



# ILLUMINATIONS

School of Nursing

NEWSLETTER FROM THE SCHOOL OF NURSING

SPRING 2009

# 65 Years of Caring



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## MESSAGE FROM THE DEAN



### Economy: Bad = Nursing: Good

It never ceases to amaze me that when times get really tough in our economy, people begin to realize that nursing is a great profession. But why does it take bad economic times to realize this? I remember, when I was deciding what to do with my life, nursing was never one of my first choices. After all, friends and my parents said, "That's not what men did." I obviously thought about it a long time after that. I was working on a volunteer ambulance, enjoying that commitment and one of my friends, who was also a volunteer, said to me, "You should go to nursing school." I responded with some less than kind words about his thoughts, but then I thought about it seriously. I came to the conclusion that it was a good job, and that even when times got tough, people would always need care and that no matter what role I was fulfilling—administrator, professor, practitioner—I could always put on the white shoes and take care of patients (albeit now with a little refresher course).

When I meet new students in the School of Nursing and talk to them, it always fascinates me about why they chose to enter the profession. I don't regret a single day; I'm sure most of you don't either. As you look through our cover story, you will read about some of the people who have gone before you and why they chose this field. You also know that over our 65 years in existence we have seen demand for nurses wax and wane. Repeated cycles of shortage and glut have been prominent during these years, usually occurring every decade or so. Bad economic times put fear in everyone, but we know these times will end...they always do. On the bright side, bad economic times are also good for nursing in our country...they always have been.

Hang in there!

Patrick R. Coonan, Ed.D., R.N. '78, CNAA

Dean and Professor

## WHAT'S HOT IN THE FIELD OF NURSING?

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Assistant Professor of Nursing Yiyuan Sun conducted a qualitative study on breast cancer detection and treatment in Chinese American women. Beginning as a doctoral candidate at Yale University, Dr. Sun researched the obstacles these women face in receiving care in the hopes of improving their chances of survival. Her work was funded by three separate grants—from the Delta Mu Chapter of Sigma Theta Tau International, which is the honor society of nursing; the Oncology Nursing Society Foundation, and Stony Brook University.

Dr. Sun interviewed 20 Chinese American women about their experiences with breast cancer, including how their cancer was detected, what information they received about seeking treatment, and their attitudes toward treating the disease.



**YIYUAN SUN**  
*Assistant Professor*

Dr. Sun found that language barriers and lack of available information about insurance coverage were the main obstacles for these women. The women also spoke of their culture's stigma surrounding disease and emphasis on female modesty, which caused them to defer treatment.

"[Chinese American women] go through a lot before they even get to a doctor's office," says Dr. Sun.

She is now using the results of her study to create brochures about breast cancer screening and treatment that are tailored to the specific needs and concerns of this demographic.

Associate Professor of Nursing Maryann Forbes, in collaboration with Clinical Assistant Professor **Deborah Ambrosio-Mawhirter**, has developed a study to evaluate the effectiveness of three clinical simulation scenarios using a mannequin. Adelphi University has two simulation mannequins in its nursing department, which allow beginning students to practice techniques without the pressure of treating an actual patient. Last year, Professors Forbes and Ambrosio developed three clinical scenarios as part of a pilot project funded by the School of Nursing. Now, they have put together a framework which will allow them to assess the effectiveness of these scenarios.

The study, which involves approximately



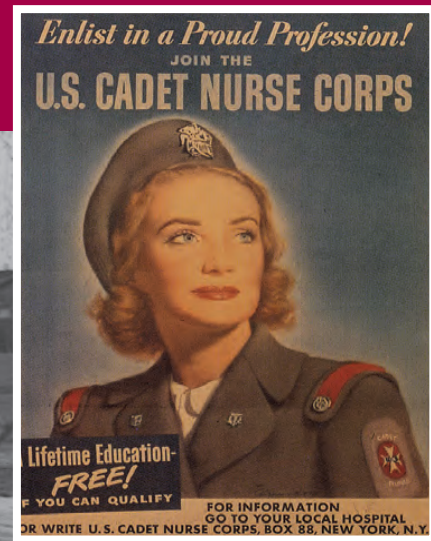
**MARYANN FORBES**  
*Associate Professor*

120 students, will evaluate the effectiveness of a simulation experience in three different areas. Students will be asked to give responses regarding the outcomes of the activity, including learner satisfaction and self-confidence, design characteristics of the simulation, and educational practices incorporated in the simulation. Since there is very limited research testing this model, these investigations are needed to determine the validity of the premise that simulation training is beneficial to nursing students.

"This is a new technology that I was drawn to for its potential in clinical training," says Dr. Forbes. "It allows more hands-on practice in a nonthreatening environment."



Cadet Corps (1944)



Cadet Nurse Corps Poster



Eleanor Roosevelt —  
Dedication of  
Residence Halls (1944)



# 65 Years of Caring

## The Past and Future of Adelphi's Nursing Program

When the first class of 27 young women entered a 30-month war emergency course for New York State Registered Nurse certification at what was then Adelphi College in January 1943, they had no idea they were inaugurating a program that would become one of the 25 largest nursing schools in the United States. Adelphi University's School of Nursing has an illustrious history as the first central collegiate School of Nursing in New York State, one of the largest college units of the United States Cadet Nurse Corps during World War II, and an institution that,

for 65 years and counting, has offered rigorous training and advanced degrees to more than 7,500 dedicated and highly respected nursing professionals from all over the world.

The idea of nurse education originated with former Adelphi President Paul Dawson Eddy immediately after the Pearl Harbor attack as an exploration of war services that the College could provide. Preliminary plans for the program were drawn up in the spring of 1942, but no federal funds were available until that fall, when President Eddy raised the

idea—at a joint conference of the New York State Nursing Council for War Service and the State Department of Education—to establish central collegiate schools of nursing.

Federal funds for the program were made available once Mildred Montag, under a grant from the U.S. Public Health Service, led a survey at the request of the College to determine if local hospitals would cooperate in establishing a school of nursing at Adelphi.

On January 1, 1943, Dr. Montag was named the first director of the School of Nursing, and witnessed the admission of the first 27 students later that month as part of the Nurse Training Act of 1943, also known as the Bolton Act, which set aside \$45 million to establish the United States Cadet Nurse Corps. The goal of the Cadet Nurse Corps was to recruit 65,000 nurses the first year to join the war effort, and most of the students who completed the Adelphi program volunteered.



The increase in enrollment that ensued from the Bolton Act created a housing shortage that resulted in the erection of Alumnae Hall and Harvey Hall, two federally funded residence halls for women. Their opening was marked with a May Day ceremony on June 6, 1944, during which First Lady Eleanor Roosevelt delivered the address, "The Challenge of Nursing for Young Women Today."

"Women have just as much courage as men," Mrs. Roosevelt said in her speech, as she commended the young women who would serve their communities and aid the war effort.

Since the end of World War II, the nursing program has continued its commitment to produce highly qualified caregivers. Immediately after the war, students were allowed to study an additional fourth year to earn a Bachelor of Science degree. In 1950, the curriculum was overhauled to include male students, as well as to add courses in psychology and mental hygiene.

In 1951, the four-year program was granted accreditation by the National Nursing Accreditation Service, the precursor to the National League for Nursing. The Master of Science program was inaugurated in 1949. The Ph.D. program was added in the fall of 1981, and reinstated in September 2006.

Today, the School of Nursing offers a range of undergraduate and graduate programs to train leaders in the profession. As part of its commitment to serving the Long Island community and providing the best training to its students, the School of Nursing focuses its curriculum on clinical practice, requiring students to improve their skills through field work in diverse healthcare settings that include North Shore-Long Island Jewish Health System, Winthrop-University Hospital, The Veterans Administration-Harbor Healthcare System, and St. Vincent's Catholic Medical Centers.

Dean of the School of Nursing and alumnus Patrick R. Coonan, R.N., B.S. '78, Ed.D., CNAA looks forward to the School's future as a vital resource in meeting the challenges of the rising nursing shortage across the country.

Since the end of World War II, the nursing program has continued its commitment to produce highly qualified caregivers.

"We need to maintain qualified applicants to meet area needs," Dr. Coonan said. "Our challenge over the next five to 10 years will be to recruit and retain qualified faculty, as well as qualified students who will be successful in our profession."

That profession, he says, is not an easy one.

"Nursing is very hard," said Dr. Coonan. "Not simple, as many people think. We must continue to raise the bar."



In celebration of the School of Nursing's 65<sup>th</sup> anniversary, meet some of the outstanding individuals who have enriched the healthcare profession over the years through their tremendous contributions. Visit [nursing.adelphi.edu/profiles/](http://nursing.adelphi.edu/profiles/) to read more nursing profiles.

## RITA KAITZ MILLER B.S. '46, M.A. '72

### NURSE, PUBLIC HEALTH ADMINISTRATOR

#### Professional Career:

Rita Kaitz Miller was a member of the first graduating class from Adelphi's School of Nursing. Soon after graduation, she received a telegram offering her a position as the teaching supervisor in tuberculosis in the nursing education section of the University of Oregon Medical School. Mrs. Miller saw this as a wonderful opportunity not only for work, but to experience the Pacific Northwest, so she accepted.

After working in Oregon for two years, Mrs. Miller returned east and briefly worked on the chest service at Bellevue Hospital. Following this position, she worked as a general duty nurse in Mount Vernon, New York, where she met her future husband. They married in April 1948, and Mrs. Miller moved to Jamaica, New York, where her husband, a physician, had opened his office in general practice upon his return from World War II.

Eight years and three children later, they moved their home to Seasingtown on Long Island. Although it sounds surprising today, during those years they kept chickens at their house and bought milk from people who had cows on Seasingtown Road. Mrs. Miller co-founded the North Shore Science Museum, a children's science activity center. She was the first president of this facility, now part of the Nassau County Museum System.

As her children went off to college, so did Mrs. Miller. In 1972, she received her master's in health education at Adelphi University. That year, George H.W. Bush, the director of the Central Intelligence Agency, delivered the commencement address. From Adelphi, Mrs. Miller went on to work for the Nassau County Department of Health and was part of the team coordinating the first Emergency Medical Services program. After five years in that capacity, she was transferred to Public Health Administration and spent several years as the administrator of the Freeport Health Center, the Sexually Transmitted Disease Clinic, and the Plainview Health Center.

A chance visit to New Mexico led to a change in Dr. and Mrs. Miller's lives; they moved to Santa Fe, where they were deliriously happy for many years. They now live in Philadelphia, enjoying theatre, concerts, and the company of their sons.

#### When and why did you want to become a nurse?

I had graduated from Mt. Vernon High School and attended New York University for two semesters. I read about Adelphi's Cadet Nursing program and learned that tuition was free, which is always an important factor. It was wartime and the federal government needed nurses desperately. It seemed to be a very worthy program and opportunity.

#### Do you have favorite memories of your time at Adelphi and your residencies?

Nursing was a good fit for me. I liked the mix of scholastic learning and clinical application. My first memories at Adelphi stem from the nurses' residence at Nassau Hospital, where the nursing students lived. We were transported by station wagon to the college campus for lectures in anatomy and physiology, and electives.

We enjoyed going to the movie theatre in Mineola. We would buy sandwiches at the local deli and pay 35 cents admission for balcony seats. When John Wayne appeared on the screen, we died and went to heaven.

We were very fortunate to have Mildred Montag as the administrator of the Cadet Nursing program. She was a forceful and competent administrator.

#### What are some changes you have seen in nursing throughout the years?

Although there was aspirin in 1943, leeches were sometimes used therapeutically and hot packs were used for polio patients. There have been so many gains made in medical knowledge. Today, there is access to a broad spectrum of pharmaceuticals. The innovative therapies and surgical techniques that are available today have changed the nature of the nursing practice.

#### What advice would you give to today's nursing students?

Study constantly, continue your education beyond nursing, and establish a solid track record.



## DR. SYLVIA KLEIMAN FIELDS '54

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### NURSE, PROFESSOR

#### Professional Career:

After graduating from Adelphi in 1954 with a Bachelor of Science in Nursing, Sylvia Fields' first job was as a general duty nurse at Mt. Sinai Hospital in New York. Teaching the aides and practical nurses she worked with made her realize she enjoyed teaching and missed being in school. To continue her education, she requested the night shift at Mt. Sinai, then enrolled in a daytime graduate program in education at Columbia University.

Her next few years were busy ones. Dr. Fields worked, took classes, got married, moved to Boston, taught fundamentals of nursing at Massachusetts General Hospital, moved back to New York, and taught at the Lutheran Medical Center. She received a master's degree from Teachers College-Columbia University in 1960.

After moving to Long Island, her teaching career took her to associate degree programs at Queens College and then SUNY Farmingdale. When called upon to teach maternal child health, she returned to Columbia part-time at first to focus on the academic background for that specialty. Armed with a traineeship, she took leave and went to school full time. Her original plan was to become an associate degree nursing school dean, but the Vietnam War was raging, and Columbia was a hotbed of activism. Dr. Fields found herself becoming politically active in healthcare as the cochair of the Nassau County Abortion Law Committee. Through this experience, she realized she wanted even more to address the issues of prevention, patient education, and access to healthcare. As challenges were taking place nationally in healthcare delivery systems, Dr. Fields changed her educational objectives to focus on the newly developing roles for professional nurses in primary care through baccalaureate and higher education programs.

Dr. Fields gave up a tenured position at SUNY Farmingdale to accept a position as associate professor at the new Health Science Center School of Nursing at SUNY Stony Brook. With a certificate from Adelphi in primary care, and training from the Medical School at Stony Brook, Dr. Fields helped to develop a variety of instructional materials for new curricula. With one of the deans, she wrote the *Guide to Patient Evaluation*, the first textbook specifically for nurses learning to expand their roles. In 1974, it won the *American Journal of Nursing Book*

Award. Concurrently, she helped develop and teach a cross-disciplinary course, "An Interdisciplinary Approach to Patient Evaluation."

While continuing to work on her doctoral degree, she taught B.S.N. students expanded skills and helped develop a graduate nurse practitioner program. At the same time, she traveled monthly to Albany, New York, to work with a group of nursing faculty to develop the Health Assessment Performance Exam of the New York State Regents External Degree in Nursing, the first such program in the country.

In 1978, with a new doctoral degree in hand, Dr. Fields moved to Atlanta, Georgia, and became director of undergraduate education in the nursing school at Emory University. She enjoyed her administrative and teaching activities, as well as new inter-professional program activities with medicine and nutrition, but continued to write and consult with several publishing companies. And a new challenge soon arose.

In 1982, Dr. Fields accepted an offer from the F.A. Davis Company, a medical publishing house in Philadelphia, to lead their medical publishing unit. She traveled across the country to attend conferences and meet leaders in medicine to interest and assist physicians in producing clinical monographs and student textbooks. Dr. Fields is particularly proud of several very important books she developed; the first book on heart disease in women, and the first on cardiovascular disease in African Americans. Other highly regarded texts were written for and by nurses and physicians collaboratively, *An Interprofessional Approach to Pacemaker Therapy* and *McGoon's Cardiac Surgery: An Interprofessional Approach*.

In 1990, Dr. Fields moved across the city to the Center for Research in Medical Education and Healthcare at Jefferson Medical College of Thomas Jefferson University. As coordinator of community health programs and then director of the Generalist Physician Initiative in the Medical School, she wore several hats, writing grants and developing innovative research, curricula, and teaching activities. Major research themes included nurse/physician



## WELCOME NEW FACULTY

### HELEN BALLESTAS

#### *Assistant Professor*



Professor Ballestas is currently a doctoral candidate at Capella University. She received her M.S. in nursing education and B.S. from Molloy College. Professor Ballestas is a Registered Professional Nurse, who is certified in rehabilitation nursing and in HIV-testing procedures. She has taught at New York Institute of Technology, Nassau

Community College, Molloy College, and the College of New Rochelle. Her prior positions include serving as a nurse manager in the medical-surgical unit/vascular and as a bronchoscopy nurse manager at Winthrop-University Hospital and as a staff nurse at North Shore University Hospital.

### MARGOT DESEVO

#### *Associate Professor*



Dr. DeSevo received her Ph.D. and M.A. from New York University, and her B.S. from Syracuse University.

She was a tenured associate professor at the College of New Rochelle School of Nursing. Dr. DeSevo has many years of experience as a nurse and an educator, which include: NYU Medical Center (labor and delivery, postpartum and

newborn surgery), Cornell University-NY Hospital School of Nursing (assistant professor, parent-child nursing), and New York Hospital (certified Lamaze instructor, assistant nurse epidemiologist). Dr. DeSevo is a Registered Professional Nurse in New York, New Hampshire, and Maine. She has recertification in Lactation, Lamaze, CPR, and First Aid.

### PATRICIA DONOHUE-PORTER

#### *Associate Professor*



Dr. Donohue-Porter received her Ph.D. and M.S. in nursing from Adelphi University and a B.S. in nursing from Molloy College. She served as assistant dean and director of the proposed doctoral program at Molloy, and has taught as an assistant and associate professor at Molloy. Dr. Donohue-Porter has also taught as a part-time faculty member at Adelphi

and Molloy. She has experience at Winthrop-University Hospital and Mercy Medical Center, and is currently co-investigator on a study for the Nursing Research Council. She has authored four journal publications and one book, and currently has one manuscript in development. Dr. Donohue-Porter has made more than 75 presentations on various topics related to nursing scholarship, courage, diabetes education, patient education, and the psychological aspects of chronic illness.

### DARYLANN FICKEN

#### *Clinical Assistant Professor*



Professor Ficken received a DrNP in clinical nursing, an M.S., and a B.S. in nursing from Columbia University. She is a licensed Registered Nurse in New York, a registered Acute Care Nurse Practitioner, and a registered Adult Nurse Practitioner. She has taught as an assistant professor and as a clinical instructor at Columbia University, and

also has experience in the Thoracic Surgery Department at North Shore-Long Island Jewish Health System.



## ANDREA MCCRINK

### Assistant Professor



Dr. McCrink received an Ed.D. from Dowling College, an M.S. from SUNY Stony Brook, and a B.S. in nursing from George Mason University. She is a Registered Nurse, a Nurse Practitioner in women's health, a certified women's healthcare practitioner, and holds inpatient obstetric nurse certification. In 2005,

she delivered the Vance Caselman Memorial Lecture, Society of Urologic Nurses and Associates. She has been an assistant professor of nursing at Farmingdale State College, and has extensive experience in hospital and healthcare settings in Virginia, Hawaii, California, and New York.

## HOLLY SHAW

### Associate Professor



Dr. Shaw received a Ph.D. and M.S.N. from Adelphi University School of Nursing and a B.S. in nursing from Boston University. She has taught as an associate professor at Hunter College, CUNY Hunter-Bellevue School of Nursing, and at Jewish Hospital and Medical Center of Brooklyn. She has served as an assistant professor and as a clinical faculty member

at Adelphi, Molloy College, and Lehman College, and has also held numerous other clinical positions. Dr. Shaw's research interests include crisis intervention, adolescents, and education. She has published four journal articles and has had two additional articles accepted for publication. In addition, she has been invited to speak at regional and international conferences and seminars.

## MAUREEN ROLLER

### Clinical Assistant Professor

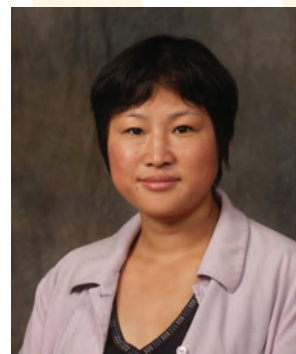


Professor Roller is currently a doctoral candidate in the Doctor Nursing Practice program at Case Western Reserve University. She received a leadership award from Adelphi University's M.S.N. Adult Health Nurse Practitioner program. Professor Roller has a B.S. in nursing from the State University of New York Regents External program,

a B.A. in sociology from Marymount Manhattan College, and a diploma from Lenox Hill Hospital School of Nursing. Professor Roller has more than 25 years of experience in a variety of nursing roles. She has taught as an adjunct at Adelphi and Long Island University, and has published articles in *Nursing Spectrum* and *American Nursing Student Newsletter*.

## YIYUAN SUN

### Assistant Professor



Dr. Sun received a D.N.Sc. from Yale University and an M.S.N. in palliative care and a B.S.N. in nursing from Tianjin Medical University, China. She was a postdoctoral associate at SUNY Stony Brook, working in the areas of health promotion, women's health, and cancer prevention/early detection.

Dr. Sun is licensed as a Registered Nurse in California and eligible to be endorsed in New York State. She is fluent in Chinese, and has several publications.

## DR. FIELDS (CONTINUED)

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attitudes and relationships, and the theme of “empathy” in inter-professional and international studies. Today, there is a Center for Collaborative Studies at Jefferson, which continues the work that Dr. Fields promoted.

In 1995, with her husband anxious for retirement, Dr. Fields moved with him to Savannah, Georgia. But she wasn’t quite ready to retire. Still working at Jefferson, she traveled weekly between Philadelphia and Savannah. After she finally retired in 1997 and moved full-time to Savannah, she was able to serve as a long-distance consultant and research associate for Jefferson. She volunteered in the Savannah community, and particularly with Backus Children’s Hospital, where she wrote the grants to develop two early literacy programs, “Born to Read” and “Reach Out and Read.”

Later, looking for part-time work in nursing, Dr. Fields answered an ad in the paper for a nurse/executive with the Savannah Health Mission, a free evening healthcare clinic. This is a free evening healthcare clinic in the local community hospital for the uninsured, which is staffed by volunteer physicians and nurses. She was hired immediately, and recognized the significant need for expanded services. Under her direction, the clinic prospered, adding a health education and prevention program, which included nutrition, exercise, and alternative modalities for health promotion.

In 2006, when public and private funds became harder to attract, the Savannah Health Mission merged with another facility. Dr. Fields chose to retire once again. But retirement didn’t keep her home long. Today, she teaches Introduction to Research, Professionalism and her old specialty, Health Assessment, in the nursing school of Armstrong Atlantic State University. “I am teaching...but also learning,” says Dr. Fields. “I have to stay a page ahead of my challenging and diverse B.S.N. students.” Next semester, she will add a graduate course in Health Policy. “Now that’s going to be exciting,” she says.

Dr. Fields received the Nursing Scholarship and Research Award and was inducted into the Nursing Hall of Fame at the Teachers College of Columbia University in 2003. She is listed in *Who’s Who of American Women* (1985) and *Who’s Who in American Nursing* (1992).

Dr. Fields has three children, who, she is proud to say, have inherited her work ethic. Her five grandchildren are also following in her footsteps. This past winter, Dr. Fields and

her family enjoyed being together in New Orleans for the holidays.

### When and why did you first want to become a nurse?

I needed half a credit to graduate from James Madison High School in Brooklyn. I told my adviser that the course I would need to take could not be trigonometry, because I just did not want any more math. She suggested I earn the half credit by taking Home Nursing. I knew nothing about nursing, didn’t know any nurses, and had never been in the hospital, but agreed, just because it was not trigonometry. At the end of the course, my teacher, Mrs. Quinn, told me that I was smart, compassionate, and would make a good nurse someday. She suggested I apply to the nursing program at Adelphi. While discussing Adelphi’s program, Mrs. Quinn mentioned that during the third and fourth years, students lived in the nurses’ residence at a hospital on Long Island. As a girl living in a one-bedroom apartment in Brooklyn, sleeping on a twin sofa bed in the living room, I always wished I had my own room, a quiet place to study. The opportunity to have a room of my own drew me to becoming a nurse.

### Do you have favorite memories of your time at Adelphi?

My most memorable class was one I took my second year at Adelphi: “Community Surveys.” Every weekend, 45 nursing students went to a religious service in a different ethnic community in Manhattan. Afterwards, we would have lunch with the congregation to sample their food, sometimes hear their music, and learn about their culture—especially where it concerned the common health problems that they faced and their beliefs about illness and healthcare. It was the first real exposure to different cultures and religions for most of us. My career through the years has demanded my presence in diverse multicultural settings, and I have always been able to make friends across societies communicating with students, patients, and colleagues as a result of that course. If you can understand why I enjoyed this course so much, you can understand why I am passionate about nursing: above all, nurses provide comfort, and one cannot comfort if one does not understand what is comforting to each individual person.

Nothing made me prouder than the first day I put on my starched nurse’s uniform, complete with little white cap, shoes, and stockings. I felt so important. I’m sorry today’s professional nurses gave up this traditional dress that helped distinguish our role and foster respect from patients and colleagues across disciplines.

## FACULTY HIGHLIGHTS

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**Deborah Ambrosio-Mawhirter** presented the poster, *Television Pop-Culture as a Pedagogical Tool* at the fourth Farmingdale Conference on Science and Technology at Farmingdale State College, Farmingdale, New York, October 2008.

**Kenya Beard**, with A. Arhin, A. Harrison, and J. Norman, presented "Linkages Between Healthcare Research, Academia and Practice" at the McKnight Doctoral Fellows Meeting, Tampa, Florida, October 2008.

**Nancy Cole** served as the U.S. leader of the Gift of Life, Dominican Republic, July–December 2008. She presented "Developing Phase II of the Pediatric Nursing Cardiac Surgery Program," which will be implemented at Cedimat, Santo Domingo, Dominican Republic, and Santiago Children's Hospital, Santiago, Dominican Republic.

**Christine Coughlin**, with P. Hogan, published the article, "Succession Planning: After You, Then What?" in *Nursing Management*, 41–46, November 2008.

**Diane Dembicki, Holly Shaw**, and **Patricia Donohue-Porter** presented "World Diabetes Day: Providing Assistance to Children with Diabetes" at the UN Non-Governmental Organization Briefing, New York, New York, November 2008. She also presented "Dietary Supplements and Functional Foods" at the Health and Wellness Lecture Series, Adelphi University, Garden City, New York, December 2008.

**Patricia Donohue-Porter** delivered three presentations: "Identifying a Research Problem" at the Nursing Research and Evidence-based Practice Day, Franklin Medical Center, October 2008; "Deriving Theoretical Frameworks in Evidence-based Protocols: Shift-to-Shift Handoff at the Patient's Bedside" at the Nursing Research and Evidence-based Practice Day, Presenting the Evidence: From Paper to Practice, North Shore-LIJ University Hospital, November 2008; and "Evidence-based Practice Begins with the Nurse as a Scholar" at the North Shore-LIJ Health System, November 2008.

**Maryann Forbes** and **Mary Hickey** published the article, "Podcasting: Implementation and Evaluation in an Undergraduate Nursing Program" in *Nurse Educator*, 33 (5), 224–227, September 2008.

**Mary Hickey** and **Maryann Forbes** presented "Baccalaureate Nursing Curricular Revision: Integrating the Institute of Medicine (IOM) Competencies and Integration Seminar: An Innovative Course to Facilitate Critical Thinking in Baccalaureate Nursing Students" at the AACN Baccalaureate Education Conference, San Antonio, Texas, December 2008.

**Stephen Holzemer** presented "A Qualitative Student-driven Approach to NCLEX-RN Preparation" at the National League for Nursing Education Summit, San Antonio, Texas, September 2008.

**David Keepnews** published two articles: "Rereading Ratios" in *Policy, Politics, & Nursing Practice*, 9 (3), August 2008; and "An Important Step Toward Ethical International Recruitment" in *Policy, Politics, & Nursing Practice*, 9 (4), October 2008. He was appointed chairperson of the Advisory Council on Policy, Sigma Theta Tau International. He was also elected to a three-year term on the American Academy of Nursing Fellow Selection Committee.

**Marilyn Klainberg** presented "So You Have Given the Test, Now What? Assessment of Testing" at the Drexel University Conference on Continuing Education, Atlantic City, New Jersey, June 2008. She was appointed to the New York State Nurses Association Council on Education in December 2008.

**Anne Peirce**, with J.A. Smith, published "The Ethics Curriculum for Doctor of Nursing Practice Programs" in the *Journal of Professional Nursing*, 24 (5), 270–274, September 2008.

**Kenneth C. Rondello**, chief epidemiologist of the National Disaster Medical System Metro New York Disaster Medical Assistance Team, was deployed to Texas to operate a Special Needs Alternate Medical Treatment Site for the casualties of Hurricane Ike, September 2008.

**Holly Shaw** was appointed to the Global Advisory Council of Sigma Theta Tau International Honor Society for Nursing and the Sigma Theta Tau International United Nations Affiliate. She delivered the keynote address, "Developmental Perspectives of Adolescent Pregnancy: Inside the Mind of a Teenager" at the Nassau County Department of Health Spence-Chapin Teenage Pregnancy Conference for Health

## DR. SUSAN Y. STEVENS (REESEMAN) B.S. '66, M.S. '68

### NURSE, PROFESSOR

#### Professional Career:

After receiving both her bachelor's and master's degrees in nursing from Adelphi University, Susan Stevens was offered a job at Nassau Community College. Eager to give teaching a try, she accepted the position. She taught med-surg, pediatric, and psychiatric nursing for three years, before moving to Buffalo, New York, to join a psychiatric private practice as a clinical specialist for two years. After

learning about her record of innovative work, the University of Buffalo requested that she teach in their graduate program. Although interested in the position, Dr. Stevens felt she could not leave her patients, so the University of Buffalo arranged for her to continue to work one day a week at the practice, and begin teaching full time at the University.

Following five years in Buffalo, Dr. Stevens moved to Atlanta, Georgia. After one year of teaching at Georgia State University, it became clear to her that in order to remain in academia, she would need a doctoral degree. Because she loved her educational experience at Adelphi so much, Dr. Stevens first inquired if her *alma mater* had a doctoral program; in the 1970s, Adelphi's program was not yet established. In 1977, Dr. Stevens began her doctoral studies at the University of Alabama at Birmingham, taking classes full time for three years. She began teaching graduate students at Emory University while finishing her dissertation.

After receiving her doctorate (D.S.N.) in nursing, Dr. Stevens began working at the University of South Carolina, where she helped develop their doctoral program. She remained there for eight years, until she, her husband, and her son moved back to Atlanta. As a professor at Georgia Baptist College of Nursing in Atlanta, Dr. Stevens contributed to the school's conversion from a three-year nursing program to a four-year college. "It was interesting to be a part of the experience," Dr. Stevens recalled, "changing a hospital school into a school offering a baccalaureate degree, and eventually master's and doctoral degrees."

Throughout her nursing career, Dr. Stevens had immersed herself in research projects about nurses in World War II—in

particular, how nurses were depicted, and how this image impacted the recruitment of nurses at a time when there was a national shortage. Dr. Stevens' research has been presented worldwide, and was published in *Image*, the journal of Sigma Theta Tau that's known today as the *Journal of Nursing Scholarship*, and in *Advances in Nursing Science*.

Following her retirement from the Georgia Baptist College of Nursing, Dr. Stevens became the president of Perimeter Adult Learning and Service, a nonprofit learning organization for seniors. She has just recently stepped down from this position, but continues to develop programs for the organization.

Still living in Atlanta, Dr. Stevens and her husband enjoy ballroom dancing and traveling. She also loves to read, enjoys the theatre, ballet, and opera, and is a part of a ladies film group.

#### When and why did you first want to become a nurse?

At two years old, I had a tonsillectomy. I was kept at the hospital for five days and, at that time, there was no space set up for parents to stay overnight with their child. When I was brought home from the hospital, my mother felt so guilty about our separation that she kept playing nurse to try and comfort me. Because of this incident, I think I had it in my mind that I was going to be a nurse since I was two years old.

As I grew older, my younger sister was ill with pulmonary problems, and I cared for her. This probably clinched the deal that I would become a nurse. On top of that, the nurse at my high school was a role model for me. She was so bright; she even had her master's degree, which was quite advanced for that time. She encouraged me to choose a college program to pursue nursing.

I represented my high school in a poetry reading contest that ended up being held at Adelphi. I loved the University the minute I walked onto campus... and then I found out Adelphi had a nursing program. I hoped and prayed that I would get in. I did, and I received scholarships, which enabled me to enroll.



**Do you have favorite memories of your time at Adelphi and your residencies?**

I loved the nursing program at Adelphi. Originally, I thought I would be living in the Meadowbrook Hospital dorms, but 1962, the year I started at Adelphi, was the first year nursing students lived on campus. Living in the community housing provided by Adelphi gave me exposure to students from all different majors. It was a wonderful experience to be fully integrated. I feel I got the full college experience.

I had terrific experiences with the nursing faculty; they were fabulous role models. They taught us to be open-minded, future-oriented, and innovative; they prepared us so well. I remember Eileen Jacobi, who was the dean of Adelphi's School of Nursing and went on to become the president of the American Nurses Association.

I was at Adelphi during the time that it changed from a college to a university. Each class did competing skits, the year the changeover happened, my group did a skit about Adelphi becoming a university. I played Dean Ruth Harley.

I was a part of Adelphi's dramatic group, The Gold Mask, as both an undergraduate and graduate student. I loved the experience of performing in plays. I got the opportunity to meet different people, work with wonderful theatre directors, and there were often professionals who were a part of the cast. My experience in theatre was helpful in my work as a psychiatric nurse because I used role-playing when working with patients. It also helped me to be a better nurse educator. Teaching is really a performance art.

Another nursing student and I worked to develop a nursing honor society; we laid the groundwork for it at Adelphi. I was a charter member of the Honor Society of Nursing, Sigma Theta Tau. I still maintain my membership today through Adelphi.

I spent my junior year gaining clinical experience at Creedmoor Psychiatric Hospital. It was a challenging and wonderful experience that opened the doors to what would later become my profession. I remember my last day, closing the door on my client, feeling as though I was abandoning him. I cried throughout my post-conference with my psychiatric nursing instructor. The next day, I was called into the office; I feared this meeting was going to address how upset I had gotten the day before. Instead, my instructor

asked if I would apply for the National Institution of Mental Health grant, which would pay for my senior year and a graduate program if I pursued psychiatric nursing. I thought about it; I loved psychiatry and I knew I could use it in so many ways in the future. I applied and was awarded the grant. This propelled my career forward. Adelphi University truly moved me to where I belonged.

**What are some changes you have seen in nursing through the years?**

When I worked in the Intensive Care Unit in 1966, nurses measured everything; we did it all ourselves, and it was boring work. Today, there are equipment and machines to do that work. The role of nursing has changed in the ICU; it is now geared toward patient management and teaching. The tedious work has been replaced with more interesting work involving the patient. I would love to be an ICU nurse today.

For many years, the focus in psychiatric nursing was on how to communicate with the patient. While this is still critical, over the years there have been incredible gains made in our knowledge of biology, biochemistry, and neurophysiology regarding mental illness. The understanding of mental disorders has changed over time. The gains that have been made in psychiatric nursing are marvelous. New treatments are being developed and psychiatry is really moving forward. Today, there is a better understanding that in order to be a well-rounded nurse, you need to be grounded in the sciences as well as in communication. There is nothing so fascinating as the human mind.

**What advice would you give to today's nursing students?**

Fear not, you are prepared to start. Keep learning. Change is inevitable. Find the next open door and walk through it!

# THE WEARER OF MANY HATS:



Teresa Mascitti consults with a colleague

**T**eresa L. Mascitti has many roles to juggle in her life and career. She is a certified adult nurse practitioner (C-ANP), a clinical assistant professor at Adelphi University, and a preceptor for training future nurse practitioners at both Adelphi and Molloy College, not to mention a mother of two. For two days each week, Ms. Mascitti assumes her role as a clinical nurse practitioner at the office of Gary Shore, M.D., an internal medicine doctor in Bellmore, New York. We visited Ms. Mascitti there to see what a typical day looks like at her job.

**9:00 a.m.** Ms. Mascitti starts her day of clinical practice by dropping off her two sons, ages seven and eight, at their school in Massapequa and then heading to the office.

**9:30 a.m.** Ms. Mascitti arrives at work. The first order of business is to address any urgent issues regarding patients, such as patients in need of an immediate report for another doctor or phone counseling for an urgent matter. The office staff briefs Ms. Mascitti on anything she needs to know.

**9:45 a.m.** For the next five hours, Ms. Mascitti sees anywhere from 10 to 20 patients with various complaints. She also performs, on average, three complete histories and physicals, along with medical clearances. Today, her first patient is Angelina Savary, who is worried about high blood pressure and other health concerns. Ms. Mascitti consults with Gerilyn Feltham, the student she is precepting, about Ms. Savary's symptoms. Ms. Mascitti comforts the worried patient and offers treatments for her symptoms.

"I'm not going to let anything happen to you," she says. "Everything will be fine."

While Ms. Mascitti takes Ms. Savary's blood pressure, the patient asks about her mother. In addition to being one of Ms. Mascitti's longtime patients, she also considers Ms. Savary a friend.

"I always share with my patients," Ms. Mascitti says. "I think it's important for them to feel the human element."

# TERESA L. MASCITTI



Ms. Mascitti examines a patient

Ms. Mascitti answers patients' healthcare questions

“My job is to treat what’s going on with patients right now.”

— Teresa L. Mascitti

After prescribing several medications, Ms. Mascitti tells her to come back in a week, and to call if there are any problems.

“I feel better already,” Ms. Savary says as she leaves the office.

**2:20 p.m.** If she hasn’t been able to fit in her phone calls between patients, Ms. Mascitti spends about 10 minutes responding to patients’ calls. There are usually two or three messages for her to return. She fields questions

about medication dosage, side effects, and uncomfortable symptoms, acting as both nurse and counselor.

“We get anxious when we’re not feeling well,” Ms. Mascitti says. “My job is to treat what’s going on with patients right now.”

**2:30 p.m.** Improving the condition of patients and educating them about their health is all in a day’s work. Ms. Mascitti switches her nurse’s cap for her mom hat as she leaves the office to go pick up her sons from school.

# PROFESSOR KEEPNEWS

## CHAIRS HONOR SOCIETY OF NURSING'S ADVISORY COUNCIL ON POLICY



In October 2008, Carol J. Huston, president of the Honor Society of Nursing, Sigma Theta Tau International (STTI), appointed Associate Professor David M. Keepnews to chair an advisory council that will clearly define STTI's role in health policy by articulating its positions on important health matters. The council of 19 preeminent experts and scholars in the field of nursing and health policy will also work to identify opportunities for strengthening the global influence of the honor society to continue to improve the health of individuals worldwide. Assistant Professor of Nursing Clarilee J. Hauser is another member of the committee.

Founded in 1922, STTI is an international society of nurse leaders whose mission is to "support the

learning, knowledge, and professional development of nurses committed to making a difference in health worldwide."

"I am thrilled and honored to be part of this important new effort by Sigma Theta Tau," said Dr. Keepnews. "As an international organization of nursing leaders, STTI can make critically important contributions to healthcare."

At Adelphi, Dr. Keepnews teaches courses in health policy, ethics, and professionalism in the bachelor's, master's, and doctoral nursing programs. He also serves as a member of the University's Institutional Review Board. In addition, he serves as editor-in-chief of the journal *Policy, Politics, & Nursing Practice*.

"I am thrilled and humbled to be working with such a remarkable group," said Dr. Keepnews in a statement regarding his appointment with STTI. "This is a big task. Fortunately, the members of this committee come with truly exceptional expertise, experience, and leadership that is more than equal to the challenge."

## FACULTY HIGHLIGHTS (CONTINUED)

Professionals, Garden City, New York, October 2008. She also delivered four international presentations: "The Death of a Peer During Adolescence: The First Year" at the Israeli International Nursing Research Conference, Jerusalem, Israel, July 2008; "Multi-Ethnic High School Students' Perceptions of an Ideal Career and a Career in Nursing" at the 19th International Nursing Research Congress, Singapore, July 2008; "Healing, Recovery, Resilience: The Nursing Role in Trauma Response Following Catastrophic Loss" at Sianhouk Hospital, Pnom Penh, Cambodia, July 2008; and "Advanced Practice Roles in Psychiatric/Mental Health Nursing" at Sianhouk Hospital, Pnom Penh, Cambodia, July 2008.

**Yiyuan Sun** published two articles: with M. Tish Knobf, "Concept Analysis of Symptom Disclosure in the Context of Cancer" in *Advances in Nursing Science*, 31(4), 331–340, October 2008; and, with Mary A. Nies, "Responders and Non-Responders to a Walking Intervention for Sedentary Women" in the *Journal of Nursing Scholarship*, 40(3), 226–234,

September 2008. She presented, with Mary Nies and Goldie Nejat, "A Multidisciplinary Team Program of Research with Interactive Nurse Robots to Enhance Elderly Health" at the 18th International Nursing Research Congress, Focusing on Evidence-based Practice, Vienna, Austria, July 2008.

**Joan Valas**, with M. Gebbie, L. Irizzary, C.P. Millet, M. Levey, V. Tufaro, and A. Andress, published the article, "Framing Emergency and Disaster Training Needs Post-Hurricane Katrina: A Roundtable Discussion" in the *International Journal of Public Policy*, 3(5-6), 366–377, 2008.

**Jane White**, with M.W. Kudless, published "Valuing Autonomy and Seeking a Voice and Collective Identity: Community Mental Health Nurses' Perceptions of Their Role" in *Issues in Mental Health Nursing*, Vol. 10, October 2008.



## DR. ESTHER SIEGEL '69, M.S. '72

### FORMER DEAN OF LONG ISLAND UNIVERSITY'S SCHOOL OF NURSING

#### Professional Career:

After becoming a nurse with an associate's degree in applied science, Esther Siegel worked part time in a medical-surgical unit for two years. "I realized that I needed to learn more," said Dr. Siegel, who returned to Adelphi University as an R.N.-B.S. student, with tuition and a stipend provided by a government grant. In 1968, she returned to school full time and graduated with her bachelor's degree in 1969. She first worked as a clinical faculty member, but yearned to continue her education in psychiatric nursing.

In 1970, Dr. Siegel returned to Adelphi to earn her master's degree as a psychiatric clinical specialist. "At that time, a master's degree was a significant benefit in the workplace," said Dr. Siegel. "It prepared me to move forward with confidence in a setting that did not recognize nursing staff at the level to which I aspired."

She was able to quickly land a position at Hillside Hospital, a prestigious psychiatric environment at the time. Dr. Siegel then initiated a project to allow nursing clinical specialists to act as therapists on the psychiatric units. "This was a big step in a traditional hospital, which did not view nurses in that role," she said. At Hillside, Dr. Siegel worked as a team leader on an adolescent unit and then as a therapist on an adult unit, after which she rose to assistant director of nursing. She left Hillside Hospital in 1979. "I wanted to start my own practice and return to school for my doctorate," she said. Dr. Siegel began her doctoral studies at Columbia University, Teachers College, in 1979, and earned her doctorate in 1985.

From 1980 to 1986, Dr. Siegel worked as a consultant at NYU Medical Center, working with nursing staff on stress management. "It was a wonderful role for me," she said. "I was able to do what I love to do, and also pursue my doctoral studies. It also gave me the opportunity to become lifelong friends with some wonderful people in nursing."

In 1986, Dr. Siegel was recruited by the dean of health sciences at Long Island University to assume the position of chairperson of the Division of Nursing at the Brookville campus on Long Island. She remained in that position until 1989, when she was asked to assume the director's role at the Brooklyn campus' nursing program. Over time, she took on the role of Dean in the school of nursing and she remained

at L.I.U. until 1998. Since that time, she has expanded her private practice in psychotherapy, which she had maintained while being the dean. She also returned to doing more consultation work with many hospitals, including Methodist Hospital, Downstate Medical Center, and New York Medical Center.

"My private practice with adults and couples therapy continues to be exciting, interesting, and productive," said Dr. Siegel. During the years in practice, she has continued to improve and expand her knowledge base by attending workshops and conferences, and completing certificate programs.

#### When and why did you first want to become a nurse?

My mother died in 1959. She was hospitalized at Columbia Presbyterian Medical Center for a long while with esophageal cancer. I had two children, but tried to visit her often. She refused the cancer treatment available at that time, since she believed in the hereafter, and preferred dying to what she considered the torturous treatment being offered. While visiting my mom, I observed the care the nurses provided. They were kind, helpful, and able to relieve her discomfort. They knew what to do. I did not! It was then I decided I wanted to be a nurse.

#### Do you have favorite memories of your time at Adelphi and your residencies?

In addition to the wonderful learning both in class and clinical experiences, I made wonderful friends at Adelphi—faculty and fellow students alike. One of my best friends to this day was a faculty member in the graduate program. I had a number of favorite professors: Gertrud Ujhely, Dorothea Hays, and Ann Bird were all wonderful.

My career has been wonderful. My beginnings at Adelphi allowed me to move on and up in a way I would never have dreamed possible when I first earned my A.A.S. in nursing from Queens College so very long ago.





## VERONICA GROTH '84

### PSYCHIATRIC NURSE PRACTITIONER

#### Professional Career:

After graduating from Adelphi, Veronica Groth began her nursing career at St. Charles Hospital in Port Jefferson, New York. Mrs. Groth will forever remember her first day on the medical surgical floor. She was responsible for 13 patients, with just the support of one licensed practical nurse and one aide. "It was a horrendous day," she recalled. "One of my patients died and many others were very sick."

Mrs. Groth vividly remembers leaving late and crying, asking herself, "What did I get myself into?" Luckily, her nursing supervisor was reassuring. She told Mrs. Groth she did the best she could. This was her right of passage—her "baptism by fire"—and she survived. Mrs. Groth found these words to be very comforting and strikingly true. She did survive, and she knew with time, everything would get easier.

Mrs. Groth continued working in medical-surgical nursing for the next two years, after which she spent 10 years working as a nurse in the emergency department. She also performed CAT scans, Thallium stress testing, and other special procedures.

Psychiatry was a specialty that had always appealed to Mrs. Groth; in fact, her high school yearbook said: "20 years from now, you'll be giving advice." Mrs. Groth followed this prediction and went to Stony Brook University to become a nurse practitioner in psychiatry. She graduated in 1999, after which she worked for Family Service League in Mattituck, New York. There, she began to specialize in child and adolescent psychiatry. In 2001, Mrs. Groth went into a semiprivate practice with several social workers. Five years later, she opened into her own private practice. Today, she has a partner working with her.

Mrs. Groth is married to Dr. Timothy Groth, who specializes in pain management. They have five children and live in Setauket, New York.

#### When and why did you first want to become a nurse?

I chose nursing as a career because of my deep desire to

help others. I realized I would like to be a nurse at 16, when I worked as a nursing aide at an adult home. As I was exploring my career path, nursing presented so many opportunities.

#### Do you have favorite memories of your time at Adelphi and your residencies?

Getting up at 5:30 in the morning for an hour commute and meeting my friends at the union for breakfast, where we would talk and go over notes together. The friendships that I developed at Adelphi lasted beyond my college years.

Justina Eisenhower Mickiewicz was the dean. I thought she was funny, witty, and inspiring.

My professors at Adelphi were all caring and very professional. They demanded excellence from their students in regards to academia and the clinical experience. My favorite professors were Dr. Carol Mitchell, Donna Anderson, and Netta Kendell.

Adelphi prepared me very well for my career. My knowledge base is excellent and I am able to apply it confidently to my evaluation, treatment, and discharge planning of the patient. My nursing skills are outstanding, and my patients benefit from them.

#### What advice would you give to today's nursing students?

The most important advice that was given to me came from Donna Anderson: get one to two years of medical-surgical nursing under your belt. While doing medical-surgical nursing, you will experience and get to know other areas and then start to develop an interest. After you get a foundation, a basis for understanding basic nursing, then specialize.

Get involved, it's fun. Meet people. Networking opens up all kinds of doors for opportunity.

## MARY ELLEN WILLIAMS M.S. '88

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### REGISTERED NURSE, HOSPICE CARE NETWORK

#### Professional Career:

After completing her master's degree at Adelphi University in 1988, Mary Ellen Williams took several years off to raise her family. During that time, she stayed abreast of new technologies and practices by reading nursing journals and volunteering with a local hospice program. In 1999, she began volunteering more earnestly, and was able to translate her experience in oncology into a position with the Hospice Care Network.

Her role includes counseling patients and families on their care options at the end of their illness. Although it is emotionally demanding (she admits that she cries nearly every day), Ms. Williams finds her work very rewarding.

"We will do whatever we can to make sure that a patient's last wishes are honored," she says. "This is the most difficult time of someone's life, and we can make it a little more manageable."

#### When and why did you first want to become a nurse?

I volunteered in nursing homes during my college years, and I was really impressed by the nurses I saw. They were truly engaged in relationship-oriented work, not task-oriented work, and I found that very appealing. I realized then that I could have a professional job, with security, that would always be rewarding. So, in 1976, I went to New York University to earn a second bachelor's degree in nursing and, in 1981, while working as assistant head nurse at North Shore Hospital, I enrolled at Adelphi University for my master's degree.

#### Do you have favorite memories of your time at Adelphi and your residencies?

My master's degree from Adelphi made me see nursing in a different light. I developed a deeper respect and passion for the nursing profession by watching how much the faculty cared about the students. I especially remember Barbara Rottkamp, who bridged the gap between clinical practice and research, and Christine Miaskowski, who had such excitement about what nurses can do. I don't think I could

have finished my thesis without her pushing me.

At Adelphi, my nursing career also moved into a specialty I never thought I'd be involved with. One of our requirements was to work with a clinical nurse specialist. Seeing what an advanced practice nurse did in the field of oncology really opened my eyes to the diverse needs of patients and how nurses can help meet those needs. I was never bored, and so I stayed.

#### What are some of the changes you have seen in nursing over the years?

Patients today are so much more involved in their own healthcare choices. When I began, doctors made many critical decisions, even "do not resuscitate" orders, without consulting the patient or family. Today, most patients and families know their rights and can make sure that patients' wishes are followed.

#### What advice would you give to today's nursing students?

Understand the fact that you are going to grow in your career, and your role will change as you mature. Where you are now is not where you will be in one, five, or 10 years.



# SCHOOL OF NURSING NEW CLINICAL

**T**his spring, the School of Nursing welcomed two new clinical coordinators: Amy Stemkowski, who previously served as the project coordinator for the School of Nursing, and Deborah J. Murphy, R.N., a part-time nursing professor. Joining the University with her husband, Assistant Professor of Mathematics and Computer Science Lee Stemkowski, in 2006, Ms. Stemkowski has been helping registered nurses secure tuition assistance to pursue their bachelor's degrees, and will continue to work hard finding placements for nursing students. Ms. Murphy hopes to bring a fresh perspective to the position by listening carefully to student concerns during the clinical placement process. We caught up with them to discuss their roles as clinical coordinators.

**Q: What kinds of responsibilities will you have in your role as a clinical coordinator for nursing students?**

AS: As of January 2009, I will help to guide undergraduate nursing students through the clinical educational component of the R.N. program. The program has two components, a theory component and a clinical component. In the clinical component, a small group of about six to eight students work with a clinical faculty member in a clinical setting, such as a long-term care facility, an acute care facility like a hospital ward, or an outpatient clinic. This is their first exposure to a clinical setting, and it helps them acquire the skills they need to interact with and care for patients.

DM: I will be finding more opportunities for nursing students to place them for clinical. I will be firming up the relationships we have and finding new ones to use. I will also...be figuring out how we can make [the clinical practice program] better.

**Q: What past experiences have prepared you for this position?**

AS: Well, I'm not a nurse and I've never worked with students in a clinical setting before, but I worked in an adult intensive care unit in Lebanon, New Hampshire, before

coming to Adelphi. Working in a clinical setting like that is a wonderfully rewarding experience, as hard as it is. It gives you a whole new appreciation for the staff nurses, how hard their job is, and for what the family members are going through.

DM: I have been to several affiliated hospitals as an adjunct professor, so I know the players...I also know the student concerns, because a lot of the adjunct work is clinical. It is often difficult for them to sign up, register, and switch clinical placements, and we need to finesse a smoother process.

**Q: What are the benefits of Adelphi's focus on clinical practice? What do students gain from this hands-on approach?**

AS: We have two quite advanced nursing simulation mannequins in the School of Nursing that students get to practice on, but there is only so much you can get from that. This is a standard clinical component of a nursing education. Students can gain great experience through the wide variety of institutions that Adelphi has relationships with. We have clinical placements all over Long Island and the city, and we are trying to expand our clinical placements near the Manhattan Center. Nurses continue to learn and be trained on the job. Nursing is really a lifelong learning profession. Clinical placements allow students to translate knowledge from their classes, like chemistry and anatomy and physiology, and apply those lessons to patient care. It is a transformation, a unique interaction between students, nursing staff, and patients, which is a really neat thing.

DM: You get to mold students as nurses and use your own clinical expertise to teach them. It is very rewarding. From the time they are beginners to the senior level, you see a great deal of progress.

# WELCOMES COORDINATORS

**Q: What challenges do you look forward to in your new role?**

AS: Based on the meetings I've sat in on, the challenge will be to secure enough great clinical placements. Each hospital and unit is very different, and with the sheer volume of nursing students and the time-pressured situation, it will be a challenge to maintain the really strong relationships that Adelphi has already established with institutions. I will also be evaluating units and assessing their effectiveness for the students, which is an important quality control component to the program. We need to develop new affiliations because the nursing program has grown so much, and Adelphi is always looking to improve upon the quality of education. It is a big job with a lot of different parts and pieces, but it also an opportunity.

DM: There are so many. I'll need to fit all the pieces together to make the ride smoother for everyone. I'll have to negotiate with the hospitals for adequate clinical time, and there is the ongoing challenge of finding teachers. I want to make placements based on student needs, like where they live, to make a good fit. I want to help the process move smoothly so that students don't find it chaotic.

**Q: What do you expect to find most fulfilling?**

AS: Knowing that students get the best possible clinical experience. Through the end of semester course evaluations, I will be able to see that and continue to maintain it, which will be my little part in the whole big puzzle.

DM: I hope to improve the number of sites and give the professors a greater ability to get involved; I want to make placements that both the professors and the students find fulfilling. I want to better prepare professors so that they have a comfort level with the hospital, tap into what's out there, and improve communication. I'm willing to tackle whatever we need.



Amy Stemkowski



Deborah J. Murphy, R.N.

## PROFESSIONAL DEVELOPMENT

The School of Nursing is dedicated to providing continuing education that enhances the practice of nursing and the delivery of healthcare. The Nursing Professional Development and Lifelong Learning Program offers nursing courses, seminars, and conferences for nurses to develop expertise in the procedures and technologies that are transforming healthcare.

*For additional  
information,  
please contact:*

*Karen S. Pappas,  
Director of  
Professional  
Development and  
Lifelong Learning  
Alumnae Hall  
(516) 877-4554*

### IV TRAINING

FEE: \$225

Time for all locations: 9:00 a.m.–5:00 p.m.

Garden City campus

Saturday, June 13; Thursday, July 16; Tuesday, August 11

Hauppauge Center

Thursday, August 20

### PICC TRAINING

FEE: \$275

Time for all locations: 9:00 a.m.–5:00 p.m.

Garden City campus

Saturday, June 6; Thursday, August 6

Manhattan Center

Thursday, July 9

### INFECTION CONTROL

FEE: \$45

Time: 6:30 p.m.–9:00 p.m.

Garden City campus, Alumnae Hall, Room 225

Tuesday, June 2

### BLS TRAINING

FEE: SEE WEB SITE

Time: 9:00 a.m.–3:00 p.m.

Garden City campus

Saturday, June 20; Sunday, June 21,

### NEWEST MODALITIES IN WOUND CARE

FEE: \$125

Time: 8:30 a.m.–4:00 p.m.

Manhattan Center

Tuesday, June 16; Saturday, July 25

### Register Online

The offered courses are listed above. Please note that some courses offer more than one section. To register online, visit <https://class.adelphi.edu/nursing/conted>

## PATRICIA FROHDER LETO '83, M.S. '00

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### NURSE PRACTITIONER IN PSYCHIATRY

#### Professional Career:

After Adelphi, Patricia Frohder Leto worked at Massapequa General Hospital as a staff nurse in the ICU and Emergency Department then later as a nurse educator. After MGH, Patricia took a position at St. Francis Hospital in the CCU, while working on her first master's degree in healthcare administration. She was recruited into home infusion care as the General Manager of T2 Medical Home Infusion Company. Ms. Frohder Leto managed a staff of 20 nurses, pharmacists, pharmacy technicians, and delivery staff that provided patients with IV medications in the home. The majority of these patients were HIV/AIDS and cancer patients.

In the late 1990s, she began the master's degree program at Adelphi and then took a leave from nursing to begin her family. Following the events of 9/11, she teamed with the FDNY Counseling Unit to provide counseling and care to firefighters and their families in the New York City area. Ms. Frohder Leto drew on her family background and formal training to work within the fire department's culture. A difficult and emotional journey, it has also proven to be immensely rewarding, and has impacted her current counseling practice.

Ms. Frohder Leto has maintained her private practice for more than eight years. She is the proud mother of 11-year-old twins.

#### When and why did you first want to become a nurse?

I grew up in Wantagh and graduated early from high school to pursue a nursing degree. At age 16, I enrolled at Nassau Community College to begin my career as a nurse. In high school, I had a deep interest in science and its connection to health and disease. I wanted a chance to work with people directly and help them. I knew upon graduation that I needed a B.S.N. to continue my career, and move toward my goal of

advanced practice in nursing. I pursued my degree in Boston, but due to financial strain, returned to New York to work as an R.N. and attend Adelphi. I completed my B.S.N. while working as an R.N. with an A.S. degree.

#### Do you have favorite memories of your time at Adelphi and your residencies?

I found great teachers and mentors at Adelphi, including Dr. Judy Ackerhold and Dr. Anice Campagna. These professors shaped my future in nursing. Their knowledge, experience, and vision of where nurses should be were truly inspirational. Dr. Dorothea Hayes was my thesis adviser and brought out my best work. I won an award for my master's project on Infertility and the Grief Response. This topic was a personal struggle for me, and I am now the mother of twin boys!

#### What advice would you give to today's nursing students?

Don't be afraid to try new experiences. They are cumulative, and they build on your career. Once you choose an area of interest, immerse yourself in that specialty—become the expert.

Be ready on the front line. As nurses, we have the most important role in advocating for the patient so they receive safe and comprehensive care. Think outside the box. Ask yourself what is going on with this patient, what more can be done for the best outcome?





## MARY ANNE DUMAS PH.D. '90

### CHAIR, ADULT AND FAMILY NURSING AT STONY BROOK UNIVERSITY

#### Professional Career:

After completing her Ph.D. in Nursing in 1990 at Adelphi, Dr. Dumas began teaching at SUNY Stony Brook and working part time at a VA Hospital in primary care as a nurse practitioner (NP). More than 20 years earlier, her career had begun in a naval hospital at Camp Lejeune, North Carolina. Dr. Dumas has used her varied experiences in healthcare to supplement her interests in military healthcare, family well-being, and the increasing role of nurses and nurse practitioners.

She is President of the National Organization of Nurse Practitioner Faculties, and has received numerous awards for her service and research, including the 2007 Elizabeth Russell Belford Award for Excellence in Education, a Founders Award from Sigma Theta Tau International, the 2001 Sharp Cutting Edge Award from the American College of Nurse Practitioners, the 1996 Outstanding NP Educator Award from the National Organization of Nurse Practitioner Faculties, and the 1996 Excellence in Teaching awards from both the chancellor of the SUNY system and the president of Stony Brook University. In addition, she was selected for a prestigious fellowship by the American Academy of Nurse Practitioners in 2005 and for the Primary Health Policy Fellowship by the Department of Health and Human Services in 2003. Dr. Dumas was appointed by former President George W. Bush to the Medical Ethics Subcommittee of the Defense Health Board (a civilian board that oversees healthcare in the United States military and directly reports to the U.S. Secretary of Defense) in 2005.

An avid collector of nursing memorabilia and equipment, her collection includes letters written by and photographs of Florence Nightingale, nurses' *chatelaines*, and other historical nursing memorabilia. Dr. Dumas has three children, and enjoys hiking, reading, and scuba diving in her spare time.

#### When and why did you first want to become a nurse?

I grew up one of seven children, and I was always helping care for younger brothers and sisters. I believe that the caring aspect of nursing came naturally to me. I decided to become a nurse, a Navy Nurse, during the Vietnam War. I felt compelled to become part of the healthcare team who provided care to our young men and women who were serving their country, many of whom would make the 'ultimate sacrifice.' A belief in something bigger than myself, to provide the highest levels of care to those serving our country, led me to nursing.

After completing a bachelor's degree in 1970, I joined the U.S. Navy and spent five years as a Navy Nurse Corps officer. After being released from active duty, my husband and I returned to the east coast from California. I enrolled in an 86-credit, pioneering master's degree program at Stony Brook, to become a Family Nurse Practitioner (FNP). My first nurse practitioner position was in the Adelphi University–Molloy College Nursing Health Center, in Freeport, New York, funded by Robert Wood Johnson, in 1977. I've worked in several settings as an FNP, however, for the past 20 years, I've maintained a clinical practice in primary care at the Northport Veteran's Medical Center. In 1981, I was accepted into Adelphi's Ph.D. program. I always loved learning, and have striven for excellence in my professional life. My faculty position at Stony Brook began on the day of my oral defense. Dean Lenora McClean's invitation to meet with her "about my future" ultimately continued our professional relationship, which began in 1975 when she accepted me into her pioneering class of NP students, to the present day as one of her faculty.



**Who were your favorite faculty and what was your favorite class?**

My favorite professors were Irene Pagel, Roberta Abruzzi, and Steven Greenfield. My favorite class was Professor Greenfield's philosophy and critical thinking class.

**What are your favorite memories of your time at Adelphi?**

Earning the highest degree attainable, the Ph.D., was one of my greatest experiences. It has provided me with many opportunities since graduating. Six of us and our families celebrated our passing our candidacy exam. Being hooded at graduation by the president of the University. I also have enjoyed the process of performing my doctoral research on the needs of new fathers, a topic that wasn't discussed back then.

**What are some of the changes you have seen in nursing through the years?**

The equipment has dramatically changed. Disposable equipment didn't exist. I remember using a flashlight to look at the wounds of the wounded marines, marking their dressings to evaluate their wounds as a Navy nurse. I also remember how overwhelmed and appreciative young marines were when I remembered their names. I've never forgotten that lesson.

**What advice would you give to today's nursing students?**

Learning is lifelong. Always strive for excellence, learning something new every day. Never be over confident, and if you make a medical error, admit it immediately, so the damage/adverse effects can be minimized. We are in the business of taking care of people, and the stakes are high.

**Visit [nursing.adelphi.edu/profiles/](http://nursing.adelphi.edu/profiles/) to read more nursing profiles.**

## GIVE THE GIFT OF NURSING EDUCATION

Help provide the same educational opportunities you received to today's students. The Adelphi University Annual Fund provides support to each of the schools and colleges, and ensures that current and future students have the full advantage of an Adelphi education.

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# NURSING PINNING



Dr. Arlene Trolman (center) receives her Lifetime Honorary Faculty Advisor SNAP Award



Nursing graduates reciting the pledge, "May This Light"



# CEREMONIES

School of Nursing students continue to shine. The following students received awards at Pinning Ceremonies in May 2008:

Sheeba Abraham	Jessica Duliepre	Treshia McDonald	Geena Mapoy
Adepeju Adegbite	Anzhela Dupliy	Irina Mikhaylova	Joseph Saldin
Helena Adu	Perpetue Emile	Megan Mills	Eulalee Mattison
Irene Aghahowa	Richard Estrella	Inga Milman	Kelly Saliba
Aziza Alexander	Yeva Evin	Grethel Montenegro	Treshia McDonald
Fritz Allrich Jr.	Rose Faloyes	Christine Morabito	Cecile Sampson
Rhea Lee Amponin	Katherine Faughnan	Jaqueline Morales	Nicole Sanchez
Josephine Anin	Marcelle Ferdinand	Keshia Morris-Britton	Sari Schneider
David Antoine	Lisa Fragapane	Colleen Murphy	Jacqueline Sciara
Analiza Arcenas	Carrol Gale-Walters	Laura Mushaev	Elizabeth Seymore
Priscilla Giselle Arroyave	Pauliny Gedeon	Sreeja Nair	Anu Sharma
Zoleicho Avezbadalov	Rochelle Goncalves	Berta Natanelova	Maryna Sheina
Alecia Bacchus	Danielle Gonsalves	Jerry Noel	Stacy Shields
Barbara Barreau	Tari Gormley	Beatrice Ntiako	Paul Spinella
Jennifer Bedard	Alanna Graham	Stella Nwogugu	Alice Suen
Yulia Bekreneva	Candice Halinski	Chioma Nwokafor	Kim Sulich
Donna Belchikov	Camorine Harrison	Karen O'Brien	William Swigert
Kafayat Bello	Janet Harrison	Victoria Okai	Hydeone Syms
Kofi Boahen	Ariel Henney	Margaret-Mary Onwu	Mary Tate
Rita Bobodzhanov	Karen Hilden	Fiorella Opedal	Bizualem Tesfahoun
Jennifer Bowes	Lori Huxford	Judith Osagie	Bijily Thomas
Allison Brooks	Dorcas Idemudia	Itohan Osagie-Pat	Sanoj Thomas
Marjory Buly	Maria Ignatovich	Isabel Otero	Lereina Tiongson
Rachel Camille	Alex Ilchenko	Kedisha Palmer	Christina Tsoukalas
Sophia Campbell	Chang Hoon Jeon	Lejo Panicker	Violet Udemezue
Christina Chandra	Christina Johannesen	Stephanie Passarell	Veronica Velez
Vera Chebunina	Rochelle Johnson	Nirva Paul	Kira Volkin
Jean Chery	Regi Joseph	Michelle Peets	Kisha Wallace
Patricia Chery	Bethany Kennedy	Sonya Penkhasova	Joanna Ward
Seokyung Choi	Jungae Kim	Donna Peretto	Valerie Watson
Maria Contreras	Casey Koehl	Christina Persuad	Samantha Watts
Marianna Coscia	Meghan Koos	Cassandre Pierre	Michelle Weik
Laura Costa	Tara Kurz	Narold Pierre	Phyllis Yuen
Shana Davidowitz	Maxine Lee	Marcia Pommells	Luiza Yushuvayeva
Stephanie Davidson	Vilma Lee	Heavenlyanne Quiambao	Izabella Yusupova
Patricia Deitsch	Marissa Lepore	Elenita Rebolos	Anne Zwiazek
Lavern Dennis-Wilson	Danielle Levinson	Elizabeth Renaud	
Edwidge Desil	Geraldine Libbey	Linda Ricciuto	
Janine Dickson	Michelle Louis-Pierre	Victor Luu	
Sherrene Dinham	Victor Luu	Tameka Roebuck	
Ashley Diorio	Erin Lynch	Erin Lynch	
Aria-Ida Diosomito	Arvin Maala	Taryn Rosenberg	
Vanessa Douge	Geena Mapoy	Arvin Maala	
	Eulalee Mattison	Sheryl Rountree	



**The following students graduated with Nursing Honors in May 2008:**

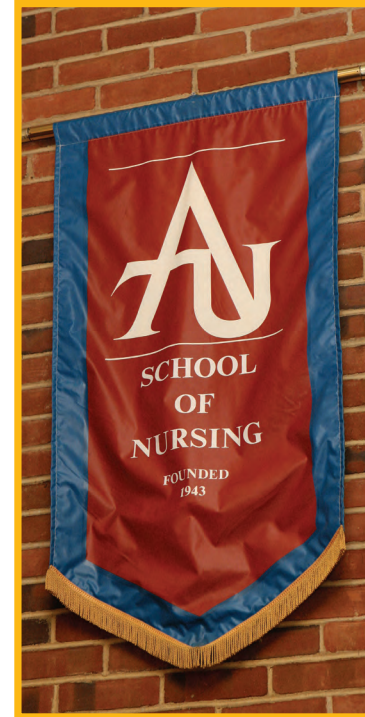
Irene Aghahowa	Maria Ignatovich	Keshia Morris-Britton
Kafayat Bello	Christina Johannese	Sreeja Nair
Jennifer Bowes	Regi Joseph	Stella Nwogugu
Allison Brooks	Bethany Kennedy	Stephanie Passarell
Shana Davidowitz	Casey Koehl	Michelle Peets
Stephanie Davidson	Meghan Koos	Heavenlyanne Quiambao
Vanessa Douge	Marissa Lepore	Taryn Rosenberg
Lori Huxford	Inga Milman	Sheryl Rountree
Dorcas Idemudia	Christine Morabito	Kira Volkin

**The following students were inducted into Sigma Theta Tau International Honor Society for Nursing for May 2008:**

Irene Aghahowa	Marissa Lepore	Taryn Rosenberg
Stephanie Davidson	Christine Morabito	Sheryl Rountree
Maria Ignatovich	Keshia Morris-Britton	Kim Sulich
Christina Johannese	Sreeja Nair	Kisha Wallace
Regi Joseph	Stella Nwogugu	Samantha Watts
Casey Koehl	Stephanie Passarell	
Meghan Koos	Heavenlyanne Quiambao	

School of Nursign students continue to succeed. The following students graduated from the Nursing Program in August 2008:

- |                        |                        |                        |
|------------------------|------------------------|------------------------|
| Jennifer L. Abruscati  | Francis Kass-Yirenkyi  | Marina Rabinovich      |
| Catherine J. Anderson  | Kyung S. Kim           | Leidy J. Rave          |
| Ryan M. Arreola        | Colleen M. King        | Natalie E. Rizzo       |
| Mervin R. Balingcongan | Raphael Kurlansik      | Claudia Roncayolo      |
| Rhonda M. Begelman     | Beatrice Labissiere    | Gayle D. Rudder        |
| Donna Belchikov        | Prima Lamarre          | Kevin P. Rummel        |
| Josie Benoit           | Kristy B. Lambert      | Margarita Sadykova     |
| Lauren M. Bonavoglia   | Valerie Lambert        | Patricia Saliba        |
| Doris Bonilla          | Joan S. Lambre         | Maria A. Sande         |
| Marlene Bryce          | Chantale Ligonde       | Tricia R. Sanders      |
| Chad D. Campbell       | Stephanie M. Liguori   | Marie J. Schwarz       |
| Emily M. Casados       | Lisa N. Martin         | Svetlana Shaulova      |
| Juliet A. Chacko       | Niamh A. McGowan       | Janet D. Sica          |
| Nancy Chacko           | Laushonda E. McLawhorn | Stella Simkhayeva      |
| Jennifer Shun Mei Chu  | Sherene K. McLeod      | Irina Teplinskaya      |
| Aishatou Cisse         | Cheryl E. McMeo        | Cynthia S. Terrenate   |
| Remy Codio             | Jacklyn Meo            | Jerica Teves           |
| Jessica L. Cutter      | Gina Mikhaylov         | Marie L. Thevenot      |
| Rushea A. Dawes        | Frida Molines          | Cristina O. Villanueva |
| Gillain K. Deosaran    | Kristina M. Munsch     | Kisha Wallace          |
| Angelica T. Desantis   | Marie C. Napon         | Tasha N. Williams      |
| Edwidge Desil          | Natacha Napon          |                        |
| Jean G. Desravines     | Michael J. Neiss       |                        |
| Jacob Ducatel          | Shatisha Nembhard      |                        |
| Lisle R. Duplan        | Amber E. Ng            |                        |
| Claire A. Durecko      | Inessa Nisonova        |                        |
| Jeslie K. Eapen        | Priscilla C. Nwabueze  |                        |
| Sandra A. Eccleston    | Patience C. Nwade      |                        |
| Maniel Elnatanov       | Onyeka Obianyo-agu     |                        |
| Nicole M. Forster      | Mary Kerry O'Brien     |                        |
| Dominique E. Gamboa    | Philomena N. Okeke     |                        |
| Kristine A. Gerold     | Desiree M. Ortiz       |                        |
| Astrid T. Grierson     | Barbara Osborne        |                        |
| Marie J. Henry         | Mary E. Otero          |                        |
| Jolanta M. Holowiak    | Bukky O. Otufale       |                        |
| Kerica C. Hutchinson   | Mei Ki Pang            |                        |
| Cora E. Ilegbameh      | Emmanuel Paul          |                        |
| Elizabeth C. Iniego    | Iraida A. Perez        |                        |
| Karol S. Isaac         | Marcos J. Perez        |                        |
| Mohammed F. Islam      | Denyse A. Pichardo     |                        |
| Ginu V. John           | Locksley E. Plummer    |                        |



SNAP Award winners (from left to right) Juliet Chacko '08, Mary Kerry O'Brien '08, and Karol Isaac '08, with Associate Professor Maryann Forbes after the August 2008 Pinning Ceremony



**The following students graduated with Nursing Honors in August 2008**

Donna Belchikov	Lisa N. Martin	Kevin P. Rummel
Juliet A. Chacko	Gina Mikhaylov	Tricia R. Sanders
Aishatou Cisse	Michael J. Neiss	Janet D. Sica
Cora E. Ilegbameh	Priscilla C. Nwabueze	Tasha N. Williams
Karol S. Isaac	Mary Kerry O'Brien	
Colleen M. King	Mary E. Otero	

**The following students were inducted into Sigma Theta Tau International Honor Society for Nursing in August 2008**

Juliet A. Chacko  
Mary Kerry O'Brien  
Mary E. Otero  
Kevin P. Rummel  
Tricia R. Sanders  
Janet D. Sica



Nursing graduates light the Florence Nightingale lamps during the School for Nursing Pinning Ceremony.

# CALLING ALL SCHOOL OF NURSING ALUMNI!

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Title or Position \_\_\_\_\_

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## Interested in Giving Professional Guidance to Students and Other Alumni?

The Office of Alumni Relations is constantly working to develop new and interesting programs for our alumni. One program in which you may be interested is our C.O.A.C.H. (Count on Alumni for Career Help) Speaker/Mentor program. The Alumni Office and other groups on campus, including student groups, often seek alumni speakers and mentors for various programs. We also receive requests for alumni to speak on a professional topic or about a particular industry.



We are seeking to develop a database of alumni willing to speak or provide advice either generically or on a specific area of business. Being part of the program simply means that our office may contact you if a request for speaking/mentoring arises that matches your background or interests. Your time commitment for this engagement opportunity would be minimal. If you are interested in being included in our database of speakers/mentors, please check the box below, call (516) 877-2470, or email [alumni@adelphi.edu](mailto:alumni@adelphi.edu).

I am interested in joining the C.O.A.C.H. Speaker/Mentor program.



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