



# ILLUMINATIONS

*School of Nursing*

NEWS FROM THE ADELPHI UNIVERSITY SCHOOL OF NURSING

*LEADING TO NEW HORIZONS IN NURSING*

2010

## Preparing Tomorrow's Leaders



## MESSAGE FROM THE DEAN

Where have all the nursing jobs gone? Or what nursing shortage?



A year ago, our graduates were in high demand. Now, it seems that the market for nurses has dried up, at least in our area. Variables such as our sluggish economy, minimal retirements, hospital closings, hospital fiscal losses, budget freezes, patient moves to outpatient facilities, questions about Washington's health plan, and a large increase in new graduates are impacting the employment of both experienced nurses and new graduates. The literature asserts that this trend is short-lived, that nurses eventually will retire and jobs again will be plentiful. I tend to agree with that, but will employment prospects look like they have before?

Signs indicate that healthcare is moving towards a focus on primary care and wellness. We've heard this prediction before, but I think that it will come true this time. What's in it for nursing this go around? Plenty. Primary care, access, and wellness have always been the purview of nursing. Throughout history, nurses have delivered care to those who had trouble accessing it or affording it. Our current healthcare system is focused on costly acute and tertiary care. Could it be that we will now move, however slowly, towards a model where we intervene in people's lives early enough to prevent some of the health problems that plague our population and cost us a fortune? And will such preventive care be valued and reimbursed at a level reasonable enough to support practitioners? Hopefully. Either way, nursing will once again be in the forefront. Nurse practitioners, controversial once again within the medical community, will be in the forefront. With a heightened emphasis on community, informatics, wellness, and genetics,

our revised undergraduate curriculum will surely help our graduates handle the issues of the future.

The School of Nursing is diligent in preparing future leaders at all levels. Our undergraduate, master's, and doctoral students are focused on taking the lead in meeting the needs of a complex healthcare system. Adelphi nurses are trained to be ready to "step up to the plate" and intervene for the betterment of healthcare in this country. We, as nurses, once again have an opportunity to set the pace for the future by using the talents and skills gained in our earliest training, including organization, critical thinking, improvisation, adaptation, persistence, advocacy, inquisition, leadership, integrity, insight, and courage. Not a bad tool set. If you think you lack these, dig deep and you will find them, and you'll also think of challenges you've faced in your life and careers where you have called on these skills to get you through. All of the skills listed above are essential in moving our country's healthcare forward.

Maybe we're in a paradigm shift, and our opportunity is right in front of us. Maybe we're just waiting for the next step. Regardless, change is coming and so is a continuing bright future for nurses. It's not enough to wait for the change, we should be driving it. The future might not look the same, but the skills and values shaping it will be. At Adelphi, we believe this, and are working hard to prepare our students for the variety of roles they will play going forward. Clinical nurses, teachers, managers, educators, and front line practitioners, whatever they do, will all be prepared to lead. We've operated this way for years and will continue to. Look through the pages of our magazine, and you'll see it: past, present, and future. We're proud of what we do and believe that the future of nursing is bright and bold. There will be opportunity for all of us, and the current job shortage is to be short-lived. As it's waning down, *carpe diem!*

To the future.

A handwritten signature in black ink, appearing to read "Patrick R. Coonan".

Patrick R. Coonan, Ed.D., R.N. '78, NEA-BC, FACHE  
Dean and Professor



# WHO? GIVES

*A few moments with  
Adelphi benefactors*

## RONNIE LEIBOWITZ '61 AND LINDA TENENBAUM '61

### The Nursing Class of 1961 Endowed Scholarship Fund

#### **Fondest Adelphi Memories:**

There were just 23 of us in our nursing class who graduated in 1961, and our small group grew very close at Adelphi. We can still remember the pride we felt putting on our uniforms for the very first time; living in the nurses' residence at Meadowbrook Hospital; playing bridge into the night or finding other things to do when we should have been studying; and our entire class passing the state boards on the first try! Though many years have passed, the bonds of our friendship remain as strong as ever.

#### **Our Adelphi Story:**

The upcoming 50th anniversary of our graduation got us thinking about our years at Adelphi. We consider ourselves fortunate to have had such a special undergraduate experience. Adelphi allowed us to develop lifelong friendships. It gave us a great clinical foundation and opened a world of never-ending learning opportunities. Many of us went on to obtain graduate

degrees, and became well-respected leaders in our areas of specialization. It is thanks to Adelphi that we were able to achieve all that we have throughout our lives and professional careers.

#### **Why We Give:**

To commemorate our 50th anniversary, we knew we wanted to find a meaningful way to honor the School of Nursing Class of 1961, especially the four members of our class who are no longer with us. Many of us would not have been able to attend Adelphi had we not received financial aid from Adelphi as well as other sources. Creating a scholarship—a permanent tribute to the Nursing Class of 1961—is a way for us to ensure that current nursing students receive the same opportunities we did at Adelphi. It's nice to know that the scholarship fund we establish today will provide support that will help students for generations to come.

## Did You Know?

More than 60 nursing alumni profiles are published on Adelphi's Web site. Among them are nine individuals who have served as deans of colleges and 21 who hold doctoral degrees.



#### **THE 65 YEARS FUND**

Since 2008, alumni and friends have made generous contributions to establish The 65 Years Fund. This endowment will continue to grow with future gifts and provide scholarship support for students in the School of Nursing for years to come. Stay tuned for more information about The 65 Years Fund in future newsletters.

For more information, or to give to The 65 Years Fund, please visit [nursing.adelphi.edu/65years](http://nursing.adelphi.edu/65years), or contact Erin Gayron in the Office of University Advancement at (516) 877-3475.

## AN INNOVATIVE CLINICAL EDUCATION MODEL:

### ADELPHI PARTNERS WITH ST. FRANCIS HOSPITAL TO CREATE SUPPORTIVE ENVIRONMENTS FOR NURSING STUDENTS

In February 2009, the School of Nursing teamed up with Long Island's St. Francis Hospital to establish a dedicated education unit, or DEU, in an effort to enhance the clinical skills of Adelphi nursing students and foster a closer connection between the University and a premiere hospital.

In a typical clinical experience, eight student nurses work with one clinical faculty member and each care for one patient during an eight-hour shift. Through the DEU, pairs of Adelphi students work with one St. Francis R.N., called an education ambassador, providing care to four patients. The students also experience 12-hour shifts, ensuring that they report to colleagues and other healthcare professionals in the unit.

Elizabeth Cotter, nurse educator at St. Francis Hospital, who established the program, says the interaction with physicians is especially important because "nursing students are afraid of doctors." Her goal is to make the students "feel like they are part of the unit."

"I believe you have to be comfortable in your environment in order to learn," says Ms. Cotter.

Students work with the same education ambassador for two semesters. "One of the project's objectives is to foster a mentoring relationship between the education ambassador and student nurses, creating an environment that fosters clinical confidence, professional security, and trust," wrote Ann Cella, senior vice president of patient care services at St. Francis Hospital, in an article in *Advance for Nurses*.

Ms. Cotter is currently studying the DEU's impact on students' sense of belonging, satisfaction, and confidence.

To date, 32 Adelphi students have participated in the program, and more are eager to get involved. Students must write an essay as part of the application process, and, according to Ms. Cotter, "It has become popular among the students. It is talked about in SNAP [Student Nurses Acting for Progress]."

## ON THE ROAD:

### SON FACULTY AND STUDENTS PRESENT AT ENRS MEETING



Associate Professor Maryann Forbes presented on adjunct faculty development at ENRS.

Presentations from Adelphi School of Nursing faculty and students were selected through a peer review process for the Eastern Nursing Research Society (ENRS) conference in Providence, Rhode Island, March 24–26, 2010. Associate Professor Maryann Forbes, Ph.D., R.N., presented research on "Adjunct Faculty Development: Needs and Innovative Solutions," a research study completed with colleagues Dr. Jane White and Dr. Mary Hickey. The study was recently published in the March–April issue of *The Journal of Professional Nursing*. Carol Soto, A.N.P., M.S., a doctoral candidate in the School of Nursing, presented a poster on the topic of her dissertation, a qualitative research study on "The Process of Mothering an Obese Child." Two master's students also presented their poster entitled, "Scholarly Literacy

# ANNUAL SCHOLARSHIP DAY

## UNDERGRADUATES PRESENT THEIR RESEARCH

The School of Nursing's annual Scholarship Day provides students with an opportunity to present research proposals that they prepare as part of their research courses. For the past two years, students from Assistant Professor Patricia Eckardt's undergraduate nursing research course have presented their individual research proposal presentations in poster format to a panel of three judges and the Adelphi academic community.

The posters are judged on their merit, and the presenters are judged on their scholarly discussions regarding defense of research design chosen, theoretical framework for hypotheses, and threats to internal and external validity with School of Nursing faculty judges. First, second, and third prizes are awarded at the School's annual pinning ceremony in May, and every student participant receives a certificate of participation.

The event helps prepare undergraduate students for evidence-based practice in their clinical areas after graduation, allowing them to network with clinical experts and to begin the research foundational course work necessary for successful graduate studies.



Assistant Professor Xianqiong (Cindy) Feng judging a poster at Scholarship Day 2010

Enhancement: A Student-Centered Learning Approach Implemented by a Journal Club." Their work was part of the requirements for their capstone project. Also attending the conference were: Dr. Patricia Donohue-Porter, director of the Ph.D. program; Dr. Jane White, associate dean for research and graduate programs; doctoral candidate Debra Grice, and master's students Kristen Bellos-Rojas, Leigh Campo, Karen Hylton-McGuire, and Lisa Martin.



Ph.D. candidate Carol Soto presented a poster at ENRS.



*In 2006, the Adelphi University School of Nursing began an ambitious revision of the baccalaureate nursing curriculum. The questions on the table: What knowledge and skills do nurses need to provide high-quality patient care in the 21st century? How can the School of Nursing best prepare nurses for practice?*

**B**ecause of recent breakthroughs in medical knowledge, the now pervasive and critical presence of information technology, and shifting patient demographics, a consensus has been forming among healthcare educators that past models of healthcare education are increasingly inadequate to meet today's challenges. In recent years, the Institute of Medicine, the National League for Nurses (NLN), and the American Association of Colleges of Nursing (AACN) have all vocally and formally supported new methods of educating healthcare professionals.

With this consensus in mind, the School of Nursing convened a task force, with representatives from each specialty area, to undertake an evaluation of the existing

curriculum, review the literature related to curriculum reform in nursing education, and review curricula from schools around the country.

Almost four years later, after thorough discussion and debate, the faculty voted to accept the new curriculum. The new curriculum took effect for freshmen entering the program in fall 2009, with a gradual roll out to ensure a smooth transition.

"Healthcare and nursing practice have undergone dramatic changes during the past decade, and the competencies required of new graduate nurses have also changed," says Associate Professor Maryann Forbes, cochair of the Curriculum Task Force.

# CURRICULUM

PREPARES NURSES FOR 21<sup>ST</sup> CENTURY PRACTICE



"This new curriculum provides our graduates with the knowledge, skills, and attitudes needed to practice as professional nurses in this changing environment. A major curricular revision such as this required extensive collaboration, perseverance, and commitment to change on the part of the entire School of Nursing faculty."

The School of Nursing set a number of goals for the curriculum revision, including to create meaningful change, help students develop critical thinking skills, and ensure the curriculum retained some flexibility for future adaptation as well as incorporating Adelphi University-wide learning goals.

An additional goal was to better prepare all students for practice, but in particular to educate skilled and capable generalist nurses. Traditionally, nursing curricula has emphasized all specialties equally, despite the fact that most nurses work in hospital settings, particularly in critical care units and medical-surgical units.

One of the most difficult and controversial parts of the curriculum revision was determining which content areas to keep, enhance, or delete. With the goal of educating a generalist nurse in mind, the number of credits in specialty courses, including pediatrics, obstetrics, and psychiatric

nursing, was reduced. A further survey of courses revealed a great deal of overlap and redundancy in course content. Eliminating some of this redundancy enabled new courses to be added and content to be updated.

The faculty identified knowledge of genetics as critical for nurses who now support and counsel patients facing genetics-based decisions, and the new curriculum includes a 2-credit genetics course to address this need, taught by the Biology Department. (Continued on page 8)

“Healthcare and nursing practice have undergone dramatic changes over the past decade, and the competencies required of new graduate nurses have also changed.”

- Associate Professor Maryann Forbes

“ If there's one lesson you could teach your students to prepare them for the future, what would it be? ”



**MARILYN KLAINBERG**  
*Associate Professor*

Nurses care for human lives, so, in addition to being educationally prepared, having good critical thinking, and outstanding technical skills, I want my students to be ethical, caring, and honest human beings.



**KENNETH C. RONDELLO**  
*Assistant Professor*

We're all in this together.



**ANDREA MCCRINK**  
*Assistant Professor*

Always be ethical in all you say and do as a Registered Nurse.



**MAUREEN ROLLER**  
*Clinical Assistant Professor*

Nursing is a privilege and a responsibility. We must always remember we are caring for a human being who may be experiencing a health crisis. Each patient needs our caring as well as our knowledge to assist them safely through the healthcare system. Recognize what you know and what you do not know...find out!



**MARGOT DESEVO**  
*Associate Professor*

When in the clinical area, always think of the worst-case scenario and prepare for it. If it happens, then you are ready to act; you do not have to play catch up.

(continued from page 7)

The faculty also identified student weaknesses in chemistry, pathophysiology, and pharmacology. This determination led to a shift from an 8-credit chemistry requirement to a 5-credit course focused on chemistry in healthcare; a new 3-credit pathophysiology course; and the restructuring of the pharmacology course into two sequential courses.

Strengthening geriatric content was yet another priority, and the faculty created a 3-credit class focused on the care of older adults and best practices in geriatric care.

In addition to revealing redundancies among content areas, the survey of courses also revealed that almost all courses were taught using a traditional teacher-centered pedagogy rather than more exploratory, student-centered approaches.

To address this shortfall and to encourage critical thinking, clinical judgment, and educate nurses to provide patient-centered care, the faculty developed a series of "integration seminars" to be run concurrently with clinical courses. The integration seminars involve narrative pedagogy and unfolding case studies, enabling students to engage in critical problem solving as well as discussions about their own experiences and how these attitudes relate to the needs of their patients.

As a culminating critical-thinking experience, students are now required to complete an end-of-program capstone project.

In order to ensure that graduates are prepared to practice in a technology-rich environment, the faculty also designed a class on "Informatics in Healthcare," which introduces students to electronic medical records and personal digital assistants as point-of-care information resources.

While specific changes to course structures were critical to the new curriculum, threading professional values throughout the curriculum was also essential. The values of integrity, excellence, respect, accountability, and diversity are built into every course syllabus.

Says Dean Coonan, "The creativity, innovative thinking, hard work, and persistence of our faculty has led to the creation of an effective and comprehensive nursing curriculum that will help our students meet the healthcare needs of the public now, and into the future."



## MASTER'S STUDENTS SEE A FUTURE FULL OF POSSIBILITIES

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Across the School of Nursing's four master's degree programs, students are preparing for their futures as leaders in nursing.



### DEBORAH LAWRENCE

*Candidate for M.S. in nursing administration*

“I am pursuing my master's in nursing administration after having been out of school and practicing at the bedside for over two decades. Adelphi has given me the confidence and guidance to ensure that I will succeed. I have significantly improved my writing, presentation, and research skills through feedback from my professors and the opportunity for collaborative interaction with faculty and peers from all areas of expertise.”



### JANICE BAGLIETTO, R.N., B.S.N.

*Candidate for M.S. in nursing education*

“Nurses, now and in the future, will need to be able to seek and/or carry out research so that we, as a profession, can provide evidenced-based care and knowledge to our clients. Adelphi has given me the tools that I need to seek out the answers to my questions. As of this moment, I do not know what my next career path will be in nursing, but it is my hope to someday transition into the domain of nursing education. It is not enough, as a nurse, to just have an understanding of a clinical problem and provide care, but it is also essential to be able to teach the client, whether an individual, a family, or a community, what he or she will need to know for the maintenance, promotion, and/or the attainment of health or a peaceful and dignified death.”



### CHERYL BEST

*Candidate for M.S. in nursing: adult health nurse practitioner*

“Adelphi's graduate nursing program has opened my eyes to the future and possibilities. I find myself looking for ways to effect change as a nurse leader should. Working in the medical intensive care unit gives me great opportunities to utilize my newfound knowledge. Now, I don't complain when there are new guidelines or protocols. Instead, I ask, 'Where is the evidence that supports this?'”

## MANHATTAN CENTER NURSING PROGRAMS: BRINGING FLEXIBILITY AND DIVERSITY TO MEET NEW YORK CITY'S NEEDS



In the spring of 2005, the Adelphi University Manhattan Center welcomed its first cohort of nursing students. Today, more than 220 nursing students are enrolled in the Center's innovative evening B.S. in nursing program. "It's very exciting," says Patricia Garofalo, director of Manhattan nursing and coordinator of extension programs. "We're the only evening bachelor's degree program in nursing in the city. We're flexible to meet students' needs."

The program is a transfer-only program, meaning that students must take their general education courses and prerequisite science courses elsewhere before coming to the Manhattan Center to take specific nursing courses. Thanks to Professor Garofalo's influence, however, one general education class is offered: an art class for nursing students every Wednesday night. "It's therapeutic," she says. Murals painted by students in the course now decorate the building.

## REVISED M.S. IN NURSING ADMINISTRATION: BRINGING BUSINESS SAVVY TO HEALTHCARE *By Patricia Eckardt, Assistant Professor*

The School of Nursing has revised its M.S. in nursing administration program to encompass more courses taken in the School of Business. The updated curriculum provides the nurse leader with the knowledge and skills to excel in healthcare management.

In order to ensure that students can apply the business content to healthcare settings, three new courses called "integration seminars" have been developed and are in the approval process. These three courses assist graduate students in applying business principles to nurse practice

settings. The course content that nursing students study in business is extrapolated each semester for the integration courses. The first integration course, for example, is offered the same semester that students take "Accounting 500" in the School of Business and focuses on accounting for nurse leaders. Through a series of interactive sessions, students learn key Generally Accepted Accounting Principles (GAAP) and the recording and analysis of business transactions. The final project involves students looking at an example of a nursing leader's accounting responsibilities, then applying the GAAP and accepted methods of

Geared toward working people, the Manhattan Center's evening B.S. program attracts students from communities throughout New York City. "Right now, I have three cab drivers from the Bronx and a big community from Brooklyn where Russian is their first language," says Professor Garofalo. "We have people from all over the world here, really. We're so diverse, because the population in the city is so diverse. And it's very exciting that we're graduating nurses with the cultural diversity to match and take care of the population."

The evening B.S. in nursing program isn't the only innovative program taking shape at the Manhattan Center.

The Center launched another program in collaboration with a Brooklyn seminary in 2008 to offer Orthodox Jewish women an opportunity to study to become nurses. The program offers classes during the day, with special arrangements for Sunday clinicals and a schedule built around observance of holidays. The first cohort of 22 women is graduating this spring. "These women are real trailblazers," Professor Garofalo says.

For more information about nursing programs in Manhattan, visit [adelphi.edu/manhattan](http://adelphi.edu/manhattan).



recording and analyzing transactions within the accounting industry to the chosen nursing accounting responsibility.

To accommodate our graduate students and their work schedules, most courses in the program are scheduled after 4:00 p.m., and intensive summer courses, also offered at convenient times, are available. The new curriculum reflects the business plan that was used to meet the "critical to quality" (CTQs) identified by our primary stakeholders—graduate students who are working nurses.

One significant outcome of this newly revised curriculum is that the courses taken within the School of Business can be applied toward an Adelphi M.B.A. degree. Our recently enrolled students are excited about this added benefit, and many say they plan to pursue an M.B.A.

## THE SCHOOL OF NURSING CELEBRATES THE INTERNATIONAL YEAR OF THE NURSE

In recognition of the 100th anniversary of Florence Nightingale's death, nurses and nursing organizations around the world have declared 2010 the International Year of the Nurse. But the goal of the International Year of the Nurse is more than just celebration. It's an opportunity to promote global health and draw attention to the critical role of nurses and healthcare workers worldwide, in particular, their role in advancing the United Nations Millennium Development Goals.

As part of this effort, nurses have called for a United Nations resolution designating 2010 as the International Year of the Nurse, and Adelphi University School of Nursing students and faculty have joined in advocating for the resolution.

Under the direction of Associate Professor Holly Shaw, who also serves as Adelphi's representative to the UN, School of Nursing students are visiting UN ambassadorial missions and meeting with ambassadors or their staffs to discuss the resolution and the role nurses play in promoting global health. As part of this "Make a Visit, Make a Difference" initiative, students have now met with about 35 of the 102 missions, reports Dr. Shaw.

Advocating for the resolution is exciting and important, but just as exciting and important are the lessons the students are learning. "It's also a way of incorporating the core professional values of nursing—human dignity, altruism, compassion—in a very real way. When students sit in a classroom and read a book, it doesn't have the same impact as being at the UN or talking with an ambassador."

In addition to the "Make a Visit, Make a Difference" initiative, School of Nursing students and faculty attended Human Rights Day 2009 at the UN on December 10, 2009, as well as UN Day on April 30, 2010. "It's thrilling to see students participate in briefings, and at the end of the briefing, ask questions, stand up, and introduce themselves as Adelphi School of Nursing students."

Outside of their United Nations advocacy, the organizers of the International Year of the Nurse are bringing nurses together to celebrate and collaborate in many other forums throughout the year. The largest official gathering, a



Pictured from left: Adelphi students Anna Gritsyuta, Theresa Criscitelli, R.N., and Feruza Muhiddinova; Third Secretary Samar Al-Zibdeh; Holly Shaw, R.N., Adelphi associate professor and UN representative for Adelphi; and Adelphi students Temanie Barthelemy and Janice Lang.

*Photo by Tracey Boyd. Copyright Gannett Healthcare Group*

commemorative global service, took place at the National Cathedral in Washington, D.C., on April 25, 2010.

Dr. Shaw was invited to participate in the ceremony and was given the honor of bearing a flag in the procession. She notes that the anniversary of Florence Nightingale's death is an especially worthy occasion for celebration. "Florence Nightingale really started modern day epidemiology and statistics. She brought incredible compassion to nursing, but she also laid the groundwork for the evidence-based practice we revere today."

As Adelphi's International Year of the Nurse efforts continue to unfold, School of Nursing students will continue to have opportunities to explore global health issues. Says Dr. Shaw, "This work is educating students to be global citizens, activists, and advocates."

# VANESSA RODRIGUEZ '10

## CARING IS HER CALLING

**V**anessa Rodriguez '10 is the first person in her family to graduate from high school and college. Her grandparents moved to New York from Puerto Rico, where they had obtained a sixth-grade education, and her mother is working toward her G.E.D. A lifelong interest in science, and a lifetime spent caring for her grandparents, who suffer from diabetes, inspired her to pursue a career in nursing.

"I chose nursing mostly because if anything were to happen to them (my grandparents), I would know what to do," says Ms. Rodriguez.

An internship in the oncology unit at Beth Israel Medical Center has given her a taste of what's ahead. Working 12-hour shifts, she cares for six patients at a time, which is both exhausting and exhilarating. "Nursing has been such a rewarding experience; it's good for the soul," she says. "As tired as I am every shift, I always leave happy."

She says the work requires critical thinking, prioritization, strong communication skills, and large doses of compassion. "You need a lot of compassion and empathy when you deal with people, especially on that floor," says Ms. Rodriguez. "They're sick. They're dying...You have to deal with the family."

While evaluating an elderly man for admission, she discovered dirty, infected dressings due to neglectful care in his nursing home. She took the time, not just to redress him, but also to give him a thorough scrub—a responsibility she could have delegated but took on so that she could restore his dignity.

Living with, and caring for her aging grandparents from a young age allowed her to understand those who are suffering, particularly the elderly. "I have a lot of patience because I've taken care of my grandparents every time they've been sick for the past 22 years of my life," she says.

Ms. Rodriguez has found an extended family in the nurses and other professionals she has worked with at Beth Israel. "I love my nurse; I love my manager; I love the PCAs (personal care assistants); I love the clerks that work there; I love the patients; I love all of them," she says.



Fortunately, the love is mutual. Her preceptor nurse is even paying for her to take the NCLEX this summer, so that she can qualify to work at the hospital—a significant show of support at a time when one major New York hospital, St. Vincent's, has closed, and hospital jobs are growing scarce.

Ms. Rodriguez has also found a family at Adelphi, where, she says, faculty go to great lengths to help their students succeed, and nursing students support each other.

She expects that, in the future, nurses will be required to have bachelor's degrees and sees it as a good thing. "A bachelor's degree provides you with a more well-rounded education," she says, citing courses she has taken in French, Spanish, art, and history.

"In order to be all you can be in this world, you have to be worldly," she says. "You can't just know one thing. You have to remain competitive."

## A STRONG PROGNOSIS FOR ADELPHI'S PH.D. PROGRAM

By Patricia Donohue-Porter  
Associate Professor and Doctoral Program Director

**T**he Ph.D. program in the School of Nursing, which entered its fourth year last fall, is excelling and poised for growth.

In preparing expert nursing scholars, the Ph.D. program supports the advancement of knowledge development for the discipline and its contribution to nursing science, as well as the advancement of healthcare through research, teaching, leadership, and policy endeavors.

As a testament to the quality of the program, Adelphi Ph.D. candidates have merited increased funding from the Nurse Faculty Loan Program and the Senator Patricia K. McGee Nursing Faculty Scholarship Program, both of which support students who pursue faculty positions after graduation.

The Ph.D. program is fully integrated within the School of Nursing, with Adelphi University School of Nursing faculty teaching course content, mentoring in research activities, and guiding dissertation work. Our network of more than 150 Ph.D. alumni from our former doctoral program

support and expand the intellectual climate necessary to the doctoral education experience. A unique aspect of the program is our visiting scholars who serve as lecturers or "in residence" at regular intervals to enrich the education of our students.

Admissions are at an all-time high as Ph.D. applicants seek a program that offers both full- and part-time options for study within a program that values student success, and provides support in all areas needed to begin the rigor and challenge of doctoral education. Development of a doctoral student association is underway.

Faculty attendance at the annual American Association of Colleges of Nursing Doctoral Education Conference, national and regional research societies, and collaboration in regional clinical research groups of interest, promote the high quality and continued cutting-edge format and content of the Adelphi Ph.D. program.



Associate Professor and Doctoral Program Director Patricia Donohue-Porter



Nursing students hit the books (left) and attend a lecture (right).

## MEET OUR SCHOLARS

Scholars in residence and visiting scholars enrich Adelphi's nursing Ph.D. program with their experience and expertise. We're pleased to introduce you to some of our recent scholars in residence.

### **STEVEN BAUMANN Ph.D. '90** *Buckley Visiting Scholar, Summer 2010*



Dr. Baumann received a Ph.D. in nursing from Adelphi University, master's degrees from Hunter College and The Catholic University of America, and a B.S.N. from Molloy College. Dr. Baumann holds a faculty position as a professor of nursing

at Hunter College with an appointment to the faculty of the Graduate Center of the City of New York. At Hunter College, he is the coordinator of the gerontological nurse practitioner/adult nurse practitioner program and teaches gerontological nurse practitioners and psychiatric nurses. His current clinical practice is as behavioral health nurse practitioner at Huntington Hospital of the North Shore-Long Island Jewish Healthcare System. He is board certified by the American Nurses Credentialing Center (ANCC) as a gerontological nurse practitioner and a psychiatric-mental health nurse practitioner, as well as a psychiatric clinical nurse specialist.

### **JOANNE JOYNER** *Buckley Visiting Scholar, Summer 2010*



Dr. Joyner received a Doctor of Nursing Science, a Doctor of Philosophy, and Master of Science in nursing from The Catholic University of America. She holds an R.N. diploma from the Washington Hospital Center School of Nursing

and a Bachelor of Science in nursing from Columbia Union College. Dr. Joyner is currently the director and an associate professor in the nursing program at the University of the District of Columbia. Prior to taking this position, Dr. Joyner served as the chairperson of the Department of Nursing at Bowie State University. She is ANCC-certified as a clinical nurse specialist in adult psychiatric and mental health nursing. She completed certificate programs in intensive and advanced bioethics at Georgetown University and the Veterans Health Administration.

### **CORRINE JURGENS** *Buckley Visiting Scholar in Residence 2008–2010*



Dr. Jurgens, Ph.D., R.N., A.N.P.-B.C., F.A.H.A., is a clinical associate professor at Stony Brook University School of Nursing. As a clinical investigator, Dr. Jurgens focuses her research on heart failure patients and their self-care. Dr. Jurgens is the chair

of the nursing committee for the Heart Failure Society of America, serves on the Quality of Care and Outcomes Research Council for the American Heart Association, and chairs a peer review committee for grants for the American Heart Association. She was elected as a fellow of the Cardiovascular Nursing Council in 2008 and the Quality of Care and Outcomes Research Council of the American Heart Association in 2009.

### **LILY THOMAS** *Buckley Visiting Scholar in Residence 2010–2012*



Dr. Thomas, Ph.D., R.N., is the vice president of System Nursing Research at the North Shore-Long Island Jewish Health System. She is also a member of the Regional Alliance for Evidence-Based Practice, New York, the chair of the System Nursing Research

and Evidence-Based Council of the health system, and a member of the Improvement Science Research Network Steering Council coordinated by Academic Center of Evidence-Based Practice at the University of Texas Health Science Center at San Antonio.

## PH.D. CANDIDATE LAUNCHES RESEARCH ON THE HEALTH EFFECTS OF TRANSNATIONAL MOTHERING

**P**h.D. in nursing candidate Miriam Ford has been a nurse practitioner since 1998. Currently serving as the director of the Mercy College Nursing Program in Dobbs Ferry, New York, Ms. Ford is also conducting research on the health effects of transnational mothering.

"From 1997 to 2007," Ms. Ford explains, "some friends and I ran a free clinic for uninsured adults in East Harlem. Most of the people we saw were from Mexico, and one of the things that struck me was the fact that a lot of the women had children in Mexico, who were still in Mexico while the women were here. There's a lot more in the literature about transnational living, but there's not so much about the experience of women who are mothers, and in particular how this affects their health."

Ms. Ford is just beginning her dissertation, so she doesn't yet have research results, but her years of experience at the clinic in East Harlem offer some insight. "Observationally," she says, "there was one woman whose blood pressure we just couldn't get under control, and finally I asked her what was going on in her life. I talked about stress, and said I was concerned, and she just started sobbing and talked about her son who was 16 at the time and was alone. This family was from Ecuador, and they were going through all sorts of machinations to get him to the States, and it just wasn't working."

In recent months, Ms. Ford has traveled twice to Haiti to volunteer at a clinic in Port-au-Prince. She plans to head back for a third time in the coming months, and she sees some similarities between her work there and her work with transnational mothers at the clinic in East Harlem. "As a healthcare provider, there's not much you can do for people in some situations, except let them tell their story. But it helps to let people tell their story."



Miriam Ford volunteered with the earthquake recovery effort in Haiti. Here, she's with a child in Cite Soleil.

*Photograph by Johanna Berrigan*

At the same time, Ms. Ford firmly believes in doing more than just listening. "At Mercy College where I am teaching, we instituted a health policy class on the graduate and the undergraduate level. That's one of the most important things, that nursing students see how they, as individual clinicians working at the intimate personal level, are connected to the larger picture. There is an opportunity to really get our voices out there as nurses and impact what's going on."



# A CONVERSATION WITH MARY ANNE DUMAS PH.D. '90

Mary Anne Dumas Ph.D. '90 has been living her passion as president of the National Organization of Nurse Practitioner Faculties (NONPF), the only faculty organization specifically devoted to promoting quality nurse practitioner education at the national and international levels. While Dr. Dumas completed her term as president of NONPF on April 18, 2010, she will continue to represent NONPF in practice issues at a national level.

Dr. Dumas shares career highlights in her own words.

## **I chose nursing because:**

I decided to become a nurse, a Navy Nurse, during the Vietnam War. I felt compelled to become part of the healthcare team that provided care to our young men and women who were serving their country, many who would make the 'ultimate sacrifice.' A belief in something bigger than myself, to provide the highest level of care to those serving our country, led me to nursing.

In 1985, I began pursuing my Ph.D. at Adelphi. I consider earning a Ph.D. in my field to be one of my greatest experiences, and it has provided me with many opportunities. Immediately after graduating from Adelphi, I was approached by the dean of nursing at Stony Brook University to teach in the nurse practitioner program.

## **Most proud of:**

My most satisfying accomplishment has been in contributing to the development of national standards for nurse practitioner education. As the president of the National Organization of Nurse Practitioner Faculties, I submitted two written testimonies to the Institute of Medicine for the Forum on the Future of Nursing, on both primary care and nurse practitioner education. I was invited by the Institute of Medicine to provide oral testimony at the 2010 Forum on the Future of Nursing: Education. It was an incredibly prestigious honor.

On September 10, 2009, I was invited to the White House for a presidential briefing on healthcare reform. I was the only advanced practice nurse present. It was an incredible experience to sit in the first row, just three feet from the leader of the free world.



Dr. Mary Anne Dumas Ph.D. '90 (left) at a 2009 presidential briefing at the White House with Dr. Mary Wakefield, administrator of the Health Resources and Services Administration (HRSA). HRSA, an agency of the U.S. Department of Health and Human Services, oversees programs that bring healthcare to the uninsured, particularly in underserved communities.



# NURSING LEADERS CONVENE

*“Challenging Healthcare Issues in the 21st Century and Their Impact on Nursing” was the theme of the sixth annual Nursing Leadership and Research Conference, hosted last April by the School of Nursing and the Alpha Omega Chapter of Sigma Theta Tau International Honor Society of Nursing.*

The event featured exhibitors, raffles, a silent auction, numerous presentations by experts in the field, and an award presentation for retired Adelphi Professor Mary Dewar, R.N., who received the Alpha Omega Chapter of Sigma Theta Tau Lifetime Achievement Award.

According to Deborah Ambrosio, conference cochair and clinical assistant professor in the School of Nursing, “It’s important for nurses to share their vision and stories of leadership with each other.”

“This is an important day to share research, network, and learn more about Sigma Theta Tau and the School of Nursing, and how to become global citizens,” she said. “All nurses are leaders.”

The keynote address, “The Legacy of Leadership,” was delivered by Cynthia Vlasich, R.N., who described her own early career experiences, as well as how attendees can ensure that they leave a legacy of leadership in the workplace.

“Everyone here is a leader; you may not be in charge, but you are a leader,” Ms. Vlasich said. “What are you doing now to create your own legacy?”

Ms. Vlasich identified eight principles of personal leadership: vision, values, integrity, attitude, insight, statesmanship, courage, and motivation. She explained that leadership is vital to the field of nursing, and that she had considered switching careers after receiving little help from colleagues when first starting out. She said that the same response was given each time she asked for assistance, “You have a degree, you should know how to do this.”

It wasn’t until she was hired by the Red Cross in Minnesota that she found a mentor to teach and inspire her. She urged all present to be that mentor for somebody else, and to affect positive change when possible.

“It takes no more than the people in this room now to change the world, our profession, and how we live,” she said.



# AT SIXTH ANNUAL CONFERENCE



- 1.** Cynthia Vlasich, R.N., B.S., director of education and leadership for Sigma Theta Tau International, gives the keynote address.
- 2.** Conference speakers: Debra McElroy, R.N., M.P.H., conference presenter; Susan Lehrer, R.N., B.S.N., CDE, director, House Calls Telehealth Program, New York City Health and Hospitals Corporation; Cynthia Vlasich, R.N., B.S., director of education and leadership for Sigma Theta Tau International; and Adelphi Visiting Professor of Nursing Barbara L. Mackoff, Ed.D.
- 3.** Lifetime Achievement Award winner Mary Dewar, R.N., with, from left, Adelphi Provost and Senior Vice President for Academic Affairs Gayle D. Insler; Jessy Augustine, M.S. '07; and Dean Patrick Coonan '78
- 4.** Adelphi Assistant Professor K.C. Rondello speaking at the conference

## WELCOME NEW FACULTY AND ADMINISTRATORS

### NANCY COLE

*Clinical Assistant Professor*



Prior to her appointment to the faculty, Professor Cole served as the assistant dean for the Adelphi School of Nursing. Her prior experience includes serving as the director of academic programs at the College of New Rochelle School of Nursing, and associate executive director for two major divisions of the Catholic Medical Center of Brooklyn and Queens. She holds an M.S. from Adelphi University and a B.S. from Boston College. She also holds an American Nurses Association certificate in continuing education and staff development, and is a certified Commission on Collegiate Nursing Education trainer in end-of-life curriculum.

### PATRICIA ECKARDT

*Assistant Professor*



Professor Eckardt is currently a Ph.D. candidate with a concentration in quantitative methods for research at the CUNY Graduate Center School of Educational Psychology. She received her M. Phil. in quantitative methods for research at the CUNY Graduate Center School of Educational Psychology, an M.B.A. with a healthcare management concentration from Alameda University, a B.S. in healthcare management from the State University of New York Empire College, and an R.N. from Catholic Medical Center. Professor Eckhardt is also a private statistical and process management consultant and was the founder of the first not-for-profit forensics-based healthcare services for sexual assault victims in New York State.

### PATRICIA FACQUET

*Clinical Assistant Professor*



Professor Facquet earned a doctorate in public health with a specialization in community health education and health promotion and an M.S. in public health from Walden University, a Master of Education in nursing from Cambridge College, and a diploma in nursing from Charity Hospital of Louisiana in New Orleans School of Nursing. Professor Facquet is a registered professional nurse in both Louisiana and New York and holds additional certifications in clinical trials research, pediatrics, and perinatal high risk nursing. She has taught nursing as a part-time faculty member at Adelphi as well as in the CUNY system at Queensborough Community College School of Nursing.

### XIANQIONG (CINDY) FENG

*Assistant Professor*



Dr. Feng received a Ph.D. in nursing administration from Marquette University, an M.S. in nursing from Chiang Mai University in Thailand, and a B.S. in nursing from Hong Kong Polytechnic University. She has pursued additional study at HelpAge International, Asian Training Center on Aging, Cambodia; Beijing Medical University; and the University of Manitoba. Dr. Feng's research interests include health services and outcomes, nursing quality and patient safety issues, and geriatric and neurologic populations.

### BETH HEYDEMANN

*Clinical Assistant Professor*



Professor Heydemann holds a master's degree in acute care from Columbia University and a post master's nurse practitioner certificate from Stony Brook University. She received her R.N. education at Binghamton University. Her area of expertise is cardiovascular

and thoracic surgery. She has taught at Adelphi since 2002 and is the director for the cardiovascular and thoracic surgery nurse practitioner staff at Winthrop-University Hospital. Her prior experience includes developing the advanced nursing practice role at New York University Medical Center.

### STEPHEN HOLZEMER

*Assistant Dean*



Prior to his appointment as assistant dean, Dr. Holzemer served as an associate professor on the Adelphi School of Nursing faculty. Dean Holzemer holds a Ph.D. from Adelphi University, a Master of Science in nursing from The Catholic

University of America, and a B.S.N. from the University of Tennessee. Dean Holzemer focuses his research on the provision of basic and safe nursing care by undergraduates and sustaining the workforce of nurses as the workforce matures.

### BARBARA MACKOFF

*Visiting Professor*



Dr. Mackoff received both an Ed.D. and an Ed.M. from Harvard University. She also holds an M.A. in teaching from the University of Massachusetts and a B.A. from Tufts University. She is a core faculty member of the Nurse Management

Fellowship program of the American Association of Nurse Executives as well as the principal investigator of a national research study of Nurse Manager Engagement funded by the Robert Wood Johnson Foundation. Dr. Mackoff is the author of six books, including *Nurse Manager Engagement: Strategies for Excellence and Commitment*, published this year.

### DITSAPELO MCFARLAND

*Associate Professor*



Dr. McFarland holds a Ph.D. from the Boston College William F. Connell School of Nursing, a Master of Nursing Science from Russell Sage College, and a Bachelor of Education in nursing from the University of Botswana. Dr. McFarland also

received an R.N. and midwifery diploma from the National Health Institute, Botswana. Prior to joining the Adelphi School of Nursing faculty, Dr. McFarland was on the faculty at the Boston College William F. Connell School of Nursing, University of Botswana, and the Botswana National Health Institute.

### BAYLA SAMTER

*Clinical Assistant Professor*



Professor Samter holds an M.S. as an advanced practice nurse from Columbia University School of Nursing, a B.S. in nursing from Columbia University School of Nursing, and a B.A. in biology from Columbia University. She is certified

by the American Academy of Nurse Practitioners as an adult nurse practitioner and also holds advanced and basic cardiac life support certifications. Her clinical practice focuses primarily in adult nephrology. Prior to becoming an advanced practice nurse, Professor Samter worked as an R.N. at North Shore University Hospital as a coronary care unit nurse.

**For more information about Adelphi University School of Nursing faculty and administrators, visit [nursing.adelphi.edu/faculty](http://nursing.adelphi.edu/faculty).**

## FACULTY HIGHLIGHTS

### FACULTY PUBLICATIONS AND PRESENTATIONS

**Deborah Ambrosio-Mawhirter** presented "Newly Hired Registered Nurses: A Study of Relationships among Nurses Job Satisfaction, Sense of Competence, Professional Development, and Relationship with Supervisor" at the Institute of Elemental Ethics and Education, One Voice International Conference, Tarrytown, NY, November 2009; a podium presentation with **Maryann Forbes** on "First Time in the Sim Lab: Designing and Implementing Effective Scenarios for the Novice Student" at the Drexel University Simulation Healthcare Conference, Fort Lauderdale, FL, March 2010, and that presentation with **Maryann Forbes** at the International Nursing Association for Clinical Simulation and Learning, Las Vegas, NV, June 2010.

**Kenya Beard** presented "Increasing Workforce Diversity: The Role of Nurse Educators" at the 22nd Annual Meeting and Scientific Conference of the Association of Black Nursing Faculty, Kansas City, MO, June 2009. She also presented "Maximizing Time: First Things First" and "Drug Therapy to Improve Outcomes" at Advance for Nurses Job Fair, Secaucus, NJ, February 2010, and Melville, NY, March 2010; She participated in an invited roundtable discussion, "Eliminating Healthcare Disparities: The Role of Nurse Educators" at the American Educational Research Association Annual Meeting, April 2010. She presented a poster with **Marilyn Klainberg**, "Snow Day, Sick Day, Work Day: Finding Creative Ways to Accommodate Traditional Students by Providing Temporary Online Classes" at Drexel University Nursing Education Institute, June 2010. She published, with S. Morote, "Implementing Narrative Pedagogy: Are Learning Objectives Met?" in *Nursing Education Perspectives*, 31(3), May 2010.

**Jacqueline Brandwein** presented "Pediatric First Aid and Playground Safety" at Moonsoup, a Parent Support Organization, Garden City, NY, November 2009.

**Margot DeSevo** published a book, *Maternal and Newborn Success: A Course Review Applying Critical Thinking to Test Taking* (Philadelphia: FA Davis Co. 2009). She also published the article, "Unlocking the Clues of Family Health History: The Importance of Creating a Pedigree" in *Nursing for*

*Women's Health*, 13, April 2009, and an article, "Urinary Catheterization During Epidural Anesthesia: Women Should have a Choice" in *Nursing for Women's Health*, 14 (1), January 2010.

**Patricia Donohue-Porter** presented "Implementing Evidence-Based Strategies for Shift-to-Shift Report in a Multi-Hospital Health System" at the annual Nursing Research Conference: From Knowing to Doing: Advancing the Science of Knowledge Transformation in Nursing at Feinstein Institute, North Shore-LIJ Health System, NY, May 2009. The abstract, "Implementing an Evidence-Based Strategy for Improving Patient Safety during Intershift Handoff," was selected for presentation and published in the proceedings of the 2009 Summer Institute for Evidence-Based Practice, "Achieving Excellence with Evidence" at the University of Texas Health Science Center at San Antonio, Academic Center for Evidence-Based Practice, San Antonio, July 2009 (Coauthors, Dr. Lily Thomas, Dr. Myrta Rabinowitz, Emily Castro, Irene Macyk, Eileen McKinstry, Julia Elgendy, Ronit Schwartz, and Lisa Chung).

**Patricia Eckardt** gave the keynote address, "Evidence-Based Practice," at Good Samaritan Hospital's Annual Meeting, Bay Shore, NY, December 2009. She presented "Causal Modeling with Observational Data" at the Sigma Theta Tau, Epsilon Kappa Chapter's Evidence-Based Practice Conference, Farmingdale, NY, March 2010. She provided a workshop on "Six Sigma Yellow Belt Training and Data Sampling Techniques for the Nursing Quality Representatives" at Stony Brook University Medical Center, Stony Brook, NY, December 2009.

**Xianqiong (Cindy) Feng** presented "Factors Associated with Nurses' Perceptions of Patient Safety Culture in Medical-Surgical Intensive Care Units in China" at the Wisconsin League for Nursing Fall Conference, Pewaukee, WI, October 2009.

**Maryann Forbes**, with **Mary Hickey**, published "Curriculum Reform in Baccalaureate Nursing Education: Review of the Literature" in the *International Journal of Nursing Education Scholarship*, 6 (1), August 2009. She published, with **Mary Hickey** and **Jane White**, "Adjunct Faculty Development: Reported Needs and Innovative Solutions" in

*The Journal of Professional Nursing*, 26 (2), March–April 2010. She also presented, with **Mary Hickey**, "The Concept of a Faculty Recorded Podcast: A Relatively New Phenomenon" and "An Integration Seminar: An Innovative Course to Facilitate Critical Thinking in Nursing Students" at the Drexel Nursing Education Institute, Washington, D.C., June 2009. She presented "Adjunct Faculty Development: Reported Needs and Innovative Solutions" at the Eastern Nursing Research Society's Annual Meeting, Providence, RI, March 2010; a podium presentation with **Deborah Ambrosio** on "First Time in the Sim Lab: Designing and Implementing Effective Scenarios for the Novice Student" at Drexel University Simulation Healthcare Conference, Fort Lauderdale, FL, March 2010; and the same presentation with **Deborah Ambrosio** at the International Nursing Association for Clinical Simulation and Learning, Las Vegas, NV, June 2010.

**Stephen Holzemer** presented "How to Continue Instruction Away from the Classroom: Clinical Concerns in Professional Programs" at Adelphi University, Garden City, NY, October 2009.

**Marilyn Klainberg**, with K. Dirschel, coauthored a book, *Today's Nursing Leader: Managing, Succeeding, And Excelling* (Jones and Bartlett 2009).

**Barbara Mackoff** published a book, *Nurse Manager Engagement: Strategies for Excellence and Commitment* (Boston: Jones Bartlett /American Organization of Nurse Executives, 2010). She gave the following keynote addresses: "Discovering the Positive Core of Your Leadership" at the National League of Cities Leadership Summit, Louisville, KY, September 2009; "Nurse Manager Engagement: The Power of Positive Deviance" at the Connecticut Nursing Alliance 13th Annual Nursing Research and Evidence-Based Conference, Hartford, CT, October 2009; and "Leadership as a Habit of Mind," Iowa Hospital Association, Des Moines, IA, October 2009; "Engagement: Developing Signature Strengths," AONE, San Antonio, TX, January 2010; and a keynote speech on "Signature Leadership" at University of Colorado, School of Public Affairs, Denver, CO, April 2010. She presented "Nurse Manager Engagement: Strategies for Excellence and Commitment" at the annual meeting of AONE, Indianapolis, IN, April 2010.

She participated in the concurrent session, "The Strengths of Engaged Nurse Managers and Their Organizations," at the Center for Creative Healthcare Management's National Relationship Based Care Symposium, Verona, NY, July 2009. She was a panelist at the presentation, "The Power of Positive Deviance: Will Healthcare Reform Healthcare?" Adelphi University, February 2010; She was a plenary session speaker on "Leadership as a Point of View: The Inner Work of the Nurse" at Adelphi University's School of Nursing and Alpha Omega Chapter of Sigma Theta Tau International Annual Conference, Garden City, NY, April 2010.

**Andrea McCrink** presented "Nursing Students' Attitudes Towards and Engagement in Behaviors of Academic Misconduct in Relationship to Cultural Identity" at the 20th International Sigma Theta Tau Nursing Research Congress, Vancouver, Canada, July 2009; "Genital Herpes: Caring and Counseling" at the Association of Women's Health, Obstetric and Neonatal Nurses Annual Conference, San Diego, CA, June 2009; and "20th International Nursing Research Congress Update" at the Sigma Theta Tau International Founders Day, Adelphi University, Garden City, NY, November 2009.

**Ditsapelo McFarland** published "A Journey through Pick's Disease with a Loved One: A Personal Account" in *International Nursing Review*, 57, 142–144, March 2010, and presented "Screening for Cancer of the Cervix by Urban Batswana Women" at the International Conference on Women's Health Issues, Philadelphia, PA, April 2010.

**Anne Peirce** presented a keynote address, "All is Number: Notes on Nursing, Mathematics, and Pythagoras" at the Sigma Theta Tau International Founders Day, Garden City, NY, November 2009.

**Maureen Roller** presented a poster on "The Relationship of Motivators and Barriers to Exercise Adherence in the Older Adult at an Assisted Living Facility" at the North Shore-Long Island Jewish Annual Research Conference, Manhasset, NY, May 2010.

**Kenneth C. Rondello** presented "E.M.O.C.: Emergency Management on Campus—Student Assistance in University Disasters" at the Emergency Management Institute Higher Education Conference in Emmetsburg, MD, June 2009, and the same presentation at the World Conference on Disaster Management in Toronto, Canada, June 2009. He presented "Global Disaster Management: What Nurse Leaders Need to Know" at the Sixth Annual Nursing Leadership Conference sponsored by the Adelphi School of Nursing and Alpha Omega Chapter of Sigma Theta Tau International Garden City, NY, April 2010.

**Holly Shaw** gave the following presentations: "Mental Health Impact of Violence during Childhood & Adolescence," SON Sigma Theta Tau International, Alpha Omega Chapter Annual Induction, Garden City, NY, March 2010; "In Every Voice: Spiritual & Cultural Needs of Former Child Soldiers in Uganda," Hadassah, the Women's Organization, Hartford, CT, April 2010; "Nurses at the UN: Implementation of the Millennium Development Goals," sixth annual Nursing Leadership Conference sponsored by the Adelphi School of Nursing and Alpha Omega Chapter of Sigma Theta Tau International Garden City, NY, April 2010; and "Global Mental Health Issues: Implications & Opportunities for Advanced Practice Psychiatric-Mental Health Nursing," University of Delaware, School of Nursing, May 2010.

**Joan Valas** presented a poster, "Collaboration and Coordination of Nursing Leadership in Disaster Management," at the United States Department of Health and Human Services 2010 Integrated Medical Public Health Preparedness and Response Training Summit, Nashville, TN, May 2010.

**Jane White** presented "Eating Disorders: Research and Psychopharmacology" at the American Psychiatric Nurses Association Psychopharmacology Institute, Reston, VA, June 2009.

## RESEARCH AWARDS

### UNIVERSITY FACULTY DEVELOPMENT AWARDS: RESEARCH FUNDING 2009

**Kenneth C. Rondello** and David Prottas (School of Business): Antecedents of Ethical Decision Making: A Study of Nursing and Business Graduate Students

**Maryann Forbes:** Evaluating the Design and Effectiveness of Three Clinical Simulation Scenarios

**Mary Hickey:** Female College Students' Knowledge, Perceptions, and Use of Emergency Contraception

**Joan Kearney:** Mothers and Children Exposed to Domestic Violence: A Clinical Intervention Focusing on Maternal Processes

### UNIVERSITY FACULTY DEVELOPMENT AWARDS: RESEARCH FUNDING 2010

**Joan Valas:** Cultural and Contextual Models of Heart Failure Self-Care

**Holly Shaw:** The Experience of Child Soldiers in Uganda

**Andrea McCrink:** College Students' Knowledge of HPV and Intent to Receive the HPV Vaccine

### OTHER RESEARCH AWARDS 2009-2010

**Chris Coughlin:** funded by **Sigma Theta Tau, Alpha Omega Chapter:** Nurses' Knowledge Related to Research and Evidence-Based Practice

**Barbara Mackoff** funded by **Massachusetts General Hospital:** Story as a Strategy to Increase Patient Safety: The Use of Nursing Narratives

**Helen Ballesta, School of Nursing Dean's Research Award:** A Phenomenological Study of Former Healthcare Specialists Transitioning into Nursing

**Joan Valas, School of Nursing Dean's Research Award:** Cultural and Contextual Models of Heart Failure Self-Care

### FACULTY RELEASE TIME FOR RESEARCH PRE-TENURE AWARD 2009-2010

**Yiyuan Sun:** Promoting Mammography in Chinese American Women

**Xianqiong (Cindy) Feng:** Factors Influencing Nurses' Intentions to Report Medical Errors



## ALUMNI UPDATES

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**Barbara (Caffrey) Walling '48, M.A. '94** is working part-time in a community home for clients with various stages of mental illness and is using the psychology nursing skills she obtained at Adelphi. Having retired as a school nurse at Hicksville High School and as a psychiatric specialist, she moved to Vermont in 1993, where she has pursued teaching and mental health counseling while traveling the globe and enriching her spiritual studies. Ms. Walling has worked with native populations in Peru, South Africa, Brazil, Hawaii, the continental United States, India, Japan, South Korea, and China.

**Eloise Herberger Lee '52** taught a variety of programs including vocational nursing and associate's and bachelor's degree programs during her professional career in nursing. She also assisted in the establishment of a geriatric nursing certificate program and served as chairperson of the nursing department for several years prior to her retirement in 2000.

**Gloria Prim '65, M.A. '73** is a retired registered nurse and school nurse. She has also been a teacher for 21 years.

**Judith (Wyman) Breuer Werner '69, M.S. '74** has been a nursing educator at Southside Hospital in Bayshore, New York, for 18 years and was previously an assistant adjunct professor at Adelphi for 20 years. Her work has been published 11 times by the *American Journal of Nursing*, *Nursing Spectrum*, and the National Nursing Staff Development Organization. Her most recent article, "We Are All In This Together" appeared in the *Nursing Spectrum*. Ms. Werner is married to fellow Adelphi graduate, Richard Werner '69. They have four children, and a two-year-old grandson, Rolf, whom she visits in London. Ms. Werner traveled through Ireland with him in May 2009.

**Jean (Fortunato) Dyer '69** is a member of professional organizations such as the National League For Nursing, American Nurses Association, Sigma Theta Tau, American Association of University Women, and the Organization of Nurse Executives. Her specialties are nursing education (National League for Nursing certified), learning style assessment, group embedded figures test, and curriculum development and assessment. She is also a site visitor for the Northwest Commission on Colleges and Universities.

**Phyllis Wolff-McDonagh '69** has been a nurse practitioner in pediatric and adult health for 26 years, having received her M.S.N. from Seton Hall University. She has just completed her doctorate at Robert Morris University in Pennsylvania, as a doctor of nursing practice. She is continuing her diabetes practice in Patchogue, New York, where she has been for the past 11 years.

**Addie (Knight) Crawford '70** had three children, two of whom are now deceased. Her daughter, Jewel L. Crawford, M.D. is doing well, as are Ms. Crawford's six grandchildren and three great-grandchildren. Ms. Crawford celebrated her 90th birthday in late December 2009.

**Laurie (Fink) Mindek '71** is the owner of a multi-discipline out-patient therapy office that treats people ages five years and older. She is a certified clinical nurse specialist, and an advanced practice registered nurse in mental health. Ms. Mindek has been married for 39 years and has two adult daughters. In her spare time, she likes to travel.

**Carol (Nier) Belmonte '76** is a medical surgical registered nurse and has dealt with utilization review, discharge planning, and case management. She worked in the appeals department of Medicare as a charge nurse, and in dialysis as a charge nurse from 1997 to the present.

**Susan Cohen M.S. '78, Ph.D. '89** has been in private practice as a clinical specialist in psychiatric and mental health nursing for 31 years. When she learned of the military personnel's need for private and confidential free service, she decided to join The Soldiers Project, making it her mission to expand the initiative in New York.

**Frances (Belfiore) Hilliard M.S. '78** retired two years ago from full-time employment at Nassau Community College and continues to teach part-time in the nursing department of a team committed to supporting the academic success of nursing students. She is also part of a speakers bureau that does presentations for community groups. She covers a variety of health topics, especially in the prevention and management of heart disease and stroke.

**Rosemarie (Gangi) Contelmo '79** enjoys working one-on-one with special needs students and taking care of the

developmentally disabled. She currently assists a young man with Down Syndrome who is also on an insulin pump, and has worked as a school nurse in a number of different schools. Ms. Contelmo is also looking to become more involved in Sigma Theta Tau and the Delta chapter of her sorority Alpha Epsilon Phi, among other opportunities.

**Marianne (Springer) Scannura '79** is a clinical professor at Illinois State University, and a staff nurse of pediatrics at Memorial Medical Center in Springfield, Illinois. She and her husband, Louis Scannura, have lived in Springfield for 23 years with their four children, Emily, Ryan, Daniel, and Christopher.

**Athena (Conforti) Paleras Batista '84, M.S. '89** is the joint cochair of the Fresenius Institute for Dialysis Nursing, a training program in Manila, Philippines, that trains registered nurses specializing in dialysis before they work in the United States.

**Margaret (Gamard) Livingston '84** is a staff nurse in the operating room at Memorial Sloan-Kettering Cancer Center in New York.

**Elliot Stetson '86** is involved in nursing education at the Robert Wood Johnson University Hospital, which specializes in cardiac care. Mr. Stetson has been in the neurotrauma intensive care unit for 14 years, and has written questions for the National Council Licensure Examination and Collaborative Care Research Network exams.

**Valentina (Casimir) Apollon '89** is a nurse anesthetist. She received her M.S.N. from Lehman College and certification in anesthesia from Harlem Hospital in New York. Ms. Apollon worked in the United States Army and was part of the Emory Project Medishare to Haiti.

**Linda Jo Belsito 'M.S. 91** was nominated for the 2010 Nurse Responder Award. She also won a gold medal in powerlifting in the World Master's Games in Australia last year.

**Maryann Donohue Ph.D. '91** was appointed vice president of clinical care services at the Jersey Shore University Medical Center in Neptune, New Jersey. She has more than 32 years of healthcare experience, and was previously the assistant vice president of patient care services at Clara Maass Medical Center in New Jersey.

**Marian L. Farrell Ph.D. '92** was presented with the Pennsylvania State Nurses Association 2009 Nursing Education Award in October at a ceremony at DeSales University.

**Jason Goldstein '97** is a happily married flight nurse and expecting a baby girl this year.

**Andrea Delmarmo B.B.A. '00, B.S. '05** is enrolled in the University of Medicine and Dentistry of New Jersey's Clinical Nurse Leadership Program for her master's degree in nursing. In May 2009, she was awarded the Ellen Casapull R.N., A.P.N., C. Memorial Scholarship by the Hackensack Hospital School of Nursing Alumnae Association. Recently, she gave a talk to fourth and fifth graders at P.S. 17 in Patterson, New Jersey, on becoming a nurse.

**Maureen Altieri M.S. '08** was recently appointed magnet coordinator at Good Samaritan Hospital Medical Center. She also serves as cochair of the Evidence-Based Nursing Practice Committee, the Nursing Assistant Evidence-Based Practice Committee, and the Magnet Champions Committee. Her responsibilities include facilitating and overseeing the preparation of documentation, policies, informational sessions, and research activities related to maintaining Magnet Designation Status by the American Nurses Credentialing Center. Additionally, Ms. Altieri serves on the Glycemic Resource Nurse Committee. She joined Good Samaritan in 1993 as a nurse in the Neonatal Intensive Care Unit, where she has worked for the past 16 years.

**Miriam Benison B.A. '08, B.S. '08** is a quality analyst for the quality and patient safety division of New York-Presbyterian Hospital. She is happily engaged to Sean Tallman.

**Estephania Tadle '09** passed the recent licensure examinations for nurses conducted in New York. She was also the secretary of Adelphi's graduating class of 2009, and made Dean's List each semester.





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