



ADELPHI UNIVERSITY SCHOOL OF NURSING

ILLUMINATIONS

SPRING 2011



LEADING CHANGE THROUGH COLLABORATION

- *with* INTERNATIONAL PARTNERS
- *with* RESEARCH TEAMS
- *with* TEACHING ALLIES

Left to right: K.C. Rondello, Joyce Silberstang, Patricia Eckardt, Patricia Donohue-Porter, and David Proffas, collaborators on a School of Nursing/School of Business research study (See page 7)

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MESSAGE FROM THE DEAN

"We keep moving forward, opening new doors, and doing new things, because we're curious; curiosity keeps leading us down new paths."—Walt Disney

Moving forward, opening new doors, asking a lot of questions, and following the road that curiosity leads us to will help improve the patient care and health system in years to come. In an age of increasing need for teamwork in caring for people, we must be cognizant of the work that all of us in healthcare do. Multidisciplinary education and the need to coordinate patient care from all aspects have indeed kept our profession moving forward. We are the one constant in the care of the patient. As the population ages and technology continues to im-

prove at a furious pace, the need to be "curious" and explore new avenues of research with other disciplines and care providers remains a strong driver leading us down unexplored paths. Most importantly, because we all don't know everything, it creates unprecedented need to collaborate on many levels.

In this issue, we address the collaborative efforts of our faculty in moving the healthcare agenda forward, from new programs across campus, such as master's degrees in Public Health and Health Information Technology, to collaboration on international fronts, such as the Dominican Republic and China; from research with on-campus teams from different schools across campus to collaborative university programs with NYU and SUNY Stony Brook. We're working with our local health systems in improving care at the bedside, hosting conferences with our honor society, and, most importantly, teaching our students that collaboration is paramount in the new healthcare system. Role modeling, asking questions, and teaching the students skills for inquisition and to be curious at an early stage of their career can do nothing but improve the delivery of care for the future.

As the School of Nursing nears its 70th anniversary, we can unequivocally say that many things in nursing have changed. And even in the last 10 years, things have changed at a very rapid pace. But the one thing that hasn't changed is the fact that nurses are present for the patient. This business is about people; as I tell the students, "We don't teach you how to make widgets here... and if you're not here to take care of people, you're in the wrong profession." What we do teach them is how to be the most caring, collaborative, technically competent, and "curious" nurses they can be. I hope they will continue to ask questions to find the best way to deliver care and improve the health of the world. That way, we'll all have healthier lives for the foreseeable future. Enjoy the reading!

Yours truly,

PATRICK R. COONAN, ED.D., R.N., NEA-BC, FACHE
Dean and Professor, School of Nursing, and
Acting Director, the Center for Health Innovation

The School of Nursing holds membership in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing (AACN), and the National Organization of Nurse Practitioner Faculties. The master's program is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791. Adelphi offers the only Ph.D. in Nursing on Long Island; the AACN Essentials of Doctoral Education for Advanced Nursing Practice is foundational to the program.

New Advisory Board's Aim: Help Nursing Program Grow

In response to a nationwide nursing shortage, Adelphi University is working to attract talented and committed students to the School of Nursing. As a key part of that effort, Dean Patrick Coonan has assembled a 14-member School of Nursing Advisory Board.

The Board consists of outside advisers who will help the School raise funds and interact more effectively with the community. The members, all of whom hold prominent positions in the business and healthcare fields, include seven alumnae: Mary Anne Dumas Ph.D. '90; Lori J. Ginsberg '76; Veronica Groth '84; Jacqueline Rose Hott '89; Mildred D. Kahane '49; Patricia G. Frohder Leto '83, M.S. '00; and Ruth B. Merkatz Ph.D. '90.

Dr. Dumas completed her term as president of the National Organization of Nurse Practitioner Facilities (NONPF) in April 2010 but continues to represent NONPF in practice issues at the national level. Ms. Ginsberg has been coordinator of the breast initiative/women's health services at North Shore-Long Island Jewish Health System since 2002. Ms. Groth is a psychiatric nurse practitioner. Ms. Hott is a nurse, sex therapist, and former professor and dean *emerita* of Adelphi's School of Nursing. She also served as president of the

Mid-Atlantic Regional Nursing Association for three years.

Ms. Kahane, who has been a clinical nurse, administrator, educator, and consultant, retired in 1995 after more than 20 years in hospital administration. Her career included stints as executive officer of the Alaska Board of Nursing and a Gov. Ronald Reagan-appointed member of the California Board of Registered Nursing. Ms. Leto has been a nurse educator and a nurse practitioner in psychiatry. After 9/11, she teamed with the FDNY Counseling Unit to counsel firefighters and their families.

Dr. Merkatz is director of clinical development at the Population Council, a global nonprofit based in New York. Earlier, she was with the U.S. Food and Drug Administration in Washington as the first head of its Office of Women's Health and with Pfizer Inc. as director-team leader of its women's health division.

Advisory board members who are not alums are: Paul T. Accardi, Deborah Gray, Frank J. Gumper, Robert Keane, Jennifer Kirshenbaum, Jerry Landsberg, and Frank Pelicone. (Mr. Landsberg was inducted into the School of Nursing Hall of Fame in 2005.)

Dr. Coonan Named Center for Health Innovation's Acting Director

Dr. Patrick Coonan, dean of the School of Nursing, has been appointed acting director of Adelphi University's Center for Health Innovation.

The Center's establishment and development is a transformative goal of Adelphi 2015, Adelphi's Strategic Plan for 2010-2015.

Dr. Coonan, who will continue as SON dean, "comes to the task with many years of healthcare experience, both from academic

and practice perspectives," said Adelphi President Robert A. Scott in announcing the appointment.

In an announcement email to the Adelphi community in March 2011, President Scott said, "[Dean Coonan's] work leading the School of Nursing has allowed him to establish formidable relationships with leaders in the healthcare community of Long Island and the New York metropolitan area. In this formative period for the CHI," he added,

"we are seeking to build a strong foundation that will allow the University to become a major voice in regional healthcare planning, research, and problem-solving."

As the Center grows this year, President Scott said, "Dean Coonan will lead the introduction of new educational programming, interdisciplinary research efforts, and collaborative work with healthcare partners—both internal and external to the University."

Leading Change Through COLLABORATION

Adelphi Travels the Globe: International Collaboration



Professor Sun's exchange students at the main campus front gate of Jinan University in Guangzhou, China

By Leslie Fazin '10

Adelphi School of Nursing professors are traveling far and wide—to the Caribbean, Central America, and Asia—to donate their time to those in need, to forge educational relationships, and to develop research with partners abroad.

DOMINICAN REPUBLIC

School of Nursing Clinical Assistant Professor Nancy Cole has worked closely with philanthropic organizations for the past five years in the Dominican Republic, where she has helped to develop pediatric cardiac surgery programs for the nurses at CEDIMAT (Centros de Diagnóstico y Medicina Avanzada y de Conferencias Médicas y Telemedicina) and Santiago Children's Hospital.

In addition, she has inspired the nursing staff at El Salvador's Hospital Benjamin Bloom to follow their lead.

Professor Cole, the director of nursing at the Gift of Life International, works intimately with World Pediatric Project (formerly known as the International Hospital for Children, an organization devoted to providing medical care for children in developing countries). She has found that working with nurses in underdeveloped areas has been one of the most rewarding aspects of her professional career. "It is wonderful to be able to increase the knowledge and skills of the nurses and to increase patient care outcomes in a developing country," she says.

In Winter 2009, Professor Cole and two other SON faculty members ventured to the Dominican Republic to perform a needs assessment on the main referral pediatric hospital, Robert Reid Cabral in Santo Domingo, as part of World Pediatric Project's healthcare initiative. That assessment, which evaluated the knowledge and the skill of the nurses working at Robert Reid Cabral, determined that a more efficient program needed to be

put into place. It was at this time that Professor Cole suggested a partnership between Adelphi and World Pediatric Project.

Although an official contract is still pending, the anticipated program is expected to move full-speed ahead with Professor Cole and five full-time SON professors—Dr. Helen Ballestas, Jacqueline Brandwein, Dr. Margot DeSevo, Dr. Patricia Facquet, and Dr. Andrea McCrink—as well as faculty members from other universities.

Under a \$140,000 grant, the program will contain two components—a theoretical approach and a clinical approach—both of which will aid the 385 nurses working at Robert Reid Cabral. These nurses will be placed in a classroom setting, learning the necessary theory to improve their practice, and will also receive guidance from Professor Cole and her colleagues in a clinical setting. To teach all of the nurses, there will be approximately 15 sessions—averaging 25 nurses per session—plus a resource manual developed by the program's faculty.

"To be able to give back and help people in a developing country grow, nothing compares to that," says Professor Cole. "When I first started, I told the nursing staff in the Dominican Republic that knowledge was power. And to see where they were and where they are now, that to me is worth all the time."

Professor Cole hopes the teaching sessions will begin by either the summer or fall of this year.

CHINA

Adelphi University will allow students—both international and those of American descent—to gain an extra special cultural experience this year. Adelphi's School of Nursing has partnered with Jinan University in Guangzhou, China, in an international collaboration that will bring students to the Garden City campus during Summer 2011. In return, SON students will have the option to study at Jinan University by 2012.

"The exchange program will help both Adelphi faculty and students gain firsthand experiences in traditional Chinese medicine and its holistic view of healthcare," says SON Assistant Professor Yiyuan Sun. "This integrative view will help our students provide cultural, competent care in the future."

Graduate and undergraduate students from Adelphi's School of Nursing will have the opportunity to take classes in the following subject areas: traditional Chinese medicine (TCM), acupuncture and moxibustion, nutrition related to TCM, keeping healthy using TCM, basic TCM theories and the science of Chinese herbs, among others. Students will also have the chance to learn Taiji, a special Chinese martial art that promotes health and well-being, free of charge.

Undergraduate nursing students from Jinan University will take the core nursing classes at Adelphi, including introduction to professional nursing practice, communication in nursing, and other clinical courses.

COSTA RICA

Both nursing and non-nursing students journeyed to Costa Rica during spring break in 2010 and 2011 to provide volunteer community service. Partnering with Adelphi's

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Leading Change Through COLLABORATION

Working to Enhance Patient Safety and Error Reporting

By Katherine Lewis

School of Nursing Assistant Professor Xianqiong (Cindy) Feng wants to improve patient safety, encourage error reporting, and reduce medical errors. Building on her dissertation, which studied the factors affecting a hospital's patient safety culture, she plans to conduct a multisite research project on medical error reporting.

Funded by an Adelphi faculty development grant, Dr. Feng's

project would look at a hospital's reporting culture, based upon questionnaires filled out by 200 to 400 nurses at two hospitals in China as well as 200 nurses at a hospital in New York. By looking at how knowledge of patient safety and organizational culture affects reporting behaviors, Dr. Feng hopes to better understand nurses' reporting behaviors and, eventually, contribute to reduction in medical errors. Researchers would study individual fac-

tors—such as a nurse's beliefs, knowledge, attitudes, and intentions—as well as organizational factors.

"I really believe it is the patient safety culture in a unit that affects the reporting behavior," Dr. Feng says. "Managers and leadership play a very important role to develop the culture."

The first step in preventing medical errors is to understand the reporting of errors, a complex and sensitive question. "This is a hot issue, not only in this country but also around the world," she notes. "We want to compare different groups of nurses, whether they have different reporting cultures."

An international collaboration can increase the validity and credibility of research results, in addition to developing cultural competencies, says Dr. Feng, who is in touch with many colleagues in China from her work there as a nursing administrator. If researchers can understand error patterns and the factors that go into error reporting, they can help nursing managers develop policies and training that contribute to a positive patient safety culture. She stresses that the project is still in the planning stages and faces challenges, such as achieving a decent response rate to the questionnaires.

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Office of Student Affairs, and the not-for-profit organization, Costa Rican Humanitarian Foundation, Adelphi sent 40 undergraduate students to La Carpio, Costa Rica, where they were immersed in the rich culture and the beautiful landscape—including rainforests and rivers—and were given the opportunity to make lasting, positive impacts in the local community.

Throughout each six-day trip, students learned the history behind La Carpio, an impoverished neighborhood home to thousands of Nicaraguan immigrants and in dire need of attention. Nursing majors participated in a dental health teaching program at Escuela Montessori, and also conducted eye exams and clinical visit assessments. Non-nursing majors worked within the commu-



Alyson Harry in
Costa Rica

nity to help build beds and perform other community-based services.

In addition, students had the option to enroll in and complete a 1-credit course, 302-202:

Special Topics: Costa Rica, which was created in 2010 by Clinical Assistant Professor Maureen Roller. Of the 21 students who enrolled in the course, 17 were nursing majors.

"The most rewarding experience for my students was the awareness of need and health-care services globally," says Dr. Helen Ballestas, who also attended last year's Costa Rica trip. "In addition, students have become more receptive and tolerant of the diversity of people within communities. These rewarding experiences will pave the way for a deeper understanding of what it means to be a nurse in a local and global society."

Dr. Ballestas and Dr. Andrea McCrink also joined the nursing students on site. Della Hudson, associate dean of student affairs, led the non-nursing majors.

Leading Change Through COLLABORATION

Great Healthcare Depends on Great Nurses

With healthcare services and access in ever-greater demand, effective nursing leadership is more important than ever. A team of researchers from the School of Nursing and the School of Business are taking a closer look at what sort of leadership creates an outstanding nursing team.

"The interdisciplinary approach of the study is exciting. That's where we think we'll be headed more and more in the future—many disciplines working together," says the research team leader, Adelphi School of Nursing Associate Professor Patricia Donohue-Porter. The full research team includes Dr. Donohue-Porter, Dr. Patricia Eckardt, and Dr. K.C. Rondello from the Adelphi School of Nursing, and Dr. David Prottas and Dr. Joyce Silberstang from Adelphi's School of Business.

In addition to collaboration between disciplines at Adelphi, the study has been shaped by close collaboration with Winthrop-University Hos-

pital, where nurses will be surveyed. "We went to Winthrop and presented our ideas to their nursing leadership team and nursing managers and asked them for input into the design. They were really part of the development of the study from the beginning, and that's unique," says Dr. Donohue-Porter.

The study looks at organizational culture and organizational citizenship behavior through the lens of Leader-Member Exchange Theory, which holds that the quality of relationship between the manager of the team and the members of the team is of paramount importance. In the coming year, the research team plans to administer surveys to more than 700 nurses and nursing managers at



Winthrop-University Hospital, in hopes of seeing the theory born out. But more than just gathering evidence to support Leader-Member Exchange Theory, the research team hopes to identify specific leadership and communication qualities that lead to strong relationships and effective nursing teams, which can be shared with hospitals and nursing faculties around the country.

Excerpted from "It's Our Responsibility: Addressing Community and Public Health" By Charity Shumway, published in Adelphi University's Spring 2011 Erudition.

A Novel Approach to Clinical Education

By Katherine Lewis

Adelphi University is breaking ground in clinical nursing education, thanks to an innovative partnership with Long Island's St. Francis Hospital. Eight Adelphi students are assigned to a

nursing unit with four professional nurses acting as preceptors and mentoring the students.

Adelphi and St. Francis first teamed up in early 2009 to establish a dedicated education unit (DEU). For an article on

the DEU, see the Spring 2010 *Illuminations*.

"When I make rounds with them in the beginning of the semester, and then the middle and the end, the difference is dramatic," says Nancy L. Cole,

clinical assistant professor in the School of Nursing. "I've been a nurse for a long time and I think this is one of the best models of clinical education that I have ever encountered. Students are just thriving. I see confidence

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Leading Change Through COLLABORATION

Probing the Barriers to Breast Cancer Screening

By Katherine Lewis

School of Nursing Assistant Professor Yiyuan Sun is collaborating with Stony Brook University psychology and preventative medicine researchers to improve the effectiveness of breast cancer screening for Chinese-American women.

The study, "Promoting Mammography in Chinese-American Women" spans 2008–2011.

"This minority immigrant population faces unique cultural barriers, including language, healthcare system, and health insurance," explains Dr. Sun,

who initiated the team research during her postdoctorate work at Stony Brook. These women perceive themselves at low risk of developing breast cancer and have mistaken beliefs, such as that screening might expose them to harmful X-rays or involve male technicians touching their bodies.

Using a \$25,000 multidisciplinary research grant from Stony Brook, the researchers developed two sets of bilingual brochures and tested them with a group of 143 Chinese-American women who hadn't had a mammography in the previous year. Based on previous research that showed this population more likely to be influenced by communications focused on the potential harm from not

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developing in them. They're not afraid. The preceptors create a very nonthreatening environment."

Unlike the traditional model of eight students being on a unit with one faculty member, this partnership gives students much more hands-on experience and closer interaction with a working nurse. Each nurse preceptor supervises the students' care of four patients. The preceptors at St. Francis go above and beyond to create learning experiences, including opportunities outside the unit, says Professor

Cole. For instance, if a patient whom a student has been following is scheduled for surgery, the nurses will ask the surgeon whether the student may observe the procedure.

"The goal of this was to develop critical thinking skills," she says, "but also to help students to correlate theory to clinical practice. By the end of the first semester, these students seem to be way advanced of their peers who did not have this experience, but had clinical learning in a traditional setting."

The program begins with Medical Surgical Nursing 1, continuing through Medical Surgical Nursing 2 and the senior practicum. "What happens is that a relationship has developed between the hospital and the students," says Professor Cole. "Many of those students want to stay on and work there. If they're hired, their orientation is significantly decreased because they know the hospital so well."

Hospital administrators and staff are able to work closely with students and see them

function in a clinical setting, which facilitates any transition to full-time work. The students also experience a model of mentoring that makes them more likely to mentor others when they themselves are working in a clinical setting, Professor Cole points out.

In the fall, Adelphi plans to expand the program to two units at St. Francis, so 16 students may participate. Moreover, faculty also are discussing a similar dedicated education unit with Winthrop-University Hospital, for another eight students.

MAUREEN CARDOZA PH.D. '11

Tracking Success: SON's First Ph.D. of Nursing Graduate

By Rebecca Benison '11

Adelphi's reinstatement of the Ph.D. degree program in nursing has reached its first milestone, with Maureen Cardoza '11 graduating as the School of Nursing's first Ph.D. recipient in May 2011.

"My acceptance into the first cohort of nursing Ph.D. students in 2006 was an honor," says Dr. Cardoza. "The most defining moment was when the Adelphi University IRB [Institutional Review Board] approved my research proposal, which enabled me to begin my research study."

Dr. Cardoza's study focused on variables associated with people who have elective, nontraumatic total hip replacements. Her research involved examining patients in two stages, preoperative and six weeks postoperative. Specifically, she measured their levels of self-efficacy, pain, and functional ability.

"The results of this study indicated that total hip replacement patients are not fully aware preoperatively of what they may encounter following total hip replacement surgery," she says. Even so, the patients' ultimate relief from pain seemed to vastly improve their quality of life.

"Participants reported sustained self-efficacy within the six week post-operative timeframe despite a decrease in their functional

ability—which is encouraging," she says, "considering the prolonged rehabilitation period following hip replacements continues for as long as one year." So while patients' range of motion may be limited, they are able to fulfill most, if not all, daily tasks.

"The results of this study indicated that total hip replacement patients are not fully aware preoperatively of what they may encounter following total hip replacement surgery."

An assistant professor at the New York Institute of Technology's School of Health Professions, Department of Nursing, Dr. Cardoza says that even though the project is now complete, she will continue to explore issues that impact the quality of life for aging individuals.

Her dedication to the field of nursing and sharing of knowledge have contributed great-



ly to Dr. Cardoza's impressive accomplishments, which include presenting her research at the International Honor Society of Nursing, Sigma Theta Tau, and the International Nursing Association for Clinical Simulation and Learning.

She credits her success to the support of two SON faculty, Dr. William Daniel Roberts and Associate Professor and Doctoral Program Director Patricia Donohue-Porter—both mentors who helped to frame her research and navigate the dissertation process.

"I am quite proud of Dr. Cardoza's accomplishments," says Dr. Donohue-Porter. "Her doctoral dissertation will contribute to advancing the nursing care of patients undergoing hip replacement, and will impact the nursing practice."

Adelphi's first Ph.D. degree program in nursing (1982–2002) graduated 153 nursing leaders. In 2006, the program was reinstated, and Dr. Cardoza was among the first group of accepted students. Currently, there are 22 students enrolled in the program, which prepares the next wave of creative thinkers, teachers, and leaders who will contribute to and enhance the future of healthcare.

SON Adds New Healthcare Outcomes Ph.D. Concentration

Adelphi's School of Nursing has added a second concentration to its existing Ph.D. program: Optimizing Healthcare Outcomes.

The first concentration, Educating the Educator, continues to prepare nurses for future faculty roles, essential in this time of increasing nurse faculty shortage.

Yet, for many nurses practicing in the healthcare setting, there is a strong need to receive further education in research in order to advance the nursing science needed for improved patient care in contemporary and highly complex health settings, according to Doctoral Program Director Patricia Donohue-Porter, Ph.D., R.N.

These students who choose to remain as clinicians, administrators, educators, and agents of change to improve quality in the processes and outcomes of healthcare will benefit from what she called "this exciting new concentration." They will build their professional resources as they study complexity and connections necessary to navigate the future of healthcare.

The objectives for the program, Dr. Donohue-Porter said, prepare these nursing scholars to expand nursing knowledge through a variety of philosophical and scientific methods; to develop and launch

a program of research; to address the social, political, cultural, and ethical issues related to an area of nursing scholarship; and to assume leadership roles to implement changes to improve outcomes in healthcare systems.

Each of our concentrations requires 9 credits of specialized courses that extend SON students' knowledge in either education or healthcare outcomes. "We are looking forward to offering courses devoted to a focus on the healthcare of populations and the theoretical foundations for their study drawn from the epidemiologic, socio-economic, political, cultural, and nursing prisms," said Dr. Donohue-Porter.

Outcomes research will provide an understanding of designs and methods for outcomes research in healthcare with an exploration of the role of the nurse researcher in conducting outcomes research. Courses will also examine the application of theory-driven research in healthcare settings and prepare our graduates to transform the healthcare systems of today, using their advanced abilities in evidence-based practice, interdisciplinary teamwork, and improvement science mechanisms.

As the only program on Long Island that offers a full-time program of study towards the Ph.D. in nursing, Dr. Donohue-Porter said, "We are finding that many contemporary nurse leaders are interested in having the resources and support of our distinguished faculty, our executive-format of class schedules, and our sustained level of support throughout all aspects of the dissertation process. And we are proud that we are able to offer our Ph.D. with a second contemporary concentration focused on healthcare."

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taking action, the first set of brochures used these loss-framed messages. The second set used gain-framed messages, those emphasizing the potential benefits from breast cancer screening.

The research subjects answered questionnaires to test their knowledge, beliefs, barriers to care, and perceived risk, and the researchers measured their behaviors and planned behaviors—and also received information about free mammography screening. The main finding was that only 5% of the more traditional Chinese-American women

perceived themselves at risk for breast cancer. Two months after reading the brochures, both groups had changed their behavior significantly, but the group that received loss-framed messages had changed even more dramatically, according to Dr. Sun.

Future research will aim to better identify the characteristics of people influenced by gain-framed versus loss-framed messages, so physicians and nurses may more closely tailor healthcare information to the patient.

Separately, Dr. Sun is collaborating with Dr.

Mei Fu at New York University on two studies exploring the impact of lymphedema on the quality of life of women receiving breast cancer surgery, with an aim to improving diagnosis and treatment. The first study, spanning 2010–2012 with a \$500,000 grant from the Avon Foundation for Women, will identify lymphedema symptom clusters, based on 800 research participants. The second project, with a \$60,000 Oncology Nursing Society Research Foundation grant, looks at genetic variations and lymphedema risk, as well as prevention strategies.

JAMES TAUNTON '10

Looking to Make a Difference

By Rebecca Benison '11

James Taunton '10 is already putting the skills he learned at the School of Nursing to work as a patient care associate and telemetry technician at Winthrop-University Hospital. He is also studying to take the NCLEX exam, to further his career in the medical intensive care unit.

From there, he plans on continuing his studies at Adelphi to earn a master's degree in education. His ultimate goal: to become a certified diabetic educator.

His unwavering commitment to the field of nursing, plus extraordinary drive and work ethic have rewarded Mr. Taunton not only in the form of opportunities, but also in a more tangible sense. In May 2010, his hard work was recognized as he won both the Justina Eisenhower Mickiewicz Award and the SNAP (Student Nurses Acting for Progress) Award at the School of Nursing Pinning Ceremony.

The Eisenhower Mickiewicz Award is given to seniors who exemplify dedication to nursing, sincerity, generosity, and kindness to others; the recipients are chosen by fellow classmates. Mr. Taunton shared the honor with Barbara Concepcion '10 of the Manhattan Center. The SNAP Award goes to a student who shows a high degree of commitment and service to the SON student body.

Mr. Taunton credits his professors with challenging him to learn and grow at Adelphi, even honing his leadership potential. "Dr.

[Helen] Ballestas was the professor I could go to for help. She pushed me very hard in class and SNAP meetings," he says. "She inspired me to create the male nursing subcommittee of SNAP."

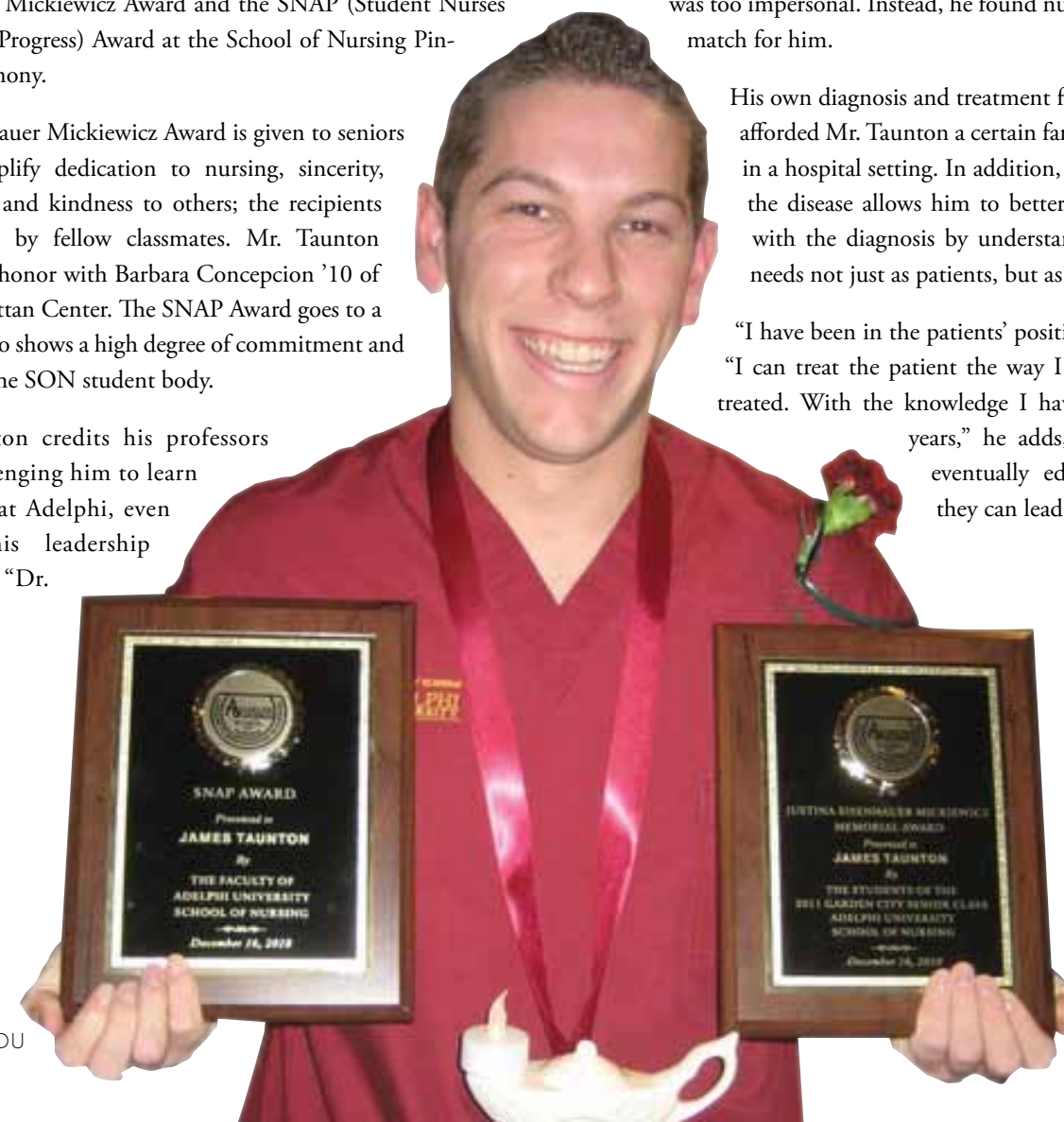
SNAP played a prominent role in Mr. Taunton's academic career at Adelphi. The group hosts special events and conferences, and is a vital support system for nursing students. Mr. Taunton actively took part in events that benefited the community, including initiating a night at a New York Islanders hockey game where the money raised went toward a nursing scholarship.

For Mr. Taunton, nursing is more than a career choice, it's a calling. "I chose nursing because I wanted a career in which I could help people and not sit at a desk all day," he says.

Originally, he planned on pursuing pharmacology, but felt the work was too impersonal. Instead, he found nursing to be the best match for him.

His own diagnosis and treatment for juvenile diabetes afforded Mr. Taunton a certain familiarity with being in a hospital setting. In addition, he said that having the disease allows him to better serve others faced with the diagnosis by understanding their unique needs not just as patients, but as people.

"I have been in the patients' position," he points out. "I can treat the patient the way I would want to be treated. With the knowledge I have gained over the years," he adds, "I would like to eventually educate diabetics so they can lead fulfilling lives."



Fast-Track **PATH** is Latest Nursing Baccalaureate Option

Nursing is a growing, challenging profession in high demand—one that offers its members satisfying, flexible, and well-paying job opportunities for innovative professional growth.

Adelphi's School of Nursing now offers several pathways to obtaining the essential baccalaureate degree:

- The **traditional generic four-year nursing program** is for those coming directly from high school.
- Those who already hold a baccalaureate degree may apply to the **accelerated PATH second Bachelor of Science option** (nursing.adelphi.edu/path.php). The PATH (Professional Acceleration to Healthcare) option enables qualified candidates with a bachelor's degree in a field other than nursing to complete the undergraduate nursing program in 14 months of full-time study—with the first class to begin their studies in summer 2011 and complete the program in summer 2012. Using a cohort model, PATH recognizes, and builds upon, each student's past experiences. Upon completion, PATH students are eligible to take the national NCLEX-RN exam to obtain their R.N. license. Graduates of the program will be eligible for employment in various healthcare settings, including trauma centers, community hospitals, long-term care facilities, hospice agencies, schools, industrial and organizational settings, and the military.
- Another option for R.N.'s wishing to obtain/complete their baccalaureate degree is the **R.N. to B.S. ASCEND program**—designed for the R.N. with an associate's degree or diploma in nursing. Students must be licensed in NYS and have a GPA of 3.0 or better. The program—available at the Garden City campus and several off-site hospital locations—accommodates the schedules of working nurses, with both full-time and part-time studies available. Many of the core nursing courses are offered online. The R.N. to B.S. students can take most of their courses one day a week. Details can be found at nursing.adelphi.edu/rn-to-bs-program.php.

PATH Program Director Andrea McCrink, Ed.D., says, "The program is for dynamic and motivated adult learners who want to become registered nurses." Professor McCrink, the adviser for those in the program, adds that this cohort program of study "will result in success and camaraderie among the students."



TARA HOWARD-SAUNDERS '84

Looking Back to Move Forward

By Andrea Winters

"You're going to have days where you cry, when you feel like you want to walk away from it all," says Tara Howard-Saunders, a School of Nursing adjunct professor who also serves on the Adelphi Alumni Association's board. "But I encourage you to stay with it. Don't give up when you're faced with obstacles because meeting those challenges is empowering and your hard work will pay off in the long run." Her advice to Adelphi's current nursing students comes from personal experience.

After she graduated from Adelphi with a bachelor's degree in nursing in 1984, her first job was in pediatrics in the hospital setting. "I had crying moments, times when I felt like I was just not getting it right." What stands out most is how her nurse manager failed to take advantage of the opportunity to provide guidance to a novice. "There were times I was called into the nurse manager's office, but instead of being supportive, she was more punitive in her approach," she recalls.

For a time, this lack of mentorship turned her away from hospital nursing. Instead, she entered public health nursing and provided patient education in elementary schools while pursuing a master's in public health from Hunter College, which she received in 1987. It wasn't until she saw an ad posting a position in psychiatry that she found herself excited to return to the hospital setting. "I always had an interest in psychiatry," she says.

She joined the staff at St. Vincent's Hospital,

providing psychiatric nursing care to adult patients, as well as teenagers dealing with mental illness and depression or who were suicidal or cutters. "You need confidence, ability, and competency to handle psychiatrically impaired individuals, and when they reach out in crisis, you need to be able to respond quickly, intelligently, and safely," she says. "Psychiatry is not for everyone, but it's my niche. I haven't left psychiatry since."

During her career in psychiatry, she has functioned as both nurse manager and psychiatric nurse practitioner, a role she was able to step into after receiving her master's degree from Columbia University's psychiatric mental health nurse practitioner program in 1997.

Her expertise and leadership have been sought by a number of institutions throughout her career—most recently Mount Sinai Medical Center, which she joined in March 2010. Today she serves as clinical nurse manager of Mount Sinai's child and adolescent psychiatry inpatient unit, managing 40-plus staff members, coordinating patient care, and implementing treatment plans.

She emphasizes team building among her staff. "Patient satisfaction is a core element of our mission, but it is also important to make sure the staff is satisfied with their job...that they find that even through the daily challenges, this is the place they want to come back to day after day," she explains. "If I don't take care of my staff, then I don't have a floor, because without the staff, we can't provide the care our patients need."



Ms. Howard-Saunders, who keeps the lines of communication open with frequent staff meetings, makes a point of being a visible presence on the floor. "You can't be the manager sitting behind your desk in the office," she explains.

While Ms. Howard-Saunders still recalls the unconcerned approach of her first nurse manager, it does not discourage her—it inspires her to effectively lead her nursing staff in a supportive environment. "If my staff is in distress, I'm going to take the time to bring them in. Yes, I'm going to confront them with what it is they have to work on, but there is a way to do that with understanding versus criticism," she says. "Let's show a little empathy. Let's show a little compassion. Because that's the same empathy and compassion we're going to show our patients."



Valerie T. Terzano, vice president, nursing and chief nursing officer at Winthrop-University Medical Center, with Dean Coonan.



Deborah Hunt, R.N., M.S., is a Ph.D. candidate at Adelphi's School of Nursing.



SON's Deborah Ambrasio, Ed.D., R.N., and Karen Pappas, R.N., B.S., were the 2011 Leadership Conference cochairs.

“Meaningful Leadership: The Barometer for an Ever-Changing Climate in Healthcare” was the theme for the April 6, 2011 Nursing Leadership Conference, hosted by the School of Nursing and the Alpha Omega Chapter of Sigma Theta Tau International, the Honor Society of Nursing.

Seek ‘ways to lead and inspire:’ Dr. McGlown

By Bradley Warshauer M.F.A. '11

In a packed Thomas Dixon Lovely Ballroom in the Ruth S. Harley University Center, keynote speaker Dr. Joanne McGlown, director of global business development for Sigma Theta Tau International (STTI), said, “We must identify ways to lead and inspire as nurses in a changing world.”

Speaking on “Research, Service, and Leadership: Now and Tomorrow,” she noted that “the most important thing is to be constantly searching. Isn’t that what research is? To search, and search, and search, and search.” She added, “U.S. nursing is the global leader of our profession. Remember that your influence can change the world, but we must always be sensitive when working abroad with other cultures.”

STTI is the most active nursing organization in the United Nations and because of this strong connection, it’s Dr. McGlown’s belief that a key effort American nurses can make is to aid both parties as they

pursue the accomplishment of the U.N.’s eight Millennium Goals. These are eight areas in which all U.N. member states have agreed to try to improve by 2015—from extreme poverty and hunger to reducing child mortality and combating deadly global diseases. Stressing their importance, she said, “These things are getting worse, not better.” She exhorted attendees, “If you can do research in any one of these areas, do it.”

Leadership in nursing is integral, she said, especially in times of disaster. “Does it ever dawn on you,” she asked the audience, “that you can’t name a single disaster without a medical need? Every disaster ends with us. Every time there is a disaster in the world, Sigma Theta Tau headquarters is inundated with calls from volunteers. I’m proud that nurses represent such a huge number of disaster response volunteers.”

She added that leaders influence, and every nurse, on some level, is a leader. “Leadership,” Dr. McGlown said, “is identifying and creating ways to accomplish more.”

Buckley Lecture

Nursing Education Faces ‘Perfect Storm’

By Bradley Warshauer M.F.A. '11

Looking down from the stage in the Thomas Dixon Lovely Ballroom of the Ruth S. Harley University Center, School of Nursing Dean Patrick Coonan happily noted the growth of the seventh Buckley Lecture Series. “This year’s event,” he said, “has been one of our largest and best-attended Buckley events so far.”

Approximately 100 people attended, including chief nursing officers from local healthcare agencies, deans and faculty from other colleges and universities, and key healthcare administrators.

The 2011 Buckley speakers were Christine Tanner, Ph.D., Youmans Spaulding Distinguished Professor at the Oregon Health and Science University’s School of Nursing in Portland, Oregon, and Pamela Ironside, Ph.D., director of the Center for Research in Nursing Education at the Indiana University School of Nursing.

The Marian Buckley Endowment was established to provide an opportunity for SON faculty’s educational development. The School’s Research Council (RC) spearheads this



Pamela Ironside, Ph.D.



Christine Tanner, Ph.D. (left), and Pamela Ironside, Ph.D. (right), with Dean Coonan



event, coordinated this year by Dr. Joan Valas, a member of the committee that invites nationally renowned scholars for formal presentations, especially those with expertise in nursing education or research.

Dr. Tanner, in a presentation entitled “Transforming Nursing Education: The Future is Now,” gave the V.I.P. audience her passionate thoughts on what she called one of the most critical areas in healthcare today. Referencing a 2010 Institute of Medicine report calling for extensive reforms in the field of nursing education, Dr. Tanner said, “It’s a sort of perfect storm. We’re now seeking uniformity in nursing practices across all states, and increasing competencies that nurses need. We need to develop new pedagogies.

And having nurses at the table for policy discussions is critical to shaping healthcare reform.”

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Faculty and Ph.D. Student Presented at ENRS Conference's Scientific Sessions

By Mirirai Sithole '12

Adelphi University School of Nursing faculty members and a Ph.D. student were among the presenters at the prestigious Eastern Nursing Research Society's 23rd Annual Scientific Sessions, held March 23–25, 2011 in Philadelphia, Pennsylvania, and attended by more than 800 members.

The Scientific Sessions' topic was "Informing Health Policy through Nursing Science." Adelphi's participants included Dr. Maryann O. Forbes, Dr. Patricia Donohue-Porter, Dr. Patricia Eckardt, Associate Dean Jane White, and Ph.D. student Carol A. Soto.

The conference focused on the importance of nursing research for promoting public health,

identifying strategies to enhance the impact of nursing science, and how to use scientific evidence to support nursing practice in influencing health policy. Drs. Eckardt and Donohue-Porter's presentation on contemporary issues in nursing was "Moving Health Policy Forward: Elements of Success in an Interdisciplinary Team Approach to a Research Project." Dr. Donohue-Porter, Dr. Forbes, and Dr. White also presented "Meeting the Challenges to the Theory-Practice-Research Relationship: Federal Legislation and Doctoral Education." In addition, Dr. Donohue-Porter and Dr. Lily Thomas, vice president for research at North Shore-LIJ's Institute for Nursing later addressed promoting patient



Dr. Jane White and Ph.D. student Carol Soto

safety in the presentation entitled "Translating Evidence into Practice: Implementing Optimal Intershift Handoffs."

For the student/faculty perspectives in nursing education, Dr. Forbes presented "Using Boyer to Create a Culture of Scholarship: Outcomes from a Faculty Development Program," while Ms.

Soto, in a poster, showcased "An Analysis of Mandatory Recording and Reporting of Body Mass Index: A School Health Policy to Address Childhood Obesity."

Dr. White was honored for her work as a mentor; she was among 45 faculty nominated by their faculty and students for this recognition.

This is an approach that I believe offers great insight—case-based teaching is a very promising field."

Dr. Tanner, who favors a renewed commitment to research in nursing education, said, "There must be more original research that builds upon what has been already done, and which adds to the overall body of work."

Dr. Ironside, echoing Dr. Tanner's ideas about innovation in teaching today's students, pointed out that nursing faculty are now teaching a very different type of students, who engage better with learning techniques incorporating the Internet and "gaming." She encouraged the audience to consider innovation beyond classroom teaching/learning.

continued from p.17

One of the biggest issues with the current state of nursing education, Dr. Tanner said, is the state of research into that field. "Nursing education research has suffered over the last 20 years," she said, "but now there is a growing, albeit slowly, body of research on nursing instruction. There's been a strong push for evidence-based education, which I agree with to an extent, but it's hard to innovate with evidence-based education. If you're innovating, doesn't that create evidence?"

As one way to transform nursing education, Dr. Tanner favors project and scenario-based instruction in which students are presented with a healthcare case and must determine the proper responses. "We should make the classroom an inquiry into the nurse/patient/family relationship," she said. "Material can be presented in the form of a case, and the question becomes, how will you respond?"

welcome NEW FACULTY



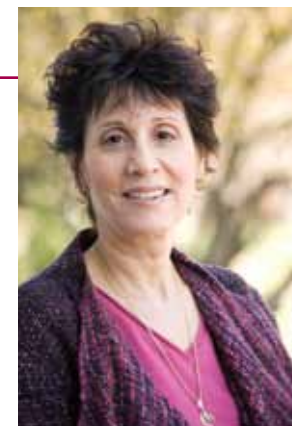
ULRICH J. (RICK) ROSA
Lecturer

Professor Rosa, who holds an M.S. and an M.B.A., has more than 30 years of experience as a senior executive in healthcare operations, fiscal and human resource management, service redesign, and community relations. Besides serving as vice president with a healthcare consulting firm, he has held hospital positions of president, CEO, administrator, chief operating officer, and vice president—experiences that have contributed to his ability to recognize, analyze, and resolve operational problems. He has also taught health services and business courses at the undergraduate and graduate level for the past 15 years and served as director of graduate internship and career development.



SEONAH LEE
Assistant Professor

Dr. Lee holds a Ph.D. in nursing informatics from the University of Illinois at Chicago College of Nursing, a Ph.D. in maternal-infant interaction from Keimyung University, an M.S. in nursing from Kyungpook National University, and a B.S. in nursing from Gyeongsang National University, South Korea. She has had professional experiences as a clinical nurse at a neonatal intensive care unit and as faculty at nursing schools for several years in South Korea. Her dissertation research on nursing informatics was to develop a valid tool to evaluate the quality of clinical information systems on nursing care workflow. Her ongoing research interests are system evaluation and design, decision support system human technology interface, and meaningful use of information systems for nursing care.



JANET RAMAN
Assistant Professor

Dr. Raman, a certified nurse educator, holds a doctoral degree in education from Dowling College and received her M.S. in adult health at Adelphi University, as well as a B.S. in biology and her basic nursing training in the CUNY system. She was an adjunct professor in the School of Nursing for six years prior to joining the faculty full time in 2010. She had previously taught within various SUNY nursing programs in different capacities. Dr. Raman also practices as a nationally certified adult nurse practitioner and as a certified emergency nurse. She has presented and published her work locally, nationally, and internationally.

FACULTY HIGHLIGHTS

Presentations and Publications

Deborah Ambrosio-Mawhirter presented with Robert Manley “Nursing Student Preparation in Pain Management and Their Delivery of Culturally Competent Pain Management” at the 10th International Business and Economy Conference, Guadalajara, Mexico, January 8, 2011; and “Nursing Education of Pain Management: Are Students Prepared?” at the sixth annual Practical Research Symposium, Dowling College, Brookhaven, New York, April 1, 2011.

Helen Ballestas presented “Why Immigrant Workers Participate in Self-Imposed Healthcare Disparity” at the National Association of Hispanic Nurses Conference, Washington, D.C., July 2010.

Christine Coughlin published “Nurse Engagement Across the Continuum,” in *Nurse Leader*, 8(5), 30–32 (coauthors M. Ankner and V. Holman). She presented “Nurse Engagement and Patient Satisfaction” at the New York Organization of Nurse Executives Conference, (place TK), November 2010, and at the American Organization of Nurse Executives Conference (place and date TK). She presented a poster on the same topic at the New York Organization of Nurse Executives Annual Conference, Washington, D.C., and at the Forum on Health Care Leadership, Washington, D.C., (July 16–August 1, 2010). She also served on a panel on “Evidence-Based Practice” at Elmhurst Hospital, November 2010).

Margot DeSevo published “Genetics and Genomics Resources for Nurses,” in *Journal of Nursing Education*, 2010, 8, 470–472.

Patricia Donohue-Porter presented “Preventing Medication Errors” with principal investigator Lily Thomas at the Improve-

ment Science Research Network’s National Improvement Science Summit, San Antonio, Texas, July 7, 2010. She also Presented “Moving Health Policy Forward: Elements of Success in an Interdisciplinary Team Approach to a Research Project” with Patricia Eckardt; “Meeting the Challenges to the Theory-Practice-Research Relationship: Federal Legislation and Doctoral Education” with Maryann Forbes and Jane White; and “Translating Evidence into Practice: Implementing Optimal Intershift Handoffs” with Lily Thomas—all at the Eastern Nursing Research Society (ENRS) 23rd annual Scientific Sessions, Philadelphia, Pennsylvania, March 24, 2011.

Patricia Eckardt presented “Moving Health Policy Forward: Elements of Success in an Interdisciplinary Team Approach to a Research Project” with Patricia Donohue-Porter at the ENRS Scientific Sessions; and “Service Learning and Civic Engagement: Research in Undergraduate Nursing” at the annual Conference on Undergraduate Research, hosted by the Council of Colleges of Arts and Sciences and the Council on Undergraduate Research, College of William & Mary, Williamsburg, Virginia, October 16, 2010 (copresenters: Patricia Donohue-Porter, Maryann Forbes, Holly Shaw, Yiyuan Sun, Joan Valas, Jane White).

Patricia Facquet presented “The Effects of Simulation on the Education of Nursing Students” with P. M. Burke and C. Spencer at the SUNY Farmingdale Nursing Research Conference, Farmingdale, New York, March 4, 2011; “The Pedagogical Research Project: The Effects of Simulation on the Education of Nursing Students” at Queensborough Community College’s CETL Grant Award Winners Conference, Bayside, New York, April 28, 2010; and “The Real Life of a

Nurse Researcher” at the 59th annual Nursing Student Association of New York State Convention, Tarrytown, New York, February 26, 2011.

Xianqiong (Cindy) Feng presented a poster on “The Relationship Between Management Safety Commitment and Patient Safety Culture” at the Sigma Theta Tau International Leadership Summit in Arlington, Texas, October 16, 2010, and published “The Relationship Between Safety Management Commitment and Patient Safety Culture” (with coauthors L. Acord, Y. J. Cheng, J. H. Zeng, and J. P. Song.) in *The International Nursing Review*, online, 2011.

Maryann Forbes published “Integrating the Institute of Medicine Competencies in a Baccalaureate Curricular Revision: Process and Strategies” in the *Journal of Professional Nursing*, 2010, 26(4), 214–222 (with coauthors M. Hickey and S. Greenfield). She presented the following papers: with Jane White, “Using Boyer to Create a Culture of Scholarship: Outcomes from a Faculty Development Program,” with Patricia Donohue-Porter and Jane White, “Meeting the Challenges to the Theory-Practice-Research Relationship: Federal Legislation and Doctoral Education” at ENRS’ Scientific Sessions, Philadelphia, Pennsylvania, March 24, 2011; and with Deborah Ambrosio-Mawhirter, “First Time in the Sim Lab: Designing and Implementing Effective Scenarios for the Novice Student” at the International Nursing Association for Clinical Simulation and Learning, Las Vegas, Nevada, June 19, 2010.

Marilyn Klainberg published “Reducing Stress on a College Campus” with Bonnie Ewing and Marybeth Ryan in the *Journal of the New York State Nurses Association*, Fall/Winter 2010–2011.

Andrea McCrink published “Ethical Nursing Practice—Why It Should Concern Us All” in *Nursing for Women’s Health*, 2010, 14(6), 443–446, and “Academic Misconduct in Nursing Students: Behaviors, Attitudes, Rationalizations, and Cultural Identity” in the *Journal of Nursing Education*, 2010, 49(11), 653–659. She presented “Expedited Partner Therapy: A Solution to Reduce the Prevalence of STDs” at the Association of Women’s Health, Obstetric, and Neonatal Nursing Annual Conference, Las Vegas, Nevada, June 12–16, 2010.

Barbra Mackoff presented: “Nurse Manager Engagement: The Power of Positive Deviance” at New York University’s 14th annual Nursing Research and Evidence-Based Practice Conference, New York City, New York, May 28, 2010; “Story as Strategy to Increase Patient Safety” at the National Meeting of the Professional Nurse Educator’s Group (PNEG) in Baltimore, Maryland, October 2010; and “Faculty Leader, The Strengths of Engaged Nurse Managers” at the American Organization of Nurse Executives’ Nurse Fellowship Program, Austin, Texas, January 17, 2011. She delivered the following keynote addresses: “Nurse Manager Engagement” at the Leadership Excellence National Broadcast, VHA Healthcare Systems, Dallas, Texas, February 8, 2011; and “Resilient Leadership” at the Leadership Texas State Conference, Laredo, Texas, May 8, 2011.

Anne Griswold Peirce published “The Essential Imperative of Basic Nursing Education: An Ethical Discourse” in *Advances in Nursing Science*, 2011, 33:4: 320–328.

Janet Raman published “Gender Differences in Nursing Student Descriptions of Faculty Support and Academic Success” in the spring edition of *Long Island Education Review*. She

presented: “Gender Differences in Nursing Student Descriptions of Faculty Support and Academic Success” at the sixth annual Practical Research Symposium, Dowling College, Brookhaven, New York, April 2, 2011; “Nursing Student Commitment to the Nursing Profession, Self Concept, Support from Faculty and Their Academic Success” at the 10th International Business and Economy Conference, Universidad PanAmericana, Guadalajara, Mexico, January 8, 2011; and “Gender Differences in Nursing Student Descriptions of Faculty Support and Academic Success,” at Adelphi University’s Alpha Omega Chapter of Sigma Theta Tau International seventh annual Nursing Leadership and Research Conference, Garden City, New York, April 6, 2011.

Maureen Roller published “The Relationship of Motivators and Barriers to Exercise Adherence in Older Adults at an Assisted Living Facility” online at the Virginia Henderson Library, Indianapolis, Indiana; and with Helen Ballestas, A. Culley, E. Oliver, G. Poon, and D. Wilson, “Costa Rica Trip Provides Students with Global Healthcare Perspective” in *Nursing Spectrum*, 2010, 18(22), 18. She presented “POGIL (Process-Oriented Guided Inquiry Learning): What Is It and Is It Applicable to Nursing Education?” at the Farmingdale State College Research Conference, Farmingdale, New York, March 4, 2011; “The Relationship of Motivators and Barriers to Exercise Adherence in Older Adults at an Assisted Living Facility” at the STTI Research Conference in Orlando, Florida, July 15, 2010; and “The Relationship of Motivators and Barriers to Exercise Adherence in Older Adults at an Assisted Living Facility” at the National Organization of Nurse Practitioner Faculties Conference, Washington, D.C., April 17, 2010.

Yiyuan Sun presented “A Theoretically Informed, Culturally Appropriate, Tailored Print Intervention to Promote Mammography Screening in Chinese American Women” at the American Psychological Association’s 118th Annual Convention, San Diego, California, August 12–15, 2010 (co-authored with A. Moyer from Stony Brook University).

Joan Valas presented “Preparing a Culturally Competent and Diverse Nursing Workforce: An Innovative Approach through the Prism of Disasters,” at the U.S. Department of Health and Human Services Integrated Training Summit, Grapevine, Texas, May 2011.

Jane White published: “School Health Initiatives for Childhood Obesity BMI Screening and Reporting” with Carol Soto in *Policy, Politics and Nursing Practice*, 2010, 11; a chapter on “Eating Disorders” in the fifth edition of *Psychiatric Nursing: Contemporary Practice*, editor M.A. Boyd (Lippincott: 2011); and presented with Carol Soto “School Health Initiatives for Childhood Obesity: BMI Screening and Reporting” at ENRS’ Scientific Sessions, March 25, 2011.

Leading Change Through COLLABORATION

LILY THOMAS PH.D. '99

A Passion for Research

By Andrea Winters

We all know what it's like when the phone rings while we are in mid-thought, writing something down, or trying to concentrate on a book. Distractions and interruptions are a part of life—but what effect do they have on a nurse's performance in the acute care setting?

Ask Dr. Lily Thomas, vice president of system nursing research at North Shore-Long Island Jewish Health System since 2004. She is currently researching the role that interruptions, distractions, and cognitive load play in medication errors for a study she is conducting as a member of the inaugural steering committee of the only National Institutes of Health (NIH) supported Improvement Science Research Network (ISRN). Dr. Thomas, the principal investigator for the study, is collaborating with Adelphi Associate Professor Patricia Donohue-Porter, co-investigator (see also page 23).

Dr. Thomas says that the best part of her work is the difference it allows her to make in the lives of patients. "Research has always been a passion of mine. I always loved seeking knowledge," she says. "In nursing research, I saw an opportunity to make more of an impact on patients." She has dedicated her career in nursing research to continually improving the quality of healthcare and patient safety.

"Nurses multitask and the healthcare environment is intrusive," says Dr. Thomas. "A

nurse can be checking on one patient and responsible for six others, interrupted by her peers, and waiting on a call from a physician—all at the same time.

She may be exhausted due to the fact that she is working her third 12-hour shift, or be distracted by a patient calling out in pain."

"I find that people who put their heart into their work, who feel it intuitively, they are the ones who are happiest."

-Lily Thomas Ph.D. '99

What happens when a nurse experiences cognitive overload? Dr. Thomas explains that when a nurse is interrupted, the original task has to be stopped. "Take the example of a nurse who is ready to administer medication," she says. "When she is ready to hook the bag up, she notices it doesn't look right. But before she can call the pharmacy to check the medication, a physician calls for a crisis," she says. The nurse then needs to place the initial

task in prospective memory (as an intention) so that she can attend to the doctor's request.

However, placing the original task in prospective memory makes that task vulnerable because it has been impacted by the number of tasks already in prospective memory. "In this example, the nurse came back and hung the medication. Fortunately, seeing the medication reminded her that she wanted to follow up with the pharmacy," she says. "She stopped the medication and followed up with the pharmacy, averting a negative outcome for the patient."

According to Dr. Thomas, medication errors are the most frequent type of mistakes in hospitals, and 96% of these errors are preventable. The goal of this study, she explains, is to identify and test interventions to reduce medication administration errors, identify medication administration as the high-risk activity that it is, increase awareness among practitioners of the potential danger that interruptions and distractions can cause, and



create an intervention that can be sustained and implemented nationally. "Nursing work is complex and difficult to capture in its entirety. We have spoken to others who have done work on cognitive load and these dialogues and literature review led us to explore the impact of cognitive load on medication administration errors," she says. "Developing a network study for ISRN has provided us the opportunity for a national multi-site study, which has the potential to be the largest one conducted on this topic."

After earning her bachelor's degree in nursing from the University of Delhi in India, Dr. Thomas and her husband moved to the United States, where she got her master's degree in nursing education from New York University and her Ph.D. from Adelphi. In 2001, she worked as director of nursing education at North Shore University Hospital, Manhasset, New York, and in 2004, assumed her present post.

Currently also a Buckley Visiting Scholar in Residence, Dr. Thomas says that when students seek her counsel regarding what career path they should pursue, she has her own questions for them: What is your passion? What do you want to achieve? "You can give someone all the advice in the world, but passion and vision are personal," she says.

"I find that people who put their heart into their work, who feel it intuitively, they are the ones who are happiest," she says. "When you follow your passion, your work has meaning. If your work is your passion, it's no longer work."

North Shore-LIJ, Adelphi Team in National Study to Reduce Medication Errors

By Patricia Donohue-Porter, Associate Professor and Doctoral Program Director

The term "improvement science" focuses on health-care enhancement through strategies that focus on healthcare, systems, and safety. The recently formed

Improvement Science Research Network (ISRN), developed in response to the great national need for patient safety and quality improvement, has as one of its goals the

creation of a large-scale coordinating center to support a service-based research network in improvement science.

In 2009, Dr. Kathleen Stevens—ISRN's founder and its principal investigator and a nationally recognized nursing scholar in the area of evidence-based practice—was awarded

a \$3 million grant from the National Institute for Nursing Research in support of the creation of ISRN—the first national research network to focus

**READERS MAY BE
STARTLED TO LEARN
THAT MEDICATION ERRORS
ARE AMONG THE MOST
COMMON ERRORS
OCCURRING IN
HOSPITALS...**

on the collaborative design, testing, and dissemination of quality initiatives related to improving bedside care.

Specific ISRN research priorities focus on coordination and transition of care, high-performing clinical system and microsystem approaches to improvement, evidence-based qual-

ity improvement and best practice, learning organizations, and culture of quality and safety. Within these priorities, specific landmark studies are being planned

to address important identified areas of concern and contribute to the rapid advancement of improvement science to transform healthcare.

Readers may be startled to learn that medication errors are among the most common errors occurring in hospitals, harming at least 1.5 million people ev-

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ALUMNI UPDATES

School of Nursing alumni continue to do great things. Here are some recent updates.

Edna Cadmus Ph.D. '00 received the 2010 C.A.R.E.S. Award for Excellence in Support of Nurses from the New Jersey State Nurses Association in March 2010. She is senior vice president for patient care services at Englewood Hospital and Medical Center.

Dianne LaPointe Rudow CAGS '96 joined the Mount Sinai Medical Center in New York in April 2010, heading the nation's first multi-organ Living Donor Wellness Center at the Recanati/Miller Transplantation Institute.

Charlene (Ilchert) Prounis '80 was named Healthcare Businesswomen's Association's 2010 Star Volunteer in February 2010. She served the HBA Board for 10 years and cochaired the record-breaking Woman of the Year fundraising committee for the last three years.

Lee Anne Xippolitos Ph.D. '96 became the dean and chief nursing officer of the Stony Brook University School of Nursing in May 2010. She had been the interim dean since July 2009.

Christine Hodyl '88 became South Nassau Communities Hospital's cancer liaison physician to the American College of Surgeons' Commission on Cancer (CoC) in July 2010. (CoC is a consortium of 47 professional organizations.)

Marlee LiButti '10 is a registered nurse at Strong Memorial Hospital in Rochester, New York.

Margaret (Murphy) Leonard '90, M.S. '91, CAGS '96 is senior vice president for clinical services at Hudson Health Plan. In August 2010, she was appointed to a five-year term on the New York State Board of Nursing. She is also an adjunct instructor at the New Rochelle School of Nursing.

Rita (Albertelli) Roberts '76 was named assistant vice president of perioperative surgical services at Winthrop-University Hospital in September 2010.

Annemarie (Lunnetta) Iannolo '86 recently received a master's degree in healthcare policy and management from Stony Brook University. She has practiced in long-term chronic care and rehabilitation for more than 20 years.

Donna (Dillane) Hallas '90, Ph.D. '99 was named the 2010 Nurse Practitioner of the Year by the Nurse Practitioner Association of Long Island in January 2011. She is a pediatric nurse practitioner serving at-risk children from birth to 21 years old. Dr. Hallas, whose career spans four decades, also is a clinical associate professor at New York University College of Nursing, where she's coordinator of the pediatric nurse practitioner program. Currently, she is coauthor of a study to improve the oral healthcare needs of young children.

Geraldine Valencia-Go Ph.D. '89 is the faculty adviser of the Student Nursing Association at the College of New Rochelle School of Nursing, where she is also associate professor.

Tasha Williams '08 has completed the 2010 Nurse Internship Program for the Visiting Nurse Service of New York, Brooklyn Congregate Care.

Toni (Jacoby) Cesta '78 is senior vice president of operational efficiency and capacity management at Lutheran Medical Center, Brooklyn, New York.

Mary Ellen Grogan M.S. '10 earned a master's degree in nursing administration in May 2010. Previously manager of 1 Northwest at North Shore University Hospital Stern Family Center for Extended Care and Rehabilitation in Manhasset, New York. She was promoted to nurse educator last fall.

Nicole Caliendo '05, M.S. '10 got a master's degree in nursing education from the Adelphi School of Nursing in January 2010.

Mary Ellen (Bjertnes) Hendrickson '85 has joined the Rush-Riverside Cancer Institute in Bourbonnais, Illinois.

Suzanne (Saunders) Folwell '68 retired from Pascack Valley Hospital, Westwood, New Jersey, in 2007, when the hospital closed. Her new granddaughter, Nora Grace, was born in August 2010.

Jennifer Kuzmech '97, a licensed nursing home administrator in Pennsylvania, recently became administrator of Mallard Meadows Residential Health Care Center, Waymart.

WHO GIVES?

A family celebrates one nurse's dedication to her education and her profession.

FRANK GUMPER AND ELIZABETH HUG ON BEHALF OF THEIR MOTHER, B. LORETTA GUMPER VOMLEHN

Last June, the B. Loretta Gumper vomLehn Nursing Assessment Lab—one of the rooms within the Nursing Resource Center—was named for B. Loretta Gumper vomLehn '67, in recognition of her son Frank Gumper's generosity to Adelphi.

Since 2003, Adelphi has been honored to award a scholarship to nursing students that Frank, his sister Elizabeth Hug, and their family established in their mother's name. More recently, Mr. Gumper revised his estate plans to include a bequest that will further strengthen the endowed scholarship in his mother's name. Mr. Gumper and his wife are recognized as members of the Ruth S. Harley Planned Giving Society, and his mother's legacy helps to provide cutting-edge training to today's nursing students. From 2003 through May 2011, the family has awarded 19 scholarships.

Advice their mother (who passed away in 2002) would give to today's students...

Frank Gumper: My mother was always a firm believer in education. Growing up, she always took us places—to the zoo, to museums—she tried to expose us to a lot of different things. Looking at our family tree, I was the first to get my degree, and she was the second.

Elizabeth Hug: Love what you do! Remember that the patient always comes first. The day-to-day decisions we make can change a life forever. Embrace nursing with a passion, and remember that a nurse can use his/her knowledge to open doors to advanced practice, research, teaching, legal issues, legislation, and any profession.

To read the full profile of Loretta Gumper vomLehn, visit nursing.adelphi.edu/65years.



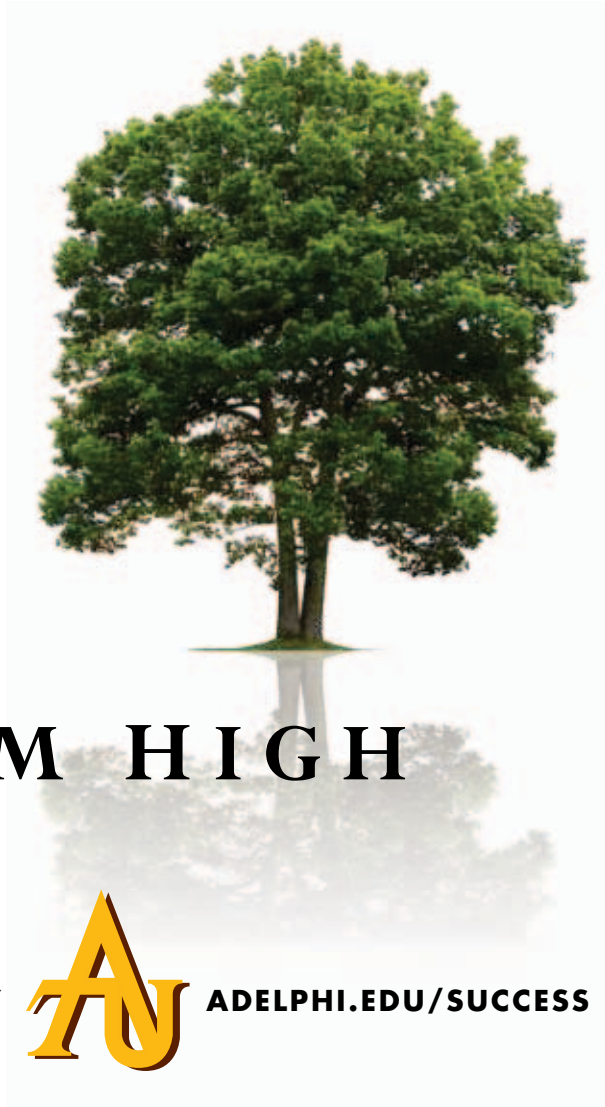
Lane and Elizabeth Hug (on left) and Frank and Joanne Gumper (on right) at the dedication of the Nursing Assessment Lab

The Nursing Resource Center features learning laboratories that simulate hospital and clinical settings. One lab is equipped with nursing tools for complete assessment practice, while another is set up with all appropriate hospital supplies and equipment. The computer lab offers online learning and practice programs.



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