I have also served as a Nursing Education Consultant at the Ministry of Health, Kuwait, and at Kuwait University, Agder University in Norway, Beijing University, China, and at Nova Southeastern University, Davie, Florida.

I have served as a tenured professor of nursing in the various colleges and universities where I served as dean. I was also a Program Professor and an Executive Director of a \$3.8 million dollar U.S. Department of Education , (USDOE) Grant to increase the graduation rate of Hispanic and Minority Students at the doctoral education degree program at the Fischler College of Education, Nova Southeastern University,

(NSU)—through the multi-media enrichment of distance education strategies. To this day, I continue to serve as a Doctoral Dissertation Adviser at NSU.

I have had *educational trips* in the Holy Land, Jordan, Lebanon, France, Italy, Germany, Greece, Spain, Portugal, Colombia, Switzerland, Denmark, Belgium, Malaysia, Singapore, Japan, South Korea, Hong Kong, Mexico, Canada, Barbados, Cuba, among other countries. In Cuba, I was part of a U.S. nursing deans' delegation to assess the primary health care system of the country under Prime Minister Fidel Castro. I have travelled in all states of the U.S. and together with my family have visited all the national parks.

I have made juried presentations at International Council of Nursing Congress (ICN) conferences in Tel Aviv and in London. I have spoken on conflict resolution, leadership, equity, inclusion, diversity, legal ethical issues in nursing, curriculum development, distance education, among other topics, at conferences of the American Association of Colleges of Nursing (AACN), the American Nurses Association (ANA), the Veterans Affairs (VA) Health Care System, the Philippine Nurses Association of America, (PNAA), and its various state chapters, the Philippine Nurses Association (PNA), and at *various Alumni Associations, and Civic Organizations*.

I have been a grants reviewer for the U.S Department of Health and Human Services (USDHS), a member or chair of Accreditation Evaluation Teams, and an Ethics Intern at the *ANA Center for Ethics and Human Rights*, Washington, DC.

I have served as an Editorial Board Member for the *Journal of Nursing Law*. Currently, I am the only non-Haitian member of the *Haitian American Nursing Alliance (HANA) International Nursing Journal*.

I have served as a pro bono Legal Counselor for PNAA. I have been appointed by the Governors of Illinois and Florida to the State Board of Nursing, being the first Filipino to be appointed in a US nursing board. I have served as a Board Member of the Florida Initiative for Suicide Prevention, (FISP) and currently serve on the Board of the National Alliance to Nurture the Youth and the Aged, (NANAY).

My appointment to a Board of Nursing was spurred by Dean Julita Sotejo's mantra as our Professional Nursing Adjustments professor for us--to be erudite, eloquent, and to speak up--so as not to be pegged as a graduate of a "*tabi-tabi*" university." In this vein, while living in Chicago in the 70's, I wrote the Office of the Governors

Executive Appointments, stating that as a Filipino nurse I wish to represent foreign-educated nurses on decisions related to the legislative and quasi-judicial functions of the Board of nursing--since 75% of the foreign-educated nurses in the U.S. at that time consisted of nurses from the Philippines. Since I did not know any politician nor have any political clout, I think that my argument met the burden of proof and burden of persuasion to be appointed to the State Board of Nursing.

I have served as a consultant to various law firms, and I have been an associate attorney for the Harry Rosen Law Firm in Weston, Florida. I am a member of the Florida Bar and the Broward County Bar Association.

I have been an Operating Room Nurse at the Norwegian American Hospital in Chicago, Medical-Surgical Nurse at Cuneo Hospital, Mount Sinai Hospital, and at Michael Reese Hospital in Chicago. I have been a Camp Nurse at Camp Ojibwa in Wisconsin. I have been a Psychiatric Nurse at the Aventura Medical Center, Aventura, Florida. In the Philippines, I served as a Clinical Coordinator for the Central Luzon Educational Center School of Nursing, (CLECSN), Cabanatuan City, Philippines.

I pursued my graduate degrees while working full time. I earned my Master of Science in Nursing (MSN) degree at De Paul University of Chicago, a Doctor of Philosophy, (PhD) in Educational Administration at Loyola University of Chicago, a Doctor of Jurisprudence (JD), at the School of law, University of Miami, Coral Gables, Florida. I carried a full time load as an evening student in law school, attending classes

every night from Mondays-Fridays, with a 2-way commute of 75 minutes each way, for three years in a row, while executing my responsibilities as a Dean of Nursing, with three young kids. Thinking back, I say to myself, *“I must have been manic for three years.”* I took and passed my bar exams in both Florida and Illinois.,

While pursuing my MSN degree, I had to travel straight from my day job, take a bus and a train ride to the downtown campus of De Paul University of Chicago. In a course on the *“Philosophy of American Higher Education”*, I was late one evening. The only chair that was available was next to a White American with blue eyes and I noted he had colored spots on his hands. He kept peering at my notebook and during break he said “Why do you know so much about curriculum? Why do you have RN, after your name?” I said to myself, “this man has dirty hands and does not know what RN means; he must be “dumb”. Later, as the course progressed during the semester he introduced himself as Dennis John Simunek and that he was an Art Teacher and pursuing a degree in MA in Art Education. He said he would like to get to know me better. Our first date was a Valentine’s Dinner Dance sponsored by my nursing students. Fast forward, we got married during the Christmas break in 1966 and have been married for 55 years. Currently, we have three married children six grandchildren and two great-grandchildren.

As to honors and awards, in 1976, I was a recipient of the presidential award as *“Outstanding Filipino Overseas in Education”*, for having been the first Filipino to be appointed as a Dean of Nursing in an American University. Our youngest daughter was only 2-weeks old, but there was no way I would leave her in Chicago. My whole family, Diane, Dean, and newborn Maureen, flew to the Philippines, to enable me to receive a trophy and a plaque from then President Ferdinand E. Marcos, in ceremonies held at the Malacañang Palace, Manila. The jury for the awards were members of the Supreme Court of the Philippines.

I was also a recipient of the Dean Julita V. Sotejo Medallion of Honor. In 1981 I received a Distinctive Alumni Award from De Paul University, at that time a lily-white educational institution. During my award acceptance speech, I prefaced my talk by saying, “I am glad to add “color” to this august body, noting to myself that I was the only “brown” person in the whole auditorium.

I attribute my ability to navigate through my combined work, studies, raising children and engaging in ongoing community service to my sterling education as a baccalaureate student at the UP College of Nursing.

I am grateful to be a graduate of the University of the Philippines, the flagship national university. Through the College of nursing, I achieved the mission of UP—to develop an abiding sense of responsibility to other people, the skills and mindsets to improve human life, and a commitment to the freedom and welfare of all.

Through the UPCN, I acquired a solid foundation on the ontology and epistemology of the nursing discipline. The totality of my BSN education—didactic classes, nursing labs, community-and hospital-based clinical experiences-- broadened and deepened my mind, fostered strength of character, generosity of spirit--by a grounding in both the arts and sciences and nursing specialty courses. I represent the attributes expected of a UPCN graduate-- ethical, competent and compassionate professional nurse committed to advocacy for recipients of nursing care across the life span and across the continuum of health and illness states.

I was prepared to engage with society and the world at large, mindful of equity, diversity and inclusion and resilience, and in adapting to change. I have a strong sense of social justice and identity as a global citizen.

*My UPCN BSN Transformational Encounters***A Profile of a Nursing Leader--****Julita Villaruel Sotejo, Dean, Lawyer, Visionary Leader**

Born in 1906, Dean Sotejo was a lifelong learner, graduating as a valedictorian of her 1929 Philippine General Hospital School of Nursing class. She enrolled in the Philippine Law School in 1932, graduating again as a valedictorian. In 1941, she accepted a Rockefeller Foundation nursing administration fellowship and studied in Canada and in the U.S. She took courses at the Yale University School of Nursing. In 1943, she completed a master's degree in Nursing Administration at the University of Chicago. She wrote a thesis that became the framework for requiring the Bachelor of Science in Nursing (BSN) degree as the entry level for professional nursing. She served as Founding Dean of the College of Nursing from 1948-1970. She received numerous awards including the Florence Nightingale Medal in 1961, Gusi Peace Prize in 200, among many others.. She also earned her Doctor of Law in 1991 at the age of 85. Dean Sotejo passed in 2003, leaving a legacy of leadership and excellence in nursing education.

<https://medium.com/nurses-you-should-know/notes-on-asian-pacific-heritage-d2c85f7a3e44>,

Visited, 1-28-2023.

BSN Applicants' Interview with Dean Julita V. Sotejo, JD, LLD, was the first step in our educational journey at UPCN—

In fall of 1958, a bevy of wide-eyed, nervous young women were lined up in a Conference Room on the First Floor occupied by the College of Nursing, in a building that also houses the College of Law, in the beautiful campus of Diliman, Quezon City. There were 25 of us representing urban and rural cities and towns of the three major islands in the country, Luzon, Visayas, and Mindanao.

I hailed from San Jose, Nueva Ecija. However, during my 4th year of high school my parents yanked me out of the North Provincial High School in San Jose, so that me and my brother, two years my senior, could be on the same household when he started his Doctor of Veterinary Medicine (DVM) program at the same campus.

During the interview with Dean Sotejo we had to share our life history and why we wanted to pursue nursing. She was highly poised, and forthright. I made it a point to visit Dean Sotejo on campus or at her bungalow, with every family visit we made in Manila. She has also visited my family in Chicago.

The BS Nursing Curriculum We Pursued in 1958-1962

Throughout our nursing studies, we were taught by highly committed student-centered faculty including Dean Sotejo, Leonor Aragon, Teodora Ignacio, Dr. Dolores Recio—who later became deans at UPCN. We also had Aurora Yapchiongco, Jesusa Bagan, Alma Lara and Ms. Agra.

During our first year, we pursued non-nursing support courses from the College of Liberal Arts on Freshman English, Elementary Psychology, Introduction to Social Science I, Elementary Spanish, Introduction to Zoology, PE 11, PE 12, Euthenics 1, Euthenics 2, General and Inorganic Chemistry, Freshman English II, Psychology of Childhood, Elementary Sociology and Elementary Spanish, PE 11, and PE 12.

Nursing students took courses with multidisciplinary students—pre-medical students, veterinary medicine pre-law, chemistry, English, accounting majors and other students from various disciplines. Thus, we were immersed in concepts germane to future practitioners. We had cultural differences. We had classmates who spoke Ilocano, Tagalog, Visayan, serving as a good foundation for our appreciation of language as a cultural determinant.

During our second year we began to take courses at the College of Nursing. Our second-year courses were Elementary Organic Chemistry, Instructional Procedures, Composition and Rhetoric, Nutrition and Dietetics, The Life and Works of Jose Rizal, Intermediate Spanish, Elementary Biochemistry, Principles and Practice of Community Health Nursing, and Intermediate Spanish.

During our third year, we pursued Measurement and Evaluation, Nutrition in Disease, Introduction to Nursing and Professional Adjustments I, Obstetric and Obstetrical Nursing, Operating Room Nursing, Pediatrics and Pediatric Nursing, Introduction to Ward Management, Surgery and Surgical Nursing, Orthopedics and Orthopedic Nursing, Nursing in Urology Conditions, Nursing in Medical and Surgical Emergencies, Nursing in Gynecologic Conditions, E.E.N. and T. Diseases and E.E.N. and T. Nursing, The Teaching Functions of the Public Health Nurse, Social Work Aspects Public Health Nursing, Medicine and Medical Nursing, Mental Health and Psychiatric Nursing, Nursing Care of Communicable Diseases, Adult Health, Supervision Public Health Nursing, Public Health Administration, Professional Adjustments II, Introductory Public Health Nursing Experience, Practice in Ward Management, Current Trends in Nursing, Field Work in Public Health Nursing.

In the Introduction to Nursing we were introduced to the definition of nursing espoused by Virginia Henderson, a Research Associate at Yale University who espoused that nursing is “assisting individuals to gain independence in relation to the performance of activities contributing to health and its recovery.” We compared this definition to the World Health Organization (WHO) definition of health as “a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity”.

We discussed in depth, the concept of the nursing process, its iterative nature, and the concept of nursing diagnosis. The application of these concepts required us to engage in critical thinking as we integrated and applied knowledge from the humanities, natural sciences and nursing in the care of our patients.

Our curriculum was designed to move from the simple to complex by assigning us to the care of individuals, moving on to families, and moving on to the care of population sectors.

I distinctly remember being thrilled to put on a blue-striped uniform, with a white apron and a nurses cap, and, excited to take the blood pressure and being able to distinguish between a systolic and diastolic sound, taking a pulse and counting the respiratory rate of my first patient.

In Obstetric and Obstetrical Nursing, I took care of a pregnant mother with hydatidiform mole. To learn the concept of continuity of care we were required to write a paper on discharge planning, conduct a home visit and write a paper on the pre-and-postpartum care of a pregnant woman.

In Psychiatric Nursing, we had our rotation at Mandaluyong Hospital. For our public health experience, we were assigned to field experiences in Baguio and in Pangasinan.

During the 50's and 60's there was a shortage of public health nurses and nursing faculty. To respond to this shortage, the UPCN BSN program had majors in teaching and in public health nursing. I chose to be a public health nursing major.

For our public health clinical practicum, my group went to Pangasinan and Baguio. In Baguio, we were assigned to care of Igorots. Igorot is the Tagalog word for mountaineer. Igorots are indigenous people who live in the Cordilleras and farm in rice terraces. I remember writing my first article, published in "The Pulse" the UPCN Journal, on the community health education on health promotion practices of indigenous people. The teaching majors had teaching practicum with lower classmen supervised by nursing faculty.

In addition to our didactic/theory classes we also had nursing labs and clinical rotations at various hospitals and health centers in Manila. We also had many extra-curricular activities. I served as a representative in the University Student Council, contributing to my leadership skills. We had Lantern Parades where we socialized and venerated our upper nursing classmen. We had university-wide dances, and bowling sessions. My joined Greek organizations such as the phi Delta Kappa. We socialized with engineering students.

In a bowling session with engineering students I met a geodetic engineering major who was also from Nueva Ecija, Bon Aquino of Cabanatuan. We dated throughout my junior and senior years. Along with 24 classmates I was conferred the BSN degree on April 15, 1962. In October 1963, I went to the United States to pursue graduate studies. My friendship with college friend Bon did not transcend the chiasm of distance and time, although there is lot more to my college romance story that I hope to delve more into in a memoir I plan to write, titled, "My Journey to America: Res Ipsa Loquitor."



Dr. Sheila R. Bonito, BSN, MAN, DRPH, RN
Dean UPCN, 2023

The BSN Curriculum of 2023

A visit to the 2023 UPCN website provides an excellent overview of the UPCN today. Under "About Us" Dean Sheila R. Bonito, presents the mission of the UPCN as:

The UP College of Nursing is committed to ensure the highest quality of nursing education in both the entry-level, advanced practice, and doctoral level. Our graduates are prepared to provide safe and quality nursing care in all settings, engage in relevant scholarly activities, and contribute to the advancement of nursing science.

About Us | UPCN - University of the Philippines College of Nursing (upm.edu.ph), Visited 2-4-2023.

The BS Nursing Program in 2023

The Bachelor of Science in Nursing (BSN) is a four-year course that is competency-based, community-oriented, and value-based. The program aims to prepare beginning professional nurses, who shall:
Apply critical thinking in the practice of nursing using the knowledge from the physical, social, natural and health sciences, and the humanities.

Provide safe, quality, holistic, and compassionate nursing care to individuals, families, population groups, and communities utilizing the nursing process.

Use the most efficient technology and best evidence in managing clients.

Provide nursing care using skills on health promotion and disease.

prevention, toward a higher level of wellness of clients and the society in the context of but not limited to primary health care approach.

Conduct self professionally at all times.

Demonstrate integrity, respect for human dignity, gender and culture sensitivity, and social justice in the practice of nursing.

Document nursing practice decisions, outcomes of client care and program/service implementation using appropriate forms and technology.

Utilize effective interprofessional collaboration, teamwork, and community partnerships toward improved health outcomes, client empowerment, and community competence.

Practice leadership and management skills in the delivery of safe, quality client care, and continuous quality improvement of nursing care and health service.

Conduct relevant research that is compliant to technical and ethical guidelines with supervision.

Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.

Demonstrate responsible citizenship, love of country, and pride of being a Filipino.

Communicate effectively with clients, health team, and other stakeholders in achieving health, clinical units and program goals

BS Nursing Curriculum

The BSN degree requires the completion of 161 units, 24 units of General Education courses, 13 units of tool courses, 3 units of a legislated course, and 121 units of professional courses, with additional 8 units for Physical Education and 6 units for NSTP.

When one juxtaposes the 1958 BSN curriculum with the 2023 curriculum, it is noteworthy that In 2023 there are courses on Nursing Informatics, Bioethics, Introduction to Nursing Research, Undergraduate Nursing Thesis, Elective courses and different nursing course titles which mirror contemporary nursing's emphasis on evidence-based care, the impact of technology, and role fidelity expectations among UPCN graduates.

Students at UPCN in the decade of the 2020's have more access to Student Resources through the computerized Student Academic Information System facilitating student services including registration and financial aid.

In 1962, we did not have computers. We had access to the Secretary of UPCN, who facilitated our access to class schedules and course materials.

One other distinct feature of contemporary BSN at UPCN, is the “Return Service Agreement,” (RSA), implemented in 2011, which requires the students of seven health colleges of the university to sign a contract signifying their commitment to ERN) for admission into the BSN program.

Another palpable change that strengthens the infrastructure and global reach of UPCN is collaboration with various organizations such as *Asia Pacific Emergency and Disaster Nursing Network (APEDNN)*, *East Asian Forum of Nursing Scholars*, and *Southeast and East Asian Nursing Education and Research Network (SEAANERN)*. *World Health Organization (WHO) Collaborating Center for Leadership Development in Nursing*, *Community and Health Education Development Centre of Excellence*,

The UPCN also partners with specified universities in the United States, Cambodia, Indonesia, and Japan. The UPCN has also become a continuing education provider on diverse topics on innovative and best practices in nursing.

UPCN prides itself as a premier nursing school and offers BSN, MSN, and PhD in Nursing degrees, preparing nurses who can be primary care providers, clinical nurse specialists, nurse educators and nurse managers and researchers, (UPCN Website, Message from the Dean, Dr. Shiela R. Bonito, 2023).

My 1962 UPCN BSN Class: We Are Soul Sisters:

My classmates and I were very close. We completed written term papers and projects together while in school. We got to know each other’s college boyfriends. A number of us went to the United States for work and studies. We held reunions in various states hosted by a classmate of a specified state. We stayed up all night to get caught up on our lives, our husbands and our children.

Some of us occasionally indulged in marathon Mah Jong sessions.

There were 25 of us. My classmates’ names follow, with their married names bracketed. Some have passed but they will always live in our hearts.

Lina Aguilar (Cabanlig), Mercia Balibalos (Ancheta), Ester Bigornia (Guiao), Fina “Pinky” Canave (Ferrer), Cecilia “Cecile” Drain (Silverio), Veneranda “Veni” Novenario, (Jamir), Elena “Ellen” Palafox (Yu), Elvira “Bing” Proeto (Martin), Concepcion (Connie” Mendoza (Manabat), Carmelita “Menchu” Reyes (Montinola), Adoracion “Doodos” Salcedo (Acuna), Edna Sino Cruz (Gaffud), Leticia “Letty: Sta. Maria (Lantican), Maria Lina V. Santos, Petronila “Nellie” Tantengco (Santos), (Constance “Connie” Tipton (Silao), Teresita “Tessie” Tupaz (Villanueva), z Mollyn Vilareal (Bohnen, Raquel Villaluz.

UPCN Class '62 still keeps the top record for having the most number of recipients of the annual *JV Sotejo Medallion of Honor for Lifetime Achievements in Nursing**. Four out of 25 in Class '62 have received the award: *Erlinda Agustin Simunek, PhD; Phoebe Dauz Williams, PhD; Leticia Sta Maria Lantican, PhD, and Mollyn Villareal Bohnen, EdD*. Fifty years since graduation, many are now retired. Where are they now?

UP produces world-class graduates | ABS-CBN News

Expansion of UPCN Alumni and Impact of UPCN

On April 9, 1948, UP President Gonzales and members of the Board of Regents favorably endorsed the proposal to the Vice President of the Philippines to create the University of the Philippines College of Nursing. In 1972, a landmark decision to merge the UPCN with the UP PGH School of Nursing was merged into one unit and was made official with the signing of E.) 545 by then President Ferdinand E. Marcos on July 23, 1979.

This merger does poetic justice to the fact that Dean Sotejo was a student and graduate of the UP PGH School of Nursing and the Founding Dean of the UP College of Nursing. In Florida, among the PGH School of Nursing luminary graduates is Marlene “Pinky” Cataylo Chance, APRN-BC, PhD, EJD, MSN, FAANP, a 1975 alumnus.

Graduates of UPCN through their professional careers in nursing in various parts of the world have led lives that attest to UP’s motto of “Honor and Excellence” and exemplified how to be empowered, innovate, engage in interprofessional education, commit to equitable education, influence global health and influence policies and programs.

As I move forward as an octogenarian, I will always cherish and be inspired by the administrators, faculty, classmates and peers of the initial and the merged UPCN.

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Enduring Influence of UP & UPCN

Dula Fara-on Pacquiao, BSN 1968, PhD, RN
Member, Editorial Board, IFNAH
J.V. Sotejo Medallion of Honor Awardee

Dean Sotejo's vision that nursing education transpire in an academic setting grounded in broad general education enhanced my understanding of the breadth and depth of nursing and healthcare issues that culminated to my two publications by Springer, *Social pathways to health vulnerability and Global applications of culturally competent healthcare: Guidelines for practice*. These books highlight the role of social determinants in health inequities and the central role of diversity, inclusion and cultural competence in achieving health equity. My longstanding advocacy for diversity was the impetus for my doctoral preparation in Social and Philosophical Foundations of Education, Presidency in the Transcultural Nursing Society and Founding of the Transcultural Nursing Scholars. I have established academic centers in two universities to promote culturally competent education, research and practice towards educational and health equity. These centers have conducted consultations, educational training and collaborative research that impacted acculturation of international nurse graduates, their peers and employers in US healthcare systems.

UPCN gave opportunity to pursue my lifelong interest in teaching. After my BSN in 1968, I was a nursing faculty until my retirement in 2015 as Director of the PhD Program and Center for Multicultural Education, Research and Practice at Rutgers, the State University of NJ. Currently I am professor Emeritus at Rutgers University and adjunct graduate faculty at the University of Hawaii, Hilo and William Paterson University of NJ.

As UPCN Representative to the UP Student Council and President of the UP Women's Club, I gained experience in leadership, advocacy for others and negotiating with stakeholders. These experiences enabled me to succeed as a Board member of the NJ State Board of Nursing, Chair of the Nursing Practice and Education Committee of the National State Boards of Nursing, and President of the Philippine Nurses Association of NJ and the Transcultural Nursing Society.

UP's pursuit of excellence has motivated my achievements. I have published a total of 129 peer-reviewed articles, book chapters and four books on a range of professional topics. I led the collaborative development of the instrument, *Client Perceptions of Provider Cultural Competence* that has been translated to Filipino, Burmese, Mandarin, Spanish and Portuguese. I received approximately 28 awards for research, leadership and teaching including the *Leininger Award for Transcultural Nursing Leadership*, NJSNA's *Educator Award*, *Humanism Award* from the NJ Healthcare Foundation, *Lifetime Achievement Award* from Rutgers University, *PNANJ Legacy Award*, *Leadership in Professional and Allied Organizations Award* from Teachers College, Columbia University, and *Sotejo Medal of Honor* from the University of the Philippines Nursing Alumni Association. I am a fellow of the Transcultural Nursing Society Scholars and the New York Academy of Medicine as well as inducted into the Master Educators Guild and the Alumni Hall of Fame at Teachers College, Columbia University.

Ever Grateful and Proud of my Alma Mater

DR. LORRAINE S. EVANGELISTA

BSN (UPCN '85), MN, PhD., RN, FAHA, FAAN
Asst. Dean for Research, College of Nursing, UNLV
2022 UPINHF International Nurse
Recipient, Julita V. Sotejo Medallion of Honor
UCLA Alumni Hall of Fame
Nurse Researcher Hall of Fame Awardee,
Sigma Theta Tau International



Oftentimes the “Dr.” in front of my name mislead people into thinking that I am a Doctor of Medicine, ‘I am not.’ As often as that mistake occurs is how often I declare clearly: ‘I am a nurse,’ I am proud to be a UP Nurse.

After graduation from UPCN, I focused my professional career into research. The determination instilled in me during my undergraduate years is the same dogged drive I availed myself to succeed. My translational researches produced results and interventions that directly benefit humanity, among them:

- First to test home-based walking program on hospitalizations;
- First to investigate digital health technologies to support self-management of patients with Chronic Heart Failure;
- First to document time lapse from when heart failure symptoms occur to the emergency room.

As UPCN celebrates its Diamond Jubilee, it is indeed 75 years of excellence, honor and distinction. I am deeply moved and happy to have somehow contributed to it as did all of its products. In the words of Ralph Waldo Emerson:

“Do not follow where the path may lead. Go instead where there is no path and leave a trail.”

UP nurses did, and continue they will.



New Realizations and Insights 75 Years after

By **Dr. Josefina A. Tuazon**, BSN, MN, DrPH, RN
Dean, College of Nursing,
University of the Philippines Manila (2004 – 2010)
Outstanding Professional Awardee in Nursing, UPAA, 2002
Outstanding Professional of the Year in the field of Nursing,
Professional Regulations Commission, 2008
Julita V. Sotejo Medallion of Honor, UPNAAI, 2008
International Nurse Award, UPINHF, 2019



I first met UP College of Nursing (UPCN) founder and first dean, Julita V. Sotejo when I enrolled in one seminar course for my Masters in Nursing degree at UPCN in about 1985. As a nursing student, I do not remember ever meeting her, nor see her at the College. She never became our teacher at the BSN level and unlike other older alumni, we had no stories of entering the College and being interviewed by her. So being in her class held at her home at Matahimik Street was not only a new experience, but also a life-changing one for me. Thereafter, as a UPCN faculty, I often joined other faculty to visit her on her birthdays and other important events in her home. Her close relationship with then Dean Cecilia M. Laurente somehow extended a bit to me. And I heard stories of her giving her blessings for new deans. Unluckily for me, I became dean after her death in 2004 and never got her blessing. That is my one regret becoming dean after her passing.

What I knew of Dean Sotejo then and the establishment of UPCN were based on readings and stories of teachers and alumni. Very early after graduation, I was pulled in to join the UPCNAA Board and was present in the discussions and eventual establishment of the UPCN Foundation Inc.

All my working life was at UP. Aside from a short stint as a research assistant to Dr. Phoebe Daus-Williams for her landmark norming study that resulted in the MMDST, and three months as Program Specialist, Health and Nutrition Sector, International Year of the Child Secretariat, I worked at the Philippine General Hospital (1978 – 1986) and was invited by then Dean Aurora S. Yapchiongco who visited me at my ward when I was a head nurse and said UPCN needs me already. I could not say no. (Who says no to your dean in those days? Although I did manage to sidestep a previous invitation when I thought I was not ripe to be a teacher.) Thus, from 1986 until I retired from UP Manila (not from many other things; I am realizing retirement is just officially retiring from a job and opens the door to other things), I have been and continue to teach (and do research, extension work and advocacy) at the UPCN and UP Manila.

My first realization about UPCN and Dean Sotejo

I thought that I knew enough about the establishment of the UPCN on April 9, 1948 and the eventual merger of the PGHSN and UPCN in 1975, by an act of the UP Board of Regents in their 859th Meeting on April 10, 1975. (<https://upcn.upm.edu.ph/about-us/history-and-milestones/>)

The question in my mind was, why did Dean Sotejo not move to transform the then PGHSN into the UPCN, or transform the diploma program into a baccalaureate program to professionalize nursing in the country. That would have avoided much of the strain and conflicts in the early years and which creeps in occasionally.

This question intensified in the face of continuing strain (and sometimes outright conflicts) between the graduates of the two programs, which I never knew when I was a nursing student. I only got a sense of it when I started to work at PGH. And thereafter, from recounts of alumni. I thought that most of it would die down and pass me by when I became the UPCN dean in 2004. Such was not the case.

That was the probably the first time I immersed myself in digging up original documents. Reading the BOR document, I realized that the two institutions, the PGH School of Nursing and the UP College of Nursing were “merged.” UPCN did not arise from the PGHSN. And neither did the PGHSN “die” as it was merged into the UPCN. True, the Diploma program of PGHSN was phased out until its last batch of students graduated in 1976. I completed my BSN at UPCN and graduated in 1977 one year after.

With the merger, it dawned on me that UP nursing can be traced as far back as the establishment of the PGHSN in 1907 and that as we now celebrate the 75th Foundation Anniversary of the UPCN, we also celebrate more than 116 years of UP nursing. I first expressed this idea during an UPNAAI Reunion in the US in 2009.

New realizations and insights into Dean Sotejo and the establishment of UPCN

As I prepared for this paper, researching new references, and rereading previous documents, I like to think that I now have better appreciation of Dean Sotejo and her strategic move to propose a College of Nursing at the University of the Philippines. I note that there are many more treatise about Dean Sotejo out there, mostly from US sources. Of note is a dissertation by Christine Noelle Peralta in 2019 from the University of Illinois at Urbana-Champaign for the degree of Doctor of Philosophy in History. Her writing and analysis has been quoted and cited by several articles, foremost for me was that of Reynaldo Capucao, Jr who wrote in 2020 about two Filipina nurse leaders Anastacia Giron-Tupas and Julita V. Sotejo (<https://ojin.nursingworld.org/table-of-contents/volume-25-2020/number-2-may-2020/beyond-western-expectations-filipina-nurse-leaders-anastacia-giron-tupas-and-julita-villaruel-sot/>).

The leading references locally available and often cited in such papers remain to be the book by former dean, Prof. Luz Buenavista-Tungpalan (Action-oriented Leadership and JV Sotejo, 2001) and the first JV Sotejo Lecture by then Dean Leonor M. Aragon on the “Life’s Work and Philosophy of Dean Julita V. Sotejo (ANPHI Papers, 1978).

I have always wondered why Dean Julita V. Sotejo pushed for the establishment of the College of Nursing at the University of the Philippines rather than to transform the PGH School of Nursing (PGHSN). Afterall, she was the PGHSN Principal for almost 10 years before she left for the US and Canada for her Rockefeller Foundation fellowship in 1941.

Dean Sotejo returned to the Philippines in 1945 after World War II and realized that nurses and public health nursing would play an important role in the recovery of the country post-war. The PGHSN diploma program for nursing was primarily hospital training. This would not prepare nurses to lead in public health.

The original intent was the professionalization of the nursing profession in the Philippines and to raise the status of Philippine nurses to the level of other professionals like lawyers, accountants, and others (Peralta,

2019). It needed a truly different model to produce future nursing leaders for the country who receive a well-rounded education including liberal education courses at par with other professions. Aside from the curriculum, this starts from admission policies and careful selection of students.

Quoting Luz Buenavista-Tungpalan in 2001, the seeds of discontent started from Dean Sotejo's own nursing education at PGHSN. Dean Sotejo objected to being called "nursing students" yet hardly were they students, nor were they "pensionados" like students in other degree programs. Citing Peralta (2019), hospital nursing program was apprenticeship; one year of study and 3 years of practice at the hospital. Student nurses completed a few required courses, but for the most part, they learned the profession through hands-on training. Rhonda Sullivan, DNP, PhD, (2021) summed it this way – "her critical assessment of hospital training school flaws served as the framework for what would become the current model of nursing education in the Philippines."

One aspect I failed to appreciate, and rereading the references and materials written about Dean Sotejo from the American perspective and historians, she challenged the established values and racial hierarchy of American nursing. I had the impression that the baccalaureate program she proposed for UPCN was patterned after American nursing. The model she espoused was actually tailored for the Filipino nurses in the Philippines born out of her experiences in the US and Canada (<https://medium.com/nurses-you-should-know/julita-villaruel-sotejo-8bd3ed0c6377>)

A sad realization

Regrettably, the very BSN that Dean Sotejo helped establish in the country "inadvertently led the way to massive outmigration of nurses." In the words of Peralta (2019), "Julita Sotejo's academic milestone is significant for the history of Filipino migration and labor because it created the nursing education apparatus which led to the massive outmigration of nurses from the Philippines to multiple sites across the globe."

Now I gain insight into my own thinking and "leadership" as a dean. Early on as a faculty and later, as dean, we were often challenged on why our nurses were migrating. (Note that migration for work abroad by UP graduates was not faster nor in greater scale than other graduates.) It is unfortunate that the very drivers of UPCN education of excellence and competency have made our own graduates so much more marketable abroad. Yet, we cannot produce nursing graduates who are mediocre or half-baked just so they are not marketable. The Filipino patients in our very own shore need highly trained and competent nurses.

Insights

Today, BSN is the only entry program for nursing in the country. The certificate and diploma hospital training programs have all phased out by the 1980s. Many countries laud this achievement.

Have we produced professional nurses that Dean Sotejo envisioned? UPCN has maintained a reputation of excellence, producing nurse leaders who are critical, competent, and visionary. It has probably surpassed the vision of Dean Sotejo. Do we rest on our laurels and relax? We cannot afford to do so, for the sake of Philippine nursing and the contribution to better health for the Filipino. Beyond competence, we need to imbue nursing students and faculty with soul and spirit that fueled Dean Sotejo's aspiration to raise the status of nurses and women, not only here, but wherever they went. UPCN's role remains to be the model in influencing other colleges of nursing in whatever means possible. The BSN degree cannot be lip service.

Again, the biggest implication is on nursing education.



Lyvia M. Villegas

“We make a living by what we get, but we make a life by what we give.”—Winston Churchill



Lyvia with husband Rudy

Celebrating My Mentors and My Classmates from the UP-PGHSN Class of 1968

**By Lyvia Mendoza Villegas, GN'68, BSN'71, MA, FNP
UPNAAI President, 1998-1999**

I believe that God has a special plan for each and every one of us. I am very thankful for the government funded opportunity which supported my nursing education as *Iskolar ng Bayan* at the UP-PGHSN and accommodation for three years at the PGH Nurses Home. I am grateful to all my instructors and the senior nurses for their compassionate teaching and mentorship. It would be seriously remiss of me not to mention my classmates as we formed a special bond having lived together for three years during our student nurse internship. We treasured those fond memories until we graduated in 1968 and continued to forge a deep friendship through the years. We are celebrating our Emerald Jubilee this year and we look forward to joining the UPNAAI Conference and Convention in California on August 25-26, 2023. I am proud to be an UPNAAI Volunteer for 31 years and counting. Serving in UPNAAI is a way of giving back to my alma mater.

I worked at the PGH ER from 1968 after graduation until December of 1971. Our former UPCN Dean Cecilia Laurente was my Head Nurse in Ward 7. She was very humble and fun to work with. Her leadership style debunked the myth or perception that head nurses are stern and rigid. Dean Laurente's influence motivated me to pursue my BSN while working full-time night shift. With perseverance, I graduated at the UPCN in 1971 and became a Head Nurse. The combination of my excellent clinical training at the PGH and the conceptual and theoretical frameworks learned at the bachelor's level prepared me to work anywhere in the world.

I was relentless in my ambition to pursue graduate studies. In 1975, while working full-time as Nurse Supervisor at the St. Luke's Hospital in Manhattan, NYC, I enrolled at the Teachers College of Columbia University through the encouragement of another UPCN alumna, Miss Alma Lara, MA, EdD. Alma and I worked together at the same hospital. She was another humble soul, so giving, and kindhearted. I completed my Master of Arts in Nursing Administration in 1976.

In 1991, I was hired by Felicitas A. dela Cruz, GN'59, BSN'65, MA'70, DNSc, RN, FAANP, as Coordinator of the High Risk Home Health Nursing Clinical Specialty Program at the Azusa Pacific School of Nursing in Azusa, California. The following year, I was diagnosed with a debilitating disease which required a major surgery. That unfortunate event defined the trajectory of my nursing career. Through the expert guidance and nurturing of Dr. dela Cruz, I completed my Post-Master's FNP Program at the UCLA School of Nursing in 1995. My FNP position in a county clinic paved the way for me to provide community health services to the underserved population of Orange County, California.

I applaud the authenticity of my mentors and I cannot thank them enough for my professional success. I have been happily retired since 2012.

Congratulations and Best Wishes to the UPCN on its 75th Foundation Anniversary!



The Light that Heals

By **Rosalinda Dator-Yusi**, BSN, UPCN '64

(Editors' Note: Aristotle once said: *"The aim of art is to represent not the outward appearance of things, but their inward significance."* The above painting of Rosalinda Yusi, aptly displayed at the UP College of Nursing hall, is no doubt abundant in loveliness and elegance, yet the deeper beauty lies in its meaning---that of caring, compassion and healing.

Rosalinda Dator-Yusi is a graduate of UPCN, Class '64. Artistic blood flows in her veins that in 1974-76, she took Art Courses at the UP College of Architecture. In 1996 she obtained a Certificate of Completion on Fundamentals of Art, North Light School, Cincinnati, Ohio, U.S.A. and attended Art Seminar-Workshop with Joyce Pike, OPA, Santa Barbara, California. In 1997, she was with Voyages Etudes with Alliance Francaise de Toulouse, France and also with Art and Historical Observation tour in France. Rosalinda is the Proprietor/Director of Galerie Y, SM Megamall, EDSA Mandaluyong City.)

I started painting late in my forties, not that it's a bad thing when one considers Van Gogh and Paul Gauguin started their career relatively late in life. Family concerns were a matter of priority and naturally came first. But my artistic inclinations though suppressed were still full of enthusiasm and burning even though they existed only in my dreams.

I was born in a little barrio in Dampalit, Malabon, Rizal where life was simple and fun. While most of the neighborhood children played hide and seek, I spent most of my afternoons with my sister sketching images of people and candid scenes of barrio life in a sea of fishponds. My uncle, Dr. Ricardo Pascual was the dean of the U.P. department of Philosophy. He took me to Diliman and enrolled me in the UP College of Nursing. It was in PGH where I met my future husband, Dr. Genaro M. Yusi who was a resident surgeon and like a bolt of lightning, we got married right after my graduation. We had a son, went to the U.S. for my husband's further training in Urology while I worked as a nurse in the University Hospitals of Iowa in Iowa City. It was hard at first for a nurse with no experience in a U.S. medical



environment. I had to take the board exam for Psychiatry, which was not included in the Philippine Board exams and caused me undue difficulty. Eventually, I became the nurse in charge after orientation because of my BSN degree and had to re-learn everything the hard way in my designated new role. Only the natural resilience bred into a U.P. College of Nursing graduate enabled me to overcome all obstacles.

In 1970, we were back in Manila and Geny, my husband, started his Urology practice in PGH. I became a full time home maker and honestly,

raising what would eventually be five kids was no joke but that didn't stop me in pursuing my long buried artistic dream. Between driving my children to Ateneo and my chores, I took art courses in the UP College of Architecture and art workshops with Ibarra dela Rosa and Rody Herrera. I later hosted and joined nude art sessions in my house. In the course of these interactions, I learned about the plight and tribulations of the budding young artists I met. Feeling compassion for them, I started assisting them in various ways, which eventually led me to open an art gallery in SM Megamall. By then, my artistic endeavors started to go into full swing as I was elevated into visiting international museums and attending workshops in the U.S. and Europe. I came face to face with the works of Picasso, Monet and Matisse. I even went as far as visiting St. Petersburg in Russia to see the original works of Vasily Kandinsky, Mark Chagall, Ilya Repin and Vasily Polenov. Needless to say, my personal exposure to the masters was updated with a more critical and technical viewpoint and my paintings became contemporary. From then on, I have had five one-woman shows and am preparing for a sixth (6TH) one.

It was in 1997 that UP Diliman granted a building in Pedro Gil to house the UP College of Nursing. At long last, our dream came true. The UPCN foundation requested me to donate a painting for the lobby and I reluctantly agreed. It was an honor to be asked but at the same time, felt very apprehensive if I can deliver the goods. It was quite a challenge to choose a theme that will be relevant to our college.

My vision was to lead viewers into making a mental leap, to perceive the elements of the composition representative of the circumstances in our lives that we were all familiar with. This was the theme I wanted for my painting.



I thought of a vast forest with all its beauty and danger. The birds, symbols of renewal and new possibilities would represent the doctors. I also imagined a gleam of light from God towards a lamp of Florence Nightingale, the universal model for nurses. In her lifetime, Florence fought against human suffering and neglect. Nightingale herself wandered the wards at night with a lamp and provided support to the patients, hence earning her the title, "Lady with a Lamp."

Thus far, I have named my painting "The Light that heals" in honor of all the nurses all over the world.

As for me, I am grateful to God and the UP College of Nursing for providing our country with some of the most wonderful human beings who give light and support to sick people not just to our nation but to the rest of the world.

“I will exalt you, O Lord for you lifted me out of the depths....” Psalm 30:1

FE ODSIGUE PUNZALAN, GN (UPPGHSN '75)
BSN, MSN, RN-BC, PHN, QIDP

My Story...

Fe Odsigue Punzalan came from a remote town of Sibalom, Antique, Philippines. Fe's humble beginning as being born to one of the eleven children of her doting parents who were farmers and seamstress.

Growing up there were nights when Fe went to bed hungry with hardly any food to eat, just content at times with eating rice with water and salt or sugar. Fe's passing the entrance examination at UP in 1970 was a "miracle."

In 1972, Fe's *Nanay* (mother), told her that if she did not pass the examination at the UPPGH School of Nursing, she can just stay home and plant "*kangkong*."

This admonition still reverberates in Fe's head every single day. This was the defining moment that the ONLY way Fe could go forward and beyond what is available at that time was to study hard once she gets accepted at the School of Nursing.

Fe wasted no time. She studied hard and graduated 5th in rank of the graduating Class of 1975.

Fe founded/built and ventured into small business (Residential Care Facilities) and transformed the venture into a multi-million-dollar industry. The four (4) corporations are thriving for over 25 years now, its sustainability is successfully maintained. Fe sets the tone for excellence in providing quality care to the persons with special needs, intellectual disabilities, and severe behavioral challenges.

Fe's is about helping others and her quality of work are very evident from feedbacks she received from all the interdisciplinary team members she works with in providing these persons with special needs. Fe is content in managing her four facilities, providing quality care for individuals under her care: having received three Grants from the State of California over the six-year period in the late 90's and early 2000.

Additionally, Fe was able to bring her sisters, brothers, nephews, and nieces to the US, each represented her eight siblings in the family. Not only did this group of families thrive and started their own niche in California but also provided financial stability here and abroad thereby "Breaking the Cycle of Poverty." These define Fe Punzalan's legacy.



Greetings to all UP nursing graduates!!
My compliments to UPCN on its 75th Anniversary!

FE O. PUNZALAN, RNBC, MSN, PHN
CEO, Administrator, QIDP, Licensee

**FLINTCRREST HOUSE
FLINTCREST HOUSE II
SILVER STAR RCH
SILVER STAR ICF/DD-N**



February 2020. Recipient of PGHSNAA Award for Outstanding Alumna for Community Service.



AWARDEE, one of “The 100 Most influential Filipina Women in the World,”

UP Education: *Shaping my mind, heart and hands, for activism in social and health equity*

By **Cora de los Angeles-Anonuevo**, BSN (UPCN Class '72), MPH, PhD, RN

(Editors' Note: *Cora de Los Angeles-Anonuevo is a retired professor of the UP College of Nursing; Former member, Board of Nursing, Professional Regulation Commission; President, Health Futures Foundation, Inc.; Founding President, National Association of Public Health Nurses, Inc., and Member of the Board of Directors, UPINHF)*

What I wanted to become.

My dream of becoming a nurse was influenced by my uncle, aunt, and two sisters, who were health professionals. They graduated from other universities, and except for one who remained in the Philippines, they pursued their careers in the United States. They were my role models; like them, I wished to see myself working in a big hospital someday, earning dollars. Immediately after I got my diploma for the Baccalaureate degree in Nursing, they convinced me to follow them to "the land of milk and honey." They were disappointed when I told them I had other plans and was no longer interested in working abroad. That fond aspiration had taken a 360-degree turn. Goodbye to my reverie!

My five-year residence as a student at UP transformed me – personally and professionally. After completing the two-year General Education program at the College of Art and Sciences, I passed the interview no less by the Dean, Julita V. Sotejo. I was admitted to the College of Nursing to continue the next three years of the B.S.N. program.

The year 1969 was challenging since being admitted to the College from a hundred aspirants was already considered one step forward to achieving my longing to wear the "blue and white stripe" uniform. It meant I had to make good with my academics.

Within the four walls of Malcolm Hall in UP Diliman, where classes were mainly held, and the PGH wards for our clinical experience, I was constantly reminded of the purpose of our nursing education—"to produce a well-rounded training, which will enable her to a more useful and well-informed citizen of her community" (Tungpalan, p. 137).

Becoming a nurse-activist

Outside of the academic walls and hospital setting, my social consciousness was awakened by what was happening around me and the emerging 'signs of the time' in our society. The First Quarter Storm, or the FQS, which took place from January to March 1970, spawned protests, marches, and demonstrations against the dictatorial regime of President Ferdinand E. Marcos. As a first aid team member, I saw the violent dispersals of the protesters who gathered in Mendiola, Plaza Miranda, and QC Welcome Rotonda. That experience led me to question the brutal response of the state using the police and military forces to disperse the protesters.

The gasoline price increases in February 1971 caused students, teachers, and residents to build barricades around the campus. Known as the Diliman Commune, the protest was in solidarity with striking jeepney drivers who were mostly affected by the oil price increase. With some of my classmates, we participated in mass actions as members of the First aid team. We attended "teach-ins," which raised our political and social awareness.

Our clinical experience brought us to poor urban and rural communities. I was more excited when I was rotated in communities. I understood better why people get sick and need repeated admissions to hospitals like the Philippine General Hospital. My education, training, and the realities of that time shaped me to be a nurse activist. After I graduated from the BSN program in 1972, I worked with the grassroots and organized the health sector. These activities led to my brief detention in 1973, a year after Martial Law was declared.



Home visit in an urban poor community

Spreading my wings

Soon after my release and after passing the Board Exams for Nurses, I asked myself: Quo Vadis, Cora?

Reaffirming the values of my profession and the social context at that time, I pursued my interest in community health. I was led to work in poor, marginalized and underserved communities. The slogan "Serve the People" instilled in me the duty to give back to the communities that nurtured my growth as a person, nurse, and citizen. I wanted to be part of the movement to transform the oppressive societal conditions that created social and health disparities. I engaged in critical discussion and reflection and envisioned possibilities for a better society rooted in the ideal of human rights and social equity.

My journey to becoming a nurse activist continued even after I obtained my master's degree in public health. I worked as a nurse trainer for a non-government organization, the *Alay-Kapwa sa Pangkalusugan* or AKAP,

that ran a Community-based Tuberculosis Control Program. That was in 1978, which coincided with the birth of Primary Health Care in Alma Ata, Russia.

One of our project sites was in Kalinga-Apayao. Our team, composed of a doctor, a medical technologist, and myself, had to walk up the rugged mountains. There were no roads, only narrow trails. Then we crossed the mighty Chico River to reach the place. We settled in a barrio, a village with no communication and transportation, no power and running water supply, and health facilities. These scenarios challenged us, but we were not discouraged.



Settling in a Kalinga village.

As a nurse, I welcomed these challenges. I saw myself living with the people, sharing my knowledge and skills, and conducting health activities, especially preventive care and interventions like immunizing children. The health situation in the Kalinga province mirrors the many communities in different parts of the country, where health inequities persist, with many Filipinos getting sick or dying from communicable diseases such as tuberculosis, malaria, diarrhea, and pneumonia. Chronic poverty, government neglect, and underdevelopment have been the major culprits for their sad state of health. Access to and provision of adequate preventive, diagnostic, and treatment services for communicable diseases were in dire need. The scarcity of doctors, nurses, and midwives added to the inadequacy of the health delivery system for the poor. Sadly, these conditions are much felt and seen until today.

Our team was armed with the principles and strategies of primary health care or PHC. We believe that PHC addresses the health determinants, a range of factors that influence the health status of individuals and populations, such as education, job opportunities, income, safe housing, water, and transportation. We visualized that PHC was bringing health care close to where people live and work. We trained lay community health workers chosen by the residents on health promotion, disease prevention, and management of common and simple health problems.

My responsibility extended beyond individuals and family members to the health of the village's population. And because I dealt with the entire community, I needed to figure out how to approach the people. I, with the team, conducted meetings with official leaders and respected non-official leaders, with ordinary folks and traditional healers. I imagined myself not only as a nurse but as a community organizer. Living with and learning from the people enriched my life. Community organizing allowed me to appreciate indigenous leadership and address people's interests. I worked through established traditional networks and facilitated empowerment through a shared decision-making process.

The way forward

Four decades later, I continue to advocate that the means to achieve health equity is a dedicated political will to strengthen primary health care (PHC), a community-based action at every level of the health care system. With this approach, I see that nurses can make a valuable impact beyond the bedside or the corners of healthcare facilities.

We have not yet attained significant changes that should redound to better our people in health and social development. It is because we have been confronted with much bigger problems like poverty, corruption, poor governance, and environmental neglect. I am grateful that the leadership in my nursing career and outside was rooted in my experiences here in the university, from the people in the communities, their local organizations, and non-government organizations I worked with and still am these days as partners.

Through my involvement with the Health Futures Foundation, Inc. (HFI), a civil service organization (where I have served as President since 2015), I have the occasion to go to remote rural communities. HFI implements inclusive, equitable, and cost-effective programs guided by the primary health care philosophy. It has been working towards achieving access, quality, and equity in health and development. HFI built community isolation units during the pandemic in areas where COVID-19 cases are high. It has developed health educational materials available on varied social media platforms for nurses, other health workers, and laypersons.



Conversation with Community Health Nurse Sherry in Tuy, Batangas



With local leaders of Saranggani, South Cotabato

Advancement in nursing leadership

The challenges continue up to the present, including the health situation. In defining its crucial and distinct contribution to healthcare, the International Council of Nurses urged nurse leaders to challenge policies based on health equity. It states that "nurses, as individual practitioners, should consider the social determinants of health as a priority for improving health and health care and reducing inequities in health outcomes for different groups in society." (ICN, 2017)

From 2017 to 2021, the ICN theme for Nurses' Week, "Nurses – A Voice to Lead," has been the slogan that has guided nurses worldwide. Wherever they find themselves, nurses are encouraged to take an active role in achieving the United Nations Sustainable Development Goals. Since nurses are most closely involved with patients, their families and communities, they have deep knowledge of the underlying causes of ill health. Thus, nurses must advance in their careers to be practice-ready, relevant, and attuned to the needs of the time and valued for their contribution to health care delivery. We can "lead the way" in providing more efficient and cost-effective primary care. In this, we play a vital role in achieving universal health coverage (UHC). This is a government mandate that aims to ensure that every Filipino shall receive affordable, accessible, and quality health benefits. "Nurses often are the first contact of patients who provide care, support and treatment for the sick, the injured and the dying, and support their families and communities. They detect illnesses, administer medicines, and provide mental health care." (ICN, 2019). To perform these crucial roles, nurses must continue enriching themselves academically, given the support and direction in terms of policies, legal protection, and regulation in professional practice.

Excellence and Service

Looking back in 50 years, I thank UP, my mother alma mater, for shaping my heart, mind, hands, and spirit to be courageous and persevering. UP education has ignited my passion and a sense of purpose to improve this world. My doctoral degree in Philippine Studies has enriched my holistic knowledge of Filipino society and culture. It has prepared me to use multi-and- interdisciplinary approaches to Philippine issues, including health and development.

To my beloved College of Nursing, I thank you for honing me into a caring, compassionate, and competent nurse. Class '72 gives you back our seasoned life, honor, pride, and love. You a part of our being then and now. There is no stopping for us, your alumni, journeying into great spheres of possibilities. Whenever there is a need for our services and participation in social change through leadership in advocacy and action, that is RESPONSIBLE ACTIVISM!

If nurses at every level of practice and across settings come together to solve issues such as higher health budget, safe and quality care, adequate staffing, just compensation for nurses – to broader issues – working for community livelihood, employment, job security, or addressing the social determinants of health, we can help bring social and health equity closer to reality.

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THE IFNAH JOURNAL: *A Mission Accomplished*

By Josephine F. Villanueva, BSN, MA, RN-BC, NE-BC

Chairman, Editorial Board
Former President of UPNAAI
Former President, PNASC
Director, UPINHF
Awardee, Philippine Heritage Foundation

At the turn of the new millennium (Year 2000) Merle F. Borrero was the president of UPNAAI. Her tenure was inspired by the current impetus of UP nurses making giant leaps, achieving great feats that are recognized the world over: Erlinda Ortin's work on remuneration was published by ILO in Geneva, Switzerland; Fely de la Cruz-Millman authored the "High Risk Home Health Program," first of its kind West of Mississippi; Phoebe Dautz-Williams, first Filipino to become a Fellow of the American Academy of Nursing (FAAN); Letty Lantican worked on mental health integration with Filipino and Mexican women; Erlinda Simunek was founding dean of the Florida International University School of Nursing; Malou Wasseluk was chairman, Illinois Board of Nursing, Cecile Laurente was dean of UPCN and many, many more achievers. As president, Merle felt the organization was at the threshold of a new beginning and hoped to build a stage for the upcoming generation of talented nurses for the world to see and acknowledge.

Meanwhile, the UPCN founder, Dean Julita V. Sotejo sent in her encouraging message:

"The possibilities of establishing varied types of linkages with nurses around the world are great. The world can now become our stage of hope for personal, intellectual and professional achievements of which we can truly feel big and proud."

Pondering on the wisdom of the dean's message, Nelson Borrero initiated the founding of a medium by which the linkages with nurses around the world be established. Reading the manuscripts of lectures, speeches and researches delivered during the CEU seminars, Nelson found the professional nature of their work, the depth of their research, and the significance of their study to be left only within the confines of the conference room. This has to be known to and by



the world he mused, “Let’s start with these manuscripts as articles of a nursing magazine.” “*The Nursing Journal*” was born. He then brought the idea to UPCN where he met with Dean Cecilia Laurente and Prof. Josefina Tuazon. They were encouraging. When Josie became the Chairperson of the Journal she consulted with Letty Lantican and Dula Pacquiao on how the research journal be professionally competitive and be recognized internationally. Dula and Letty then recommended that the articles be peer reviewed.

The Nursing Journal maiden edition was published during Merle Borrero’s presidency with Lyvia Mendoza-Villegas, GN, BSN, MA, FNP, as Editor-in-Chief. With enormous task up her sleeves and as demand for her attention becomes overwhelming, Lyvia requested a replacement as editor. Josephine F. Villanueva, BSN, MA, RN-BC, NE-BC, took over the publication. The publication went on successfully for many years that it reached many nurses and readers across the globe. Nelson Borrero saw to it that the journal obtains copyright protection for its contents and a membership with the Library of Congress.

At the journal’s helm, the diligent Josephine Villanueva immediately reorganized the editorial board, with her as its chairman, and appointed Connie Oliveros, BSN, PHN, RN an Editor-in-Chief. In addition, Ms. Villanueva registered the journal with CINAHL, (Cumulative Index to Nursing and Allied Health Literature) and was approved for indexing into its information systems database. Through CINAHL and perhaps the Library of Congress, the journal received requests for copies and subscription from universities in Europe and Australia. Copies were also sent to the Library of Congress, the UPCN Library in the Philippines and the Virginia Henderson Library.

When UPNAAI deleted the journal from its revised Constitution, the journal continued its very important mission with the full support of the University of the Philippines International Nursing and Healthcare Forum (UPINHF), a global healthcare-centered UP alumni organization. The structure of the Nursing Journal remained the same as respects its objectives, but renamed “*International Forum for Nursing and Healthcare*” (IFNAH), UPINHF’s official journal for nursing and healthcare practices, education and research. Josephine Villanueva as chairman of the editorial board appointed Maggie L. Ongkiko, BSN, MSN, CCRN, as interim Editor-in-Chief, who endeavored to register the journal with, and be assigned an International Standard Serial Number (ISSN 2637-4161) by the U.S. ISSN Center. The IFNAH journal obtained its own copyright (Certificate of Registration N0., TX 8-9547-151). As the trend continues for the journal be available electronically, our journal then became digitalized and made available via the UPINHF website. Our readers grew exponentially and more and more authors sought their manuscripts be published in our journal.

From the very start, it was agreed that the journal shall maintain editorial prerogative and independence even from the sponsoring organization. The autonomy is a shield from undue influence by the politics of the organization, truly dedicated only to academic topics, research and evidence-based studies. To this effect, the journal sustains its publication by advertisements, donations, contributions and sponsorship. With Josephine Villanueva as chairman, Minerva Salinas Guttman, EdD., APN, RN, as Editor-in-Chief and all the well-credentialed members of the editorial board the journal continues its mission to be the medium by which students, faculty and UP nurses can publish their work for the world to see and read.

This issue is a Special Edition commemorating UPCN’s 75 Years of Excellence, Honor and Distinction. A tribute to alma mater and to the great founder and dean, Julita V. Sotejo, and to graduates who in their own right, with God’s guidance and inspiration of their alma mater have reached the pinnacle of success and distinction.

More power!

What College (UPCN) Means to Me....

Josefina Zaragosa Garbes, BSN, '68, MN, '71



Josie and Angie Garbes, MD '70

Fifty-five years ago, 37 of us graduated from UPCN. I still remember our distinguished faculty and beloved Dean Sotejo. We received excellent nursing training with patient care and professionalism, as main focus. My nursing career began at PGH ER, where my clinical and diagnostic skills were forged amid very few supplies and resources. Patients were asked to provide supplies because often the hospital could not. Exam rooms were limited so patients overflowed into the hallways. The medical ward stretched into hallways, where patients laid on cots they often supplied themselves.

Time management was essential. Our work centered on giving scheduled medication doses using limited IV and parenteral equipment. We kept sterilizing needles, syringes, IV and oxygen tubings because there were so few. We learned to work under stress while always maintaining our professionalism among patients, staff, medical and nursing students, ancillary staff, the administration, and the public.

I obtained my MN degree in 1971 while working in the Medical ICU. In May of 1971, I married Archimedes Garbes (MD 70) and we left for the United States in June. I first worked as a GN at Misericordia Hospital in Philadelphia, Pennsylvania until I obtained my RN license. We left Philadelphia in June 1972 after I gave birth to my first son, Peter, and relocated to Danville, PA, where my husband completed his Pathology residency. For a few years, I worked as a stay-at-home Mom and had another son, Jason, and a daughter, Angela.

I returned to nursing when my daughter was barely two-years-old, after my sister and her family joined us from the Philippines in 1978. I worked part-time on the graveyard shift at a nursing home. Since that time, I've worked per diem in a hospital, as a clinic nurse, as part-time clinical instructor in a Licensed Practical Nursing School, and did some substitute classroom teaching.

The final—and most personally fulfilling chapter—of my nursing career was being a Hospice Nurse for over 20 years in Pennsylvania and Washington state. Hospice work is physically exhausting, intellectually challenging, emotionally draining, and incredibly spiritually uplifting. My greatest compliment came from the daughter of one of my patients: "Now that I have witnessed the dying process, I am no longer afraid of death."

I appreciate that in nursing you are not boxed into one specific field. You can choose the area you want to specialize in. You can be an educator or administrator. You can work in the psychiatric, geriatric, pediatric, or public health sectors. My focus during my entire career was to remain a bedside nurse and I am proud to have fulfilled that.

The most important gift the College of Nursing has given me is the respect, love, and sisterhood with my fellow members of the Class of 1968. We followed so many different, separate career paths and achieved success in the Philippines and the USA, but the road brought us back to lifelong friendship. We are closer now than we were before. **I am forever grateful to my Alma Mater, the UP College of Nursing.**

Over 200 Fil-Am personal stories of their US family experiences!

Culture Clash!



Lutie Orteza Lee

Lutie Orteza Lee is a lifelong educator/teacher, born and raised in the Philippines with a passion for understanding the push and pull of her Filipino culture while also seeking to understand others. She wrote a Culture Clash column for Balita, a weekly newspaper in Southern California and has written three books, "Teaching Cultural Diversity Through Children's Literature: Applying the Kluckhohn Model," "Culture Clash: The American Teenagers," a second edition with a new twist, and her most recent book "Uprooted Identities: Where's Home?"

She was a recipient of an educational travel grant through a writing contest, "Making Teachers Smile" given by Pasadena Educational Foundation which enabled her to visit London, England to observe International Baccalaureate elementary schools.

She holds a Bachelor of Science in Elementary Education and Master of Arts in Bicultural Development and Religious Education. She taught for 30 years in the Philippines (2), Taiwan (5), and the USA (23 - HI, CA, NY). Before retirement in 2010, she was the Minister for Children and Families Programs of the United Church of Christ (UCC) national office in Cleveland, Ohio.

Visit her website to know more about her culture clash passion and about its WHY story: CultureClashCoach.com.

Lutie lives in Southern California. She has one daughter, who is happily married with two sons.



Scan with phone to order!

UP College of Nursing at 75 : *Honor, Excellence, Distinction and Relevance*

By Fely Marilyn Elegado-Lorenzo, BSN (UPCN '73) MPH, DrPH, RN

(Editors' Note: Dr. Lorenzo has a dedicated career in nursing. Retired as Professor, UP College of Public Health, Former member of the Faculty, UPCN, and UP School of Health Sciences. She was a founding director of the National Institutes of Health, Institute of Health and Development Studies (NIH-IHPDS); Project Director of USAID's HRH2030, was consultant to and then chaired the Technical Committee for Nursing Education, CHED. Awardee, Julita V. Sotejo Medallion of Honor, 2009).

Honor and Excellence *"dunong at galing"* have been touted as the University of the Philippines' brand that sets its graduates apart from all others. Correspondingly, the UP College of Nursing has been a bastion of honor and excellence in academic pursuits, in leading the national nursing licensure exams results (no one has failed since 1950 yet) and innovations in nursing education. I remember our founder and mentor Julita V Sotejo (JVS), emphasizing that the UP College of Nursing was established to not just to produce run of the mill nurses. Rather, the college was founded to produce the NURSING LEADERS of the future. She further went on to say that she envisioned that the future of Philippine nursing will be shaped by UPCN graduates. These JVS musings made such a strong impression on me as a senior nursing student and as a young UPCN faculty member during valuable encounters with JVS.

Long History of Honor, Excellence and Distinction at UPCN

As the UPCN approaches its celebration of 75 years of distinction, the appreciation of how the College has built its reputation and its brand is irrefutable. Accolades for contributions to scholarly publications like the ANPHI papers, the Philippine Journal of Health Sciences, and other overseas scholarly papers such as the Lancet, American Journal of Nursing, have been impressive. Nursing education trailblazing to innovate the BSN curriculum and the UPCN graduate programs have been admired and unparalleled. But UPCN has also earned the distinction of being dubbed as excellent but too difficult to navigate and out of reach for the average nurse learner so that "if you want to graduate don't go to UPCN". I found that a bit disturbing but am so pleased that the present Dean and faculty are addressing this through better marketing strategies and curricular revisions. Without a doubt, graduating from the UPCN undergraduate and graduate programs still brings a distinct honor and signifies that the graduate is a cut above the rest. But reflecting on its diamond jubilee, a very significant milestone in the UPCN's history, one wonders whether its alumni really made critical contributions to Philippine nursing and beyond? JVS probably considered the global platform as a possible sphere of influence after she saw many UPCN graduates working overseas. And indeed there were valuable contributions. The first chief nursing scientist at WHO was a UP alumna and there were others who followed her footsteps at that prestigious international organization. There were many alumni who became leaders at various North American and European hospitals, health facilities universities and other educational institutions.

Need to be relevant to Filipino's yearning for a higher quality of life

However, because of the singular distinction of being part of THE NATIONAL UNIVERSITY, I believe that the more vital contribution of the UPCN especially in the future, should be towards influencing Philippine Nursing and adding value to the Philippine health care system towards improving health outcomes of all Filipinos. Early in my career, I learned that Excellence is equivalent to being RELEVANT. In the health care milieu, being excellent is having that ability to address the issues that promote the ability of Filipinos to meet their health goals towards better health outcomes and higher quality of life- a notion that needs to be underscored at UPCN and imbibed by its future graduates.

There are several challenges in achieving this critical contribution. An important one is the small number of BSN graduates, hovering around 70 a year, that are produced every year according to a quota that is driven by limited resources including faculty, clinical teaching facilities, cutting-edge health care technology and others. A critical mass of like-minded and similarly skilled nurse cadre is necessary to effect nationwide change to produce first level public health nurses that UHC requires. If the public health curriculum of UPCN is indeed significant, then more nurses who are shaped by it can work in concert. Hence, the possible two scenarios are: 1) UPCN graduates significantly more nurses, say about 300 each year, than what they produce now and sends them out to serve the different underserved areas as community nurse practitioners or as advanced nurses or 2) the UPCN curriculum is adopted by the centers of excellence in nursing in order to produce a critical mass of the same brand of public health nurses.

Another challenge is that because of the excellent roster of UPCN graduates, they are highly demanded everywhere. The lure of a lucrative career abroad provides a strong counterpoint to stay in the Philippines amidst the number of workplace and practice environment problems and issues. This is not to say that the practice environments abroad are devoid of the same challenges, but career mobility, advanced practice and education opportunities are very strong pull factors for nurse migrants. Hence, when the UPCN graduates are tracked, it was found that a significant number leave the country, more than those who stay and serve. So even if the education of UPCN graduates is strongly supported by Filipino taxpayers, the citizens of other countries benefit more from those who decide to pursue a nursing career abroad. The return service agreement arrangements (RSA) provision of the Universal Health Care Law that will cover those whose education were supported by public funds, is a valuable tool in basically ensuring a stable nurse workforce.

A third challenge is the lack of sustainable nurse plantilla positions in underserved areas or in facilities that have high patient care loads like the Philippine General Hospital (PGH). Available plantilla positions signal the enjoyment of legislated compensation and benefits with permanent jobs. At present, these positions are few and non-sustainable and are subject to the priorities of the local government chief executives (governors and mayors). Hence without real job prospects, few graduates are enticed to stay and serve.

In addition, the following questions need to be asked:

Is the UPCN able to recruit excellent nursing students who have hearts to serve instead of targeting the admission of only those who are academically excellent but are not invested to make a difference or to add value to the Philippine health care system?

Is the College willing to drastically revamp its curriculum to lead the way in getting its graduates practice-ready in addressing the population health needs upon graduation?

3) In its quest to lead in graduate education conquests, is UPCN willing to identify and develop its niche in nurturing nurse leaders to lead the way to improving access to health care?

These challenges and questions are worthy of reflection and serious consideration to be added to future plans of the UPCN. Perhaps the College can pursue the goal of RELEVANCE as a manifestation of its EXCELLENCE in the future. As a consequence, the HONOR and DISTINCTION that it will reap will be more meaningful to each Juan and Juana. All Filipinos might truly achieve a better quality of life as a result of nursing interventions, as envisioned by our "*Ambisyon Natin*", bearing the strategic goals of the present Philippine Development Plan. Only then will each UPCN graduate be truly Excellent when s/he pursues and achieves Relevance.



CLEMENT CAREER COLLEGE INVESTING IN FUTURE HEALTHCARE HEROES

Article for UPINHF by Emerita Goodrich RN, BSN, MSN -GNPc

Dr. Ramon Sison Geluz is the multi-awarded Composer and Librettist of the first originally written Filipino opera "Karim at Jasmin" and other religious - themed musicals. His publicly acclaimed works have been featured in different community fundraising events by different church communities, cultural organizations, including benefits for the Filipino American Symphony Orchestra (FASO) and the Los Angeles Philharmonic Orchestra. His years of education, training and experience as a medical doctor and healthcare educator have prepared him for this latest episode in his life as the Campus Director and Dean of Clement Career College in Gardena, CA.

EG: "So, Dr. Geluz, we at UPINHF have attended many of your musical and cultural productions and followed your musical journey through all these years, please tell us how you are now involved with "Clement Career College".

RSG: "When the Management of Clement Career College explained to me their Mission Statement, I immediately understood what they had in mind for the school and its purpose. From our Covid experience, we learned that nurses play the most vital roles in the healthcare team, and the opportunities in nursing career are so many. Unfortunately, so many students do not have the financial ability to meet the expenses to obtain a nursing education.

Clement Career College is able to fulfil this need. In partnership with a non-profit organization, Tricare Scholarship Inc., Clement Career College is able to provide financial assistance to students who qualify during their times of financial need while completing their Nursing Assistant and Vocational Nursing Courses.

I believe my years of experience and involvement in fundraising for charitable causes as well as managing and working as Director for different Nursing and Allied Healthcare Colleges, I shall be able to use my talents and experience in serving our students at Clement Career College while working with TricareScholarship, Inc. to make sure that our students continue to have the resources to complete their education whenever they need them."

EG: "This is truly such an innovative and altruistic approach in nursing education. Can you tell us more about Tricare Scholarship Inc.?"

RSG: "Tricare Scholarship is a 501(c)3 non-profit organization that provides financial aid assistance to students entering the medical profession at Clement Career College. The benefit of choosing Tricare as your charity will help support the dreams of students who want to pursue a career in the medical field. Healthcare is always in demand and there are plenty of jobs and career advancements. Tricare Scholarships range from Complete Scholarship, Tuition Scholarship, Books and Supplies, and Gap Expense for students with financial gaps that prevent them from enrolling in a program."

EG: "What a great opportunity for students aspiring for a career in the nursing field! How will students start to apply for these scholarships?"

RSG: "Students must prepare a 300 Word Essay about why they want a career in the Nursing field and bring it to Clement Career College.

We are located at 1225 W. 190th Street Suite 375 in Gardena, CA .

Clement Career College is accredited by the **BPPE**, the **BVNPT**, and **CDPH**, and offers the Certified Nurse Assistant, the Medical Office Administration, and the Vocational Nursing Programs.

Please visit our website at: contact@clementcareercollege.net or call us at (562) 579-2111 between the hours of 9am to 6pm. "



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Nursing Leadership in Technology Transfer

By **Lourdes Marie S. Tejero, BSN, MA, PhD., MTM**

(Editors Note: *Dr. Lourdes Tejero was a faculty member and Dean of the UP College of Nursing (2014-2017). Presently she is a professor and Director of the UP Manila Technology Transfer and Business Development Office. Although still wondering how and why she immersed herself into the world of technology after decades of nursing practice in patient care, Dr. Tejero, with her training and focus is uniquely qualified to lead the endeavor. Truly, “no one can predict what heights one can one soar, even you will not know, until you spread your wings.”*



“Director Ludy Tejero, thank you for your leadership – Technology Transfer and Business Development Office (TTBDO) has moved forward. And with your continuing leadership, UP Manila will soar even higher” – Chancellor Menchit Padilla

This was the Christmas 2021 message to Prof. Lourdes Marie Tejero handwritten by the incumbent UP Manila (UPM) Chancellor and world-renowned pediatrician, geneticist and scientist, Dr. Carmencita D. Padilla. She appointed Prof. Tejero as Director of the UPM-TTBDO last January 2019 to manage the UPM innovations from intellectual property (IP) protection to eventual utilization of these inventions through licensing of IPs and other modes of technology transfer. UPM inventions include medicines, medical devices, digital technologies, among others. Below is an excerpt from the write up of her nomination for an award, endorsed by UPM top management, synthesizing what she had done at UPM-TTBDO and how she led her team to be more productive even during the tumultuous years of the pandemic.

Professor Dr. Tejero is Director of the Technology Transfer and Business Development Office (TTBDO) of the University of the Philippines Manila (UPM). Technology development and transfer in the Philippines stalls mainly in the securing of the intellectual property (IP) and the eventual scaling up to reach intended beneficiaries. Doc Ludy, as she is fondly called, took over the reins of the UPM TTBDO in 2019. Undaunted by resource challenges, she immediately undertook the filing of patents and the licensing of IPs to industry partners even during the height of the pandemic. Record high patent applications (15 in 2021 and 7 in 2020) earned for UPM TTBDO the Platinum category (highest level) awarded by IPOPHL. Total patents filed by UPM TTBDO during 2019-2021 was double that of its total-ever filings! Moreover, the first international patent application of UPM through PCT was achieved in 2019, followed by more PCT applications in 2020-2021. More agreements with industry partners were signed during her directorship, and through due diligence with licensees, collections from royalties increased by 64 percent! Her pioneering efforts in managing the IPs of

UPM benefitted not only University innovators but more importantly, the people who use these technologies for health, reaching them through partner companies and licensees. Inventors and administrators have commended her leadership and relentless efforts in technology transfer. Her inclusive administrative capabilities and single-minded determination against hurdles, including those due to the pandemic, brought important health related IPs to the Filipino people, contributing to the efforts towards rapid attainment of Universal Health Care.

This is no ordinary feat, especially for a health professional whose training is focused on patient care. How did Prof. Tejero get into technology transfer which is not a usual field of practice for a nurse like her? Let's find out her journey from decades of being a nurse.

L Tejero finished her B.S. Nursing, cum laude and class valedictorian, at the University of the Philippines (UP) College of Nursing in 1993. She completed her M.A. Nursing degree major in Nursing Administration (graduated with high distinction) at the University of Asia and the Pacific in 1999. She finished her PhD Nursing from UP in 2009 and took her postdoctoral fellowship at the University of Technology, Sydney in 2010.

Her clinical nursing practice started in 1995 at the Philippine Children's Medical Center (PCMC) where she worked as a staff nurse (Nurse II) in the pediatric wards and ICU of PCMC. After two years, she was promoted to a head nurse position in the Neonatal ICU. Concurrently, she was tasked to spearhead Nursing research projects in PCMC which were not existing at that time. She designed research training for nurses then organized them into a team that undertook research projects which were published in the PCMC Journal. Their study entitled, *Exploratory Study on Pregnancy Loss* won in the research contest in the "Fetus As A Patient" Convention of Physicians in November 1998. She also headed the group that won a HAMIS silver award from the Department of Health for the project, *Developmental Care Through Play*, an intervention where nurses used age-appropriate play to facilitate the provision of treatment and care to pediatric in-patients. After two years, L Tejero was promoted as Nurse Supervisor, then Nurse V for Training under the Nursing Services of PCMC. In recognition of her significant contributions and achievements, she was given the Achievement Award by PCMC in 1997.

For her dissertation, she garnered the Catherine Pouget Award from the *Mapi Research Trust* of France. While completing her PhD studies, she was elected Director for Research and Development of the *Doctoral Student Network - Association of Pacific Rim Universities (APRU)* during the APRU conference at the National University of Singapore in 2006.

L Tejero joined the faculty of Nursing in UP in 2004 as Assistant Professor. After finishing her PhD Nursing in 2009, she was promoted to Associate Professor and was appointed as the Assistant to the Dean of the UP College of Nursing. She was the Head of the UPCN Research and Creative Writing Program in 2010-2013. She has undertaken several researches which include a countrywide study on health human resource. She has presented her researches in various conferences here and abroad since 1998. She was given the Best Oral Presentation Award during the East Asian Forum of Nursing Scholars at the Polytechnic University in Hong Kong in 2010. Her researches were published in Web of Science indexed journals such as the International Journal of Nursing Studies, Journal of Advanced Nursing, BMC Public Health, Journal of Occupational and Environmental Medicine, among others.

L Tejero served as Director of the National Graduate Office for the Health Sciences in from 2011 to 2013. She organized and led the Graduate Management Team (GMT) composed of the graduate program chairs from all the UP Manila units – Colleges of Medicine, Pharmacy, Nursing, Allied Medical Professions, Public Health, Arts and Sciences, NTTC-HP, and Dentistry. Together with the GMT, she worked to improve continually the graduate programs. The number of admitted graduate students in UP Manila increased by 150 percent during her term.

Various universities, hospitals, and organizations in Luzon and Visayas have invited her to lecture/speak on research, pediatric nursing, administration among others. She has also lectured abroad at the Johns Hopkins University School of Nursing at Baltimore, USA; the University of Technology in Sydney; the Woosong University, South Korea; University of Sumatera, Utara, Indonesia; among others. She was also invited as panel speaker in the APEC 2015 High Level Meeting on Health and Economy in the Philippines. Her significant contributions to nursing education was recognized by the UP College of Nursing Alumni Association, conferring her the *Distinguished Alumna Awardee in Nursing Education* last June 2013.

In January 2014, she was appointed Dean of the UP College of Nursing (UPCN). Aside from maintaining academic excellence and facilitating research productivity for faculty and students, she led the college in forging international linkages such as the Memorandum of Understanding (MOU) between UP and Johns Hopkins University (JHU) in USA. More MOUs with foreign universities were signed during her term, such as the Japanese Red Cross College of Nursing, Nagoya University, Mahidol University in Thailand, among others.

UPCN is the World Health Organization Collaborating Center (WHOCC) for Leadership in Nursing Development, the only one in the Philippines. As the Head of this WHOCC in 2014-2017, she led the institution in fulfilling its role to help develop Nursing within and outside the country. Dean Tejero also did an exploratory visit to Myanmar, upon the invitation of the Ambassador, to help in developing further the Nursing profession in this country as it transitioned to a democratic government.

In 2017, the UP International Nursing and Healthcare Forum (UPINHF) conferred on Dean Tejero the International Nurse Award for “*her leadership and dedication in forging linkages between the U.P. Manila College of Nursing and nursing institutions of other countries to advance nursing education and healthcare.*” She was the first recipient of this award which UPINHF instituted “*to honor the UP Nurses and celebrate their achievements that advance the nursing profession.*” The citation is appended to this article.

Prof. Tejero was conferred the *Certified Global Nurse Consultant* (2021-26) by the International Council of Nurses (ICN) and the Commission on Graduates of Foreign Schools. Her involvement in the Geneva based ICN was through the Global Nurse Leadership Institute where she trained and was eventually tapped as resource person. She is a member of the Oral Health Steering group of the UK-based C3 Collaborating for Health.

The preceding paragraphs described her journey in the Nursing profession. Her career path took a different turn when the opportunity presented itself. Her heart missed a beat when all the stars aligned to her pursuing an emerging field in technology transfer.

After Prof. Tejero finished her term as Dean in 2017, she was sponsored by the Philippine-California Advanced Research Institute to study *Master of Translational Medicine (MTM)* at the

University of California (UC) Berkeley and San Francisco. MTM is a combination of Engineering, Business, and Clinical Therapeutics. Together with other engineers in her team, their capstone project on thermoablation device for cervical cancer won second prize at the Capstone Showcase at UC Berkeley in 2018.

Upon her return to the Philippines in January 2019, the UPM Chancellor appointed her as Director of UPM-TTBDO where she now manages more than a hundred inventions of UP faculty, researchers, and students. The portfolio includes medicines, biomedical devices, information technology for health, among others. Together with the UPM-TTBDO staff, they process the technology transfer of these intellectual properties.

Prof. Tejero and her team composed of engineers, lawyer, and business people, meet with originators of the invention initially for the intellectual property (IP) protection and subsequently for commercialization. Their team advises the inventors on patentability of the innovation based on patent search done and technical features of the innovation. Their team drafts the patent application and prosecutes it. At times they contract out this function to a law firm. During Prof. Tejero's first year as Director, the maiden application for international patent from her University was lodged. More international applications followed after a few months. Her team also processes and manages trademarks and copyrights for the University.

For the utilization of the intellectual property by the intended beneficiaries and for a greater population to be reached, commercialization is usually undertaken. Prof. Tejero and her team initiate linkages with a number of public and private agencies for funding of researches, as well as with industry partners for licensing and other modes of business collaborations. Partnerships have been established not only with a number of pharmaceuticals and other industries locally, but also with agencies from India, Japan, and other countries.

The innovations which Prof Tejero and team manage, have significant impact on the health of the people. The herbal medicines are proven to be safe and effective based on completed clinical trials. These alleviate the ailments of a considerable number of people, especially the underserved. Since these herbal medicines emanate from their own cultural heritage, acceptance and adherence is high. The products are made available to them through licensing to a good number of pharmaceutical companies who manufacture and distribute them to all parts of the country, and now to other countries. These herbal medicines offer cheaper and effective alternatives, with lesser or no side effects. Some of these medicines have been in the market for decades now, reaching billions of pesos in sales, and these continue to gain more adherents. For the biomedical devices, partnerships have been forged with relevant agencies locally and abroad. Likewise, these devices contribute to the health and welfare of the people and make these needed devices accessible to them.

Since the start of the pandemic in 2020, clinicians at UP-Philippine General Hospital (PGH) have been finding ways to hurdle the medical challenges posed by COVID-19. Engineers and clinicians formed teams to work on different devices needed in the care of patients with COVID infection. Prof Tejero and staff assisted in these teams in many ways including patent search reports, protection of intellectual property, and pitching to potential industry partners. These COVID-19 related technologies would help in taking better care of the patients during this pandemic and beyond.

Aside from the management of the IPs, Prof Tejero and her team also conduct trainings on IP and related topics for faculty members, researchers, and students. Prof Tejero has been invited to give lectures related to IP and technology transfer by the Intellectual Property Office of the Philippines, Japan Patent Office, Asian Institute of Management, National Academy of Science and Technology, Philippine Society for Quality in Healthcare, Philippine Pharmacists Association of the Philippines, among others. She was also invited to speak on copyright at the 10th ASEAN Medical Deans' Summit in 2021.

In addition to the technical knowledge she acquired from her university degrees and online courses from the World Intellectual Property Office, Professor Tejero uses her nursing background to manage effectively not only the IPs but also her dealings with business partners and, more importantly, the personnel in her unit. From the 3-man office she started with in January 2019, her team increased to more than a dozen personnel in order to handle the more than a hundred IPs in the portfolio of UPM. All of the personnel were new to the job and she had to program the trainings including the strategic planning and team building. The responsibilities are now well delineated and there is an effective workflow and harmonious relationships among the staff. From March 2020 to early 2022, UPM-TTBDO personnel generally worked from home, hence the management of the team and their deliverables were done online. They achieved this through regular online huddles where everyone discussed plans, outputs, concerns, and at times some stress management sessions were done as well. In the midst of the pandemic, the number of patent applications increased by 200 percent, and several business agreements with local and foreign companies have also been clinched. Indeed there was an increased need for health innovations during the pandemic and the UPM-TTBDO was able to respond to the need despite the challenges that the prolonged community quarantine posed.

Technology transfer and business development is truly a daunting field but Prof. Tejero braved it and made it. As what Dr. Armando Crisostomo, former Vice Chancellor of UPM wrote, *“This was a challenging task considering that our University needed to catch up with the rest of our regional and international counterparts in terms of new inventions, innovations, patents and licensing agreements with industry to forge ahead in academic competitiveness. Dr. Tejero has proven to be the right choice for the job... I also assure you that she will live up to your expectations.”*





“Congratulations UPCN on your 75 years of excellence and leadership in nursing and thank you for setting a great foundation for my career!”

Evelyn Gonzales McLaughlin, RN, MSN, CNS, WCC

CAREER HIGHLIGHTS

Graduated from UPCN in 1976 with BSN degree. Received a Master’s Degree in Nursing at the University of Cincinnati on a full scholarship.

Founding Member, and a member of the board of directors at UPINHF. Past president of CA CNS.

Worked as staff nurse at PGH Burn Unit.

Trained in burn nursing at Shriners Burn Institute as a Fellow of the International Society For Burn Injuries.

Evelyn Gonzales McLaughlin shared her expertise in burn care and rehabilitation with others as a writer, editor and speaker at conferences. Her articles on the topic are published in the Journal of Nursing, The Journal of Advanced Nursing Practice, The Australian Journal of Advanced Nursing, and the Journal of Burn Care and Rehabilitation, to name a few.

Majority of her career was in the role of Clinical Nurse Specialist and Director of Quality Management at Torrance Memorial Medical Center, Kindred Hospital Los Angeles and Good Samaritan Hospital Los Angeles.

At UCLA, she became an Assistant Clinical Professor teaching at the Med-Surg CNS Master’s Program and co-chaired the Med-Surg Department.

Her crowning achievement in her field is the publication of the textbook she authored: “Critical Care of the Burned Patient,” published in 1989 by Aspen Systems Corporation.



**Congratulations
UPCN
on your
75th Jubilee!**

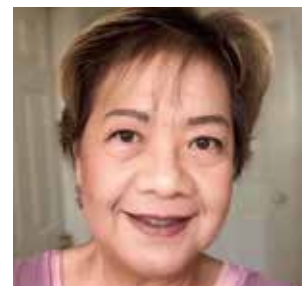
from Class 76





Mabuhay ang UPCN!

from Class 76



CONGRATULATIONS UPCN ON YOUR 75TH JUBILEE! FROM CLASS 76



1986 Cerritos, CA



2001 Universal City



2006 San Diego



BSN Class 1976



2016, Texas

UPCN Diamond Jubilee, a Great Milestone, Congratulations!!

Dr. Erlinda Maglaya Castaneda Wheeler

BSN (UPCN '67), MSN, DNS, PhD, RN

(Dr. Erlinda Wheeler was professor at the Delaware University. Upon retirement, she was granted Professor Emeritus status. She received \$1,000,000 in scholarship grants for teaching and research. She wrote numerous publications in peer reviewed, refereed and non-refereed journals, and book chapters.)



“I will instruct you and teach you in the way you should go. I will counsel you and watch over you.” Psalm 32:8

My Dad graduated from UP with his Law degree and my Mom also took courses at UP for her Master’s degree. So growing up we, the children were aware of the importance of education.

I was admitted at UP for my first two years and then had to apply to the UP College of Nursing. The admission process was very rigorous. The criteria for admission were not only the grades of the pre-nursing courses but also our demeanor. Acceptance at UPCN was already a great honor but now I had to prove that I pass all the courses as well as apply our knowledge in the care of patients. We all knew what a privilege it is to be accepted at UPCN and we all worked hard to succeed. I remember our professors to be very knowledgeable, strict but caring.

I realize what kind of education and clinical experience I had when I started to work as a nurse. I was first employed at the Lourdes Hospital then taught at Mabini Memorial College. My first two employments showed me how much I learned about hands-on nursing practice and my teaching job made me realize how I enjoyed teaching. Going to the United States was a way for me to enhance my skills in practice and teaching.

UPCN gave me enough experience that I had no problem getting my Masters degree and Doctoral degree. I remember the morning rounds we made with Ms. Ignacio and how very observant, compassionate and wise she was in solving the dilemmas of the care that are needed for the patient. However, Nursing Research under Dean Sotejo was what made me decide that I needed further graduate degrees to be able to contribute to the body of knowledge and practical nursing fundamentals that we started in UPCN was what propelled us UPCN graduates to reach upward and onward to provide the best care for patients.

I am proud to be a UPCN graduate.



With my husband, James Walter Wheeler,
PhD in Chemistry, University of Illinois



With our children:

Andrew James Wheeler
BS & MS
Electrical Engineering, MIT

Dawn Wheeler,
BS Aerospace Engineering,
MIT, MS, Stanford University

Advocating and Promoting the Role of the Nurse Practitioner: *How to Make a Difference*

By Marlene Cataylo Chance

APRN, FNP-BC, PhD, EJD, FAANP (GN 1975)

Founding member and Director, UPINHF

Awardee, Julita V. Sotejo Medallion of Honor



The Nurse Practitioner (NP) or Advanced Practice Registered Nurse (APRN) role was created in 1965 by a nurse, Dr. Loretta Ford and a physician, Dr. Henry Silver at the University of Colorado in response to the increased need for patients' access to health care. Education, licensure, scope of practice and legal requirements for NPs vary by state. The traditional power imbalance and hierarchical physician dominance over nurse subservience have resulted in resistance and opposition to the NP role by the medical community, and has continued for decades as evidenced by the much more restrictive scope of practice requirements in many states, such as Florida. It took many years of opposition from the Florida Medical Association to allow Floridian Nurse Practitioners full practice authority that has historically deterred them from working to the full extent of their education and training. It was only on March 11, 2020 and 55 years later, when a new Florida law qualified NPs to practice independently in family medicine, general pediatrics and general internal medicine with the goal to immediately improve access to quality health care for all. It was a historical landmark in the NP profession for all Floridians.

In 1993, I joined a "physician only" family practice in South Florida as a novice NP, after 18 years of bedside Intensive Care nursing in the United States. I was the first and only NP in that primary practice and in the entire community that the clinic served. The NP role was new, not known and not accepted. Collaboration was non-existent in both the practice and community, and my position was met with strong resistance, disapproval, hostility and antagonism by the physicians. Determined to make a difference in the NP profession, I welcomed the challenges and the responsibility to educate physicians and patients. Ultimately years later, NPs gained acceptance, recognition, respect and support from many in the community. It was an arduous task to advocate and promote the concept and significance of the NP's contribution to health care, in addition to my new role as a primary care provider for patients for the first

time. Because I was committed to the goal to promote the NP role and the collaborative relationship with physicians, I focused and excelled on providing high quality and accessible health, preventive and wellness care, demonstrated high levels of skill and competence, wrote protocols, and mentored graduate NP students. I created the model “collaborative relationship between nurse practitioners and physicians” in my practice and actively communicated with specialists and third party providers that gradually led to collaborative relationships. To further increase and improve the visibility and viability of NPs, I actively volunteered in the community, organized continuing education programs for NPs through various local and national professional nursing organizations, presented at national and local conferences, co-founded the South Florida Council of Advanced Practice Nurses in 1994 along with other NP colleagues, and served on the board of various local, national and international nursing and civic organizations.



The exceptional education and training I obtained at the UP-PGH School of Nursing served as a strong and solid foundation for my ability to navigate and successfully complete higher academic degrees of the BSN, MSN, PhD and JD with highest honors in the United States. The exemplary mentorship from advisors and instructors was pivotal in molding and guiding me into the successful nurse I have become. The program taught me the survival skills required to cope with the multiple challenges and obstacles throughout my entire 47-year nursing profession outside of the Philippines. I learned how to master the problem solving skills and how to focus on conflict resolution when confronted with adversarial events and unfavorable situations at the bedside with patients, and in real life. The school instilled in me leadership, discipline, diligence, perseverance, patience, hard work and dedication that paved the pathway to excellence as a skilled, highly respected, honored and celebrated Family Nurse Practitioner, and most important of all, as a distinguished Fellow of the American Association of Nurse Practitioners (FAANP), the highest, most prestigious and coveted honor for an NP in the United States.

For all that I learned in nursing and all that I have become as a professional, I am truly and eternally grateful. I have been blessed with the best nursing education in the Philippines, and I will forever be indebted to my dearest alma mater. ***Congratulations to the UPCN on its 75th Anniversary!***

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Collaboration in Geriatric and Gerontology Nursing Training Program Towards Better Care of Older Persons in the Philippines: Work in Action

AUTHORS:

Araceli Ocampo Balabagno, PhD, RN^{1,7}; **Lydia T. Manahan**, PhD, RN^{2,7}, **Jesusa S. Pagsibigan**, MAN, RN^{3,7}, **Eligio S. Razalan**, PhD, RN^{4,7}, **Sheila R. Bonito**, DrPH, RN^{5,7}, **Erwin William A. Leyva**, MPH, PhD, RN^{6,7}

- 1 Professorial Lecturer, past Dean and former faculty in Adult Health Nursing, University of the Philippines College of Nursing (UPCN); Past President Gerontology Nurses Association of the Philippines (GNAP); Program Director of Department of Health (DOH) Nurse Certification Program (NCP) Geriatric and Gerontology Nursing Training Program (GGNTP) 2016, 2017, 2018, and Curriculum Developer 2022.
- 2 Professorial Lecturer and former faculty in Adult Health Nursing, UPCN; Founding President and current Vice President GNAP; DOH NCP GGNTP Faculty 2016, 2017, 2018, and Curriculum Developer 2022.
- 3 Former Faculty and Head Adult Health Nursing, UPCN; past President GNAP; Program Manager and Faculty DOH NCP GGNTP, 2016, 2017, 2018, 2022.
- 4 Faculty, New Era University; Current President GNAP; DOH-NCP GGNTP Program Director 2022, and Head Preceptor 2016, 2017, 2018, 2022.
- 5 Current Dean of UPCN and Head World Health Collaborating Center (WHOCC, WPRO) for Leadership in Nursing Development; President of Association of Deans of Philippine Colleges of Nursing, 2023.
- 6 Assistant Professor, Faculty in Community Health Nursing, Research, and Head Research and Creative Writing Program, UPCN.
- 7 GNAP Module Writer, and DOH-NCP GGNTP Resource Person and Trainer 2022



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National Institutes of Health (NIH) Institute on Aging (IA), University of the Philippines Manila (UPM):

Dr. Shelley Ann F. de la Vega, MD, MSc (Clinical Epidemiology), FPCGM, Director IA NIH, and the IA team.

PART 1 : INTRODUCTION and BACKGROUND

1.1 PURPOSE AND SIGNIFICANCE

This undertaking provides context to explain the partnership of an interdisciplinary team and working together of a team of nurses with depth of experiences in clinical care to contribute towards safe and better health of Filipino older persons by creating an environment of well-informed and educated health care professionals in geriatric and gerontology nursing in the country.

This project was carried-out in a partnership between the Department of Health (DOH) Health Human Resource Development Bureau (HHRDB) and the Gerontology Nurses Association of the Philippines (GNAP) through a Memorandum of Understanding (DOH GNAP MOU, June 2016) for the training of nurses from government-retained hospitals of the country in the nursing care of older persons. The DOH Nurse Certification Program (NCP) under the HHRDB recognized the need to develop geriatric and gerontology nursing to provide quality nursing care to a wider scope of clientele (DOH NCP DPO 2012-0181, October 15, 2012). The services of GNAP a nursing specialty organization was engaged to implement the pilot training program for geriatric and gerontology nursing to be rolled-out to DOH hospitals. The DOH NCP Competency Standards for Specialization in Geriatric and Gerontology Nursing Level 3 Competent Level served as the framework for program development. The need to prepare nurses in gerontology and geriatric nursing supports the DOH direction of having a dedicated unit for older person in government hospitals [6]. The training program addresses the development of competencies in: a) caring the older person in varied nursing situations during health and wellness, chronic illness, and long-term care, b) in managing a geriatric unit of an institution and community setting, and c) providing Filipino older persons better access to health care.

The training program was conceptualized given a university-based competency-based curriculum framework applied by the College of Nursing University of the Philippines Manila (UPCN BSN SKA Monograph 2004). The college provided a facilitative environment for this project. Given the background in teaching geriatric nursing in chronic illness with clinical experiences at the Philippine General Hospital strengthened the resolve of the faculty toward this endeavor. This course was offered by UPCN since 1981. Dr. Cecilia M. Laurente, former UPCN Dean and Dr. Letty G. Kuan, Professor Emeritus, taught this course for the longest time. Both are current GNAP advisers. GNAP was founded in 2008 within the walls of UPCN with Dr Lydia T. Manahan as the founding president. L Manahan and A Balabagno both members of the then Committee on Aging and Degenerative Diseases (COMADD) of UPM, now the Institute on Aging (IA) National Institutes of Health [14] had experiences working within an interdisciplinary environment. The formalization of this organization paved the way for a more structured direction in geriatric nursing education and practice. The project program developers in 2016 who were officers of GNAP and long-time faculty members of the college of nursing SR Bonito, LT Manahan, AO Balabagno, EW Leyva, BD Evio, JS Pagsibigan, took the task in relation to their role in continuing education and community extension services. The project served as well to support UPCN's strategic trailblazing directions to develop gerontology nursing education in the country as a Commission on Higher Education (CHED) Center of Excellence (COE), and respond to the World Health Organization Collaborating Center (WHOC) Western Pacific Region (WPRO) activities for leadership in nursing development in the region.

BRIEF ROLE

Nursing Situation in Geriatric Education.

As the Philippine population ages, a clear understanding of the health of older persons is important. Dela Vega (2016) of the IA NIH UPM in the study on State of the Art of Researches on Aging in the Philippines sought to consolidate the findings of aging literature in the country identifying research gaps and recommending research directions. The paper described the growing academic interest in the development of programs for older persons for health care professionals especially in medicine and nursing.

The study of 27 nursing schools in the country by Balabagno, Dela Vega, Manahan, et al, 2013 on the status of geriatric nursing education showed that formal courses in geriatric nursing started heightened around 2005-2011. Forty-eight percent (48%) of the nursing schools studied followed recommended placement of the course as stand-alone elective course on the 4th year level, 2nd semester. The study further showed the need for nursing faculty competencies in geriatric nursing to be developed recognizing the amount of new knowledge in geriatrics and gerontology, and the complexity of care among older persons. There were perceived barriers brought about by non-provision of practical clinical experiences in geriatrics .

The Commission on Higher Education (CHED) in 2014 promulgated Memorandum Order No.14 on instituting Care of the Older Persons (NCM 114) a 2-unit course as an elective in the Bachelor of Science in Nursing Program. This was followed in 2017 with CHED Memorandum Order No.15 Series of 2017 on the Subject: Policies, Standards and Guidelines for the BSN Program with curriculum components that included Professional Courses NCM 114 Care of the Older Persons. This marked the formal institution of the 3-unit course in the BSN program in the country. The course development and integration in the BSN curriculum was part of the initiatives for the Outcomes-based education in nursing. The Teaching Program of UPCN headed by Prof. Arnold Peralta participated in these endeavors.

Knowing the Filipino Older Persons.

The 2018 Longitudinal Study of Aging and Health in the Philippines (LSAHP) is the first nationally representative longitudinal study of ageing conducted in the Philippines to investigate the health status and well-being, and correlates of Filipinos aged 60 years and over (N 5,985). The study provided an updated profile of older Filipinos focusing on their health and wellbeing, as well as their caregivers, and identified indicators of various dimensions of health. The study showed the following highlights: the mean age of Filipino older persons is 69 years; mostly females (60%); with elementary education (66%) but with improving educational profile. Majority of older persons co-reside with at least 1 child (60%); living at current residence for at least 5 years; and prefer to live in the countryside especially the males (79%). The study reported that older persons have an average of 6 children (95%); with at least a grandchild (96%); fully or partially in charge of caring for grandchildren (24%). 48% reported self-rated average health with level of decline with advancing age. Of the diagnosed illness of those that require medical diagnosis, 46% reported as having hypertension. The other chronic illnesses were diabetes, angina, renal and urinary ailments. Of the non-life-threatening condition recognizable to older persons even without medical diagnosis, the following were reported: arthritis and cataracts. The state of dental health is reportedly poor. Majority rarely feel lack of companionship and satisfied with their lives (48%). Seventy six (76%) reported they attend religious services. However, some report fairly being isolated and unsatisfied with their lives [4].

Dela Vega, Garcia, et al (2019) in the study on Focused Intervention for Frail Older Adults (FITforFrail) Study, showed that 15% were frail among 80 years old and older, majority were not frail, 19.3 % were robust, 60.5 % were prefrail.

Frailty in this study is defined by reduced strength and physiological functioning that predisposes an OP to increased dependency, vulnerability, death. Of the medical conditions diagnosed by geriatricians, the following were reported: hypertension (55.5%); diabetes (16.8%); obesity (15.4%). Pneumonia and asthma were in the top 10. Of the social and functional risks, social isolation, and dependency were cited. The mental health problems included: sleep problems, depression, cognitive impairment, dementia, Alzheimers, anxiety.

With regards the status of dementia care in the country, Dela Vega, et al, (2018), found out that knowledge of dementia was very poor. Only 27% of health care workers defined dementia correctly. A total of 123 surveyed workers (74%) reported that they had taken care of patients with dementia and majority (90%) are willing to do it again. Despite their low knowledge and low awareness of the disease, they are willing to care and learn more. Most (73%) never received training on dementia care, but majority were willing to get trained. In the focus group discussions, the health care workers verbalized the difficulties in caring for persons with dementia, yet the staff have learned that patience is the key.

This study also showed the need for a Philippines Health Human Resource Master plan for care of patients with dementia. This should include 1) enhanced dementia education of health professionals and caregivers, 2) training programs for non-medical personnel, 3) use of telemedicine and distance learning, and 4) additional salaried

positions with competitive employment packages. Future policies should go together with improved infrastructure, financing, formulation of local dementia guidelines and standards of care, enhancement of community support, and public awareness campaigns.

The changing demography of more aging people and changing patterns of illness brought about great changes in the health care environment. There are better equipped institutions and upgraded facilities. There is an observed more engaged relationships between health care professionals and patients and their carers resulting to better informed clients. The use of technology in health care is evident. All these contribute to the need for evidence-based interventions and advanced nursing education in geriatrics and gerontology.

PART 2 METHOD

2.1 Workshops. On June 2016, the GNAP team had a workshop led by EW Leyva and J Pagsibigan on the finalization of the program. This was held at Tropicana Hotel, P. Gil St., Manila. The team was composed of faculty members with specialties in adult health nursing, community health nursing and nursing administration and management. All faculty have academic preparation at the graduate level, with master's degree and doctoral degree and have assumed various leadership roles for teaching (e.g. course coordinators, course developers), continuing education (community extension work), and research (have done research for academics and currently working in research projects).

2.2 Steps and Processes. The following processes and activities were undertaken: brain storming, desk reviews, systematic literature reviews, dialogues with stakeholders, meetings, workshops, and consultations. The involvement of some faculty with the Institute on Aging NIH UPM was supportive of this work. Observations to existing facilities that caters to older persons, such as the Geriatric Clinic at the OPD Philippine General Hospital (PGH) provided a perspective of older persons' needs as well as the levels of care. During this time, several faculty members were working with DOH programs for older persons on guidelines development, as members of technical panels and working groups, and with IA NIH in the delivery of programs in geriatric care. Several faculty members served as technical panel members in projects on geriatric care of the Commission of Higher Education (CHED) Technical Panel in Nursing Education, and the Association of Deans of Philippine Colleges of Nursing (ADPCN).

2.3 Curriculum Mapping Activities. Laying out concepts in a matrix facilitated the structuring of the content in parts identified as modules. The activity was guided by 1) DOH NCP standards of the competencies for competent and expert level, 2) the National Nursing Core Competency Standards (NCCS) of the PRC Board of Nursing (2012), a leadership project of Dr Carmencita M. Abaquin, Chair, 3) the National Professional Standards of Nursing Practice (PRC Board of Nursing), and 4) the PR BON career progression guided by the Philippines Qualifications Framework (PQF). These activities led to define the outcomes of the program for gerontology and geriatric nursing.

2.4 Program Module Development. These included levels of corresponding competencies required in geriatric care. Nine (9) module topics were defined. There was delineation of content (lectures) and practice (related clinical learning experiences). The competency-based and outcomes-based approaches were applied. The background experiences of the faculty as affiliate members of the UP Open University (UPOU) graduate in nursing program (MA N Program) ensured the knowledge and skill in module development and online teaching. The program requirements identified were as follows: lecture period of 148 hours and clinical practice hours equivalent to 400 hours. Categories of partner institutions for the clinical practice area were identified: geriatric center, acute care facility, long-term care facility managed by the Department of Social Welfare and Development (DSWD) and religious order, and tertiary level facility, rehabilitation facility and community setting. Appropriate permits were obtained from these institutions.

2.5 Peer Review. The resulting modules were subjected to peer reviews by experts in geriatric care. This consisted of an interdisciplinary set of health professionals in geriatric care.

2.6 Training of Preceptors. The Clinical Preceptorship Program, an off-shoot of the training was conceived, developed and implemented in as a leadership strategy direction of the trained nurses. Their competencies for development of instructional designs and related teaching-learning activities were enhanced in support to their action plan when they go back to their respective institution. Prof. Arnold Peralta of UPCN served as consultant in the development of the program.

The Preceptorial Leadership Training in Clinical Teaching consisted of a 5-day educational program of didactic lectures, practicum in teaching-learning settings and leadership in clinical learning environment designed primarily for trained nurses who have successfully completed the 3-month training program. Its goals are to strengthen the nurses' clinical knowledge and teaching abilities, help them acquire hard and soft skills necessary to be preceptors and help them develop their capacity to work with both individuals and groups.

2.7 Updating the Modules. On September 2022, a workshop was conducted to review and update the modules in the light of the recent literature and practices in caring the older persons in preparation for the continuing implementation of the DOH NCP GGNTF given a new setting, the Bicol Regional General Hospital and Geriatric Medical Center (BRGHGMC).

PART 3 RESULTS

3.1 Approval of the Program. The DOH HHRDB NCP approved the Geriatric and Gerontology Nursing Training Program to be rolled-out to nurses of selected DOH hospitals in the country. The first program offering was in July 4 to October 2016. This was followed in 2017 (July 3 to October 6), and 2018 (July 9 to October 12). The selection of nurse participants were made by the HHRDB DOH. The highlights of the program are described below.

3.2 Course Description and Modules. A 3-month mentorship and training program for selected nurses from DOH-accredited hospitals in the country was developed to build-up their capacity to provide holistic care for older persons. Corresponding instructional designs were developed. The focus of the program are in the areas of 1) aging , life-course and wellness, 2) communication, 3) comprehensive geriatric assessment, 4) health promotion and program development, 5) care for geriatric syndromes and chronic illnesses, 6) transition care, 7) palliative care, 8) integration of evidence based practice and research, 9) advocacy, leadership and management. In September 2022, revisions were integrated for the 4th Batch of the Training Program.

3.3 Evaluation Requirements. The formative evaluation consisted of workshops, small group discussions, reports, table top exercises, and demonstration of identified skills, such as physical assessment of the older persons and selected steps in doing comprehensive geriatric assessment. The summative evaluation requirements included performance in patient care, case reports, achievement test, and a research output.

3.4 Module Titles and Primary Authors.

Table 1. Module Titles (Year 2016, 2017, 2018), Authors, Description, and Revisions of Module Review 2022. (Reference: JS Pagsibigan, Module Review Workshop Post-Activity Report, GGNTF, BRGHGMC August 2022)***

Module Number	Title	Modules: Description	Brief	Revisions of Module Review August 2022***	Primary Authors* and Co-Lecturers**
1	Ageing and Health	Discussion of ageing and life course, demographic transitions and implications.		Provide foundation concepts for geriatric nursing, to include concepts of resilience and sensitivity of older persons, role of family and caregivers, elderly abuse situations, implications of changing demography.	Sheila R. Bonito, DrPH, RN*

2	Communication in Gerontology and Geriatrics	Essential features in communicating with older persons, specially with those in pain, sensory impairment, and cognitive problems (dementia).	Improving communication with older persons, case scenarios of situations that engages participants to practice techniques in communication. Added feature: communication within the interdisciplinary team, and use of technology.	Lydia T. Manahan, PhD, RN*
3	Comprehensive Geriatric Assessment (CGA): Nursing Perspective	Skills of geriatric assessment as guide for problem identification and plan of care. Contribute to the interdisciplinary CGA framework.	Added focus: "nursing perspective" to define the role of nurses in CGA, use of person-centered care and nursing theory on adaptation as framework; physiologic bases of geriatric assessment, domains of CGA within the nursing perspective, e.g. medication review.	Araceli O. Balabagno, PhD, RN* LT Manahan** JP Pagsibigan**
4	Health Promotion and Education for Older Persons	Discusses direction in terms of implementing health promotion programs in aging care.	Added focus: aging in place, models of health promotion in the home and community settings, use of social media and digital technology, and for practicum- facility-based health promotion programs.	Erwin A. Leyva, PhD, RN* Bethel Buena P. Villarta, DrPH RN** for Batches 2 & 3
5	Nursing Care of Geriatric Syndromes and Chronic Illnesses	Discusses the goals of care in providing safe, quality and comprehensive care of older persons with chronic conditions and geriatric syndromes.	Inclusion of orthogeriatrics care. Integrate evidence-based interventions; relationship between CGA, problem identification, and plan of care; practicum on nursing care of older persons with complex care needs.	Lydia T. Manahan, PhD, RN* AOBalabagno** JSPagsibigan** for Batch 4 Aldin Gaspar** for Batch 1,2,3.
6	Transition Care in Geriatrics	Role of nurses in facilitating smooth transition of older persons across health care setting.	Include a framework on addressing the needs of older persons during disasters, emergencies, and pandemic situations. Demonstrate in the practicum transition care from hospital to homecare, and related settings.	Bettina D. Evio, MA N, RN*
7	Palliative Care in Geriatrics	Holistic nursing care plan of older persons in palliative care.	Integrate communication competence in palliative care; restructure content to include pain control,	Jesusa S. Pagsibigan, MA N, RN*. Eligio S. Razalan**,

			culture and ethnicity, family perspectives, spiritual services, hospice and end-of-life care.	PhD, RN. 2022
8	Evidence-Based Practice and Research in Geriatrics	Supports the role of nurses as users of research knowledge. Focus: conceptualization of research proposal and integrating evidence-based practice knowledge. Goal: to generate an exploratory-level-research or quality improvement study at the end of the training program, as an outcome.	Updated content and process through literature reviews; structured workshops; engage discussions in identifying researchable problems from the field. Implementation of research proposal. This content was moved to Module 5 to allow time for research work. Dedicated time for research work, consultations with advisers, going through the ethics review process, and presentation of research report.	Araceli O. Balabagno, PhD, RN* LT Manahan** JS Pagsibigan** BD. Evio**
9	Advocacy, Management, Leadership and Laws in Geriatric Care	Provide the geriatric nurse capability to manage a nursing unit, make good ethical decisions in the delivery of care, maintain standards of care and advocate for older persons' well-being.	Structured to 3 parts: Bioethics, Laws on Older Persons, Leadership and Management in Gerontology and Geriatric Nursing, and Advocacy for Older Persons. Looks into protection of the rights of older persons and promoting safety during delivery of nursing care.	Jesusa S. Pagsibigan, MA N, RN* ES Razalan** 2022 K Siongco, PhD RN** 2022

3.5 Implementation Phase. The following programs were implemented through the DOH HHRDB NCP funded projects. The venue for the first three programs was the DOH Academy within the HHRDB. The clinical learning experiences were done in the designated areas identified. These included:

- Hospicio de San Jose, Manila: For support for activities of daily living (such as bathing, hygiene and comfort of older persons with disabilities); care for wheelchair-bound older persons; exercise of communication: beginning CGA, and demonstration of compassion and nursing interventions on touch, and being present. This is where the participants developed their program plans for wellness and health promotion for older persons.
- Jose Reyes Memorial Medical Center (JRMMC) and the former National Center for Geriatric Care Manila: On gaining perspectives on care of older persons in different settings; application of CGAs, and on leadership and management.
- Haven for the Elderly a DSWD facility in Tanay, Rizal: Served as the implementation area for care of geriatric syndromes, with cognitive problems, dementia, CGAs, transition care, and integration of evidence-based practice and research activities.

GRACES: Golden Reception and Action Center for the Elderly and Other Special Cases, a DSWD NCR Facility in Quezon City. This is a 24/7 assessment/ diagnostic and residential care facility that provides residential care to abandoned, neglected, unattached and homeless Filipino Senior Citizens who are 60 years old and above.

Philippine General Hospital as the tertiary level hospital for interdisciplinary collaboration experience: The areas of assignment were male and female medical wards, rehabilitation ward, palliative care area of the Cancer Institute and OPD geriatric clinic. Participants gained knowledge in how to manage units of older persons; chronic care and those with geriatric syndromes.

Figure 1. DOH NCP Geriatric and Gerontology Nursing Training Program Batch 3 (2018) and faculty with Philippine General Hospital Director, Dr. Gerardo Legaspi (center, seated) and Ms. Cecile Pena, Deputy Director for Nursing Services (standing, 2nd right) .



Table 2. Training Programs in Geriatric and Gerontology Nursing, Dates, Places of Origin, and Number of Nurses from DOH hospitals.

Batch Number	Date	Mapping: Places of Origin of Nurses. (See Figure 2)	Number of Nurses
No.1	2016 July4 to Oct 17	14 provinces in 4 regions	30
No. 2	2017 July 3 to October 6, 2017	17 provinces in 10 regions	34
No.3	2018 July 9 to October 12, 2018	24 provinces in 11 regions	36
			Total 100
No.4	2022 October 17, 2022 to February 3, 2023 (on-going)	13 provinces in 8 regions	32

Figure 2. Mapping Origin of Nurses in the DOH NCP Geriatric and Gerontology Nursing Training Program, 2016, 2017, 2018.

Figure 2. Mapping the places of origin of nurses in the DOH NCP Geriatric and Gerontology Nursing Training Program, 2016, 2017, 2018

REGION II (Cagayan Valley) 10 Scholars
 REGION III (Central Luzon) 6 Scholars
 NCR 33 Scholars
 REGION IV-a (CaLaBaRzon) 6 Scholars
 REGION IV-b (Mimaropa) 1 Scholar
 REGION V (Bicol) 10 Scholars
 REGION VI (Western Visayas) 5 Scholars
 REGION VII (Central Visayas) 4 Scholars
 REGION VIII (Eastern Visayas) 4 Scholars
 REGION IX (Zamboanga) 3 Scholars
 REGION X (Northern Mindanao) None
 REGION XI (Davao) 3 scholars
 REGION XII (Soccsksargen) 3 Scholars
 REGION XIII (Caraga) 4 Scholars



3.6 Clinical Preceptorship. Being with the trainees in the clinical area provided direction on how best to implement the plan of care, and as well ensure safe and quality care. The initial group of preceptors in 2016 were ES Razalan (Head), Pinky Baloloy, Daniel Garcia, and Sheila Maria Batoon, who were expert practicing nurses in geriatric care. A ratio of 1 preceptor to 5-6 trainees was observed. Several faculty members served as preceptors as well. The responsibilities of the preceptors included the review of the modules, performance evaluation checklists, closely coordinate with lecturers and facilitate actual implementation of teaching-learning activities in the clinical areas.

The 1st Preceptorial Leadership Training in Clinical Teaching was held in July 2-7, 2018 at the then Bicol Sanitarium (now BRGHGMC) attended by graduates of Batch 1, the Pilot Batch. In 2019, three batches of clinical trainings were held during the following dates (September 9-13 (Batch1), September 23-27 (Batch 2), September 30-October 4 (Batch3). The trained preceptors are crucial to the continuity and sustainability of the program.

3.7 Summaries on the Roll-Out of the Program. Majority of the participants are in Nurse I and II categories with a few Nurse III and Nurse IV (head nurses). Almost all of the participants expressed very little knowledge in geriatric nursing at the start of the program. The tedious practicum training provided new learned knowledge and skills in caring the older persons. Better understanding of the complexity of care provided changes in perceptions and attitude towards the older persons. The essence of compassionate care for older persons was verbalized. Some said, the training worked well to apply what they learned for their own parents, grandparents and extended families. Increased competencies for teaching care of the older person to nursing students and ancillary workers were identified.

3.8. Challenges and Issues. Facilities providing health care services to the older person have been identified. Conflicting priorities gave delays in the programs and activities for the older persons upon return of the participants to their respective institutions. The scholars trained in Gerontology and Geriatric Nursing were given other assignments making it difficult to apply what they were trained for and complete their portfolio for nurse certification. Trained scholars find themselves without guidance from geriatricians in their workplace. A sort of independent practice in geriatric nursing care evolved.

3.9 Moving Forward. Feature of the 2022 Training Program.

The DOH HHRDB Academy hosted the 1st three batches of the GGNTN lectures, while the practicum was held in selected NCR hospitals and long-term facilities. The DOH authorized Batch 4's training program to be held at Bicol Regional General Hospital and Geriatric Medical Center (BRGHGMC) previously known as Bicol Sanitarium. BRGHGMC is the only DOH geriatric hospital in the country, as of the moment. It is mandated to prioritize its expansion to a Geriatric Medical Center serving as a referral facility of the Bicol region and the nearby provinces in the regions of Southern Tagalog, and Eastern Visayas. This also serves as Center for Research and Development in the field of Geriatric Medicine.

Batch 4 Training Program is currently implemented using blended learning. The recent COVID 19 pandemic has defined new methods in implementing the program. Memorandum of Understanding had to be framed between BRGHGMC and GNAP to clarify requirements, guidelines, ethico-legal components, online virtual environment, and the roles, responsibilities. The planning component opened opportunities on how to carry-out training in a new environment, with varied cultural setting. The logistic requirements had to be dealt with, so with the online infrastructure in a place with fluctuating internet connection and a place frequently visited by typhoons. Concerns of the participants had to be understood within the context of where they come from, the distance, their institution's situation, and their personal needs. There were difficulties, yet the program continuous. It must be courage, togetherness, and nurses' resilience that leads us to this project.

The curriculum retains the same structure as Batches 1-3. This include 148 hours of lectures with course/ study / activity guides for self-directed learning (virtual platform-synchronous/ and asynchronous mode). The clinical practicum consists of 400 hours of supervised activities, conducted in and various government health agencies and institutions. This is made -up of fundamental knowledge and abilities related to maintaining older person's health and well-being (active aging). The participants have access to faulty guidance/ consultation during discussion forums, clinical practicums, case studies, and research. For trainees engaged in research activities, pertinent to this population's healthcare requirements, 80 hours of protected time are given.

Two long-term facilities located in Naga City namely Missionaries of Charity and Missionaries of the Poor, and Sipocot and Caramoan Local Government Units (LGU) were chosen as clinical setting for the trainees' practicum in addition to BRGHGMC.

Module review and clinical teaching and preceptorship program were the two main activities done prior to program implementation in order to provide effective, high quality and successful training program. To maximize the program's objectives, the training program's implementation at BRGHGMC requires knowledge of and familiarity with the practical facilities. With the new practicum, sites, it is important to immerse and familiarize the preceptors to selected clinical settings and areas of related learning experience of the DOH scholars. Thus, the clinical teaching and preceptorship training program was developed to strengthen the clinical knowledge and teaching and skills of experienced nurses as clinical preceptors of Batch 4 training.

PART 4 DISCUSSION

Nurses with their developing roles are better prepared to contribute and lead the transformative changes that are occurring in health care by being a contributing member of the interprofessional team. The changing roles require a new or an enhanced set of knowledge, skills and attitudes around wellness and population care with a renewed focus on patient-centered care, care coordination, data analytics, and quality improvement [19]. The partnership and collaboration enabled each partner to take an active interest in the other, working together to develop shared success, creation of new form of values, shared ownership, and innovative ideas to emerge. The supportive and facilitative environment provided by the UPCN to its faculty strengthened the capabilities of the GNAP module developers towards leadership in geriatric nursing care.

The value of partnership in this project demonstrate the depth of experiences contributed by a team of expert nurses to increase the quality of services towards development of the nurse workforce in geriatric care. The project responded to the need for a well-informed/ educated, competent set of nurse geriatric practitioners

contributing to the betterment of health of older persons applicable in primary health care, and care management of older persons in chronic illness and long-term care.

The certified nurses prepared according to the DOH NCP Standard for Level 3 Competence becomes the catalyst for change in geriatric nursing care in their respective regional centers. Their preparation can support administration in the areas of plan of care for older persons for institution-based and community-based units, assume leadership in geriatric nursing care, planning of facilities for older persons, baseline policies and guidelines for practice, and adapting interventions towards a healthy aging framework.

The actions and processes undertaken for the DOH NCP supports the grounding of an explanatory model in geriatric nursing education and practice. There is recognition of experiences of participants in the field in shaping the meaning of caring for the older person.

This training serves as a innovative approach towards professional development of the nurse towards the Career Progression and Specialization Program of Filipino nurses according to the propositions of the Philippine Nurses Association (PNA) and the Board of Nursing, Philippine Regulation Commission. The nurses earn Continuing Professional Development (CPD) credits with this training. This process sets the path towards specialization in geriatric nursing.

PART 5. CONCLUSION.

This collaborative project is a contribution of following stakeholders, the DOH, GNAP, and UPCN to better the health of Filipino older persons by creating an environment of well-informed and educated health care professionals in geriatric and gerontology nursing.

The project responds to the need for competent set of practicing geriatric nurses contributing to the betterment of health of older persons applicable in primary health care, wellness and active ageing, and care management of older persons in chronic illness and long-term care. The certified nurses are likewise prepared to manage nursing units in prospective facilities of older persons within an institution/ hospital and community settings. Safe and increase quality services for the care of older persons are ensured. More importantly, this project contributes to the development of the nurse workforce in geriatric care.

The DOH NCP in GGNTF provide an explanatory model in geriatric nursing education and practice. There is recognition of experiences of the nurse participants in the field to shaping the meaning of caring for the older person.

This training supports the professional development of the nurse towards the Career Progression and Specialization Program of Filipino nurses according to the propositions of the Philippine Nurses Association (PNA) and the Board of Nursing, Philippine Regulation Commission.

Having partnership and collaboration enables each partner to take an active interest in the other, working together to develop shared success, creation of new form of values, shared ownership, and innovative ideas to emerge.

The UP College of Nursing with its facilitative and supportive environment is positioned to contribute to and lead the transformative changes in geriatric and gerontology nursing education and nursing practice in the country towards independent practice. The working group of gerontology nurses within the college carry within their heads, hearts, and hands the acts of compassion, caring, kindness, and quest for excellence. Indeed, it is inspiring to have a “village” of nurses who nurtures the hands that care for older persons.

END.

SPECIAL THANKS:

Cecilia M. Laurente, BSN (UPCN '67), MA, PhD., RN, former dean and faculty member, an inspiration, adviser, consultant, peer reviewer and ever present good friend forever of GNAP.

“Caring is a core value of the nursing system. These caring behaviors need to be uncovered so that they can be taught, practiced, rewarded and recognized as contributing to the quality of life (QOL) of clients.”

---Cecilia M. Laurente, 1996

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Section 5, C on health, it is stated: “Throughout the country, there shall be established a “senior citizens’ ward” in every government hospital. This geriatric ward shall be the exclusive use for senior citizens who are in need of hospital confinement by reason of their health conditions.

In the Service of my Fellowmen....

By Elizabeth Jose Camacho, BSN, UPCN '67, MPA
President, New Life Healthcare, Inc.
Recipient, Distinguished Alumni Award for Nursing
Entrepreneurship, 2014



Not too long ago I made a decision that has led the direction of a big part of my life. I signed for an interview with Dean Julita V. Sotejo at the UP College of Nursing (UPCN). She asked me: *“Why do you want to be a nurse?”*

As proudly and confidently as I could, I answered, *‘I want to serve humanity.’* I did not think the dean was impressed, she must have heard the same answer a thousand times from bright and dreamy eyed young aspirants, like me.

I went through the rigors of UPCN student life for the years 1962 – 1967. I met classmates who became friends for life, professors who were so intent on molding us to become excellent nurses, and a seemingly stern dean who inspired us in her own way, on making us not only excellent nurses but good human beings. After obtaining my BSN in 1967, my career began. I worked as research assistant, obtained my Master degree in Public Administration, became an administrative officer, lecturer, assistant professor and occupied many other positions.

“A nurse is always a nurse,” as the saying goes, I worked in several long term skilled nursing facilities in Washington, and became interested in a healthcare model that involved residential homes, called Adult Family Homes (AFH). The concept is very challenging that it meant opening my home to people I barely knew; committing my whole self and my family to the endeavor, looking after *“my people”* (patients/clients) 24/7, 365 days a year. However, where some people consider it a business venture, I deem it a mission, committing myself and my family to championing the needs of the very vulnerable sector of society---the frail elderly, people who have developmental disabilities, and those who are physically, mentally, behaviorally and/or socially challenged.

Now as I look back to that interview with Dean Sotejo, I can still confidently say, *‘I want to serve humanity’* as I continue to serve my fellowmen... one person at a time.



With late husband, Dr. Arsenio Camacho, PhD.
 Former Chancellor, UP Visayas



With Children (L-R) Vincent (grandson),
 Nathaniel (PhD in Pharmacy), Carlos,
 my son, me, and Marya.

Walking Down Memory Lane

By Elnora Eslao-Duque, BSN'59, MPH'69, MOSH'77 ,PhD'2004

My heartfelt thanks and best wishes to our dear alma mater on its 75th Years of Excellence, Honor and Distinction as an educational institution for a lifelong wisdom, inspirations, resolve and commitment to become the best I could be in my career as a UP Nurse in training and education in the broad field of public health and related fields which I have chosen as a field of study and practice here and abroad.



Walking down memory lane, I dedicate as tribute to the UPCN my personal perspectives deemed important in my achievement and legacy in my career as : (i) DOH Nurse Instructor at the Baguio General Hospital in 1960 for which I was awarded a one year Colombo Plan fellowship toward a Sister -Tutor Diploma (STD) at the NSW University in Sydney Australia in 1965 and (ii) at the Regional Health Office No 1 during which time I was awarded and completed a Master of Public Health (MPH) at the UP College of Public Health (UPCPH) in 1969; (iii) faculty of the UPCPH in 1973 to 2004 during which time I was awarded : (a) a one year WHO fellowship toward a Master of Occupation Safety and Health (MOSH) at the Center for Safety New York University in 1977 and (b) a distance education program toward a PHD in Organization Development (OD) at the Southeast Asia I(SAIDI) in 2004 ; (iv) short term WHO consultancy on the Strategies

in Primary Health Care (PHC) in the South Islands in 1991 , (v) short term WHO and consultancy on Leprosy in 1996 ; (v) short term consultancy under the German Agency for Technical Cooperation on PHC in Bondoc Peninsula that sponsored my PhD studies in OD at SAIDI ; (vi) lead consultant in OD toward a DOH Unified Hospital Licensing Project now called the One-Stop in the licensing of hospitals and other healthcare and finally . (vii) independent OD Consultant and Value Practitioners when I retired in 2014. All these achievements earned me a UPCN Outstanding Award and a UPAA Distinguished Award in Education and Health respectively as a golden Jubilarian in 2009.

Now , as Representative of the Nurses Initiatives (NIC) made up of a fluid group of nurses with valued local and international experiences ;, I invite younger graduates of the UPCN and other universities to : (a) become : advocates for reforms in the healthcare system using health for All (HFA) development process s itself; and (b) continuing to develop nursing as a caring profession and nurses as the lead and manager in PHC wherever they work in hospitals, schools and other place of work based on NIC's V-M vision goals and objectives below:

NIC's Vision: Quality health and nursing care to all Filipinos.

NIC's Mission: Nurse leaders become a unified major force in advocating reforms in health care system

NIC's Goal and Objectives: Nurses work as care specialist in collaboration with others notably

(i) doctors as cure specialists under a responsive healthcare system ; and

(ii) health- profiled journalist and significant others in implementing the country's UHC Law

Thank you to the founding members of NIC notably, Amelia Maglacas, former WHO Nursing Scientist , the late Thelma Corcega, Evelyn Lara Villegas, Julita Yabes, Salvacion Bailon -Reyes, and Vilma Vecera -Paner; living members namely Marita Carag, Nelida Castillo, Angelia Garcia , Zenaida Panlilio-Nisce, Nena Sibuma-Lacson , Lydia Tolentino -Manahan with who I continue to work along with the new members of NIC namely ; Cora Anonuevo, Fely Marilyn Lorenzo, Leah Paquiz and Annabelle Borrromeo.

UPCN: *The Guiding Light of GNAP*

By **Lydia T. Manahan, PhD, RN**

(About the Author: Dr. Lydia T. Manahan is a Professorial Lecturer of the University of the Philippines College of Nursing (UPCN) and is the founding president and current vice president of GNAP (Gerontology Nurses Association of the Philippines). She was awarded a Distinguished Educator in Gerontological Nursing by the National Hartford Center of Gerontological Nursing Excellence on November 12, 2019 in Austin, Texas, USA).

“Basta Geria, sama-sama,” is a famous cliché that with the complex nature of care for older persons, interdisciplinary team management is required. This is also true for Gerontology Nurses Association of the Philippines (GNAP), organization work likewise needs the heads, hands, and hearts of all types of nurses: whether active or retired, in teaching or in service-- work together to ensure good direction in the care for older persons.

In the 90's, caring for older persons was an expected competency that an adult health nurse should have so there was a review of the content of a course, N-117 to include topics on the care of older persons. The team of Adult Nursing Specialty Group with Carmencita M. Abaquin, Araceli O. Balabagno, Lydia T. Manahan, Cecile M. Laurente, and others did the course review to include geriatrics and gerontology nursing. This was based on the data that older persons in the Philippines then 'though much smaller as compared to other southeast Asian countries like Singapore and Malaysia (3.6% of the total population in 1990) but increasing as years go by. Hence, the demand for care of the older person was also increasing. In the Philippine Constitution of 1987, Article XV, Section 4 states that it is mandated that: **“It is the duty of the family to take care of its older person members while the State may design programs of social security for them.”**

The need for the care of older persons was brought to the fore due to several reasons. The 2000 Census of Population and Housing has reported a marked increase in the number of older persons from 3.7 million in 1995 to 4.6 million. This amounted to a 22.18 % increase in the number of older persons. Aside from the increasing number of older persons, the number of care providers in the home has decreased due to the trend of women joining the workforce. Female members of the family are the usual care provider for sick household members. Changes in the family structure wherein it shifted from extended family to nuclear family due to migration have also affected the number of care providers in the home. The advances in medical, nursing, and pharmaceutical industries also contributed to the increased life span and brought more health concerns for older persons. More older persons are being brought to the hospital compared to the past. Also, care of older persons is not only hospital-based but home-based where family members are around.

Based on the foregoing information on demography and older persons, Dr. Cecilia M. Laurente, the Dean of the UP College of Nursing in the 90's together with the Adult Health Nursing Specialty group, felt the need to respond to the need for expert care for older persons. Fortunately, an opportunity came to have faculty attend a scholarship training under the United Nations Population Fund and International Institute on Aging Malta. The following faculty were sent to Malta to attend the short courses. Araceli O. Balabagno in 2000 attended “The Social and Economic Aspects of Ageing”, Cora A. Anonuevo in 2001 attended “Social Gerontology” and Lydia T. Manahan attended “Health and Longevity of Older Persons” in the same year. Hence, there was a core of faculty trained in geriatrics and gerontology nursing. With this, the course (N-117) on the care of older persons was enhanced as well as the course modules. Course

faculty was invited to give lectures by some other nursing schools and institutions on the care of older persons.

In 2002, Manahan was invited by Dr. Doris Camagay (a Geriatrician) to speak on the Nursing Competencies in Geriatric Care at the convention of the Philippine Society of Geriatric Medicine (in 2011 became the Philippine Society of Geriatrics and Gerontology). Attendees at the said convention were medical doctors, nurses, and other allied health professionals. The challenge she posed at the end of the lecture is for nurses to have a stronger voice from a concerted group to advocate for the needs of older persons as well as the nurses. It was only after her talk that she truly realized, yes, we nurses should get together to have a strong voice in ensuring good care for older persons. This call was reiterated in every talk on Older Persons that she delivered in seminars and conventions.

With this growing strength in geriatrics, UPCN called on the faculty to have interprofessional networking and linkages to improve themselves professionally and personally. Some faculty were involved in other organizations related to the care of older persons. For one, Manahan was elected as a Board of Director of the Philippine Society of Geriatric Medicine (now Philippine Society of Geriatrics and Gerontology- a multi-professional group who are concerned with the care of older persons) and in The Dementia Society of the Philippines; Balabagno and Manahan are with the Committee on Aging and Degenerative Diseases (now Institute on Aging in National Institutes of Health) which enhances the need for the formation of a specialty group of nurses involved in the care of the older persons. It took 6 years since the wake-up call that Manahan has the courage to lead in forming the organization knowing that UPCN will be there to support. and hopefully, nurture it all the way.

The association was formally launched on August 27, 2008, and named it as Gerontology Nurses Association of the Philippines (GNAP). Together with the officers are incorporating members who helped during the organization and launching. The incorporating members were Jesusa S. Pagsibigan and Bethel Buena P. Villarta from UP College of Nursing; Sheila R. Bonito from UP-Open University; Imelda Mangaser and Emerita Panaligan from Philippine General Hospital; Precy Cruz from St. Luke's Medical Center; and Sr. Nenette Duquillo of Religious of the Virgin Mary.

GNAP is guided by the following :

Philosophy

We, a group of nurses, recognize the wellness and health needs of older persons, as well as the roles they play in preserving the family, community, and nation-building. We are committed to helping improve the situation of older persons in all settings. We envisioned that GNAP supports and empowers the older person to be productive and active members of society through nursing services. GNAP supports the development of gerontology nursing practice, education, and research.

Vision

Healthy, productive, and happy older persons who are actively contributing to the well-being of the family, community, and country.

Mission

- N- Nurture and provide care to older persons given different settings.
- U- Understand the different health needs and social issues that affect the older person's life
- R- Respect and protect the right of the older person.
- S- Support formulation of policies to improve the life and condition of the older person
- E- Enable nurses and related health disciplines to engage in best practices in gerontology.

To date, GNAP is a recognized organization by the Philippine Nurses Association, Philippine Regulation-Board of Nursing

Some Involvement of the Organization through its members

Since its formation, the officers have been tapped to lecture about older persons in several organizations like the National Institute of Health- Institute on Aging, Philippine Society of Geriatrics and Gerontology, the Dementia Society of the Philippines, and other health and educational institutions in the Philippines, China, and Hongkong; in Commission on Human Rights and Department of Social Welfare and Development

With the UP College of Nursing

- In UPCN N-117 Care of the Chronically ill is an elective course for the 3rd year students. The course title was revised to Nursing Care of the Chronically ill and the Older Persons; it also followed CHED Memo on making it a professional course (mandatory not elective) in the curriculum
- Faculty members remain active officers and members of the organization
- Joint offerings of continuing Professional Development Programs on older persons

With Philippine Regulation- Board of Nursing

- GNAP participated in the consultation/discussion in instituting the Care of Older Persons (NCM 114) a 2 unit course in the Bachelor of Science in Nursing as an elective course (CHED MEMORANDUM ORDER CMO-14 s 2009) and became a professional course (CHED MEMORANDUM ORDER CMO-15 s 2017)
- Balabagno and Manahan, contributed inputs in the syllabus for the course
- PRC BON Philippine Professional Nursing Practice Standards (PPNPS) Final Draft Public Consultation. November 29, 2016, March 23. 2017
- Philippine Professional Nursing Roadmap Coalition
Participation with PR BON and CPD Council on New Guidelines, with Honorable Glenda Arquiza . PNA Audi 2019

Participation with DOH

- “Development of a 5-year Strategic Plan for the Health and Wellness Program for Senior Citizens (HWSPC) of 2018 -2022”, DOH Disease Prevention and Control Bureau – Essentials Non-Communicable Disease Division (DPCB-ENCDD) in collaboration with WHO, December 2, 2016 and virtually in 2019
- DOH Health and Human Resource Development Bureau for the implementation of DOH-GNAP Training Program in Gerontology and Geriatric Nursing 2016- 2018 DOH-GNAP Training in Geriatrics and Gerontology Nursing (3 Batches with a total of 100 Scholars from DOH retained Hospitals throughout the country
- Assessors of Nurse Certification Program in Geriatrics and Gerontology
- Development of a Geriatric Health Services Package at the Primary Level of Care, DOH Disease Prevention and Control Bureau – Essential Non-Communicable Disease Division (DPCB-ENCDD), July 5 – 6, 2016

With National Institute of Health- Institute on Aging

- Balabagno and Manahan serve as institute advisers
- Invited as experts and trainers in mhGAP Dementia Care
- Invited as speakers in several training programs of NIH Institute on Aging on Aging Care

Participated IN SENATE HEARING

- Public hearing on 1) Amending Centenarians Act, 2) Establishing Elderly Care, Nov 6, 2019, Senate Building. With PR BON Cora Anonuevo and Dr Lagrito, and GNAP VP Eligio Razalan

Outreach Program

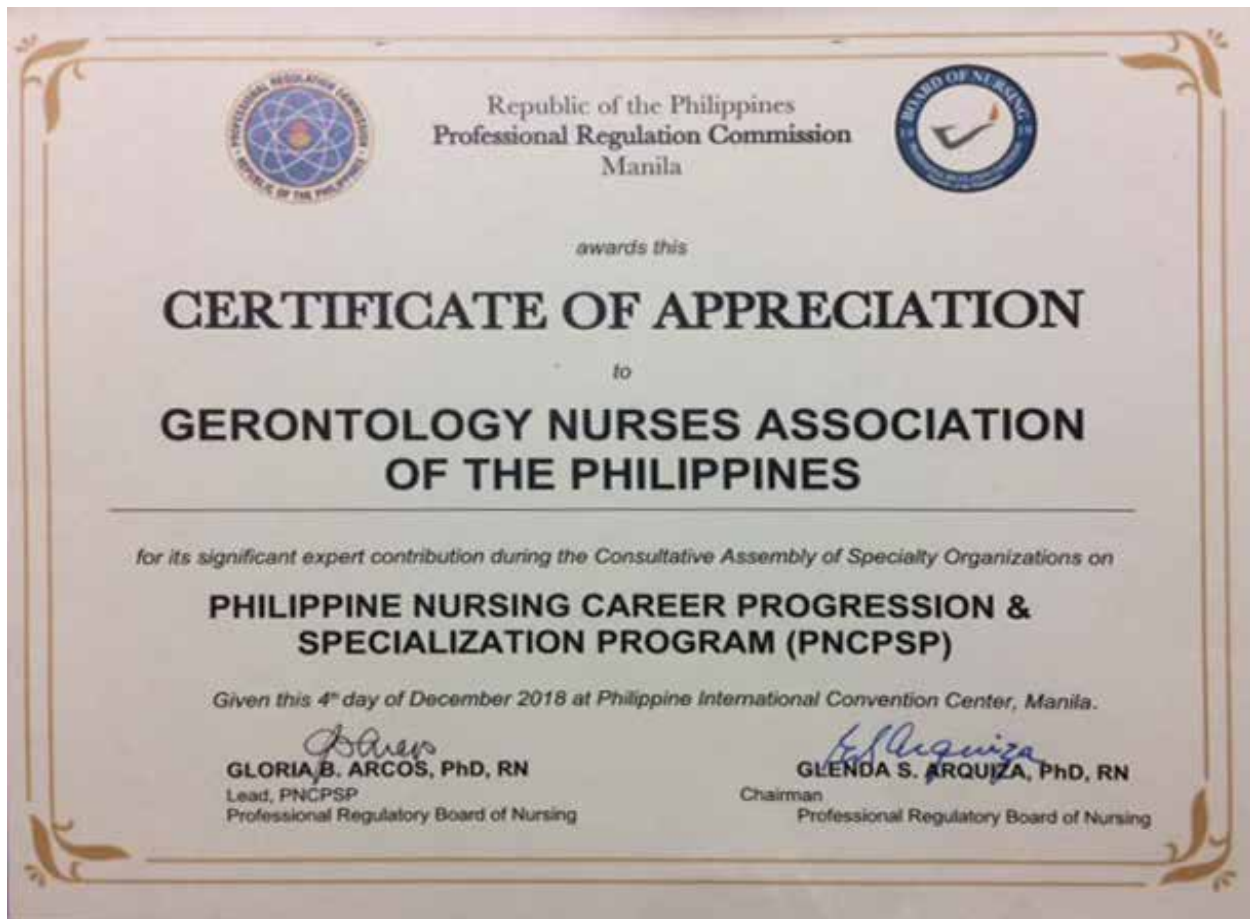
- Has provided outreach programs for the older persons in the House of Joy located in Tondo Manila (this was also the beneficiary of Dean Julita V. Sotejo) and Hospicio San Jose located in Ayala Bridge, San Miguel, Quiapo, Manila. These institutions are taking care of older persons who are usually poor and neglected, away from family and loved ones.

During Christmas season, GNAP share to these institutions some grocery items, hygiene kits, and sacks of rice. Officers and some members provide time to talk with the older persons and sing Christmas carols with them.

Since its inception, GNAP has consistently pursued its mandate on the care of Older Persons- with vigor and enthusiasm, with the guidance and support of UP College of Nursing. For good commendable work, the Professional Regulation Commission- Board of Nursing bestowed a Commendation in compliance with documents as Specialty Organization last June 19, 2019 (during the 100th-year celebration of PR BON in Manila Hotel)



The above picture is taken during the awarding of the Certificate of appreciation and below is the photo of the certificate.



What's ahead? With bold determination to surpass the difficulties along the way, GNAP hopes to be like the sunflower looking towards the direction of the sun, hoping and working out to bring cheers, happiness, and quality long life to the older persons through its nurses trained in geriatrics and gerontology nursing and their subsequent beneficiaries.

WHAT A JOY TO BRING SUNSHINE TO OLDER PERSONS!

THANK YOU UPCN FOR YOUR GUIDING LIGHT on GNAP's JOURNEY!

Reference:

<https://pubmed.ncbi.nlm.nih.gov/12292274/> Biddlecom AE, Domingo LJ. Aging trends -- the Philippines. J Cross Cult Gerontol. 1996 Mar;11(1):109-14. doi: 10.1007/BF00116267. PMID: 12292274.
2000 Census of Population and Housing
Commission on Higher Education (CHED CMO 14 s2009; CHED CMO 15 s2017



This is the logo of GNAP

Sunflower symbolizes the nature of the organization. It is said that Sunflower is a happy flower; it also means loyalty and longevity. It is a flower that is always looking towards the direction of sun which seemingly is making the older persons happy and have a quality long life.



*All 24 BSN 1966 Grads were among the top 27 topnotchers
in the 1966 PRC Nursing Board Exam*

Congratulations UPCN

75th Anniversary

Special thanks to UPCN
from Class 1966



UPCN '67: Magnificence Has its Beginnings

by Gregoria Lomotan Valenzuela BSN, RN, CNOReb

Led by Merle Borrero, UPCN' 67 is a rock solid and very cohesive group whose roster remains steadfastly connected with each other and to the nursing Profession through five and a half decades since graduation. Its Emerald Jubilee reunion aboard Discovery Princess on October 15th to 22nd, 2022 served as a prelude to the upcoming 75th Anniversary of UP College of Nursing, to be held on April 10, 2023.

Throughout the cruise, the celebrants wore the Princess Medallion, a circular 3-centimeter device clipped to a lanyard, which afforded contactless transactions/services in every venue of the gigantic vessel. It was our passport, from embarkation to disembarkation and proved to be a very convenient and safe high-tech tool.

The Princess Medallion is akin to our UPCN education. Our diploma depicts academic excellence which opened doors and presented various opportunities in the Nursing Profession and even in Business; leading to remarkable careers. What we learned in the classrooms and clinical areas honed our skills, broadened our horizons, sharpened our mental acumen and later translated into confident expertise as we built strong foundations in the workplace, at home and in our communities. Furthermore, UPCN education equates with responsibilities in a greater context, it being more than a privilege enjoyed by a select few.

Not everyone could qualify for the prestigious **JV Sotejo Medallion of Honor Award**. However, each one of us, upon earning our Bachelor of Science degree in Nursing, carry the UPCN badge embedded in our hands, heads and hearts (*Manus, Caput, Cor*) as we stay in the forefront of aiding the sick, helping mend the broken, giving purpose to our daily existence, while inspiring hope for a brighter future for the younger generation.



We acclaim therefore classmates who truly excelled and received the Award, Marilou Aniceto Wasseluk in 2002; Cecilia Marcaida Laurente in 2004. It is noteworthy to mention that Cecilia Laurente followed in the footsteps of Dean J V Sotejo as Dean of UPCN 1999 to 2002; Remedios Lapidez Fernandez, Dean of Arellano University School of Nursing Graduate Studies. They symbolize the brilliance of the Emerald Jubilarians of 2022. We are proud of their achievements and voraciously bask in glory. We can imagine Dean Sotejo exclaiming, *“you listened to me”!*



The Diamond Jubilee of UPCN is congruent to the well-deserved celebration of Dean Julita V. Sotejo, for her foresight, determination, intellect and perseverance led to the establishment of UPCN in Diliman. From her thesis evolved a real college started in 1948. Dean Julita V. Sotejo elevated the Florence Nightingale lamp to the high voltage LED bulb by educating future registered nurses and challenged them to become leaders; discouraged timidity and frowned upon frivolity. As Coeds on the UP Diliman campus we experienced the full academic and social ambience it had to offer which encouraged not only intellectual but nationalistic fervor as well.



Golden Jubilee Celebration

It is fitting therefore, not only to pay tribute to the UPCN Founder but to the college itself. Our class of 1967 continue with our commitment to our Alma Mater by helping where help is needed; as refurbishing the Nursing Clinic 1998 to present; sponsoring the uniforms of Nursing players in the “Bakbakan” Sportsfest of 2019; contributing to the repair and rebuilding of the Carillon; installation of a new sound system in the auditorium; to name a few.

As we segue into the festivities of the 75th Foundation of UPCN let us all muster our inner aspirations and tap into our resources to support the College in its continued mission and pursuit of excellence.

“We don’t know what the next year might bring nor the year after that so let us not allow unfinished business to linger”

The glory of the UPCN story must be shared and heralded not by rhetoric but by actions.



Determined Dreamer: A Sure Ticket to Success

Josephine Francisco Villanueva

BSN, MA, RN-BC, NE-BC, UPCN '1967

Josie- was an asset in class '67 along with an ingrained humility and intractable innocence- "growing up in a small town in Muntinlupa"- that masked her superior ability to soar to success due to her quiet and steady perseverance. She bloomed in college. Junior year, she won a scholarship to attend school at the Kansas University Medical Center. A Sampaguita resident, she joined Phi Delta Phi Sorority, UPSCA and was a Vanguard Corps Sponsor. As a Nightingale, she sang on stage with charm and aplomb. Advised by Mom to be a nurse and to travel the world, she obediently forged a path that has made her look back with wonder and awe at what she has accomplished.

After graduation, she took up a series of roles that spanned a decade: Operating Room Nurse at ABM Sison; Faculty at St. Paul's College; Head Nurse, Administrative Supervisor at Metropolitan Hospital at NYC; Faculty at St. Vincent's School of Nursing, Faculty at Bergen Community College and a Master's degree in Nursing at Columbia University which she handily earned, with an induction to the Sigma Theta Tau Honor Society. We see a pattern of a systematically progressive career forged by disciplined focus and hard work. Emulating her Mother, a teacher, Josie's career was a trajectory focused in education, with a track in research, management and administration.

In research, she helped implement and coordinate research protocols at the University of California Irvine Medical Center. At the same time, she rose into ranks of management and executive roles, in the realm of Psychiatric Nursing: Administrative Director, Utilization & Quality Assessment, Nurse Manager, Psychiatric Research Unit, Long Beach; and Chief, Mental Health Patient Services and Chief Associate Nurse Executive, Mental Health Care Group VA, Long Beach. The pattern was well delineated even if Josie would claim that the progression was unintentional, the focus was evident and the path, clear cut.

As homage to her Father, a WWII veteran whose benefits maintained her scholarship at UP, she signed up with the US Army Nurse Corps. After rigorous training and sacrificing weekends every month, and two weeks annual training, she became a Captain in the Nurses Corp, developing and training corpsmen in the nursing field.

Josie had a series of explosively dynamic extra-curricular activities in Nursing: Board Certified in Psychiatric and Mental Health (ANA Board Certified in Nursing Administration); Vice President for 4 years at the Philippine Nursing Association of America, Western Region; President of UP Nursing Alumni Association International; and President of the Philippine Nurses Association in Southern California. She wrote and published her research work in Mental Health for the VA Health Care Journal, Psychosomatics and UPNAAI Journal within a span of 20 years. She chaired a peer reviewed Nursing Journal of the UPNAAI and the University of the Philippines International Nursing and Health Care Forum (UPINHF/IFNAH) for a decade. Giving back, selfless and tireless dedication has always been tandem in her involvement with all these Nursing organizations.

She is still actively involved in community work and UP Alumni associations specially in stimulating young nurses in their professional growth. Josie sums it all up: "has had a wonderful 50 years in nursing as a career, because she graduated from an outstanding school which gave her confidence and an expectation to succeed in life. And she did!" And still doing.

Congratulations UPCN, More Power...



With my husband Constance Senon at the Prize Water Festival in Stockholm, Sweden. He was one of the six representing the United States in the industry in 2008.

Attending the UP College of Nursing many years ago is one of the best choices I made in life. The rigors of learning and striving for excellence in any capacity guided my career path and living. Aristotle once said:

“We are what we repeatedly do. Excellence then, is not an act but a habit.”

It echoes what Dean Sotejo had expected from her students. I am grateful for the years I’d spent under her tutelage.

---Terry Dajay-Senon, BSN, RN
UPCN '67



With our grandchildren, Alex, Elise and Isla Rose



Our daughter Kelly and her family

Marc - UCSB Business Economics- CPA

Kelly - UCSB Business Economics / Partner: Affect Accounting Llc

Alex - sophomore HS

Elise - 8th grade

Isla Rose - 4th grade



Christine (deceased)

UPCN: ***My Salute, My Gratitude....***

Connie- Orillo-Oliveros, BSN, PHN, RN
 Former President, UPNAAI
 Former President, PNASC
 Member, *Sigma Theta Tau International Society of Nursing*
 Awardee, Philippine Heritage Foundation



"The UP College of Nursing is committed to ensure the highest quality of nursing education in both the entry-level, advanced practice and doctorate level. Our graduates are prepared to provide safe and quality nursing care in all settings, engage in relevant scholarly activities, and contribute to the advancement of nursing practice."

My 55 years of nursing experience and achievements are fool-proof evidence of this statement. Having the confidence of a UPCN graduate, I ventured and performed well in various nursing roles right after graduation in 1967. I worked as a pediatric nurse in different facilities in the Philippines, then in New York and New Jersey. Also worked in medical-surgical, obstetrics and gynecology, rehabilitation, drug addiction, orthopedic, sales and marketing, home health care, administrative and management, and hospice care. One student remarked: ***"Wow ma 'am, you took care of patients from womb to tomb."***

My move to California in 1987 made me such a busy person; I just didn't know where I got the energy, enthusiasm, and passion. The most challenging nursing role that I had was when I worked for 50 different facilities in three counties of Los Angeles as a registry RN while freelancing as a Director of Nursing in different home health agencies. Aside from my hectic work, I multi-tasked taking leadership positions in professional and civic organizations. 365 days a year was not enough to attend all the events and activities of these organizations. I was president of UPNAAI (2005) then of PNASC, Newsletter Editor of both organizations, also actively involved with UPAAGLA, UPAA, and presently as editor-in-chief of "The Forum" and Vice-President of UPINHF.

We moved to Las Vegas, Nevada in 2006 to slow down and prepare for the semi-retirement phase of my life. However, until now (2022) I am still working in full force as Director of Patient Care Services in a home health agency. A lot of retirees and elderly still need attention and quality care.

Thank you UPCN, our dear faculty and mentors, and our Almighty Father for all your guidance, wisdom, and blessings.



Top row: L-R: Marlene Masaganda-Dohm, Lagrimas Agra-Chapman, Dr. Florentino Herrera (Budget Director then Dean of UP College of Medicine), Dean JV Sotejo, UN General Assembly President (1949-50) Carlos P. Romulo, Leonor Malay-Aragon, Juana Crispino.
 Front row L-R: Theodora Ignacio, Phoebe Daus Williams, Leticia Sta. Maria-Lantican, Salud Dingcong, Josefina Jael-Santos, Evelyn Lara-Villegas,

"Let's continue to touch other people's lives."

Congratulations UPCN on Your 75 th Year Anniversary !



**Ana, Sigrid, Charity, Lito, Sig's son James,
Chat's husband Aaron, Trinity, Sig's husband Mike
and son Nick**



**Ana Resurrecion Capili
UPCN Class 1967**

*"Ever grateful being blessed with intellectual fulfillment of my B.S.N.
Degree through our beloved UPCN.*

The inspiration and guidance of Dr. Phoebe Dauz Williams focused my interest in Maternal and Child Healthcare. Having passed the CGFNS before migrating to California qualified my recruitment as an IP at California Medical Hospital. Passing the RN state board exam was required within the first year of employment as an IP. Having done so, my working visa converted to immigrant visa, which allowed approval for my family to immigrate as well. My California on the job NICU training, equipped with UPCN maternal and child health courses are undoubtedly the synthesis of my nursing practice career."



Rizalita Legaspi Placer
UPCN Class 1967

**Congratulations
UPCN !**

**Thank You
for 75 Years
of Excellence**

Rizalita L. Placer
BSN, BS Microbiology,
MD, FAAP



**Emerald Jubilee
Celebration - 2022**

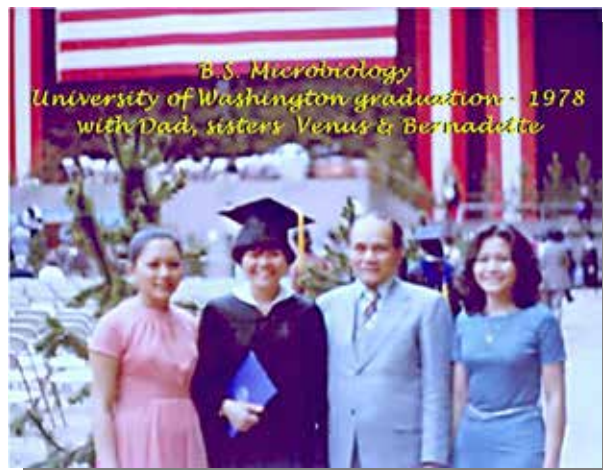
Dean Sotejo once challenged our class when she said "You are a mediocre class". Thank you, Dean Sotejo because this was my motivation to be the best that I can be. The education that UPCN gave me became my foundation to work as a nurse, get a BS in Microbiology and eventually become an MD. With family love and support, hard work and perseverance, I made it !



**Golden Jubilee Celebration
Manila - 2017**



**University of Miami
General Pediatrics
Clinic Doctors - 2016**
Assistant Professor, Clinical Pediatrics



UPCN, *God's Grace and Blessings....*

RUTH GUERRERO ITCHON

BSN, RN. (UPCN '67)

Vice Lady Chancellor, Phi Delta Alpha

It is a great blessing that my life's journey run through the avenue of the UP College of Nursing. I met my beloved husband, Florello S. Itchon, during my public health nursing affiliation in Villasis, Pangasinan, a meeting facilitated by my mentor, Prof. Juana B. Crispino and at the urging of my 'Magnificent '67' classmates. A wish came true, our union is blessed with three beautiful and intelligent children, Jay, Jonathan and Jessica, and now with two wonderful grandchildren, Fayte and Lyla.



With Dr. Florello Itchon, husband
35th Wedding anniversary

With the rigorous training by dedicated professors and the watchful eye of our beloved Dean Sotejo, I came out a skilled and competent graduate. I felt qualified and knowledgeable the whole span of my forty-three years as a Registered Nurse from ABM Sison Hospital, Philippines to several prestigious hospitals in Michigan, USA. Hence, I am so thankful for my education---for the kind of career UPCN prepared me to have, and to the person I became as a leader in the service to my family, my community and to my God. With fervent prayers, I am allowed to help build a legacy for generations to come.

Congratulations UPCN on this great milestone!.



L-R: JJ, Moloc, Ruth, Jonathan, Mommy Guerrero, Jessica



Sapphire Class Reunion
Williamsburg, VA

A Big Thank You



As I came up the stage to receive the Distinguished Alumni Award in Nursing Education, I had that feeling of triumph and accomplishment over the hardship of growing up with meager resources. I can see the beautiful countryside of rustic Mambusao, in the province, and recall how my parents dedicated themselves to our education, then I reminisce my days at UPCN where I learned so much from my instructors and mentors who polished me to shine.

I dedicate the honor of this distinction to my parents who taught me the value of education. To UPCN and to my professors, my heartfelt thanks. And above all to my Lord God, my profound gratitude for watching over me, and giving me all the blessings in life.

Dean Remedios Lapidez Fernandez
BSN, MN, PhD.



My congratulations and my sincere gratitude to my beloved alma mater. UPCN 75 years of greatness.

Laarni Medina Salvador, BSN, RN, UPCN class 67

All in all I had a good 55 years after graduation. The usual ups and downs of living, but being able to move on and learn. Being a UP graduate gave me so much confidence and competence in doing the best I can in every endeavor. It was like an expectation; I have been given much and I know I have to give back. I came from an outstanding school and I needed to prove it. My mantra: what is gone is gone; appreciate what is here and look forward to what is to come.”



MAY PANGANGAILANGAN?



I-PALAWAN MO NA!

CONGRATULATIONS



University of the Philippines Manila
COLLEGE OF NURSING



Happy 75th Anniversary

Compliments of Bobby L. Castro and Angelita Maligalig Castro
and the Palawan Pawnshop Group



MALCOLM HALL

First row L-R: E. Sapalasan, O. Barrios, S. Zapoteza, P. Francisco, C. Vicencio, R. Manasan, M.E. Co, D. Racela, E. Blando, A. Florante

Second row L-R: G. Jacinto, M. Salinas, A. Faraon, F. Clemente, C. Santos, C. Tukay, J. Bautista, P. Sucayan, D. Bugaoan, J. Zaragoza, N. Crisologo, E. Socrates, R. Abubo

Third Row L-R: V. Tarroja, C. Macaranas, N. Mil, F. Mariano, M.T. Vega, R. Rivera, P. Lomibao, E. Rada, A. Tan, T. Meneses, E. Atos, L. Quason, T. Lamar, A. Garvida

Not in photo: D. Fara-on who graduated with her class.



Graduates

UPCN Class of 1968

We are the UPCN Class of 1968. We started out with 38 in the class. After graduation we all went our separate ways and worked in different hospitals in the Philippines. But within a couple of years, with America in short supply of nurses and actively recruiting them, many of us left home and family and made the journey to what would become our adopted country.

Each one worked in their special fields of interest with enormous success and fulfillment while raising families worthy of great pride. Along the way we lost eight dear classmates through various illnesses.

Today, after retirement, we are once again scattered – two are in the Philippines, one is in Canada, and the rest of us are in the US.

In spite of the distance and the states that separate us, we have managed to get together and reconnect now and then, to reminisce on the past and to update each other on the present, and always hoping and planning for another reunion in the future.

We are all now in our mid seventies. We love to live life to the fullest, travel when we can, visit children and grandchildren, call or text each other, laugh a lot, eat with gusto, and face with courage and determination the big and small health issues that come with our age.

We owe much of who we are and what we have accomplished in our professional and personal lives to the years spent at the University of the Philippines College of Nursing.

Because of our strong foundation in UPCN, with its excellent and dedicated team of faculty, many of us successfully pursued higher education and held positions as nursing educators, administrators, researchers, entrepreneurs, clinical specialists, professional organizational and political leaders. We continue to support our UPIN-HF's initiatives to benefit our alma mater. We established an Endowment Fund of \$50,000 for Ph.D. scholarships at UPCN. We, the class of 1968 remain grateful to UPCN.



Golden Jubilee



UPCN Class of 1968



Public Health Nursing, 1967



Tea party, UPCN, 1968



New Jersey, 1995



Spirit Cruises
30th Class Reunion,
New York City / New Jersey,
1998



Bloomfield, New Jersey,
August 1998



Visit with Dean T. Ignacio,
Feb. 16, 2018



Camano Island,
Washington, 2019



Belfair, Washington
September 2022





IV

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Thea Abad Pepperl

Steering the UP College of Nursing through the Covid-19 pandemic

By **Dr. Sheila R. Bonito**, BSN, MSN, DrPH, RN
Dean, UP College of Nursing
Head, World Health Organization Collaborating
Center for Leadership and Nursing Development
2020 UPINHF International Nurse Awardee



The Covid-19 pandemic and its impact on communities

At the end of 2019, cases of pneumonia of unknown etiology were reported in China, which was then linked to an exposure history of the Huanan Seafood Wholesale Market in Wuhan (WHO, 2020). It was discovered to be caused by a novel coronavirus called 2019-nCoV which is similar to other human coronaviruses that are usually spread through droplets (coughing) and close personal unprotected contact with an infected person (touching, shaking hands). The signs and symptoms were typically respiratory symptoms and include fever, cough, shortness of breath, and other cold-like symptoms. These symptoms can range from mild to severe, and people with underlying medical conditions were seen to be more at risk of severe infection and death.

The outbreaks were soon found in other parts of the world, including the Philippines, where the first cases were recorded in January 2020 from travelers to the country. A State of Public Health Emergency was declared throughout the Philippines on 8 March 2020. Soon after, on 11 March 2020, the World Health Organization declared Covid-19 as a pandemic. Countries have set up contact tracing and isolation and quarantine protocols to mitigate the impact of the virus on populations where the virus quickly spread, and to protect health systems to be able to function and prevent their collapse, given the deluge of patients in hospitals and medical and health staff getting infected themselves.

Through modern technology and the collective efforts of countries, vaccines were made available in 2021. The international community set up policies and standards in guiding access to and roll out of vaccines in populations, especially with the vulnerable, such as older persons and those with co-morbidities or chronic diseases. COVID-19 has made an impact on all people's lives and on many institutions. It has also exposed health and social issues such as health inequities, socio-economic disparities, and weak public health systems. In nursing particularly, we have seen the increased work burden, shortage of nurses in hospitals and communities, as well as stress and anxiety. In nursing schools, where clinical practicum had to be stopped for months and faculty development programs delayed, there were other concerning issues such as under-investment in nursing education and undervaluing of nurses.

Three years since the first cases have been known, the world is yet to emerge from the Covid-19 pandemic and its impact on society and the economy. But slowly the world is opening up and institutions, including the UP College of Nursing are going back to full face-to-face classes and resuming their many in-person activities in schools and outside. This paper documents the resilience of UPCN in navigating its way through the Covid-19 pandemic and maintaining its tradition of honor and excellence since it was established in 1948.

The UP College of Nursing and its strategic activities

The University of the Philippines College of Nursing envisions itself as the premier nursing school that acts as a change agent serving the health needs of the Filipino people and provides leadership and excellence in nursing development in the global community. Its Strategic Plan 2017-2022 reiterates that the College shall carry out its vision and mission with the goal of providing leadership and excellence in the key areas of nursing education, research, continuing education, and community extension services.

In leading nursing development in the country and in the region, it aims to:

Develop responsive programs/projects in order to provide a better quality of life through optimum health; Provide leadership in the areas of nursing education, continuing education and community extension, and nursing research; and Seek to influence national, health, and nursing policies through its various programs/projects.

The objectives for the three key areas, which reflect the mandate of the College, include the following:

Nursing Education

Prepare professional nurses who can function as primary care providers in all settings: as clinical nurse specialists, educators, middle-level managers, and researchers who are socially conscious and responsive to the needs of the country; and, will be leaders in nursing practice, education, and research.

Continuing Education and Community Extension Services

Design and implement continuing education programs for nurse practitioners, educators, administrators, and researchers; develop and/or assist and implement training programs for nurses; provide resource persons and consultants in the field of nursing practice, education, and research; and design, implement and coordinate extension service projects.

Nursing Research

Undertake research on problems in nursing practice, education, and management; disseminate research findings; and create opportunities for and encourage utilization of research findings.

The College identified five key strategic thrusts to focus its work from 2017 to 2022.

Strategic Thrust 1. *Lead in the full implementation of the Outcome-Based Education (OBE) BS Nursing Curriculum*

Strategic Thrust 2. *Strengthen the graduate program (i.e., MA Nursing and PhD Nursing) towards advanced practice in nursing, and focus work of PhD students as nurse scientists*

Strategic Thrust 3. *Strengthen the position of the College in building capacities of nursing education and service institutions as well as in influencing nursing policy directions in the country and the region.*

Strategic Thrust 4. *Produce and disseminate quality research that addresses priority nursing and health-related issues and concerns in the country and the region.*

Strategic Thrust 5. *Promote health and wellness and welfare of faculty, staff, and students towards improved work efficiency, productivity, and satisfaction*

These strategic thrusts reflect the programs that coordinate the various activities of the faculty, staff, students, and other stakeholders of the College. Beyond the usual challenges to achieving strategic goals, the Covid-19 pandemic surfaced more issues and concerns that had to be addressed. UP College of Nursing strategized to maintain quality education as it adapted to the new environment and adopted innovations given the many challenges brought about by the Covid-19 pandemic. Through its programs, UP College of Nursing was able to transform its courses into flexible learning, develop more continuing education and community extension programs, and increased the research and publication of its faculty members.

Teaching and Learning at UP College of Nursing during the Covid-19 Pandemic

On 15 March 2020, the Philippines declared its enhanced community quarantine forcing communities to go on lockdown in an effort to control the spread of the coronavirus in communities. The Office of the Vice President for Academic Affairs of the University of the Philippines released a memorandum dated 17 March 2020 suspending all classes including the implementation of online classes as well as alternative modes of teaching. The reason for this includes the lack of access to the Internet of some students and faculty, the difficulty of faculty members to immediately shift their courses to online mode, and the needed preparation of families and communities as they adapted to the new community quarantine rules of the government. The semester was not yet ended and there were graduating students (BSN 2020) who needed to complete their clinical and community practicum.

The Teaching Program engaged faculty members to plan on how courses could shift to an online mode of teaching and learning. Instructional design was emphasized with the following principles considered: instructional time, authentic learning, student engagement, equity and flexibility, feedback, and collaborative learning. In re-designing courses, the Teaching Program planned for decoupling of courses: splitting courses into lecture, laboratory, and clinical/ field practicum to immediately resume the lecture online while face-to-face encounters in laboratory and clinical/ field practicum were still not allowed. The courses with remaining clinical rotations were either asked to shift online (if at all possible) or pushed back to be completed in the next semesters. The graduating class was prioritized and their activities were transformed online. The clinical practicum was supplemented with simulation and case studies through a virtual learning environment as well as virtual clinics. Community rotations were completed using telehealth in coordination with community organizers.

The College also developed infographic materials on social stigma which were translated into local dialects such as *Pangasinense*. In time for the celebration of World Health Day, on April 7, 2020, the College also launched a social medical campaign, *#NursesVoices*, to provide the perspective of nurses in the pandemic response. As part of its role as a World Health Organization Collaborating Center, it also developed a training program on Contact Tracing for the local government, in coordination with the Department of Health Epidemiology Bureau and the Department of Interior Local Government, under the sponsorship of the World Health Organization Country Office in the Philippines. The training program and learning resources were pilot tested using the learning management system of the College and were eventually submitted to the DOH Health Academy for nationwide implementation.

After the enhanced community quarantine, in July 2020, the Commission on Higher Education (CHED) issued its guidelines on how schools can shift to flexible learning to allow students to go back to face-to-face learning, especially for skills-based learning. All schools of nursing in the Philippines adapted flexible learning to ensure the continuity of inclusive and accessible education, given that the use of traditional modes of teaching was not feasible. Flexible learning was defined as a principle of practice in formal education, concerned with flexibility in the requirements, time, and location of study, teaching, assessment, and certification. The guidelines included the different modes of learning to be adopted in schools, such as:

Online – A flexible learning mode that is electronic-based and which uses available online classrooms for the delivery of instruction. Learning materials are in digital formats such as webcasts, podcasts, videos, audio, and other open educational resources or OERs.

Offline – A flexible learning mode that does not use internet connectivity at all. Learning is done through printed modules or uses digital forms such as video and audio placed in storage devices.

(3) Blended – A type of flexible learning which is a combination of online and offline modes. Online technology will be used for delivering lessons, while other classroom activities will be done offline using printed modules, videotapes, storage devices, and learning packets (CHED, 2020).

The College adopted several strategies for students to be able to complete their courses. An in-house training program was developed to help faculty members shift courses to flexible learning. The program was called, Designing Flexible Learning, where participants learned about the concepts and principles of flexible learning, applied instructional design principles for course development and implementation in flexible learning in nursing, and developed a course package to enable students to learn effectively in flexible learning. The course was composed of six modules, from planning the course, selecting learning resources, designing the learning activities, writing the study guide, planning the assessment, and writing the course guide. These materials were uploaded to the learning management system where participants were also encouraged to engage in discussion forums and to upload their re-designed courses.

The University promoted the development of course materials by giving a course pack incentive grant for faculty members who developed learning resources that include a course guide, modules with learning resources, and activity guides. The learning resources were developed using different types of media, including print, online, videos, simulation, and virtual clinics, a variety of learning activities were done through the use of learning management systems. The faculty use varied teaching learning strategies including a mix of synchronous and asynchronous session, use of discussion forum, and independent learning. Chat facilities such as Zoom meetings and Google meet were used for synchronous sessions, live discussions, and chats with students. The development of learning activities was guided by the six learning types (Laurillard, 2009). The six learning types are: learning through Acquisition (read/watch/listen), Collaboration, Discussion, Investigation, Practice, and Production, from the theory-based Conversational Framework, where each type of learning activity is a cycle between learner and teacher, or learner and peers, at the concept and/or practice level. In terms of assessment, faculty use a variety of methods including written assignments, online quizzes, self-assessments, and submission of e-portfolio.

More than a year after the start of the Covid-19 pandemic, schools were encouraged to go back to limited face-to-face classes. In the Joint memorandum circular between the Department of Health (DOH) and the Commission on Higher Education (CHED), “Guidelines on the gradual reopening of campuses for limited face-to-face classes during the Covid-19 pandemic”, schools had to undergo an approval process to be able to conduct classes in the campus. Schools had to institute some policies and control to comply with CHED guidelines on limited face-to-face, such as minimum public health standards, additional health and safety standards, and promoting physical and mental health.

UP College of Nursing had to ensure that the minimum public health standards are implemented, engineering controls and signages were set up, and institutional policies and protocols are implemented and followed, specifically on: Contact tracing, Screening, detection, containment, and lockdown, Emergency transfer, Referral system, Quarantine and isolation, Physical distancing, Maintenance, cleaning, and disinfection, Use of Physical Protective Equipment (PPE), Cyclical shifting of classes, Communication, and Contingency plan. UPCN was awarded its certificate to conduct limited face-to-face classes on 26 July 2021. The conduct of limited face-to-face classes among the third-year students prioritized safety and achievement, outcomes entailed meticulous planning, the anticipation of potential academic and safety issues, and the concerted effort among the faculty team, health and safety committee, administration,

student leaders, and auxiliary staff to follow CHED, DOH, and University protocols. Faculty and students also had to show proof of vaccination as a requirement.

Due to restrictions in hospitals, faculty members utilized the skills laboratory where students were able to demonstrate specific nursing skills and procedures such as suctioning, nasogastric tube feeding, wound care, and ostomy care. Given the limited time for psychomotor practice, students experienced the assumption of multiple roles, i.e., observer, assistant, and performer. In some psychomotor skills development sessions and simulation of clinical experience, standard patients were also employed. For the practicum in the community health settings, students connected with patients referred to by the health centers for health screening and health education sessions. Individual case management and family health nursing interventions were supervised by faculty nurses in coordination with the local government health staff.

When hospitals opened for students' clinical practicum in November 2021, courses had to comply with the limited class size and specific ward assignments. Students can only be assigned to areas where COVID-19 patients are not admitted. They also had to follow strict infection protocols such as required RT-PCR tests, use of personal protective equipment, strict monitoring of symptoms, limited hours in areas, limited class size, select ward assignments, and infection prevention and control protocols. To augment the need for clinical practicum exposure, the College also used virtual clinics, where students are required to perform the nurses' tasks in the imagined hospital, such as conducting health history and physical examination, identifying nursing problems and interventions, and documenting care. Faculty members designed virtual clinics to reflect the actual hospital's electronic medical records so that students will also be familiar with the forms used and generate their reports from documentation of care in Kardex.

Despite the challenges in teaching and learning, the College continued to implement the new outcomes-based BSN program, instituting new courses like disaster nursing, geriatric nursing, ethics, and nursing informatics. It is in the process of monitoring and evaluating the course sequences and course outcomes, given the new teaching-learning methodologies. Simulation-based training gained more importance to provide a safe environment for students to practice their skills. The use of online technologies, including virtual realities and telehealth also found their uses in select courses.

Continuing Education and Community Extension Services at UP College of Nursing during the Covid-19 Pandemic

UP College of Nursing developed training programs for faculty members in nursing and offered through its online learning portal, named UPCN Open Learning. Two courses developed during the Covid-19 pandemic were Designing Flexible Learning in Nursing and Teaching Nursing Informatics. Both courses were developed first as in-house faculty training and then later offered to faculty members of other nursing schools. These two programs have been offered several times in the last three years. Participants enrolled in the online course "Designing Flexible Learning in Nursing" were able to develop course guide, study guide, learning activity guide, and assignment guide for the shift to online learning and other flexible options. Participants from the Teaching Nursing Informatics were able to enrich their study guide for nursing informatics and some had well-designed nursing informatics projects for possible implementation.

Leadership development courses for public health nurses and midwives were also organized in coordination with the Department of Health. The four to six-week blended learning programs were based on the role of nurses and midwives organized around the six building blocks of health systems. Public health nurses and midwives from all over the country were sent as scholars of the program by their respective local government units. As part of the course, they worked on capstone projects that address key concerns in their local government units. Another training program developed for the Department of Health was "Geriatrics for Primary Health Care Workers" for public health workers involved in caring for older persons in primary

health care settings to ensure their understanding of the health and social needs of older persons and provide care for them in primary health care settings.

Consistent with the designation of UP College of Nursing as a WHO Collaborating Center for Leadership in Nursing, it ran a Global Health Nursing Leadership Programme with Peking University Medical College to train a group of senior nurses in the academe and practice from the Western Pacific region to learn more about global health and nursing, strategic leadership, and working on policy and advocacy. Some parts of the program were also opened to the public as webinars with global health experts and nurse leaders as resource persons.

Consistent with the push to build the capacity of public health nurses in the country, UPCN developed NurseLEAD: Advanced Public Health Nursing. Global Health Nursing Leadership. The course focuses on the leadership, manager, and coordinator role of public health nurses. The program was sponsored by the Johnson & Johnson Global Community Impact. Senior public health nurses from all over the country were selected for the three-year project. They were also able to attend the NurseLEAD Summit which provided them with opportunities to share their unique capstone projects.

Webinars were also organized to update nurses and other stakeholders on different issues related to Covid-19. On 6 June 2020, a webinar on areas for nurses in the COVID-19 Public Health Response was conducted to discuss public health approaches to reduce COVID-19 incidence and mortality and the critical role of nurses, which was attended by 184 participants. In another webinar with the local government unit on the best practices of local government units and academic institutions in the multi-disciplinary COVID-19 response, 224 attended. On 24 September 2020, a webinar on “Caring for the Carers: Nursing Leaders Response to COVID-19” was held in collaboration with the UP Honor Society of Nursing attended by 774 participants in the Zoom webinar platform and more than 3,000 views in the UPCN FB live stream. Another webinar on 5 October 2020 on COVID-19 updates and contact tracing in the workplace was requested by the Professional Regulations Commission for its 114 safety officers.

Aside from the continuing education programs, the University made a strong contribution to the response efforts against the Covid-19 pandemic. The Philippine General Hospital was designated a Covid-19 referral hospital with an increased bed capacity for patients with Covid-19. A referral call center called “*Bayanihan Na!* Operations Center” was also made operational, answering inquiries from the public regarding Covid-19 and accepting donations to support the health programs for Covid-19. Several nursing students and alumni members volunteered in the call center. The Nursing Clinics were also converted to a safe shelter for PGH doctors and nurses who opted to stay within the UP-PGH space to minimize the risk of them bringing home possible Covid-19 infection.

Research and publication during the Covid-19 Pandemic

Research work and publication of faculty members continued despite the Covid-19 pandemic. In 2020, twelve research publications of faculty members were registered with topics ranging from different fields of specialization, public health nursing, and nursing education. This number slightly increased to fourteen in 2021 and ten in 2022. Capacity-building activities on writing research proposals, conducting research, and publishing research were also conducted within the last three years.

Some of the funded researches that were published are as follows:

Determining the required skill mix to deliver primary health care services across various rural and urban communities (L.P. Dones)

Capacity building of primary health care providers in 10+3 Southeast and East Asian Nursing Education and Research Network (SEANERN) countries (I. Almoneda)

Nurses in advanced roles as a strategy for equitable access to healthcare in the WHO Western Pacific region: a mixed methods study (S. Bonito)

More researches are ongoing:

Resilience and retention of health workers during the COVID-19 pandemic (Leyva et al)

Needs Assessment for the Development of MSN Dual Degree Programs (Ngaya-an et al)

Alternative Learning Activities and Predictors of Interprofessional Education Readiness (De Torres et al)

Job satisfaction and perceptions of female academics across Southeast Asia: A mixed methods study (Almoneda et al)

Competencies and Training Needs Assessment of Public Health Nurses in the Philippines (Cariaso, et al)

A quality improvement project on health and safety protocols following face-to-face classes during the pandemic (Flores, et al)

Pushing for a Nursing Research Agenda is also one of the key strategies for promoting nursing research and publication. This proposal has been submitted to the Philippine Council for Health Research Development. It is also hoped that with the Nursing Research Agenda, the contribution of nurses to research and knowledge will be clearer.

Promoting the mental health and wellness of faculty, staff, and students during the Covid-19 Pandemic

The mental health and wellness of individuals have been an issue during the Covid-19 pandemic. It was important to support faculty, staff, and students, to ensure that they are able to communicate their needs and frustrations. Zoom *kumustahan* were organized for faculty and staff. Faculty advisers also held wellness check with their students. Financial support was provided with the help of alumni and friends. Through the collective efforts of PGHSNAAI, UPNAAI, and UPINHF, as well as some batches, students were provided with laptop computers and pocket WiFi device with prepaid internet data. Scholarships and financial assistance were also provided to deserving students.

During the enhanced community quarantine weeks, all employees were placed on work-from-home arrangements. Faculty members continued working on shifting their courses to online mode. Faculty advisers were asked to conduct health and wellness checks with their students. The administrative office supervised and monitored the work accomplishment of staff members while under work-from-home arrangements. Similarly, health and wellness checks were also done among faculty and staff with a designated health and safety officer checking on possible exposure to Covid-19 and whether medical assistance was needed.

UP College of Nursing @75

Three years after the start of the pandemic, there are still challenges to ensuring quality education. Covid-19 provided an opportunity to fast-track some of the ways of teaching and learning. Online learning has shown its advantages in terms of ensuring that students have access to the materials and facilitating discussion between students and faculty and resource persons. But at the same time, there are also limitations to online learning, especially when dealing with tasks that require a demonstration of skills. The threat of emerging infections, such as COVID-19, will remain. And changing the education landscape – how we teach and how students learn – has changed and will continue to change. UP College of Nursing continues to innovate and reimagine itself as it finds ways to fulfill its mission and vision.

This 7 April 2023, UP College of Nursing is celebrating its 75th Founding Anniversary. This marks an important event in the history of the College, especially as communities emerge from the Covid-19 pandemic. The celebration will kick-off on April 11 during the Opening Program at the College of Nursing

to feature the important contribution of UPCN to the nursing profession and to the country. On this day, there will also be a recognition of its best and brightest alumni members who have rendered selfless service true to the symbol of the Oblation. Institutional partners who have supported the UPCN will also be recognized. There will also be a going back in time as the history of UP nursing is traced back to the nursing programs offered at the Philippine Training School for Nurses, Philippine General Hospital School of Nurses, and School of Public Health Nursing before the UP College of Nursing was finally born. There will be a tour in UP Diliman and UP-PGH to re-discover old haunts of alumni members. The Future of Nursing will also be explored and discussed during the International Nursing Research Congress to be held on April 12 at the Rizal Park Hotel. The Research Congress not only will feature keynote speakers but also invite panel discussants to give their reflection on the theme. The same day will also be the Grand Alumni Homecoming Gala Night where the first graduates of the BS Nursing program are expected to attend. This grand celebration is our homage to the nurse leaders in the past and a promise to continuing their legacy of academic excellence, honor and integrity as part of “*tatak UP*” and carrying the nursing symbols of *manus, caput, cor*, that is, caring with hands, head and heart.



“It is the Right Thing to do.”

By **Nelson C. Borrero**, AB, LIB., UPLaw '73
IFNAH Editorial Consultant



Dr. Gerardo Dizon Legaspi, MD, FAFN
Director, Philippine General Hospital

(Editors' Note: *This article was published in the UPINHF Quarterly News Brief called, “**The Forum**” as a tribute to PGH Director Gerardo Dizon Legaspi, MD who is the recipient of the UPINHF 2022 International Healthcare Professional Excellence Award for his exceptional leadership in navigating UP-PGH through the throes of national anxiety due to the looming dread of COVID 19 pandemic.)*

By unanimous recommendation of the committee and vote of approval by the Board of Directors, the UPINHF 2022 International Healthcare Professional Excellence Award recipient is Dr. Gerardo Dizon Legaspi, Director, University of the Philippines-Philippine General Hospital (UP-PGH) for leading his team of hospital staff and frontliners through the perils of the COVID 19 pandemic, a distinction and honor truly deserved.

Prior to assuming the helm of UP-PGH, Dr. Gerardo Legaspi is already a world-renowned neurosurgeon. He is deemed the best in the field of Neurology. His area of expertise are Aneurysms, brain tumors, congenital malfunction of the brain, spinal cord and skull-base surgeries and other organic disorders of the nerves and nervous system. Through his international lectures, speeches, research publications, and a very successful practice, Dr. Legaspi attained fame and prominence.

When Dr. Gerardo Legaspi became the director of UP-PGH, his position was perhaps providential as it was essential in the coming days. In no time was he faced with many challenges of a country in fear and with extreme anxiety. There appeared to be so much uncertainty about the deadly pathogen marching inexorably to the populace. While grateful and appreciative of his talents and skills as a neurosurgeon, the country required something more. It is the part of Dr. Legaspi's persona that was most needed---his courage, his decisiveness, conviction, and strength of character that at the critical moment came to the fore.

When the Department of Health came down with the mandate designating UP-PGH as the country's referral center for COVID 19, there was a near unanimous objection from many sectors: doctors, nurses, students, the hospital, and academic communities, and for good reasons, the hospital was ill prepared for such a gigantic task. The hospital has the perennial problem of overcrowding. Its facilities are overwhelmed that some patients are left sitting at the lobby or lying on gurneys at the hallways. The hospital beds are inadequate. To avoid the spread of the virus, frontliners and volunteers have to be isolated from their families, therefore required a place to stay. The team has to be fed; food has to be requisitioned and services to be organized, and more importantly, there was a critical need of funding and other logistical necessities. These are among the headaches confronting the Director.

From whatever vantage point one looks at it, the problems appear to be insurmountable. Undeterred, Dr. Gerardo Legaspi wrote a letter addressed to the **"People Giving Hope, (PGH)"**. His appeal was touching and indeed inspirational. The responses were immediate and profuse. The early opposition turned into a united front in support of the mandate; donations of Hillrom beds were received from St. Lukes Hospital; a nearby hotel offered 200 beds for the frontliners and volunteers to shelter; the UP Food Service was mobilized to cater to the needs of the team; donations of sanitary materials and equipment were pouring in, **and** the letter of the director generated approximately P2 Billion to fund the endeavor. Laudably, all the generosity came from the "people giving hope." For all these, with gratitude and appreciation, Dr. Legaspi promised:

"UP-PGH received a bounty of resources. We will match that with our dedicated service to the patients."

Despite the precautions---mask, face shields, PPE's---and strict protocol, hundreds of frontliners succumbed to infection. Others paid the ultimate sacrifice with their lives for duty and humanity. Like the good soldiers, they braved the battlefields, manned the trenches and fought. To them surrender is not an option---very much like the "undefeated" in William Ernest Henley's "Invictus."

For their manifest commitment, Dr. Legaspi thanked the UP-PGH personnel, doctors, nurses, paramedical staff, field care and janitorial services and the security services for their dedication to hold their posts and served the people no matter the circumstances.

In admiration, UP President Danilo L. Concepcion profoundly expressed his confidence and encouragement, he said:

"TO THE UP-PGH COMMUNITY;

"PGH has become synonymous with hope and caring, with compassion and commitment, even in the direst of circumstances. I have no doubt that once again the brave men and women of UP-PGH will rise to the occasion and respond to their country's call with steadfast courage, abounding talent and exemplary professionalism."

As of now, the threat has dissipated, the battle appeared to have been won, but the war is not over. The UP-PGH team continues to be vigilant and diligent with its precautions. Someday should and when another similar catastrophe crosses the country's path (God forbid), the words of Gerardo Dizon Legaspi shall ring true:

"Let us do this, because deep in our hearts, devoid of fear and anger, It is the right thing to do. "



My Countrymen,

The past couple of years were the most challenging in recent memory. The pandemic has left virtually no one untouched, and San Miguel Corporation, like many others around the world, has its share of difficulties. Many of our business plans have to take a backseat to taking on the first order of the day--- helping fellow Filipinos see their way through this health crisis with economic implications resulting from the pandemic.

As the country's largest conglomerate, we made sure that our operations---and the industries, families, and communities that relied on them---kept running. But we also took on responsibilities beyond our usual scope of operations.

The events of 2020 only strengthened our resolve to leave no one behind. The year began with relief operations for those affected by the eruption of Taal Volcano. At the height of the pandemic and the lockdown, our food business ramped up operations to ensure food would always be available and accessible. We donated PPEs, medical supplies and equipment, on top of providing fuel for a free shuttle program and waiving toll fees for frontliners and medical workers. Our facilities at Ginebra San Miguel were repurposed to produce and donate disinfectant alcohol. We set up our own RT-PCR testing laboratory to test 55,000 employees nationwide and allow them to re-enter the workplace with greater confidence. These are only some of the measures we took to help our country.

All told, our contribution to this pandemic has breached the P13 billion mark, and we continue to invest more in our country's recovery. It has been a whole-of-society approach to managing this pandemic, and while we've already done so much, we see so much that still needs to be done.

We remain steadfast in our commitment to major infrastructure projects, such as the Manila International Airport, the completion of Skyway Stage 3, and the SLEX toll roads. We are certain that these projects will be critical to creating jobs and jumpstarting industries affected by the pandemic.

Instead of producing our annual corporate wall calendar, we have decided to redirect those resources toward helping our fellow Filipinos. Every calendar we have chosen not to print will go toward feeding children at Better World Tondo, our food bank, feeding and learning center.

San Miguel is steadfast in its commitment to providing jobs and livelihood opportunities, working on initiatives to hasten our country's economic recovery.

Let us reflect with gratitude on the blessings we have received. May the coming years bring us renewed sense of courage, resilience, and hope in better days to come.

Babangon po tayo ng sama-sama. Walang iwanan.

Ramon S. Ang
President and Chief Executive Officer

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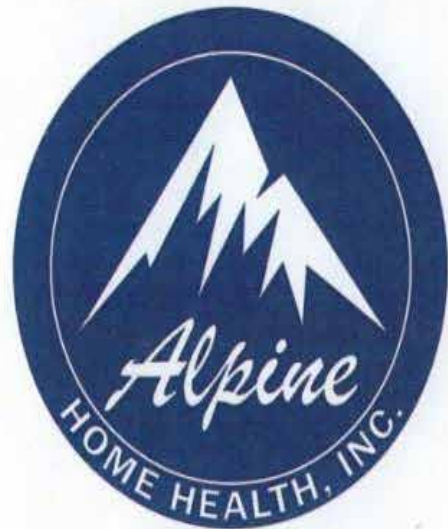
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Warmest Greetings from **UP COLLEGE OF NURSING CLASS OF 1969**

UPCN Class of 1969 have produced high achieving nurses: a college dean, two Sotejo awardees, nursing professors, bedside nurses, writers, and more. But the most rewarding benefits of being in this class are the lifelong friendships that have developed and continued to the present. We treasure these friendships that have supported us all these 50+ years.

Thank you, UP College of Nursing! Happy 75th Anniversary!

Memories of BSN'69: Milestone Reunions through the Years

"Of all the moments we gather in our lives, the ones we cherish most are the moments SHARED" ~ Flavia



Silver Jubilee Reunion • Anaheim & Irvine, July 1994



Pearl Jubilee Reunion • Baja Cruise & Irvine, August 1999



Coral Jubilee Reunion • Chicago, August 2004



Ruby Jubilee Reunion • Anaheim, August 2009



Sapphire Jubilee Reunion • New York City, August 2014



UP College of Nursing
Class of 1969
April 1969, UP Campus



UP College of Nursing, Class of 1969
August 2019, Glendale, CA

"The education and pride as a graduate of UP have ingrained in me the OBLIGATION to continue to learn, to serve, and to lead. We shall all be proud."

Marilyn Machon Pattillo- UPCN '69 Class Member
UPCNAAI's Distinguished Alumna Awardee for Nursing in International Setting, 2011



Last August 2019, 20 of 35 members celebrated our 50th Year Class Anniversary - friendships were rekindled and precious and lasting memories were made.

Today, as we celebrate and honor UPCN on its 75th Year, we would like to express our appreciation to UPCN, our beloved Alma Mater, for the excellent academic environment that helped us grow to become wonderful nursing professionals and women of today that Dean Julita Sotejo envisioned- "... broadly-educated, cultured-not merely well-informed, but unafraid to express her views since she is sure whereof she stands- perceptive, creative, and constructively critical."

Maraming salamat at Mabuhay ang UPCN - Ngayon at kailanman

Iren Bobis Roldan
Forever UPCN '69 Class Coordinator

Mady Madrinan Rivera, UP-PGH SN '68, UPCN '69

I consider myself very fortunate to be a Graduate Nurse from the UP-PGH School of Nursing. Being an 'Iskolar ng Bayan' meant I was chosen out of many applicants who competed to join our class of '68. I made it through grueling years of didactic and clinical work, caring and teaching many patients. At PGH, I learned how to mend wounds and hearts, empathize with their financial and emotional needs and improvise to deliver quality health care in spite of meager government resources. To supplement my income and fill a need, I worked as a private nurse for some private patients in the hospital. I worked at the Recovery Room and Surgical Ward while pursuing a Bachelor's degree in Nursing, and had a brief stint as a clinical instructor at Ospital ng Maynila while pursuing a Master's Degree in Nursing Education.



Graduation picture
1969

I followed my husband to the US, while he pursued his surgical and Urology residencies. Equipped with my PGH education, I worked as an OR Nurse in New Jersey and Washington DC, but later left the urban hospital setting as my husband's practice grew. My role as nurse and mother of three children expanded to one of managing the clinical and business side of a private solo practice in a community that grew from farmland to suburbia. My educational experience prepared me for the flexibility needed to work in both rural and urban settings. We saw fast-paced emergency situations that required me to think on my feet, as well as quiet negotiations with patients offering up fresh farm-raised payments.



UPAA Distinguished
Community Service
Award in Nursing 2020

Our proximity to the metropolitan DC area allowed us to maintain Filipino connections and develop long lasting friends planning and executing fundraisers for our humanitarian medical missions with our local Philippine Medical Association. Within this chapter and beyond with the Association of Philippine Physicians in America that I was able to hone my leadership skills and mentor many colleagues. I have been called upon not only in executive roles but also as event organizer, emcee, newsletter editor, fashion show model, and talent show performer.

I've similarly enjoyed using my creativity for our Class of '68, serving as our ad hoc travel journalist, Marilyn Monroe lookalike, Zoom Meeting host for birthday celebrants, and Novena prayers leader for the departed classmates.

As I look back at recognitions I received (like the Filipina Women's Network 2009 Top 100 Influential Women in the US or Delta Lambda's Altiora Peto Award for Community Service and for Leadership on a Mentorship Role), I feel so proud, and thankful. But to understand my true legacy from my short time in Diliman or UP-PGH in general, I look at the extended relationships I have made and the beautiful and inviting home I was able to create with my husband here in tranquil Calvert County, MD. It is so important for me to give back to the communities that created me, whether that be serving on medical missions to the Philippines or hosting picnics for the younger generation of Paetenians or Filipino medical providers at our home.

Even now in my retirement, the wonder that accompanies my travels, the connection I have to my garden, the commitment to lifelong learning I see in my children, and the compassion I share in my hometown parish ministry are all based in skills and aptitudes developed over fifty years ago at UP-PGH. I am truly blessed.

Inheriting an Empire of Care

By Thea Abad Pepperl, B.S., Ph.D.

I have vague, but also strangely vivid, memories of my childhood growing up in New York City. I remember the park with the tennis courts, the crisp autumn air, the crunch of leaves, the cold mornings when I refused to abandon my warm bed and the only way that my mother could convince me to get ready for school was to iron my uniform next to me, passing the still-warm clothing under the comforter so that I could quickly change out of my pajamas.

I also have memories that I could never quite place, as if the scenes were a part of another person's life: of community halls, the cinder block hallways with thick white paint and blue tile, the too-hot too-noisy folding chairs, the jalousie windows. I remember being raised by a village, my parents meeting and too me. So I often sat the hallways and hung parents finding me evening.



meeting places with metal drafty bathrooms with remember being raised by a often being involved in the preoccupied to take care of among *Titas* or wandered out with the older kids, my towards the end of the

I also remember my parents rehearsing a play — their play — in preparation for these meetings. They'd gather with friends in the living room of our cramped apartment and I'd watch them act the scenes over and over again: my mother *kuskos'ing* (hand-washing) her nurse's uniform at the moment that she received a letter informing her that she had just been hired to work in the States, my parents and their friends boarding a plane and arriving in New York City, their confusion when people on the street called them "chino", their frustration at managing high caseloads and being harassed by their patients at the hospital, their joy at finding out that they had passed the NCLEX, the fear as their visa expiration date neared. I'd watch these scenes perched on the arm of the sofa during their living room rehearsals and from a creaky folding chair along with hundreds of *titas* and *titos* during their community performances.

And then I remember one very early morning, when my parents got me dressed while it was still very dark, how I was sleepily jostled in a subway car, and woke up transported to a completely different city, full of beautiful white buildings, grandiose stairways, and wide open garden spaces.

Immigration Reform

All of this happened before I was five years old, so it's understandable that I don't have fully developed memories of the events. It was years later when I finally pieced together these memories — aided by photographs, oral histories from my *titas* and *titos*, and historical documents — to understand that this was all part of the community organizing story to secure immigration rights for foreign-educated nurses. That trip to that other city with beautiful white buildings was when my parents and their friends traveled to Washington, D.C., invited by Chuck Schumer, (then) Representative from New York, to lend their voices in support of the Immigration Nursing Relief Act of 1989.

In Empire of Care, Catherine Ceniza Choy explains that the 1989 Immigration Nursing Relief Act allowed nurses with H-1 work visas and at least 3 years' residency in the United States to adjust their status to permanent residency, and it exempted nurses and their families from H-1 visa quotas and backlogs. The bill represented a path toward citizenship for many foreign-educated nurses and amnesty for those who remained in the U.S. past their visa expiration date and became “undocumented”.



In their play, my parents and their friends documented how immigration policy before the 1989 Immigration Nursing Relief Act affected their Filipino friends and coworkers (translation from original Tagalog mine):

Player 1: “Hey Maria, did you hear the news that the INS (Immigration and Naturalization Service) is sending us home? They’re sending deportation letters to a lot of nurses that have been here for 5 years.”

Player 2: “Some nurses aren’t even waiting for a letter. They’re just going home.”

Player 3: “Maria, we’re close to overstaying.”

Player 4: “When they’re done using us, they just send us home?”

For many Filipino nurses, the backlog to renew or convert their work visa to permanent residency meant their request could be denied and they could be deported to their country of origin. Deportation meant restarting the citizenship clock, the required four years and a day as a lawful permanent resident before immigrants could apply for naturalization.



Undesirable Conditions

The 1989 Immigration Nursing Relief Act represented the first major immigration reform in 37 years with its creation of the H-1A visa. The H-1A visa was a visa category specifically for nurses, and was the precursor to H-1B visa created by the Immigration Act of 1990, intended for foreign workers in specialty occupations. According to Masselink and Jones (2014), “most H-1A visas were issued to Filipinos coming to the United States to work in hospitals and nursing homes. Because H-1A nurses often worked in undesirable locations and shifts, they were not perceived as taking jobs from U.S. educated nurses, and the program was found to have no adverse effects on U.S. nurses’ wages, benefits, or working conditions.”

The Immigration Nursing Relief Act was crafted in such a way as to protect the wages of U.S. nurses. Hospitals and nursing homes could request permission to hire foreign nurses, but only if “*there is no ongoing strike or labor dispute*”. For U.S. nurses, they could go on strike and the hospital would not be able to fill their ranks with replacement workers from foreign countries. For Filipino nurses who had just secured permanent residency, there was a certain level of guilt; strikes could affect the ability of their friends and family back home to secure visas.

Soon after the Immigration Nursing Relief Act was passed, my parents moved our family from New York City across the river to New Jersey. My parents largely stopped organizing, and even the decision to participate in nursing strikes became a point of contention. I remember sitting in the kitchen while my mother tells my father not to go to the city to join the picket lines; he’s already participating in the strike by refusing to go to work, so why make his protest more visible? *His actions could put the immigration status of other nurses at risk*. My father insists that the nursing organization has already called a strike, so their immigration status is already at risk. Besides, he says, picking up my five-year-old sister, *I’m not picketing, she is*. I’m just there as her chaperone. I want to go too, I chime in. No, both my parents say. I am still an immigrant, same as my parents, but my sister is a natural-born citizen. This was how I learned that citizenship is an *anting-anting*; it confers some sense of protection.



Two Pandemics

Ultimately, the immigration reform of the 1980s was in response to the U.S. nursing shortage. Masselink and Jones (2014) point out that the 1989 Immigration Nursing Relief Act had been characterized as a “*national solution to a New York problem*” because its primary outcome was the adjustment of status for Filipino nurses working in New York City. I’ll say the quiet parts of their analysis out loud: In the 1980s New York City was affected by the AIDS epidemic more so than any other U.S. city. Increasing immigration for Filipino nurses was a way to relieve U.S. educated nurses who were battling the epidemic. While immigration reform made it easier for Filipino nurses to enter the country, it also made it more difficult for them to protest unsafe work conditions and they were disproportionately assigned to work on the frontlines.

I see this pattern repeated in the Covid-19 pandemic. A report published by National Nurses United found that out of 329 nurses who have died of Covid-19 and related complications, 26.4% were Filipinos, despite the fact that Filipinos only make up 4 percent of the RNs in the United States. And states like Florida and Michigan are specifically calling for Filipino nurses to address their nursing shortages. In an opinion article for the Florida Sun Sentinel, Patty Jennings, the VP of International Operations for MedPro Staffing, voiced her concerns regarding the nursing shortage: “[Covid patients] may not receive the care they need and *deserve* [emphasis, mine]. For every ten percent increase in a nurse’s workload, researchers have observed a 7 percent increase in patient mortality... we ought to be looking overseas”. In Michigan, Henry Ford COO and president of health care operations Bob Riney justified the decision to recruit up to 500 Filipino nurses to alleviate his hospital staff, stating, “The exhaustion and burnout that’s come from 20 months of a worldwide pandemic has been incredible.” These statements conveniently ignore the fact that the Philippines is experiencing its own nursing shortage. The implied message is that certain populations are more deserving of medical attention than others; certain populations should bear the brunt of working in undesirable conditions more so than others.

Immigration Today

Thi Bui, in the foreword to Our Stories Carried Us Here, writes, “Why does America have such a high view of itself? Perhaps one reason is that it has been a sought after destination for such a long time, and refugees and immigrants, by virtue of needing documents to cross borders, arrive with the disadvantage of needing permission simply to be a human being with human rights. It’s a power dynamic set up for continued imbalance.”

Even prior to Covid, instances of healthcare contractors taking advantage of Filipino nurses were common. Filipino nurses have cited that they have had to pay fees to individuals or healthcare contractors to help them secure a visa and a job, only to find that they've entered into an indentured servitude that forced them to pay more exorbitant fees, work for low wages, and be forced to work for that employer for a minimum number of years. In 2019, more than 200 Filipino nurses found some measure of justice when they won a human trafficking lawsuit against SentosaCare, citing low wages, unsafe working conditions, and threats of serious harm to prevent nurses from leaving.



The power imbalance is felt in sectors beyond nursing. In his letter to IDEO, designer and artist George Aye writes about the design firm's white supremacy culture and the gaslighting and psychological harm that he experienced as a result. He goes on to explain that he felt unsafe bringing these issues to light due to his immigration status, stating: "My time at IDEO is colored by the fact that I was a non-US citizen, so my entire existence in the United States was dependent on IDEO's sponsorship of my H-1B work visa. While I appreciate the non-trivial costs of the visa, it put me in a very precarious position. Speaking up about my mistreatment was always tempered by my fear of losing my job, as that also meant losing my residency."

Throughout my childhood, I've carried this sense that there are two Americas, one for natural citizens and another for those with a more complicated status. Even now, as a naturalized citizen, my own children are quick to bring up that I'm the only member of our family who cannot serve as President under the U.S. Constitution. Still, the line from Hamilton shakes me out of this sense of inferiority: Immigrants, we get the job done. And I wonder if that was the message I received in my U.S. History classes growing up, how much more free would I feel?

My hope in bringing up these immigration issues is to highlight both the accomplishments and the shortcomings in the field of immigration reform. I honor the work that the generation before me put in to secure even just the remote possibility that immigrating from what was once "the Asiatic barred zone" could lead to a viable path towards citizenship. At the same time, I recognize that the system is still one in which it is all too easy to exploit foreign nurses. As a profession nursing is vulnerable because of the nurses' commitment to caring for their patients.

Jose Rizal said, "*Ang hindi marunong lumingon sa pinanggalingan ay hindi makararating sa paroroonan.* (Those who do not know how to look back at where they came from will never get to their destination.)" We need to look back in order to see a way forward.

Historical Note, written by Antonio Nantes Abad:
Seventy-four thousand (74,000) internationally educated nurses (IENs), mostly Filipinos, availed of the Immigration Nursing Relief Act of 1989. The legislation exempted nurses and their families from H-1 working visa quotas and backlogs in order to grant them permanent residency status. The law was extended for 2 years past its “sunset date” (from 1995 to 1997) to allow an additional 5,000 IENs to enter in the US.



Thea Abad Pepperl was born in Manila, Philippines and immigrated to the United States at the age of two. She received her Bachelor's degree in Biomedical and Electrical Engineering from Rensselaer Polytechnic Institute in Troy, NY and her Ph.D. in Biomedical Engineering from Virginia Commonwealth University in Richmond, VA. She currently lives in Richmond, VA with her husband and four children. Her parents, Antonio Nantes Abad and Theresa Liboro Abad are graduates of UPCN Class of 1981.



***Warm Greetings to the Faculty and Staff
of UP College of Nursing!***
Happy 75th Anniversary!

GOLDEN JUBILARIAN

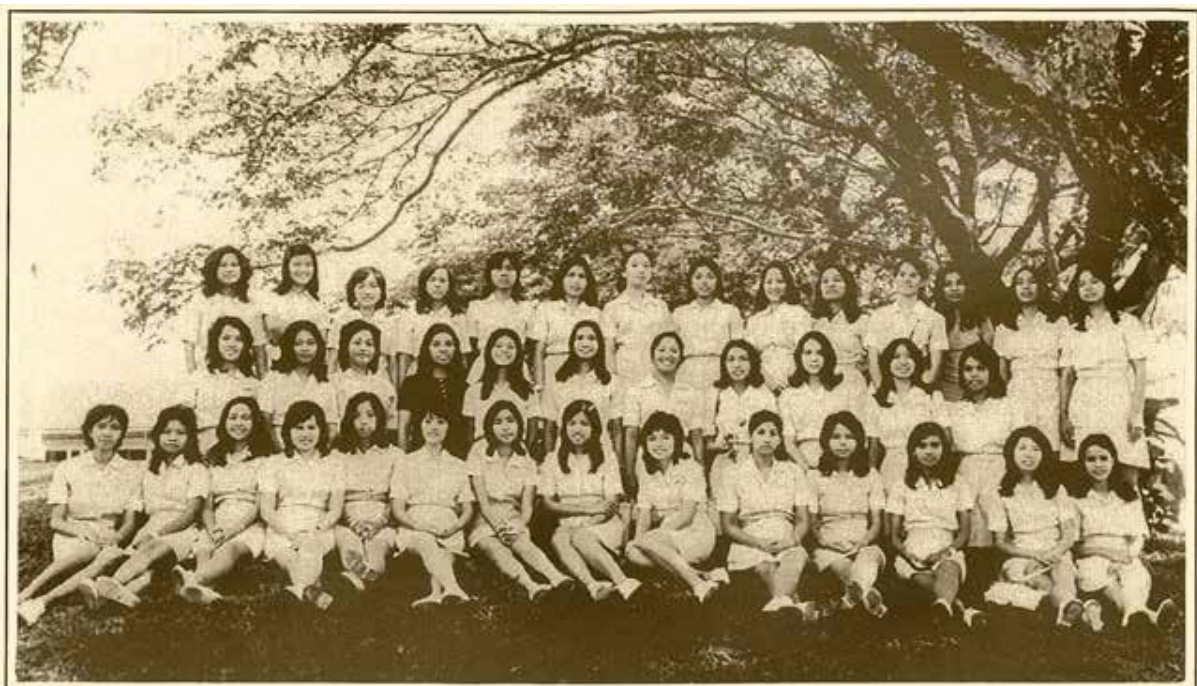
Greetings from ...



**Maggie L. Ongkiko BSN'73,
MSN, CCRN**

- Retired 2018
- Organizations
President UPNAAI 2001-2002
1st VP Chair Education & Research
UPNAAI (2000-2001)
Sigma Theta, Tau Nu Mu Chapter
AACN since 1975
Founding Member, UPINHF
Recording Secretary UPINHF (2017-2018)
Editor-in-Chief Forum and IFNAH

**MABUHAY UPCN, MANILA
CONGRATULATIONS ON ITS 75TH JUBILEE
THANK YOU TO ALL OUR TEACHERS, FACULTY,
STAFF FOR YOUR DEDICATION AND SUPPORT.
THANK YOU, CLASSMATES, FOR THE MEMORIES...**



DAY 1 UP MANILA



COURTESY CALL WITH
THE DEAN OF
THE COLLEGE OF NURSING,
PROFESSOR SHEILA BONITO
(5TH FROM THE RIGHT).



BLESSING OF THE DONATED VAN
AT PACO CHURCH



THE NEW VAN
BEHIND US IS
THE PROJECT
INITIATED BY
CLASS '72 AND
SUPPORTED BY
UPINHF AND FRIENDS.



JVS MEMORABILIA ROOM.
DEAN SOTEJO MUST BE HAPPY THAT
WE CONTINUE WITH OUR EXCELLENCE
AND SERVICE MISSION.

BACK FROM L TO R:
JOSEFINA GUTIERREZ,
JOSEFINA PUNZALAN-NADAL,
EDNA SACDALAN,
ALMA LASTIMOSA-LOPEZ,
CORA DELOS ANGELES-ANONUEVO,
RHODORA MALIGALIG,
LUZVIMINDA TORRES-BRENNAN,
ROSITA BENEDICTO-BULANADI,
BETHEL PARASO-VILLARTA.

FROM L TO R:
LINDA GREGORIUS-PAZCOGUIN,
EVANGELINA LIM-ARAPALES.

SCENIC VIEW OF PUNTA FUEGO



DAY 2 PUNTA FUEGO NASUGBU, BATANGAS



BOLD
AND
DARING
LOLAS.

UPCN'72 REUNION

FOR THE CELEBRATION OF OUR BATCH'S GOLDEN JUBILEE IN THE PHILIPPINES
FEBRUARY 15-17, 2023

DAY 1 UP DILIMAN



CAPTIONS L-R: (1) THE UP OBLATION. IT SYMBOLIZES PUBLIC SERVICE AND SELFLESS OFFERING OF ONESELF TO THE COUNTRY. CLASS '72 DID NOT FAIL HIM. (2) AT THE UP ADMINISTRATION BUILDING (QUEZON HALL) BEHIND THE OBLATION. (3) AT MALCOLM HALL, OUR SECOND HOME FOR THREE YEARS.



CAPTIONS L-R: (1) COURTESY CALL WITH THE DEAN OF THE COLLEGE OF LAW, PROFESSOR EDGARDO CARLO VISTAN II. (2) AT THE MALCOLM HALL LOBBY.



CAPTIONS L-R:
(1) THE ATRIUM
OF THE
SCIENCE COMPLEX.
(2) AT THE
VARGAS MUSEUM
AND FILIPINIANA
RESEARCH CENTER,
AN INSTITUTION FOR
PHILIPPINE ART
AND CULTURE.



*The greatness I honor,
The teacher I respect,
The mentor I loved,
The friendship, I will cherish forever,*

~ Merle F. Borrero, BSN, RN (UPCN'67)

V

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Dean Julita V. Sotejo †

JULITA VILLARUEL SOTEJO



Contributions to Nation Building

By Cecilia M. Laurente, BSN, (UPCN Class '67) MA, PhD. RN
Former Dean and Member of the Faculty, UP College of Nursing)

In her message to nursing alumni of the University of the Philippines on August 2000, Dean Julita V. Sotejo (JVS) wrote that:

“What we do within nursing field alone could be incalculable but not impossible. ... Let us do something that make a difference --- difference in nursing itself, ordinary steps but ‘different,’ breakthroughs in the sciences and in the arts. Something nice, something new, something fantastic, something true, something different yet familiar too.”

This **dictum** of Dean Sotejo had been her **guidepost in her personal and professional life.**

Biographical Sketch

Sotejo was born on June 16, 1906 in Gasan, Marinduque to parents, Cenon Sotejo y Rodriguez and Margarita Villaruel Sapungan. When she grew up, she questioned why she had no brothers and sisters inspite of the answer of her parents that she had ten siblings. Eventually, she learned that in Gasan, Marinduque, these illnesses, did not spare any of the ten children born to Cenon and Margarita. Those epidemics of communicable diseases -- cholera, typhoid, smallpox, measles, dysentery, malaria, beri-beri -- had plagued her hometown. When she was already in a nursing school, she asked "Would having professional nurses sent to Marinduque prevent the untimely death of my siblings, all ten... I could have to this day brothers and sisters playing, eating and sharing jokes with me"

She was intelligent. She was the pride of her parents. She graduated **Valedictorian** in Elementary School, in 1921; Salutatorian in High School. When she entered Nursing at Philippine General Hospital, she was **Valedictorian, Gold Medalist** and *Magna cum laude* in 1929. During her training, she again questioned why students were assigned in non-clinical areas, such as the central supply room, linen room, x-ray room for eight hours per day. She thought the students were exploited to work in the hospital without much professional instruction. But she studied hard, self study largely. With her intelligence and being keen in observation and critical thinking, she was in the **First Place in the Nursing Licensure Examination** in 1929. Again, when she took up Law at Philippine Law School, she was **Valedictorian** in her class in 1936. When she took the Bar in 1937, she was in the **Sixth Place**. After five years, she thought of doing something to level up service to Filipino people. She thought of levelling up her career and nursing, hopefully to improve the health of Filipinos. So, she was officially sent to study in University of Toronto, Canada in 1942 where she obtained "A" marks. The Director of PGH extended her stay abroad to study further in Canada and the United States.

After her graduation in nursing, she worked at the Philippine General Hospital (PGH) as **Headnurse class "I", Supervisor**. Then in 1940, she was hired as Principal at the PGH School of Nursing.

On April 9, 1948, after she established UPCN in which she was appointed its **Dean and Professor** until May 31, 1970, her retirement, after which she was appointed Professor **Emeritus** until her death on March 5, 2004.

Outstanding Contributions

The single most significant contribution of Dean Julita V. Sotejo is the Establishment of UP COLLEGE OF NURSING (UPCN), (See *"Establishment of the University of the Philippines College of Nursing, by the same author, page)*

She worked unremittingly for the **creation of the College of Nursing in the University of the Philippines**. She wrote and taught about university schools of nursing in the University of Chicago. Upon returning to the country in 1945, she presented her thesis to the President of the University of the Philippines and an abstract of the same to the nurses in convention in May, 1946. This was followed by two years of hard work, lobbying with our leading medical educators, medical men, people in high government positions and officers of the Filipino Nurses Association (FNA, now known as the Philippine Nurses Association (PNA). Her efforts were rewarded when on April 9, 1948, upon the recommendation of the University President, Dr. Bienvenido M. Gonzales, the Board of Regents of the University of the Philippines approved the creation of the College of Nursing (UPCN) and she was appointed **Dean of the College in June, 1948**. The UPCN offered **Bachelor of Science in Nursing (BSN)**, thus, truly professionalizing nursing in the Philippines.

The UPCN, according to Ms Nellie X. Hawkinson, thesis adviser of JVS, was to be "... *your contribution for the rehabilitation of your country through nursing service of superior quality as a result of superior*

kind of nursing education..." (1940). The nursing schools before the war were not meeting the nursing needs of the time. The few schools that have re-opened after the war were not also meeting post-war nursing needs. Women of sound and broad preparation who could contribute to the solution of post-war construction in this country were in great demand. The kind of education that would best prepare her for effective service to society those days could be held in an educational institution like the University of the Philippines. The educational facilities could contribute much to the professional preparation of nurses. The rich cultural opportunities of the University were a decided asset. Hence the proposal to establish a nursing school was for the following reasons: one, was to correct the insufficiencies in hospital training; another, was to be a truly educational process rather than as a means to supply cheap nursing service. In a letter by Sotejo and assistant, Leonor Malay-Aragon to Elizabeth Tennant, Assistant Director and Nursing Consultant of the Rockefeller foundation on October 3, 1946, they stated *"... only establishing an independent school can we hope to awaken an interest on the whole as subject of nursing education... what it should and what it should not be."*

The establishment of UPCN was also applauded by then UP President Bienvenido Gonzales when he wrote Dean Sotejo that *"... your proposal to elevate the nursing profession is not only wise and justifiable but in a sense an obligation to our women citizens...."*

Sen. Olegario Clarin, chairman of the Committee on Health and Welfare, gave the following Explanatory Statements in his endorsement to the proposal, on March 28, 1947:

"Only through the medium of nursing service can one important aspect of the health needs of the Filipinos be met; It is through nursing education by means of which nurses would be prepared to render nursing service after graduation, that nursing needs could be realized; Women of sound and broad preparation who would contribute to the solution of post-war construction and rehabilitation work in this country were in great demand; The kind of education that will best prepare her for effective service to society could be held in educational institutions like the UP."

UP had a great deal to offer to students in nursing. Its instructional facilities could contribute much to the professional preparation of nurses. The rich cultural opportunities of UP were a decided asset.

There was no institution in this country where graduate nurses can receive the right type of nursing education which could prepare them for positions of leadership and responsibility. It was possible to develop excellent nursing education programs, given the moral and financial support.

To date, the UPCN is recognized as the premier nursing school in the Philippines. It has pioneered in the following aspects:

Developed competency-based and community –oriented curriculum that is now used in all nursing schools;

Designed Masters Program in Nursing that focused on clinical specializations,

1. Designed **PhD in Nursing to develop Nurse Scientist**
2. Offered **Distance Education for MA in Nursing Degree (dubbed as DEMAND) with UP Open University (UPOU)**
3. **Initiated the use of Teleconferencing as a Mode for Continuing Professional Education.**

Citations for UPCN

JV Sotejo had been the source of inspiration and strength by subsequent deans and faculty in developing and levelling up UPCN to what it is now today. The UPCN has been cited as Center of Excellence (COE) by the Commission on Higher Education since 1996 up to the present. It has also been designated as WHO Collaborating Center for Nursing Development in Primary Health Care from 1989 up to 2003, then WHOCC for Leadership in Nursing Development. On 2004 up to the present. The UPCN maintained her 100% passing mark in the Nursing Licensure Examination since its establishment. (It is the only school among the colleges in UP and the only school among schools throughout the country that obtained 100%-mark).

Other Contributions of Dean Sotejo

She made several studies in nursing, especially in the field of curriculum aimed at improving nursing service in the country and in meeting the ever -increasing demands of present day society for the type of health workers who are Intelligent, devoted and skillful. Among these:"

After visual investigation of private schools and colleges of nursing, she submitted," A Report on the Survey of Private Schools and Colleges of Nursing to the Philippine Senate Committee on Education Standards". This report served as the basis for the revision of the old Nurse Practice Act.

She assisted in the Survey of Nursing Situation in the Philippines conducted by Miss Lorena Murray in 1950-51 and published a report on Status of Nursing in the Philippines. This survey became the basis of recommendations on nursing which was worked out by a special committee of the Department of Health and was later submitted to ICA now National Economic Development Agency (NEDA)

initiated the Study of Thirteen Schools of Nursing in the Philippines (1953). Data obtained included type of ownership of schools, qualifications of dean or principal and faculty.

As President of the Filipino Nurse' Association, now Philippine Nurses' Association (PNA), she facilitates enrolment of students per year level etc. This study revealed the extent of adequacy of nursing schools especially in terms of faculty and resources.

As chairman of the Committee to study Nursing in the Philippines, she submitted to President Ramon Magsaysay, April 26, 1954 recommendations in her study which eventually were sent to Philippine Congress for appropriate action (improving nursing schools in the country).

As co-chairman, she played an important role in the publication of A Short- and Long-Range Program for Nursing Based on the Analysis of a Study of Nursing Resources and Education (1949-54), published by ICA (now NEDA), Department of Health and Filipino Nurses' Association (now Philippine Nurses' Association), 1955.

As chairman of the Committee on Curriculum, she did not only provide leadership but worked continuously and incessantly on the organization and development of content and editing of materials of the Curriculum Guide for Philippine Schools of Nursing., This had been the basis for the revised nursing curriculum to include current national health situation, manpower and health delivery system, global and domestic issues, and others, to make it relevant to national and global situations, needs and demands.

She was a prolific writer and eloquent speaker on varied subjects in nursing and allied topics. Her speeches before Rotary Clubs, Medical Association meetings and nursing conferences were widely acclaimed for

their breadth and vision, their timeliness and concern for improving the lot of others through the medium of scientific studies in nursing and health.

She worked for the passage and approval of Republic Act 649, entitled General Nurses' Salary Act and Republic Act 877 entitled The Philippine Nursing Law. She prepared the draft of House Bill No. 1079 and worked with members of both houses of Congress for four consecutive sessions until the bill became a law in June 1951.

Along with three other members of the FNA(PNA) Legislative Committee, she led in the struggle for the revision of the old Nurses' Practice Act No. 2808 as amended particularly the provisions of Nursing Education found in Article III, Republic Act 877 known as Philippine Nursing Law. Originally entitled Senate Act 409, this Act which she herself wrote, was approved by the President of the Philippines on June 19, 1953.

With other officers of Filipino Nurses Association (now PNA), she helped in the efforts on legislative and health policy matters which culminated in the establishment of the Division of Nursing, Department of Health. This has been a non-plantilla position that Department of Health (DOH) can create at its disposal depending on the perceived need of the Department. There were years that this position was scrapped but recently, in 2010, this position was re-installed upon vigorous lobbying of nursing organizations, particularly the PNA.

Won international recognition and high esteem for Philippine Nursing

Largely through her travels and participation in and contribution in the deliberations of the International Council of Nurses meetings, congresses and committee work as delegate of the FNA on three separate trips to the USA, Europe and South America, she has given prestige to Philippine Nursing heretofore unaccorded.

Gained for the Filipino Nurses' Association recognition as Worthy Member of existing Local Professional Organization.

As President of the Filipino Nurses' Association (PNA), she placed the Association on a high plane among health and allied professional organizations. Currently, the Association remains to be a dynamic association relying on a large membership which makes itself felt in all questions relating to health and nursing matters in the country. On October 25, 1972, PNA recognized her for her "productive efforts and distinguished leadership in the activities of the Association particularly on nursing education, research and legislation as Chairman, Nursing Education Section Curriculum Committee; President Filipino Nurses' Association (1948-50, 1950-52, 1952-54) .. for her active participation in the affairs of the International Council of Nurses (ICN) as delegate and speaker in several congresses; as member of ICN Education committee and Subcommittee on Duties and Legal Responsibilities of Nurses; and as First Filipino elected to membership of the ICN Board of Directors; for having been a member of the ILO Ad Hoc Committee of Nursing Experts (1958) and Chairman of the fifth Expert Committee (1966); for developing the first integrated baccalaureate program in nursing in the country, and for having been awarded the Florence Nightingale Medal (1961) and the President's Medal of Merit (1972)."

Active participant as accreditor in efforts toward Accreditation of Baccalaureate Programs (BSN) in Nursing in the Philippines under Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). On February 1987, PAASCU cited Sotejo for her "dedication of her accreditation to the cause of nursing education in the Philippines particularly for pioneering in the accreditation of nursing schools." A veteran of more than 20 surveys, she had been the moving spirit in the accreditation of nursing schools all

over the country. Also, she was cited for her continuing leadership and enduring commitment to excellence in Philippine nursing education.

Prime mover in the establishment of the Association of Philippine Colleges of Nursing (ADPCN). After the establishment of the University of the Philippines College of Nursing, and recognizing the growing number of colleges of nursing gradually being converted from schools of nursing, Dean Sotejo worked on organizing the deans of colleges of nursing to lead in the full development of the baccalaureate program in nursing. To this date, ADPCN continues to lead the way in sustaining nursing education at highest level, faithful and committed to the nursing profession, in developing transformational leadership and strengthening management competence among deans and potential deans.

Ultimate Accolade

The highest honor given to Dean Sotejo by the University of the Philippines was the honorary degree of DOCTOR OF LAWS, *honoris causa*. Thus her shining moment was on April 11, 1991, the University of the Philippines during the graduation rites bestowed to her such honor with the following message that sum up her significant contributions to the University, Country, Nursing Profession and Women:

for your vision and dedicated work that led to the creation of the UP College of Nursing; your outstanding leadership as dean for twenty-two Years during which you developed the faculty and the students to be themselves Nursing leaders today and tomorrow, and for whom you shall always be the ultimate role model; for formulating and working for the highest standards;

For the nursing profession in the country as embodied in the Government Nurses' Salary Act, the Philippine Nursing Law in June 1951 and the New Nursing Law...;

“for your scholarship and creative ideas in National and International journals, and for founding the first research Academy of Nursing Of the Philippines (the ANPHI Papers); for enhancing the good name of Philippine Nursing in the world as Board Member of the International Council of Nurses and as recipient of the Florence Nightingale Medal and Diploma from the International Committee of the Red Cross Societies in 1961;

“for your selfless dedication to humanity as donor of a medical laboratory building to your hometown in 1976 and a permanent home for the UPCN alumni association and as founding member of the UPCN Foundation;

“ And above all, for your integrity and humane character, serving to the present as a consultant of invaluable counsel and inspiration to all...”

After the Citation was read, she humbly received the honorary degree saying she was receiving it not for her sake alone, but for all other nurses, for her students and alumni. Why? ***“They are the ones who talk about you, who commend you (or despise you), whatever you deserve. I always see it fitting to acknowledge people whose recognition of my efforts made all these possible.”***

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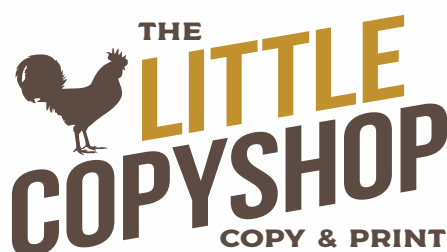
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PAYING HOMAGE TO UPCN AND ITS FOUNDER: *A Legacy of Excellence*

By **Dr. Remedios Lapidez Fernandez, BSN, MN, PhD., RN**
Dean, Arellano University Graduate School of Nursing

(Editors' Note: *A graduate of UPCN Class '67, Dean Fernandez was a member of the Board of Nursing of the Professional Regulation Commission for seven years. Recently she was awarded the 2022 Distinguished Alumna for Nursing Education by the UPAA. In 2011, she was the recipient of the Professional Nurse Award from PRC. Dr. Fernandez is a member of the Board of Directors, UPINHF).*



Becoming a dean of a college or school of nursing is no easy feat. It is replete with enormous difficulties from day one that I have to dig deeper into the fundamentals of what UPCN taught me and learned in order to confront myriads of challenges. As I look back, I am reminded of the words of our great dean, Julita V. Sotejo, UPCN founder, who's telling me and our class, and perhaps all students of UPCN to :

“Devote serious efforts to one’s undertaking and strive to be good; but not stay good for too long because there are better things than just being good, and that is to excel.”

Like a nugget of gold, I treasured this mantra as a beacon of my profession, my career and my life. I truly believe that as a UPCN graduate, I am gifted with the counsel, wisdom and vision of a great teacher, Julita V. Sotejo, a mentor, a nurse whom I deem as the stalwart of excellence.

Two or three years after my first job as a clinical instructor, I was challenged to take up my master’s degree in nursing. There was one semester that a prerequisite subject was offered on a Friday so every week I had to take the 10 to 12 hours train-ride to Manila every Thursday to be able to attend my one Friday class. What encouraged me to continue despite the inconvenience was the fact that in the following semester I was going to file a leave to be a full time student until I finish my Master’s Degree in Nursing (M.N.). Immediately after finishing M.N., I was offered to be a Dean of Medical Center Lucena Educational Institution where I stayed for three years. But because of the dwindling enrollment in 1979, I opted to resign and move to Manila where I worked as instructor and later became the Dean of Martinez Memorial Colleges for more than 19 years. All in all, like Dean Sotejo, I was dean of the basic nursing education for a little more than 22 years, then in 2008 after my seven year stint as member of the Board of Nursing of the Professional Regulation Commission, I was offered to be the Dean of Arellano University Graduate School of Nursing up to present.

Deanship in a nursing institution in another university gave me the opportunity to share and spread the traits and values UPCN inculcated in me with my students and colleagues including the pursuits of established nursing objectives, *i.e., UPCN’s primary objective to carry out its mission of providing leadership and*

excellence in nursing education, research, continuing education, community service and nursing development. (Balik Tanaw: 65 Taong ng Pagkalinga, 2017 UPCN Alumni Homecoming).

The two other objectives of UPCN for Nursing Education are:

- * can function as clinical nurse specialist in education, middle level management and researchers and
- * are socially conscious and responsive to the needs of the country and will be leaders in nursing practice, education and research.

The realization of the above objectives relative to the basic nursing education, is evident in the number of graduates who have been recognized by the prestigious Professional Regulation Commission as Professional Nurse Awardees and the number of UPCN graduates as recipient of the Philippine Nurse Associations (PNA), Anastacia Giron Tupas (AGT) Award.

To honor the founder, PNA yearly gives out the AGT Award. The trophy signifies “...*in recognition of the exemplary contributions to the nursing profession in the field of nursing education and community health and nursing practice...*”

From 1975 to present, 70 AGT Awardees were identified and twenty one of these or 30% either finished GN, BSN and Master in Nursing from PGHSN and/or UPCN. On the other hand, from 1977 to present thirty nine distinguished nurses were awarded the prestigious Outstanding Professional Nurse Award from the Professional Regulation Commission (PRC). Out of 39 nurse awardees from 1977 to present, more than half (51.54%) are graduates of the UPCN (PNA 97th Annual Convention Souvenir Program). Symbolic of the Outstanding PRC Professional Award is the beautiful plaque given to each awardee. The plaque is made up of solid glass symbolizing “transparency as an attitude of professional and openness to submit oneself to the scrutiny of one’s peers and to change, reflecting a lifetime spent in learning and self improvement”.. The glass is lined with gold which stands for the “reward of professional service rendered with competence and excellence, integrity and fairness and faithfulness to the public served and to the code of ethics”.

Excellence in nursing education is demonstrated not only by the number of UPCN/PGHSN graduates who are recipients of the Philippine Nurse’s Association’s AGT award and the PRC’s Professional Nurse Award but also in the consistent Philippine Regulation Commission’s Board of Nursing Examination result of 100% passing rate since the first Board Examination of its graduates in 1952 up to present, a record each and every graduate is proud of, and a success ratio the school administration vowed to maintain.

The foregoing statistics manifest the undeniable proof that in the last 75 years UPCN as the premier nursing institution of our country and in all of Asia has accomplished its mission of producing great nurses in all facets of the healthcare profession. The success, recognition and distinction we all have earned, more than we are known for and all because of the reverberating word of Dean Julita V. Sotejo... “Excel”, she said.

Reminiscing that young girl who studied diligently, burned the midnight oil, or in candlelight in the rural Mambusao, the Visayas, I felt a profound debt of gratitude to all those who nurtured me, thanking God almighty for them. In the words of writer/poet Maya Angelou, “***Let gratitude be the pillow upon which you kneel to say your nightly prayer.***” I certainly do.

---oo0oo---

A Happy 75th Anniversary and the warmest, heartfelt thank you to our dearest Alma Mater, University of the Philippines College of Nursing



Class 1974 45th Anniversary - Baua, Cagayan, April 2019

Fifty years or half a century, is a long time for UPCN '74 graduates to continue contributing to the care and well-being of patients. Our class, launched from the outstanding training we got from the College of Nursing, Diliman, have served and continues to serve the profession in the capacity of staff nurses, managers, directors, educators, nurse practitioners, researchers, teachers, IT, national and international lecturers, school nurses, and a dean of a school of nursing. A few of us have become Christian missionaries serving the profession from a religious angle. We have accomplished, what the "college" set us out to do – be effective and successful contributors to the healthcare profession that makes our "college," our professors, and each other proud.

A few of us from UPCN '74 are still working; reluctant to leave a profession we love, making sure that the next generation learns from us the values and mores of "old fashion" nursing. Some of us have children who have followed us into nursing, a true legacy.

We have classmates who have been and continue to be active in nursing organizations serving as leaders and mentors. Some have been recognized for exemplary volunteer work from local, regional, and national platforms.

We have the College of Nursing to thank for, as each of us truly stand out in the nursing field, carrying a persona and aura that only a "college" graduate has. Invariably, when asked, "where did you graduate?" The answer never surprises the questioner as they know, "that's why you're so good and smart! You're from UP." UPCN'74! We will always be proud to say, we belong to our alma mater, the University of the Philippines, College of Nursing, Class of 1974.

By Lorraine Torres Micheletti

Love
UPCN Class 1974



J. V. Sotejo --- *in a different light*

By Dean Luz Buenavista-Tungpalan, BSN, MAN

(Editor's Note: Dean Tungpalan held many positions at the UP College of Nursing. She was a member of the faculty and later became dean of UPCN. She was Secretary of the College and also served as Registrar of UP. She is recognized as the biographer of Dean Julita Sotejo with her compelling book titled: *"Action Oriented Leadership and J.V. Sotejo."* She was awarded the B.M. Gonzalez Medal for meritorious achievement and a recipient of the Julita V. Sotejo Medallion of Honor for service to country and humanity.)

"I remember that you were my brightest student at Philippine Law School and I am wondering why you did not practice the law profession, where I am sure, you would have been as successful, if not more..." This was a handwritten note from the eminent nationalist, Sen. Claro M. Recto. He was not alone in believing she would have been a highly successful law practitioner. She graduated as the first woman valedictorian of the school in 1936. Without missing a day of work at the Philippine General Hospital School of Nursing, she enrolled for bar review classes, took the bar examinations of 1937 and came out number six with an average of 89.07%.

But she took a path different from what others expected her. The idea of the path less taken took root years before she enrolled in law school. George Bernard Shaw's most often quoted lines would best explain her choices **"Some people see things as they are and ask why; others see things as they should be and ask why not?"** Yet she did not even once, in her many speeches, letters or writings, quote G.B. Shaw.



"I have tried to do what I believed I could do best, in the field where I believed could do something worthwhile". Even with all the awards and accolades that came her way, she remained humble to a fault. ***"Maliit lang akong tao..."*** Always she would acknowledge God's hand in making her dreams possible.



Luz Buenavista Tungpalan oath taking - in the picture are Dean Julita V. Sotejo, Chancellor Alfredo Ramirez, Loretta Galang, Amparo Abulencia, Bella Ramirez

We talk about her and mention just **Dean**. So many images cross our minds as we recall our days at the UP College of Nursing – whether at Malcolm Hall (where we were referred to as the squatters of the College of Law) or at the Philippine General Hospital (where we could neither claim any one distinct place as our own) and wonder why we never had to feel inferior in any setting we found ourselves in. We may never have acknowledged it, not even to ourselves, but Dean Sotejo instilled in us a sense of pride in ourselves, in what we were

and what we could do. She was proud of the comments of another venerable dean of UP, Dean Tomas Fonacier of the College of Liberal Arts, ***“Ang mga taga College of Nursing ang mga pambato namin sa UP.”***

So it was on a broader scale that she took on the problems of Nursing in the Philippines and in the world. In perhaps a quieter mode but in a more personal way, she would ensure that from her days at the College of Nursing, the UPCN graduate would be able to hold her own in any setting. And be proud of who she was and what she could, or had become.

There were those tea parties. She may have delegated to Miss Dingcong the task of making sure we had a laudable participation at the Christmas program of the University highlighted by the Lantern Parade, but she would be there, from start to finish. She encouraged us to engage in extracurricular activities, to attend the cultural presentations at the UP Theater (how else, could one attend a concert by the Harvard Glee Club for free?)

Oh yes, there were things she would immediately frown upon. Like loud voices and laughter in the library, loud conversations and giggling in the corridor, especially if we were in uniform; meeting boyfriends (by chance?) in the hallway. She hated to see us in the afternoon, still in uniform at Malcolm Hall (“You smell of Hospital... You have just gone into houses, under the houses even over houses at your Public Health Nursing assignments.”) And she could not condone one’s coming to class unprepared by citing problems in the clinical area earlier that day.. Always, she wanted one appropriately dressed, with best foot forward, *“wathever appens.”* She made fun of our manner of speaking, aware of our regional backgrounds. We tried to laugh, even as we cringed inside.

She was proud as any mother would be when she got news of her daughter’s worthy achievement. Minda Luz Melendez-Quesada ‘58 was named member of the Constitutional Convention of 1987. Lillian Gonzalez-Uy, ‘57 was appointed federal judge in Hawaii. Fe Hermosura ‘61 reigned as Alma Mater at that year’s UP Cadena de Amor Festival. Victoria Laigo-Vidal ‘71 got the most votes when she ran for the UP Student Council in 1970. Phoebe Daus-Williams ‘62 was elected Fellow of the American Association of Nursing... and so much more.

She had an album of her girls - communications from or about them. There are letters which recount much more than academic difficulties. The Dean treated these with deep concern, and propriety, not only for the College. No one except the girl concerned, her parents and the dean need ever know how problems were resolved.

She laughed with us in our high moment and tried to make us see what seemed to be the end of the world in a different light. Only if we allowed ourselves to get any closer to her, which, of course, was a challenge in itself.

This year we shall celebrate the 75th anniversary of the establishment of the UP College of Nursing. The 75th, the Diamond Jubilee of her brainchild. So much has been achieved, even as much more need to be done. Can we take pride in what we have become – as persons and as professionals? Can we admit that she played a very important role in our being and becoming who we are now? Dean Julita V. Sotejo may never have been considered as a mother figure... but as far as shaping our professional path, she was truly the one who paved the way and stayed our shining light – even in the most peculiar ways.



Julita V. Sotejo: *My Loving Thoughts*

By Dean Carmelita C. Divinagracia, MN '75, Ph.D, 2000

(Editors' Note: *Dr. Carmelita C. Divinagracia was a student of Dean Julita V. Sotejo in UPCN's graduate program. She was dean of University of the East (UE) Ramon Magsaysay Memorial Medical Center College of Nursing and former president of the Association of Deans of Philippine College of Nursing (ADPCN). She was recipient of UPAA Award for Outstanding Alumna in Nursing Education. Currently she is a member of the Professional Regulation Commission-Board of Nursing (PRC-BON).*)

Reflections of my encounter with the Great Mentor and ICON of Philippine Nursing are something that will embed in one's memories forever.

I have met this great woman, who is fondly called by almost everybody in the Philippines nursing circle as Dean JVS. You won't believe it for I was very lucky that I had my FIRST glimpse of this woman in the early 60's, as the guest speaker when the University of the East, Ramon Magsaysay Memorial Medical Center, College of Nursing held its first batch of Nursing students capping ceremony under the deanship of Dr. Purita F. Asperilla, the Founding Dean of UERM, College of Nursing, a former student of JVS. Luckily, I was there being a member of this PIONEER class, actively participated in this significant event, listened to our guest speaker's powerful messages of motivation and challenges which deepened more my aspirations to love and follow the footsteps of Florence Nightingale.



Here is the FIRST Capping Ceremony of the UERM College of Nursing where the current PR- Board of Nursing, Carmelita C. Divinagracia is a member of the PROUD class.. Guest speaker in the occasion was Dean Julita V. Sotejo.

As a mentor, in her class, in Seminars in Nursing at the Master's level, I learned the ABC of leadership especially as team leader in organizing and implementing sessions which entailed effective communication skills through public speaking, team work and critical thinking process through the critiques coming from fellow students and most especially from our mentor, Dean JVS who can be very sarcastic at times if the communication of my fellow-students in English were not correct. Personally, I would say that there were joys and pains I have encountered with my journey with her in the academe, but this paved the way for building my character and self-confidence.

Over the years, my relationships with Dean JVS remained to be steadfast through my dean Dr. Asperilla, who has let me tagged along every time there were meetings and conferences of the Deans. These gave me more opportunities to have more encounters with this great woman until we came closer together visiting and bringing some gifts to the House of the Sisters Charity of Mother Teresa at Tayuman, Sta. Cruz, Manila.

There is so much to share about my reflections on how, the ICON of Philippine Nursing has touched me as a learner and even when I already became a Dean. As Advocate of her Philosophy of Academic Excellence and Leaderships in Nursing. The acquisition of her Home at 137 Matahimik St. Diliman, Quezon city by the Association of Deans of Philippine colleges of Nursing, under my term as the President with the other officers thought of the place as something historical as the owner of the place is considered the formidable woman and transmitter of Change in Nursing education, Dean Julita V. Sotejo.

Remembering Dean Julita V. Sotejo

(Eulogy delivered on the Day of Remembrance, Sotejo Hall, UP Manila, March 19, 2004)

By **Evelyn L. Villegas** BSN '53, MA '63 (+)

Dean, *Pamantasan Ng Lunsod Ng Maynila* College of Nursing. Prior to becoming Dean at the *Pamantasan ng Lunsod ng Maynila* College of Nursing, she was a long time member of UPCN Faculty. She also served as a consultant to the World Health Organization (WHO).

My acquaintance with Dean Julita V. Sotejo extends over a period of several years, beginning as a student in 1946 to 1971 as one of her faculty members in the UP College of Nursing.

All of us nurses owe her a great debt of gratitude for what we are today and for where Philippine Nursing stands in the national and international world of health professions. She was a woman of far reaching vision and goals for the development of Nursing in the Philippines and she made this her mission in life. There were many obstacles to overcome – political, social, academic, financial, to name a few. But with her tenacity, sagacity, and profound intellect she made it --- and this institution, the UP College of Nursing, is a testimonial to a life devoted to the betterment of the nursing profession and nurses. You and I are the benefactors of her efforts. We thank her and many other nursing leaders who preceded and followed her for they left us a legacy of true professional worth and standing. A strong leader, she was accorded recognition and honors, both nationally and internationally. The Dean Sotejo we honor and remember was, despite all these, just as human as you and I, with strengths and weaknesses like each of us.



Dean Sotejo receives the diploma for the degree of Doctor of Laws, *honoris causa* from UP President Jose V. Abueva. Looking on are Regent Primo Gonzales, Dr. Jose Barno Jr, Assistant to the Chancellor for Planning and Development and Student Regent Henry Gengeda.



With UP Manila Chancellor



Doctor of Laws, *honoris causa* !

During the 25 years of association with the Dean, I was exposed to different facets of her personality. As a lawyer, she was adept at political maneuvering and power play and used these assets to get things done. Look at the establishment of a baccalaureate program in the country's premier university. And think back to the changes/revisions in the Nursing Law which were primarily engineered by her. She kept attuned to the many developments in science, technology, and education as bases for improving nursing education and practice.

She had her finger in every nursing pie throughout the several years I had known and worked with her. She was finicky in selecting students for the UPCN. She strongly believed that appropriate social background, financial standing, physical appearance, and personality were essential ingredients for the type of nurses she sought to produce. Obviously, not many of us

could come up to all these stiff requirements, so intellectual ability often offset other inadequacies.

Still fresh in my memory is the amusing way in which she would mimic the voice, accents and actuations of some of her colleagues and students. She had a droll sense of humor, which was often overlooked, as most of us were intimidated by her strong personality and reputation. And beware --- those of us who had suitors or boyfriends – they would be closely scrutinized or subjected to microscopic examination. I don't remember hearing her raise her voice in anger no matter how provoked she was. But she could be caustic and could reduce many of us into nervous wrecks with a glance or a curt word spoken quietly.

She enjoyed little tidbits of gossip about people in the outer world and we used to laugh about these. Once she told me – “If you don't want to get wrinkles on your face – don't knit your brows, and when you laugh, just open your mouth and make sounds.” Did you notice that she had hardly any discernible lines on her face even at her age?

There were times too, when I thought she looked vulnerable and lonely. Could this be because she had no nuclear family and close relatives? However, she never lacked for support groups of loyal friends to turn to. Then too, she could be quite sensitive, have a difference of opinion with others and would be easily slighted – but she would take all these in stride and go in pursuit of her goals.

She kept a very critical eye on her students - - - the colors they wore, their behaviour, their hairdo, the way they walked, their speaking voice and accent and even their boyfriends. And she had her way of keeping tab on her graduates even after they leave the college and the country.

I have many more beautiful memories of this person who, despite being an extraordinary woman was very much a human being too. Look at the loyalty given to her and voluntarily, up to the end of her life. I would like to specifically mention with gratitude, Paring Abulencia, who gave her love, care, companionship and support during the last 57 years. Also, Lori Galang, Essem Perez, Luz Tungpalan and Marita Carag who are mainly responsible for the arrangements after her death. They are just a few of the many graduates and friends here and elsewhere who mourn her loss.

Not everyone is blessed with such affection and loyalty, and the Dean deserves no less.



In Gratitude

By Dean Amparo Abulencia (+), GN, BSN, MN

(Editor's Note: *The following article was the eulogy delivered by Miss Amparo Abulencia on March 19, 2004 at the Sotejo Hall, UPCN, Manila. Dean Amparo Abulencia spent a lifetime assisting and caring for Dean Julita Sotejo until she passed on. Amparo Abulencia was dean of St. Jude College of Nursing, Manila.)*

As I look back on living with Dean Julita V. Sotejo for 49 years, I can honestly say that I have spent the best years of my life with her. She had been a real older sister to me... she shared my problems, she was my ever willing confidante, adviser and consultant in matters related to my job as Chief Nurse of the Veterans Memorial Medical Center, Chief Nurse of the St. Louis University Hospital in Baguio City and as Dean of St. Jude College of Nursing, Manila.

In my professional dealings with her, and as a close friend, I became fully aware that she detested compromises and mediocrity. She often reminded me that things must be done correctly, and well. She was strict but caring, scary but lovable. She has helped me a lot in shaping my future life.

I did not get any passes as her student. One time she wanted me to improve my term paper so I could get a higher grade. I tried to bargain with her as the thought of improving my paper entailed so much more than a day's stay in the library. So I tried some bargaining ... that I would cook an additional dish for supper but not do my paper again.

"Magluto ka na nang masarap na ulam at babaguhin mo rin ang term paper mo."

What else could I say? The verdict was pronounced. I complied. True enough, I got a better grade.

I remember vividly asking her, *"Ano kaya kung gawin mo na lang ang Eulogy ninyo ngayon, para nakakasigurado kayo na tama at maganda ang pakinig ng mga tao."*

Candidly she answered, *"Kayang kayo nyo na yan Total hindi ko na maririnig."*

At this point I would like to express my heartfelt and sincere gratitude to all who have helped me care for her in her illness. Let me confess to you that from the very start of her two major illnesses and confinements (pneumonia at the Capitol Medical Center and stroke at Makati Medical Center- later transferred to the Philippine General Hospital), I never felt alone. (N.B: Dean Sotejo suffered a stroke on August 15, 2002, passed on to the Lord on March 5, 2004). So many people with kind hearts - close friends, colleagues; Graduates (as well as former students), faculty members as well as administrative staff of the UPCN under the leadership of Dean Luz Tungpalan went on shifts to care for her at the ICU of the Makati Medical Center. Mrs. Essem Perez stayed with her the first night of her confinement and thereafter, would always be there for us, together with Dr. Martesio Perez. Mrs. Loretta Galang, the overall chairperson of the group, ever ready, willing and able to help meet the needs of the Dean with her regular visits and supply for the Dean's nutritional needs (among others things) up to interment and beyond. Miss Marita Carag for her consistent checking and supervision of caregivers, and for taking charge of decorating the Dean's room for two Christmases. Alumni of PGH School of Nursing and the UP College of Nursing who donated in cash and kind throughout the Dean's hospital confinement. The Dean's classmates at PGHSN - Mrs. Florentina Banez (Essem's mother) and Mrs. Quintina Elicano for the gift of a wheelchair; The prayer groups who prayed over her countless times; Mrs. Bella Yan-Ramirez for her constant concern. Friends and alumni who sent cards and inspiring letters. To all who came to visit and even took time to write uplifting words in the visitors' notebook which would be read to her later. To her nieces Mia and Ching who took turns weekly to stay the nights with her. To PDN May Monreal and caregivers Juday and Aida.

To all who in so more ways than one made the Dean's 18 months of confinement more comfortable and lighter for me, please allow me to express my heartfelt gratitude for your vital and compassionate care, love and concern for our Dean J.V. Sotejo. In behalf of her relatives, and on my own thank you all for your prayers and support for the Dean, and for helping me go on with life.

*Miss Abulencia passed on to the Lord on December 12, 2022

In Her Own Words...This is still the wish I wish for you....

(Editor's Note: This unpublished letter was sent to Merle F. Borrero, BSN, RN, (UPCN '67) during her presidency of UPNAAI at the turn of the new millennium, as a response by the Dean on the establishment of the *Julita V. Sotejo Medallion of Honor*.)

UNIVERSITY OF THE PHILIPPINES MANILA
COLLEGE OF NURSING
Padre Faura St., Cor. Maria Orosa St., Manila
tel. nos. 584937 / 584939

MESSAGE

In a sense, I welcome the opportunity to convey this message because vital information cannot just be left unsaid.

First, thank you for conceptualizing and subsequently, concretizing the Medallion of Honor award in my name. There still is a lingering doubt in my mind as to whether I deserve the honor or not. Nevertheless, the decision was yours and I have no other recourse but to respect the same. Thank you, indeed, for your affection and generosity.

Second, my appreciation and gratefulness go to the entire UPNAAI membership for adopting the novel idea.

Thirdly, to our esteemed First Recipient, Mrs. Felicitas de la Cruz-Millman, let me extend my sincere congratulations. Having observed her dynamism over the years, we can expect her to dignify and ever edify the objectives and motives that impelled the creation of the award.

Fourth, having scanned available evidence/s on accomplishments of members of your organization, which I found too many to list in this message, you and I can relax in the thought that the Committee - your Committee on Awards - will never run short of meritorious prospective awardees in the future.

Last, though not the least, one constant message or reminder I have almost always transmitted to my students, both at the PGHSN, where I was once principal, and the UPCN, was for everyone to strive not merely to equal but to excel in the quality and number of whatever achievements might be attributed to me in the future.

This is still the wish I wish for you.

God bless you.

Julita V. Sotejo
JULITA V. SOTEJO
Professor Emeritus

POSTSCRIPT

Julita V. Sotejo, GN, BSN, MA, LL.B., RN, LL.D. (*Honoris Causa*)

Former Principal, UP-PGH School of Nursing

Founder and first Dean, UP College of Nursing

(Note: This essay is a reprint of the same piece published in *The Nursing Journal*, Vol. 2, No. 2, dated August 2003)

Once in a while our world is graced by a commoner that stands up to be amongst the great, and is admired by people across the academic, political and social spectrums. One such person is Julita V. Sotejo, an inspiring woman who has touched and shaped many lives.

As a lawyer married to a nurse, I know of Dean J. V. Sotejo only through conversations I overhear between my wife and her classmates and oftentimes with other nursing alumni. Her name is spoken with awe and reverence. Her colleagues and students acknowledge her as “The Dean.” I remember one time my wife sent an envelope to UPCN. It was addressed to “The Dean.” The current dean hesitated to open the envelop thinking it was not intended for her. A number of individuals have succeeded J.V. Sotejo as dean of the college, yet until now when people speak of “The Dean” the prestige is referred to none other than its founder.

The kind of deference and esteem made me wonder what this woman is like that many graduates continue to measure themselves by her standards---a bar that is raised to lofty heights. I read some of her letters and messages. I know I don’t have to read that many. Indeed, even the few speak volumes. She tells me about the virtue of hardwork---how it carries one far above the folly of mediocrity. She counsels to devote serious efforts to one’s undertaking, and strive to be good, but not to stay good for too long because there are better things than just being good---“excel,” she says, “excel.”

She began to touch me in some mysterious way that I believe her legacy should be remembered for generations. Thus, when I was asked to be the legal adviser for UPNAAI, among my first suggestions was to establish the J. V. Sotejo Medallion of Honor, not only as a recognition of the breakthroughs achieved by UP nursing alumni in pursuit of their profession and selfless service to country and humanity, but also as a tribute to the Dean, a devoted nurse and a great human being.

When I finally met Dean J. V. Sotejo, I felt so privileged to even be just in her midst, and to find certitude of what I read and heard about this gentle lady. Not being one of her graduates, I am a far distant object away from the lamp, yet I could feel the glow of her brilliance. I envy those who are nearer.

Everyone who has been her student and those who have worked with her are blessed to have known her for a very long time. I knew her only for a very short period; nevertheless, I have the same admiration, affection and respect as those that know her long do. I will cherish the privilege of knowing her and certainly will treasure her friendship.

I, too, am blest.

NELSON C. BORRERO, AB, LL.B., UP Law ‘73
Editorial Consultant, The NURSING Journal

Acknowledgement

To sum up 75 years in the life of an institution as great as UPCN, in few pages, is without a doubt difficult and arduous to accomplish. The sheer enormity of the task is certainly astounding, yet thanks to God Almighty for the many people who joined hands with UPCN, UPINHF/IFNAH to celebrate, document, and memorialize an exceptionally remarkable event with a Commemorative book.

To the UPCN deans, the deans of other nursing schools and colleges, the UPPGHSNAA, UPCNAAI, and UPCN Alumni Classes, and individual UP nurses, our gratitude and profound appreciation for the meaningful articles and narratives; and for sharing respective insights about UPCN on this important milestone: 75 years of excellence, honor and distinction.

To our advertisers, sponsors and other contributors whose moral and financial support have significantly assisted in the completion of this special edition, thank you for your love and generosity; and all others who worked tirelessly, oftentimes under extreme pressure, your dedication and self-sacrifice will always be remembered.

To all of you who are with us in prayers, those who extended encouragement and good wishes, our thanks---our success is your success.

Many are wondering what challenges are there in the future, perhaps the next 25 years. Well, if the last 75 years are any indication, UPCN will be fine and will continue to do great things for the country and the world.

The college is brimming with talents. There is vibrancy, there is enthusiasm...and as it sails to new horizon, there's no letting up. Aye, aye, UPCN, full speed ahead!

The Editorial Board

“O Lord my God, I will give thanks unto thee forever.”

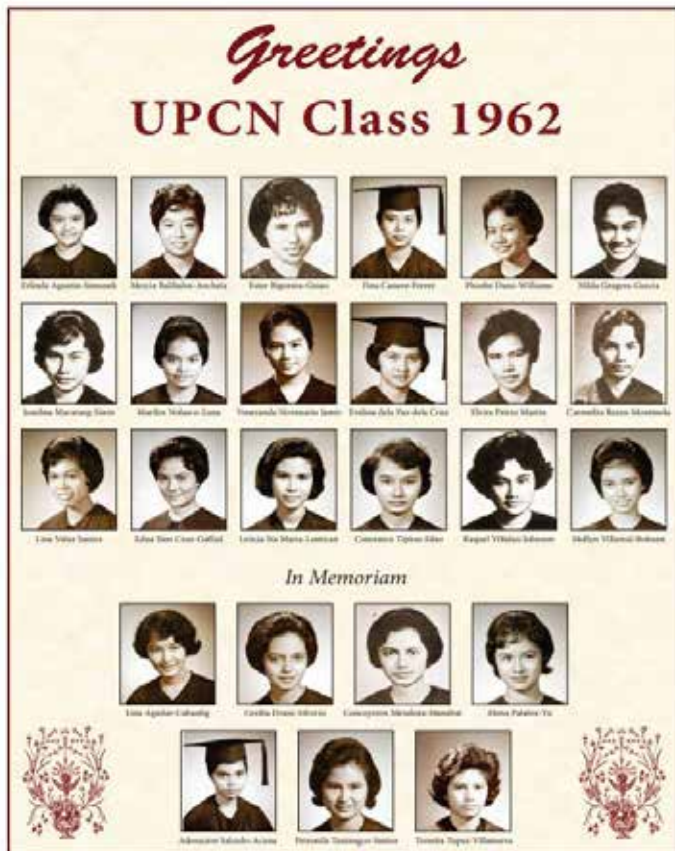
---Psalm 30:12

Congratulations UPCN for 75 years of excellence, honor and distinction.

UPCN CLASS 1962

ACHIEVERS * MOVERS * SHAKERS

By: Leticia Sta. Maria Lantican, Pinky Canave Jimenez Ferrer & Mollyn Villareal Bohnen



Sixty years after graduation, UPCN 62 and the 25 class members look back. We are now retired, except for the three members still in active career practice. Yet, while we sadly remember the seven classmates who passed on, the eighteen of us who were left behind (thirteen in the U.S. and five in the Philippines)) are finding some comfort in the happy memories.

Sharing our story....

UPCN '62 is still unsurpassed as the top record holder for having the most recipients of the coveted annual University of the Philippines Nursing Alumni Association JV Sotejo Medallion of Honor for Lifetime Achievements in Nursing (JVSMOH): Mollyn, Erlinda, Phoebe, and Leticia. Additionally, the University of the Philippines Alumni Association (UPAA) awarded two of the four, the esteemed UPAA Professional Award in Nursing with one (Phoebe) of the two additionally garnering the prestigious UPAA Lifetime Achievement Award. Moreover, our multitasking class prides itself on having members who are sopranos, pianists, dancers (folk, flamenco, and belly), golfers, and hobbyists (arts and crafts, jewelry making, gardening, business, and of course, mahjong). These talents help balance career and family life with some still serving in good stead during class and alumni reunion events.

Our professional journey started as novice nurses, with the majority employed in hospitals and the rest in public health, medical clinics, industrial, and military (Air Force). We carved our niches in professional and personal/family life and achieved life goals utilizing our Nursing background and other God-given talents in touching other people's lives.

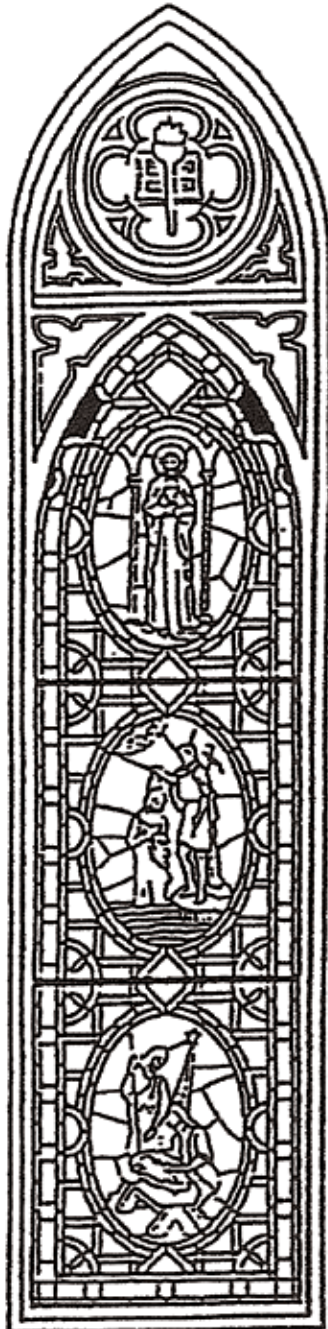
We take pride as active contributors to improving nursing and healthcare practices, educating future nurses, conducting research, and community/humanitarian service engagement. We boast of having classmates in leadership/key roles in Tertiary and Primary care, Nursing organizations, Academia as Provost/Deans/Directors, Professors, Researchers, Book Authors/Journal articles, and Community service (Occupational Health Nursing, School Nursing, spiritual and missionary activities.)

In "giving back" to UPCN, three classmates served as faculty for more than a decade. Others served at UPCN Foundation, UPCNAA, and other UPCN projects. In addition, another assistance was channeled to different needs in the Skills Lab, research-related pursuits, and the new building (Library, Student kiosks, and Staff Room maintenance (a lifetime commitment from MV Bohnen).

Proud of being UPCN alumni, we are beholden to our beloved Dean JVS and faculty for educating us on becoming caring professional nurses.

In Loving Memory

Amid our jubilation, we pause for a moment to remember our beloved departed UP nurses, mentors, colleagues and friends. Many are heroes in their own right and have passed on to the Lord in devoted service to mankind. We pray:



*Our almighty and loving Father,
in Your hands we humbly
commit Your servants, our
colleagues, brothers and
sisters in this life to Thy
kingdom. We beseech
Thee, to embrace them with
Your tender love, deliver them from
every evil, and welcome
them into Paradise where there
is no sorrow and pain,
but fullness of joy and eternal
rest with Your son Jesus,
our Lord and Savior, and
the Holy Spirit, forever.
Amen.*

“The Lord gave and the
Lord has taken away;
May the name of the
Lord be praised!”
JOB1:21

Greetings to our beloved Alma Mater on its DIAMOND JUBILEE

75 Years of Greatness!



The Nightingales (UPCN Class '67)

Front: Connie Orillo Oliveros, Fe Balmaceda Edralin, Josie Francisco Villanueva

Back: Mila Castro Rivera, Gerrie Barangan Korten, Merle Flores Borrero

“As a UP Nursing graduate do you feel special?”

*“NO, but I am profoundly confident because I
am counted amongst the great.!”*

