



ADELPHI UNIVERSITY SCHOOL OF NURSING

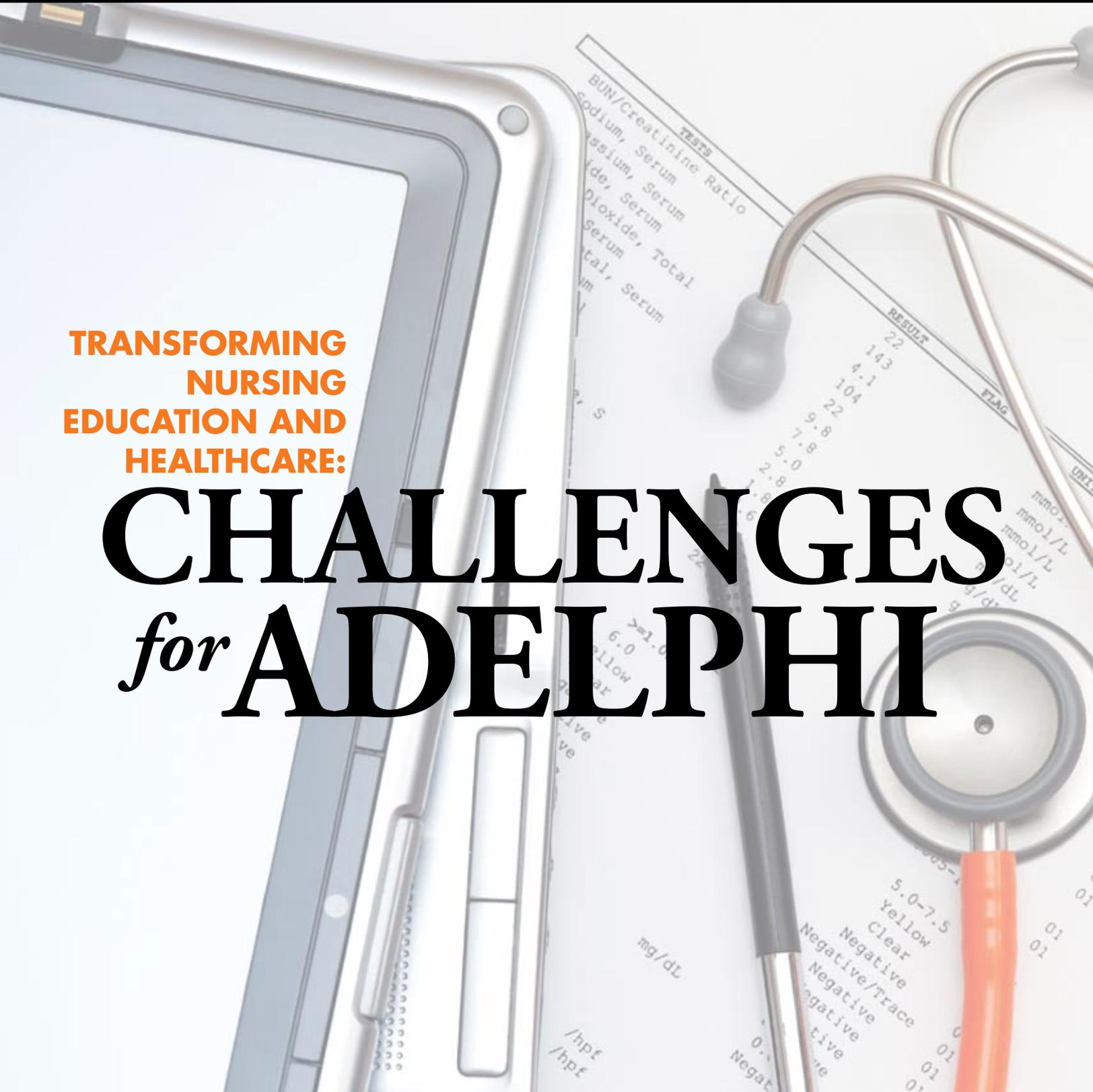
ILLUMINATIONS

LEADING TO NEW HORIZONS IN NURSING

SUMMER 2012

**TRANSFORMING
NURSING
EDUCATION AND
HEALTHCARE:**

CHALLENGES *for* ADELPHI



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TOWARD A HEALTHIER NATION

“To enjoy good health, to bring true happiness to one's family, to bring peace to all, one must first discipline and control one's own mind. If a man can control his mind, he can find the way to enlightenment, and all wisdom and virtue will naturally come to him.”

Buddha

When discussing our future, how appropriate that I look back and call on Buddha for words of wisdom. Education of nurses is changing, still. Today, we still focus on skills, but we concentrate on the mind of the nurse: yes, discipline and control so that wisdom and virtue do come naturally to them. This issue is full of stories about thought, discipline and change, about the use of the mind, changing mindsets, the potential for

the future and global nursing and health. In our profession, as much as some things remain the same, others change. We have changed our education system, our courses, our approach and our programs to better meet the needs of both the rapidly changing healthcare system and the School.

You will see that we have changed our administrative structure and created departments so our faculty are more efficient and respond rapidly to curriculum needs. We are more responsive and have more administrative eyes on the issues that we need to address to remain on the cutting edge.

We value interdisciplinary education. With the development of our new Center for Health Innovation, we were able to create new multidisciplinary programs important to healthcare and the future. The result: changes to the education system, the breaking down of silos and more discipline and control of one's mind.

The fact that nurses will play the major role in the healthcare of our country is a daunting task for all of us. In fact, it is sometimes overwhelming. But, we cannot shy away from any of it.

My mantra has not changed through the years. We prepare the leaders of tomorrow. If we don't, who will? Bringing as many minds together as we can to look at the future, to investigate and solve future problems with health and to make a difference in someone's life—that's our calling. Now more than ever as the world becomes smaller, the systems more complex, the data more available, we need to create knowledge and apply it to improving health. We build quality leaders. We encourage goodness, righteousness and honesty. We build change agents with integrity and we will continue to improve on this process. And it takes an entire school—the 38 full-time faculty, 100-plus adjuncts, 25-plus staff members and all the University support.

Over time, we hope it comes naturally for our students of today to become our leaders of the future. To close, I quote one of my role models—yes, it's Walt Disney: “Of all of the things I have done, the most vital is coordinating the talents of those who work for us and pointing them toward a certain goal.”

I will continue pointing to the goals on the horizon for the future of health and healthcare.

TRANSFORMING
NURSING EDUCATION AND HEALTHCAREDeveloping a Road Map
for Nursing Education's Future

By Rebecca Benison

As is the case in numerous industries, the field of nursing is constantly evolving to meet the demands of a more technical and competitive world. The results of the research confirm that nursing programs need to establish a greater connection between a liberal arts education and its relevance in a clinical setting.

A recent study by the Carnegie Foundation for the Advancement of Teaching, “Educating Nurses: A Call for Radical Transformation,” as well as the Institute of Medicine's (IOM) studies on the future of nursing, highlight problem areas within the field as well as offering solutions. In keeping pace with these observations, Adelphi's School of Nursing has been at the forefront of developing an innovative program to address these challenges.



One major issue identified throughout this research is the evident gap between classroom study and clinical practice. The results of the research confirm that nursing programs need to establish a greater connection between a liberal arts education and its relevance in a clinical setting.

“At Adelphi, we have transformed our curriculum based in part on the IOM studies,” Professor Anne Peirce, Ph.D., said. “For example, we revamped the previous Nursing Research course so that we now have a focus on evidence-based nursing care.”

“At its best, healthcare is interdisciplinary and cooperative...As we look to the future, it is important for doctors, nurses and others to understand the underlying rationale for change,

*continued on p. 26*School of Nursing Makeover:
Five Department Chairs Named

By Rebecca Benison

To embrace the complex and rapidly changing nursing landscape, the restructuring of Adelphi's School of Nursing has created five new chairperson positions. These new chairs will support the evolving curriculum, help mentor and support their faculty peers and continue to innovate nursing care and education.

THE NEW CHAIRS ARE:

Dr. Deborah Ambrosio-Mawhirter, Department of Nursing Foundation

Dr. Maryann Forbes, Department of Adult Health

Dr. Marilyn Klainberg, Department of Family, Mental Health and Community Systems

Dr. Kenneth Rondello, Department of Allied Health (including emergency management, public health and health information technology)

Dr. Joan Valas, Department of Graduate Nursing Studies

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In Nursing Education, Quality and Safety Are Job One

By Brett Hunter Spielberg

In a landmark report released in 2003, the Institute of Medicine (IOM) recommended that all students in the healthcare professions, regardless of their discipline, be educated to achieve proficiency in five core areas to ensure safe patient care.

The report called for restructuring of all health professions education to ensure that graduates could deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, utilization of informatics and quality improvement approaches.

“Adelphi School of Nursing graduates are educated to achieve these essential competencies,” Associate Professor Maryann Forbes, Ph.D., R.N., said. “The important role that professional nurses play in safeguarding patient safety is well established and is emphasized during the education of our students. To keep pace with the rapid changes in our healthcare system, our students are educated to assess and advocate for quality patient care, with the ultimate goal of promoting good patient outcomes.”

To help better prepare future nurses, the Quality and Safety Education for Nurses (QSEN) project began in 2005 on a national scale with a driving goal to ensure that student nurses are well educated to continuously improve the quality and safety of the healthcare systems in which they will work. To accomplish this goal, project leaders focused on the five competencies identified by the IOM, plus an additional goal—patient safety.

In June 2011, Dr. Forbes and School of Nursing colleague Dr. Deborah Ambrosio-Mawhirter attended the QSEN Faculty Development Institute, a three-day seminar focused on training educators to better implement these six competencies in their various institutions of higher learning across the country. “Since the conference, we have reevaluated our courses and incorporated additional innovative learning strategies to teach these competencies,” Dr. Forbes said. “We started with our lower-level courses, simple things like putting in simulation activities that incorporate and focus on the competencies.”

Utilizing nontraditional student-centered learning strategies also helped to accommodate students’ diverse learning styles. Adelphi faculty created a new series of courses entitled Integration Seminars that use a case study approach; students apply the knowledge obtained

“Providing care that focuses on safety and quality in general is a key goal of nursing education,” Dr. Forbes said.

in the classroom to the care of patients in complex situations. As another example, the School of Nursing’s recent acquisition of an academic version of an electronic health record (EHR) allows students to gain cutting-edge knowledge about utilizing informatics in the healthcare setting.

Changes in the healthcare system have resulted in changes in the environments in which nurses provide care. The complexity of today’s practice settings necessitates that nurses possess both astute clinical reasoning skills and at the same time the ability to provide compassionate and patient-centered care. Nurses must be very adept at using technology to care for patients, as well as managing the evolving complex structure of hospitals.

“Providing care that focuses on safety and quality in general is a key goal of nursing education,” Dr. Forbes said. “The focus on safety is a value that has to be introduced early and reinforced with students during their education. The goal is that they carry it forward and improve the quality of care in settings where they will eventually practice.”

Researching Aspects of the Nursing Work Environment

By Ela Schwartz

One major area that the School of Nursing faculty are addressing through research is the work environment in which nurses provide care. Assistant Professor William Jacobowitz’s research focuses on patient aggression toward nursing staff, for instance, while Associate Professor Patricia Donohue-Porter zeroes in on how the clinical environment itself can contribute to medication errors and Assistant Professor Seonah Lee’s research looks into the interface between informatics and patient care.

Applying Neuroscience to Prevent Medication Errors

What do nurses and pilots have in common? Both are responsible for carrying out multiple, multistep tasks in environments chock-full of interruptions and distractions. And both hold the lives of other individuals in their hands.

According to Patricia Donohue-Porter, Ph.D., associate professor and doctoral program director of Adelphi’s School of Nursing, frequent interruptions and distractions are part and parcel of the healthcare

environment. She pointed out that nurses typically process eight to nine cognitive tasks each hour.

Juggling these disparate tasks can lead to cognitive overload and then medication errors, which are among the most common errors occurring in hospitals, annually affecting at least 1.5 million people and causing 7,000 preventable deaths, with costs ranging from \$3.5 billion to \$29 billion yearly (Institute of Medicine report, 2006).

Finding solutions is the aim of Dr. Donohue-Porter and co-investigator Lily Thomas, Ph.D. ’99, vice president of system nursing research at North Shore-Long Island Jewish Health System. They are collaborating in a national one-year multisite study “Impact of Cognitive Load, Interruptions, and Distractions on Procedural Failures and Medication Administration Errors,” under the auspices of the Improvement Science Network and principal investigator Dr. Kathleen Stevens.

Their search for solutions to this problem has led them to the realm of neuroscience and the research of NASA scientist Robert K. Dismukes

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PUTTING CLINICAL INFORMATION SYSTEMS TO THE TEST

Technology continues to make inroads in professions across the board, and nursing is no exception.

Software developers are adapting the decision support systems used in the business world to create what are referred to as clinical information systems (CIS) or clinical decision support systems (CDSS) for the healthcare industry. Systems such as Medline, Cinahl, Embase and Cochrane allow nurses to prepare and review diagnoses and access and review patients’ medical records and general healthcare information so they can better prevent medical errors and improve patient care.

However, as with any new method or technology, these systems require human analysis to determine whether or not they do indeed optimize nursing practice.

Assistant Professor Seonah Lee, Ph.D., recognized that no systematic review research on CIS and nursing practice had been published. “As a result,” she said, “the discipline of nursing does not have a well-organized model for the specific features effective to nurses in real practice settings.” Dr. Lee aims to organize how the specific features of a CDSS improve nursing practice in a variety of nursing care contexts.

Dr. Lee’s study identified measures of CIS quality following a literature review. Twenty nurses using a CIS were studied via a questionnaire, interviews and observation to evaluate the quality of the CIS. This was Dr. Lee’s doctoral dissertation topic, completed at the University of Illinois. For a follow-up study, she plans a systematic review of the literature to determine and categorize publications that exist on clinical decision support to determine what has been effective.

Ultimately, this review will add to nursing’s knowledge base regarding what systems work for which decisions.



TRANSFORMING NURSING EDUCATION AND HEALTHCARE

The Next Generation of Healthcare Education

By Caitlin Belforti

Adelphi's School of Nursing would agree with Bob Dylan that "the times they are a-changin'." To stay ahead of those changes, the School is expanding its career focus to encompass two of the fastest-growing healthcare sectors: public health and technology. With new master's programs in public health and health information technology (HIT), the School now provides students with more useful, well-rounded knowledge in these fields.

A nationwide emphasis on healthcare reform will propel graduating nursing students to draw upon this multifaceted knowledge now more than ever. "My hope for these students is to be a recognized subject-matter expert," said Assistant Professor Thomas Virgona, Ph.D., who is the director of the new Master of Science in Health Information Technology program. "There is a need for leadership in these roles."

Health information technology is significant on both a societal and individual level. "The entire focus of these programs is on providing more community," Dr. Virgona explained. "The need for technology is increasing and the population is getting older.

There are more pressures to do things faster and more efficiently."

Often, healthcare professionals have the technology aspect only as secondary knowledge. "There's this wandering, meandering approach to these things," he said. "They [professionals] are all in the field but they don't have any kind of formal background and detailed understanding of what's involved with technology and what it could benefit."

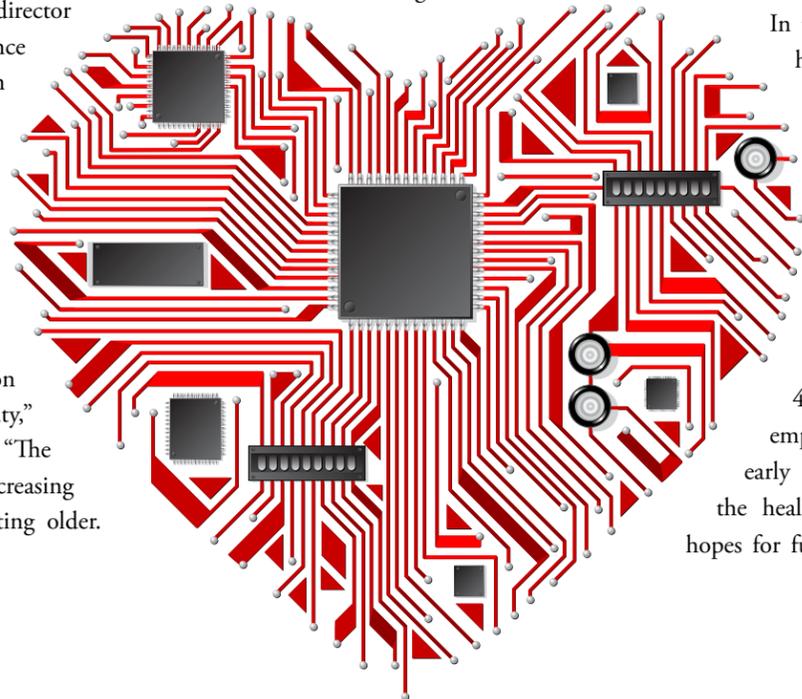
This 42-credit M.S. program's hands-on curriculum will aid students in their future careers because much of the learning occurs outside of the lecture hall. "Not only are they [students] going to be sitting in a classroom discussing and

writing papers, they are also going to be out in the field providing tangible benefits to people that need their services," he said. "You want people that are leaving here to be looked upon as experts in the field and could provide immediate benefits and direction."

According to K.C. Rondello, Ph.D., chair of the new Department of Allied Health, the Master of Public Health (M.P.H.) program could not have come at a more vulnerable time for the medical profession in America. "Physicians and nurses have been around for centuries," Dr. Rondello said. "What's unfortunate in this country is that many public health efforts have largely been abandoned in favor of a model that treats illness rather than takes care of health.

In this country, we don't have a healthcare system. We have a sick-care system...We wait until people get sick and then we treat their illness, whereas in other countries their medical model places greater emphasis on prevention."

Dr. Rondello foresees the 45-credit M.P.H. program emphasizing the need for early action and prevention in the healthcare system. He has high hopes for future alumni of this program



who will be entrusted with an immense responsibility. "The healthcare workforce will need more individuals that have training in things like public health, community health and preventive medicine. We see it as very much consistent with the national movement toward healthcare reform."

A recent *New York Daily News* article headline observed, "Digital nursing? There's an app for that." *The New York Times* in January said, "The push to move the nation from paper to electronic health records is serious business," estimating that nearly 40 percent of U.S. primary care doctors and 25 percent of hospitals use electronic patient records.

Electronic medical records and exchange

of patient information as well as privacy mandates have created an upsurge in demand for healthcare IT professionals.

In fact, the healthcare information sector alone is projected to be among the fastest growing fields for computer and information systems managers.

Enter the M.S. in Health Information Technology, which prepares graduates for careers in health and medical informatics in academic, healthcare and industrial settings.

The need is also growing for public health professionals who can address such community health issues as influenza pandemics, the rise in obesity rates and related diseases (e.g., type

2 diabetes) and an aging population.

Those who complete the interdisciplinary M.P.H. program—which features such diverse areas as biostatistics, environmental health sciences, epidemiology and health policy management—are prepared for key roles in public health organizations as managers, directors, researchers, educators and advocates.

For more on the M.P.H., visit chi.adelphi.edu/our-programs/public-health/academic-programs/master-of-public-health and on HIT, visit academics.adelphi.edu/universitycollege/ms-health-information-technology.php.

The Center for Health Innovation, Growing out of AU2015

By James Forkan

The Master of Science in Health Information Technology and the Master of Public Health are just two elements of the Center for Health Innovation (CHI)—an idea that first took root as a transformative goal of AU2015, Adelphi University's 2010–2015 Strategic Plan.

Last fall, Adelphi officially established CHI as a progressive collaboration of schools and disciplines within Adelphi to become the primary resource in this region for innovative, multidisciplinary, evidence-based responses to improving healthcare, healthcare systems and public health.

The center has since branched out into a variety of programs, encompassing not only the M.P.H. and the M.S. in Health Information Technology but also more than 50 other degree programs in community and public health, mental health, physical health and environmental health, offered via the School of Nursing and Adelphi's other schools.

As longtime pioneers in health education and research, Adelphi's faculty have developed preeminent programs in nursing psychology and other fields related to health. The center, built upon an extensive history of expertise in health,

scholarship, outreach and education, will unite the University's various healthcare programs and services in the goal of improving public health and the regional healthcare landscape.

CHI's goals are to foster practitioner-focused, interdisciplinary academic programs and grant-seeking activities; ensure that clinical services are aligned with regional needs; support long-term institutional goals and community partnerships; and develop shared areas of relevant research as a thought leader.

As the center grows in its first year, Adelphi President Robert A. Scott said Dean Patrick Coonan will, as CHI's acting director since March 2011, "lead the introduction of new educational programs, interdisciplinary research efforts and collaborative work with healthcare partners, both internal and external to Adelphi."

Dean Coonan added that CHI "will build on our strong partnerships with hospitals, schools, community service organizations and other health-related institutions throughout the New York metropolitan area to chart a new focus on innovating healthcare sciences, delivery and education."

To learn more, visit chi.adelphi.edu.

Healthcare Reform and the Future: From HMOs to ACOs

By Ela Schwartz

Compare and contrast: In the first scenario, an elderly patient suffers from various chronic illnesses and must visit a range of specialists who rarely communicate with one another. In the second, this same patient is provided care by a healthcare team coordinated by a nurse practitioner, who collaborates with physicians as well as perhaps a social worker and psychologists to not only treat existing conditions but prevent future ones through preventive care.

The latter is the model based on recommendations of the Affordable Care Act of 2010 for how healthcare should dramatically change from its 20th century formula of treating acute illnesses and injuries to its new incarnation on holistically managing the needs of our aging population. According to the Institute of Medicine, 20 percent of Americans will be 65 and older by 2030.

The act provides incentives for healthcare providers to work together as part of accountable care organizations (ACOs), in which they deliver seamless, high-quality, patient-centered care for Medicare beneficiaries.

Joan Valas, Ph.D., associate professor and chair of the School of Nursing's Department of Graduate Nursing Studies and director of the nurse practitioner program, said,



“Nurse practitioners have always excelled at putting patients in the center of care. So the opportunities for nurses to contribute to ACOs are abundant.”

Nursing educators are being called upon to adapt so that graduates can enter the field prepared to meet these challenges. Dr. Valas said the School continually adjusts its curriculum to meet the mandates of professional organizations and accrediting bodies, such as the American College of Nursing, the American Academy of Nurse Practitioners and the National Organization of Nurse Practitioner Faculties. “We teach patient-centered care to our undergraduates from day one,” Dr. Valas said. “And we are meeting professional mandates to educate

nurse practitioner students to care for adults across the lifespan, from adolescence to very old age.”

She added that the School constantly evaluates new and challenging ideas facing the industry, such as the Doctorate of Nursing Practice (D.N.P.) degree or that nurse practitioners may need to complete residencies in their practice areas after graduation.

The bottom line, Dr. Valas said, is that our healthcare system has an opportunity to transform us into a healthier nation by “giving people not just the right to healthcare, but the right to health.”

Focus on Women's Health: Faculty Research Targets Postpartum Depression, Cervical Cancer Prevention

By Ela Schwartz

Two very different populations and cultures: Chinese American women in the United States who consider health-related matters private, and women in Botswana who are not shy about speaking up. What these women share is their need for health information.

Permission to Speak

In 2007, Victor and Hejin Han drove their two daughters to Bear Mountain, New York. But their trip took a tragic turn when Hejin told Victor to get out of the car, then drove over a 300-foot cliff. Miraculously, her daughters survived with minor injuries, but Ms. Han did not. Her husband later disclosed that she had been depressed for years and had threatened killing herself and her daughters, but he did not take her seriously or get her the help she needed.

According to Assistant Professor Elizabeth Lee, Ph.D., psychiatric disorders “become family secrets” in Asian cultures, since these conditions stigmatize not only individuals but their families as well. This unwillingness to address mental illness as well as the pressure on these women to be perfect led Dr. Lee to question the statistic that less than 10 percent of Asian women suffer from postpartum depression, compared to 10 to 12 percent among all women in the United States.

While Ms. Han's depression was among the most severe, mothers with postpartum depression interact with their babies far less

than unaffected women, and this in turn negatively impacts the psychological, social and physical development of their infants. In addition, postpartum depression typically worsens with successive pregnancies, making early intervention even more crucial.

For her pilot study conducted in 2007–2008, Dr. Lee assessed whether the Chinese version of the postpartum depression screening scale was as reliable as its proven English counterpart. She had both versions of the questionnaire administered to 36 Chinese American immigrant women older than 18 who were six weeks to six months postpartum. Dr. Lee found no difference between the comparability and reliability of both versions in consistently screening out postpartum depression in the Chinese population.

She hopes to continue her study by giving the Chinese screening to a larger group of 350 to 400 women outside the United States. If results confirm that the Chinese version is reliable, Dr. Lee said her next step would be screening African American, Latino and Chinese American women with English, Spanish and Chinese versions to compare the prevalence of postpartum depression among the three groups.

Asians comprise the third largest minority group in the nation, and this group is expected to dramatically increase in the next 10 years, she said. The timing couldn't be better for nurses under healthcare legislation



to take on a greater role in working with these patients. “Nurses listen,” Dr. Lee said, “and we ask specific questions. That's our greatest asset.” By educating nurses about Asian American women's reticence to address feelings of depression, nurses will have the knowledge to intervene and prevent future tragedies from occurring.

Closing the Knowledge Gap

When Associate Professor Ditsapelo McFarland, Ph.D., went to Botswana, her native country, to study inexplicably rising rates of cervical cancer and low rates of women getting annual Pap smears, the women did not hesitate to speak up. They told her cervical cancer could be caused by the use of a certain traditional powder by some women, which is believed to keep one's male partner faithful.

Her study involved interviewing 30 women, divided evenly among those with high incomes who had personal physicians and health insurance and those with middle- and lower-income women who received healthcare in government clinics. “Most women who had no personal physicians or

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TRANSFORMING NURSING EDUCATION AND HEALTHCARE

Revamping Nursing Education: New Ideas

By Brett Hunter Spielberg

Nursing education's transformation is already underway, assisted by new ideas—ranging from new options like the Professional Acceleration to Healthcare (PATH) program to new approaches to teaching, such as dedicated education units (DEUs) and narrative pedagogy.

Accelerated PATH Program

“Accelerated nursing programs around the United States are growing and gaining momentum to meet the demands of the impending nursing shortage,” said Andrea McCrink, Ed.D., director of the PATH program.

PATH allows qualified graduates with a degree other than nursing to achieve an undergraduate nursing degree in 14 months of full-time study.

“We expect the graduates of our accelerated program to be in demand upon graduation,” Dr. McCrink said, “and we also anticipate that many of them will continue on with graduate studies to meet the growing demands for nurse educators and nurse practitioners.”

Pointing out that “the United States is projected to experience a severe nursing shortage in the near future due to aging baby boomers and radical healthcare reforms,” Dr. McCrink said. “The U.S. Labor Department projects more than a million new and replacement registered nurses will be needed by the year 2018. Our PATH program is one way to abate projected nursing shortages.”

PATH is modeled to build upon each student's prior experience. Candidates have proven their ability to succeed in higher-level college or university programs and they are typically both older and more mature than traditional undergraduate students. Graduates will be eligible for immediate employment in numerous healthcare settings, ranging from hospitals and hospices to schools, long-term care facilities and the military.

PATH, whose first class at Adelphi began in Summer 2011 and is set to graduate this summer, is available at the Garden City campus.

The program's growth is accelerated as well. This year's incoming class is set to double the amount of students enrolled last year.

Narrative Pedagogy

To both facilitate learning and improve reflection in nursing's numerous educational settings, it has become pertinent to pursue multiple pedagogies.

Faculty must focus on both what they teach and how they teach to better connect classroom instruction with on-the-job clinical experiences.

“Teaching/learning in nursing education is an especially complex process because it involves the ability to integrate caring with large amounts of scientific evidence to provide care for patients,” Associate Professor Janet Raman, Ed.D., said.

Dr. Raman has utilized narrative pedagogy, an approach that has proved beneficial to a variety of learners, with the objective of improving the student learning experience. By encouraging active engagement and critical thinking, this method gets students to ask questions to gain meaningful understanding via dialog. Preparing students for a fast-paced profession with cost-effective means, narrative pedagogy has potential to transform nursing education.

Dr. Nancy Diekelmann, the Helene Denne Schulte Professor at the School of Nursing, University of Wisconsin-Madison, originally conceived narrative pedagogy, or teaching through storytelling. Under this research-based approach, students acquire knowledge by studying the experiences of their fellow students, instructors and professional clinicians.

“The stories are written out in great detail before their presentation,” Dr. Raman explained. “Once the stories are read by the writer, or another presenter, teaching points in the narrative relevant to the lesson on hand can be thoroughly discussed with the help of the instructor and others in the learning group.”

Students are given a new level of preparation for their professional roles. Narrative pedagogy provides a lens for students into the profession as they walk step-by-step through highly detailed narratives that ultimately provide field experience that can be learned in any setting.



“Content is delivered in a manner that engages all those who are present in learning with mindful reflection,” Dr. Raman said. “This pedagogical approach may be used to enhance course content.”

Dedicated Education Units

The evolving environment of healthcare requires educators to radically revamp clinical teaching models to focus on the foundation of a professional nurse. To do so, Adelphi has begun implementing dedicated education units, or DEUs.

“Our new curriculum model emphasizes integration of learning and the DEU model is a perfect setting for the students to achieve this goal,” said Clinical Assistant

Professor Deborah Murphy, M.S., R.N., the coordinator of clinical and community affairs at Adelphi's School of Nursing. “DEUs nurture students and help transform their clinical practice by providing a one-on-one experience with their expert nurse mentors for 12-hour shifts on the same unit every semester.”

This consistency gives vital experience to students through hands-on communication: speaking with doctors and other healthcare team members in the overall process of transformation from student to professional nurse.

DEUs have increased student satisfaction “by giving them a sense of belonging, confidence

and fulfillment during the nursing education process,” Professor Murphy said. “This innovative model has allowed our students to integrate and correlate their theory knowledge into clinical practice through a close relationship with their mentor.”

In early 2009, the School of Nursing began a dedicated education unit at St. Francis Hospital in Roslyn, New York—a DEU that continues to thrive, Professor Murphy said. DEUs are now in development at John T. Mather Memorial Hospital in Port Jefferson and at North Shore University Hospital in Manhasset. The first group of nursing students will be starting in the DEU at North Shore Manhasset in Fall 2012.

ACROSS THE MILES: BRINGING KNOWLEDGE TO AND FROM CHINA

Western vs. Eastern Medicine: A Balancing Act

By Michelle Consorte and Mirinai Sithole



XiaoYing Tian, Ph.D.

XiaoYing Tian, Ph.D., assistant professor of obstetric and gynecology nursing and the science of traditional Chinese medicine in nursing at China's Jinan University, gave her first lecture at Adelphi University on April 2 in a series that gave a glimpse into Eastern medicine, including acupuncture and herb therapy.

The visiting scholar targeted her School of Nursing presentations to different levels of expertise. Following her April 2 presentation to faculty,

Dr. Tian spoke to master's students on April 3, nurse practitioner (NP) and undergraduate students on April 4 and doctoral students on April 6. She also conducted an acupuncture demonstration for the NP students.

In China past, a master would teach apprentices about traditional medicinal practices and that knowledge would be passed down from generation to generation. However, after the establishment of the new Chinese government in 1949, Western medicine began to be more widely accepted in China. Despite this integration, there are still hospitals and universities in China that focus solely on traditional Chinese medicine (TCM). In the U.S., many healthcare providers do not cover the costs of using alternative services, so most Americans do not use TCM as general practice.

During her lecture, Dr. Tian explained that TCM's overall goal is to achieve balance throughout the body, what Western physicians call homeostasis. More specifically, practitioners of these holistic medical techniques seek to create a balance between two opposite

energies present within the body: *yin* and *yang*. If balanced properly, according to TCM, the person harnessing these energies should be fully healthy.

"Traditional Chinese medicine holds that the root of disease is the imbalance of *yin* and *yang*," Dr. Tian said. She also explained that, theoretically, "all ailments should be curable through alternative medicine, but it is typically used for chronic pain, sleep issues, smoking and drug withdrawal."

Three main therapies used in TCM to treat various illnesses and conditions are acupuncture, moxibustion (herb therapy) and cupping. These techniques use heat to stimulate circulation of blood and, according to TCM, *qi* (or life energy) to different parts of the body as needed. Chinese universities use Western medical technologies such as MRI and CT scans to examine which chemicals are released in different parts of the brain during these traditional treatments.

The Five Element Theory, another basic tenet of TCM, explains that all things in nature contain characteristics stemming from one of the five elements: earth, fire, water, wood and metal—all of which simultaneously generate and restrict each other to form a secondary level of balance. Each element is associated with a different part of the body so that naturally occurring substances in the environment, such as foods, heat and cold, can be used to treat illnesses, or imbalance of these elements within the body.

During her clinical visits at Adelphi, Dr. Tian—who received Jinan University's Best Teacher Award in 2009—sought to hone her teaching skills and gain more experience in lecture and lesson preparation. She also planned to observe the differences between the American and Chinese education systems.



The library at Jinan University



Assembled for a tour of a traditional Chinese medicine museum



On Jinan University's scenic campus

East Meets West: China Exchange Program

By Janine Perez

Adelphi University's exchange program with China's Jinan University last January was a three-week adventure for the seven participating nursing students, as well as Professor Anne Peirce, Ph.D., and Assistant Professor Andrea McCrink, Ed.D.

During the winter intersession, Adelphi offered a program in cooperation with Jinan University. These students also had the opportunity to study traditional Chinese medicine and acupuncture there; the 3-credit elective was taught in English.

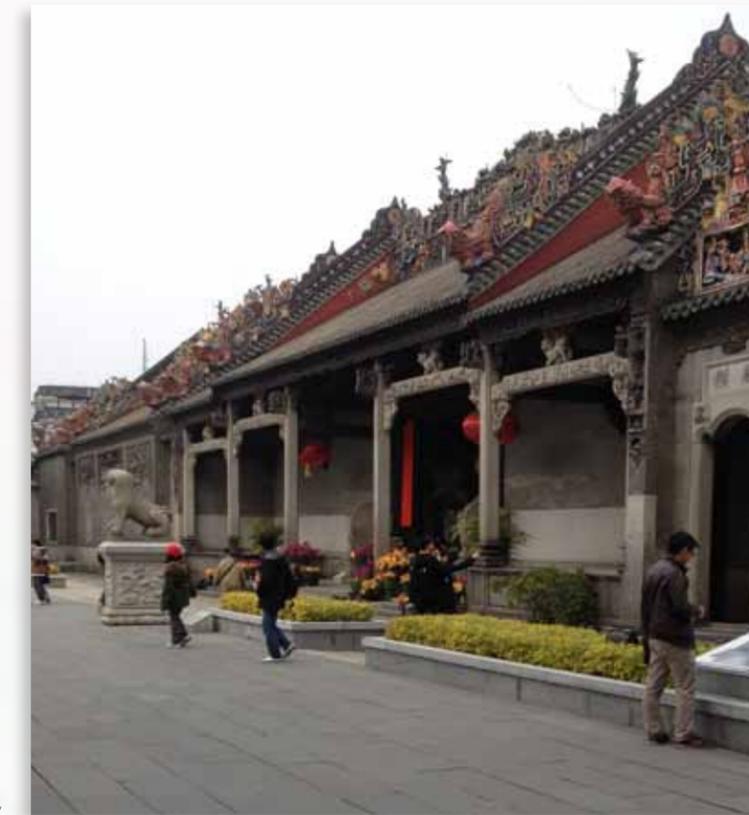
The professors had the opportunity to enjoy Chinese culture while also engaging with students from both the U.S. and China. Dr. McCrink observed, "Our hosts were very gracious and provided many opportunities to experience Chinese culture and cuisine. We visited beautiful old temples, toured Chinese hospitals and visited a traditional Chinese medicine museum...[and] eating in China was always an adventure. Besides eating delicious rice and noodle dishes, we had the opportunity to try various local dishes, including snake and a variety of organ meats."

While there, both professors taught classes about the U.S. healthcare system and nurses in the U.S., including educational roles, ethics and obstetrical nursing. In addition, they lectured on their respective research: Dr. Peirce on oscillating thought and Dr. McCrink on ethics issues with student nurses. There were 30 to 40 Chinese students in these classes, mostly postgraduate nursing students or members of Jinan's School of Medicine. The professors also pointed out that there were no major differences between the American and Chinese students. In fact, "the students were very engaged" in these classes, both with each other and the professors, Dr. Peirce said.

Looking ahead to July, Assistant Professor Yiyuan Sun—who is directing the summer exchange—is expecting between seven and 10 Chinese students to come to Adelphi but these students will not be the same that Drs. McCrink and Peirce taught during their

China stay. Instead, they will all be from the undergraduate nursing program at Jinan University and will take courses under a series of instructors. The students participating will receive 3 credits toward their required electives.

The School of Nursing's exchange program is hoping to expand to other universities in China, they said, and also to continue participating in other national and international initiatives, such as the yearly trip to Costa Rica and the Navajo Nation, an academic/community service program that took place June 7–11 on a Native American reservation in Arizona.



Chen Family Academy

PAUL WILLENBROCK '10 AND DONNA WILLENBROCK (NÉE STRONG) '82, '01

Second Careers, Second Chances: Fostering Hope and New Beginnings

By Rebecca Benison

For Paul Willenbrock '10 and Donna Willenbrock (née Strong) '82, '01, who wed in 1990, giving back is more than a priority, it's a way of life. After long and varied careers, both finally chose nursing as their true calling, and found Adelphi's School of Nursing to be exactly what they needed to get started on their new career path.

Paul, a tennis pro for about 15 years and a highly successful business consultant after that, found that he just wasn't fulfilled by the daily grind. "I wanted something that was meaningful, and nursing was the way to go," he said.

Donna had already had a positive experience in the School of Nursing, so Paul decided to follow in her footsteps and enroll. He graduated with his Bachelor of Science in Nursing in 2010.

Following her 2001 graduation, Donna became an adult nurse practitioner in a private practice specializing in both pulmonary medicine and palliative care. Currently, she's working as an adult nurse practitioner for two internal medicine practices. Paul has put his degree to good use in the psychiatric ER of a Long Island hospital.

As they progressed, the couple learned just how much nursing fit into their everyday lives. As devoted foster parents, they found that it was the perfect option to blend their education in school with the very real lessons at home. Although the balancing act was trying, they found great support at Adelphi.

"[School of Nursing] Dean [Patrick] Coonan was very instrumental in helping me...juggling two jobs and between six and seven kids, it was quite challenging," Paul said.

"I feel like I got the best of all possible worlds," said Donna. "The



Donna and Paul Willenbrock



The Willenbrock family (left to right): Lucas, Derek, Zack, Alex, Nate, Paul, Donna and Dakota

Photography credit for pages 14 and 15: Brian Ballweg

professors were great, and everybody was so supportive." During her final semester, Donna gave birth to the couple's youngest daughter. "The professors actually let me bring the baby to class. It was so wonderful... it's a family school."

Over the past 12 years, Donna and Paul have had a total of 15 children in their care, usually with a sibling group of three or four foster children. Currently, they have six children of their own—three biological and three adopted siblings, all ranging in age from 8 to 20 years.

For Donna, who had completed the program nearly a decade before Paul, the path wasn't quite as clear-cut. After initially interviewing for admission to the program, she was told by the dean at the time that she had "too much of an assertive personality to be a nurse."

Instead, she initially pursued a career in banking, eventually becoming the chief

securities compliance officer for American Express Bank International, where she worked from 1993 to 1998.

Well before earning a B.S. in Nursing (2001), Donna had earned a B.S. in Management and Communications, which prepared her for the fast-paced business world. The latter degree came from Adelphi's University College in 1982—then known as the Adult Baccalaureate Learning Experience (ABLE).

After her mother's passing in 1996, however, she decided to leave American Express Bank and give herself some time to adjust.

"Just by a fluke, I went to Adelphi to pick up my transcripts and an admissions officer noticed I had previously interviewed to the School of Nursing," she said. The woman brought Donna over to the dean who had initially led her to pursue a business career, and she was accepted on the spot.

While it is no easy feat taking care of so many while going back to school and continuing to work, the Willenbrocks have no regrets, and are happy to provide a loving home to those who need it. For Paul, it is a personal mission to give children the safe and stable environment he so craved as a child. For Donna, it's continuing the legacy of service instilled in her by her mother, who said, "If you can give any of these kids a home, you need to do this."

Knowing that they could provide that home to children in need, the choice was clear to both.

"I always wanted to adopt," Paul said. "I wanted to adopt and give these kids a second chance. I wanted to do something to really make a difference...Each one can be a horror story in itself, but with us, each child is treated like they're our only child."

DIANNE WAMSLEY '84

Navigating 27 Years in the Navy: From Nurse to Clinical Educator

By Andrea Winters



“While there are so many options in nursing, during the time I was at Adelphi, I decided that the Navy was the best fit for me.”

“I always knew I wanted to serve my country,” said Dianne Wamsley, a retired United States Navy commander. “While there are so many options in nursing, during the time I was at Adelphi, I decided that the Navy was the best fit for me.”

In December 1984, after completing her bachelor's at Adelphi's School of Nursing, she entered Officer Indoctrination School in Newport, Rhode Island. “This had nothing to do with nursing. I was being taught to be a military officer,” she said. “I spent the next six and a half weeks training...to be a naval officer.”

During that training, she studied naval history and naval law, and was taught different survival and damage skills. “It was very structured...I didn't have time to think about nursing. It was fun and it was so different than anything I had done before,” she said. “When I completed my training, however, I wanted to get back to nursing badly.”

After completing Officer Indoctrination School, she was sent to California. “I reported to San Diego and was assigned to an open bay ward with nearly 40 patients and just two corpsmen to assist me,” said Commander Wamsley, whose first assignment was orthopedics, plastic surgery and urology. “After six months, I was rewarded to work in the ICU, which is where I wanted to be.”

It was also in the ICU that she met her husband, Brian Wamsley. Today an anesthesiologist, Dr. Wamsley was at that time a Navy flight surgeon, doing his rotation in the ICU. When she was reassigned to the Naval Medical Center in Bethesda, Maryland, Dr. Wamsley traveled back to the East Coast with her, fulfilling his

residency in anesthesiology at Johns Hopkins University School of Medicine. By the time she finished her assignment at Bethesda, the couple was ready to get out of the Navy and marry. But that all changed when Operation Desert Storm began.

“My husband and I came back to the West Coast. We both thought we were going to be deployed to Kuwait or Iraq so we did a quick wedding,” she said. “We were married and both stayed on active duty until 1993.”

A career in the Navy opened new opportunities for her during the next 18 years that she dedicated to reserve and active duty. She particularly enjoyed her role as clinical educator at the Naval Medical Center San Diego (NMCS). “I had wonderful hours, and had the opportunity to teach a whole array of classes,” said Commander Wamsley, who later took a position in ophthalmology at the NMCS. Raising two young sons at the time, she savored the flexibility that these positions afforded her.

After a fulfilling career—she completed 27 years of active and reserve duty—Commander Wamsley retired from the Navy in March 2011. Today her husband is an anesthesiologist at Balboa Anesthesia Group, which provides services for the Navy and coverage for the Naval Medical Center San Diego, where Commander Wamsley continues to work today.

In their free time, the Wamsleys and their two sons enjoy skiing, and return home to Long Island to spend their summers.

To read more about Dianne Wamsley, visit nursing.adelphi.edu/65years.

LEADERSHIP CONFERENCE



Keynote speaker STTI CEO Patricia Thompson, Ed.D., R.N., flanked by (left to right) Leadership Conference co-chairs Deborah Ambrosio-Mawhirter, Ed.D., and Karen Pappas, R.N., and School of Nursing Dean Patrick Coonan, Ed.D.

More than 100 nurse leaders and educators attended the eighth annual Leadership Conference, whose theme was “Are We There Yet? Enhance Your Patient Safety Dashboard Through Research and Leadership.” Sponsored by Adelphi and Sigma Theta Tau International's Alpha Omega Chapter, the event took place May 4 in the Ruth S. Harley University Center's Thomas Dixon Lovely Ballroom.

The keynote speaker was Dr. Patricia Thompson, Sigma Theta Tau International (STTI) CEO, who focused on evidence-based practice, especially around patient safety. She stressed that every nurse must understand that they must lead to provide safety, that the “bedside leader must be engaged in quality and safety.” To advance the science of quality and safety, she said, nurses must continue to use research and evidence-based practice.

Assistant Professor Deborah Ambrosio-Mawhirter, Ed.D., and Associate Professor Maryann Forbes, Ph.D.—whose session topic was “Fuel Your Resources for Quality and Patient Safety in Nursing Education”—reminded the attendees that all practitioners must look at new and innovative strategies to provide students and nurses with the resources to become educated in quality and safety in nursing practice. Their presentation posed the question to the audience: How can we reframe what we teach so that students understand and value the critical role of nursing in ensuring safe patient care and what are reasonable expectations for today's graduates? They emphasized that when students are educated to view quality improvement as a necessary and essential component of nursing practice, this will ultimately lead to better patient outcomes and system changes.

Medication Error Study Among ENRS Scientific Sessions

By Mirirai Sithole

The Adelphi School of Nursing had ample representation at the 24th annual Scientific Sessions of the Eastern Nursing Research Society (ENRS) conference in New Haven, Connecticut—including Associate Professor Patricia Donohue-Porter, Ph.D., presenting a medication error reduction study.

The March conference featured the theme, “From Cell to Society: The Intersection of Nursing Research, Practice and Policy.”

Dr. Donohue-Porter, director of the School of Nursing’s Ph.D. program, along with Lily Thomas, Ph.D. ’99, vice president of system nursing research at North Shore-Long Island Jewish Health System, presented a poster entitled “From Cognitive Science to Nursing Practice: Examining Medication Error Reduction Through the Lens of Complex Processes.” Their study was featured in the Spring 2011

Illuminations (nursing.adelphi.edu/pdfs/illuminations_f11.pdf).

Adelphi’s nursing program has long been an active participant in and supporter of the ENRS conference, where faculty, students and professionals come together to share and discuss research in their field. Adelphi students and faculty members who presented their research posters and lectures this year included Ph.D. candidate Debra Kantor, who presented a poster on her dissertation research, “Factors Influencing Psychological Distress in Patients with Cancer,” and Lynn Johnson, also a doctoral student, who presented, along with her colleagues from NS-LIJ, a poster on “Generative Leadership Creates Ecologies of Collaboration in Healthcare.”

Next year’s conference will be in Boston.



TV PANEL: Learn from NASA, Aviation to Cut Errors

By James Forkan

Preventing medication errors was one of the topics discussed on the nursing-centered edition of the *Exploring Critical Issues* program that aired on Telecare, the Catholic TV network, in March–April.

Participants in the one-hour discussion, hosted by Adelphi President Robert A. Scott, Ph.D., included School of Nursing Dean Patrick Coonan, Ed.D., and Patricia Donohue-Porter, Ph.D., director of the doctoral program, along with Eileen Williamson, senior vice president and chief nurse executive at Nurse.com.

Dr. Donohue-Porter—noting that she is involved in a medication errors research study with Dr. Lily Thomas, Ph.D. ’99, at North Shore-Long Island Jewish Health

System—said that the nursing field is looking at strategies aimed at preventing or reducing errors that are “responsible for many, many preventable deaths.”

She added, “What is it about [nurses’] environment? How complex is that? How much can [multitasking nurses] keep in their mind? It’s called cognitive loading. We’re finding that nurses can carry with them eight or nine events at all times, loaded in their minds.”

The concern, Dr. Coonan added, is “how many things can you keep [in one’s mind] without something falling off the edge.”

Dr. Donohue-Porter pointed out that she and others have met with retired National

Aeronautics and Space Administration scientists and aviation experts to see how those fields are coping with such mental overloads.

Ms. Williamson noted, “A lot of the safety initiatives in healthcare right now came out of the aviation industry.” She recalled one boss’ advice years ago: “Whenever you’re thinking about anything you’re responsible for, you should use a mental checklist, as if you were a pilot.”

“About 85 percent of medication errors have been underreported because of the [previously] punitive environment,” Dr. Donohue-Porter said. But today’s “more just culture” has enabled nurses to learn from their mistakes instead of hiding them, she added.

DR. JANE WHITE NAMED A VISITING SCIENTIST

Jane White, Ph.D., Vera E. Bender Professor of Nursing and School of Nursing associate dean for research, was recently appointed a visiting scientist at the North Shore-Long Island Jewish Health System Institute for Nursing.



Jane White, Ph.D.

Her two-year appointment began in May.

Dr. White—who is sponsored by the Institute for Nursing and will be working with Dr. Lily Thomas, Ph.D. ’99, vice president for system nursing research at NS-LIJ—said that she is “honored to be the first nurse appointed as a visiting scientist for the system and looking forward to assisting nurses with their research. Working on committees and projects with NS-LIJ nurses over the past few years has given me such an appreciation for how involved and dedicated the nurses are in meaningful clinical research across the entire system.”

Dean Patrick Coonan said, “This appointment is a tremendous opportunity for our School’s continued collaboration with our colleagues at NS-LIJ and I know Jane will be an asset to them in their research endeavors. As a researcher and scholar, she has been a committed and appreciated mentor for our own faculty.” Dr. White joined the SON faculty in 2005.

STUDENT HIGHLIGHTS

STUDENT HONORS AND AWARDS

School of Nursing students continue to shine. The following students received awards at the Pinning Ceremony in May 2012.

2012 AWARDS

Mildred Montag Award

Fradi Back

Margaret T. Shay Senior Award

Jonathan Luna

Nurses Association of the Counties of Long Island (NACLI) Student Leadership Recognition Award

Fara Stricker

Student Nurses Acting for Progress (SNAP) Award

Sharonne Casimir
Shavonne Casimir

School of Nursing Perseverance Award

Kenneth Debus
Karen Plotsker

Eileen M. Jacobi R.N. Leadership Award

Therese Glassman
Alla Mullady

THE FOLLOWING STUDENTS WERE INDUCTED INTO THE ALPHA OMEGA CHAPTER OF ADELPHI UNIVERSITY'S SIGMA THETA TAU INTERNATIONAL HONORS SOCIETY FOR NURSING IN APRIL 2012

Julie Abad	Gloria Chan	Elizabeth Gouse	Temima Levine	Chasidy Poveromo-O'Boyle
Perel Abramzon	Vanessa DeLiso	Jaelyn Haar	Shulamit Manahimov	Sarah Shapiro
Indhira Aracera	Stephanie Delucia	Ashley Harkins	Rigina Matatova	Fara Stricker
Justine Arkontaky	Ingrid Emile	Haley Holcman	Michele McGovern	Rachel Telfer
Natella Aronova	Joy Farajian	Jessica Holcman	Danielle Murphy	Dilim Udedibia
Alyssa Badolato	Adena Fink	Lourdes Hussain*	Sharon Peters	Kimberly Vega
Junelle Bailey	Matthew Galea	Violeta Izrailov	Nancy Peterson	William White
Sharonne Casimir	Nicole Gaudino	Kayla Kenda	Karen Plotsker	Lyubov Yshuvayev
Shavonne Casimir	Pauline Gould	Jessica Kosiorek	Natana Podlubaya	

*Master's



Vanessa Deliso (second from left), 2012 Sigma Theta Tau inductee and recipient of the Bernard and Marilyn Klainberg Scholarship for Community Service, is shown with (left to right) Marilyn Klainberg, son Josh Klainberg and Jessy Augustine, Alpha Omega Chapter president. Vanessa is the first recipient of the new annual Klainberg Scholarship, based on community service and scholarship.



Kathy Cino (center), Ph.D. candidate and recipient of the Research Award, is flanked by Pat Facquet (left), Alpha Omega Chapter president-elect, and Janet Raman, chair of the Research Awards Committee.

SCHOLARSHIP DAY:

Stimulating Growth Through Research

By Mirirai Sithole

Scholarship Day offers students the experience of presenting research in an academic or professional setting, as well as the opportunity to gain recognition from their faculty judges, peers, family and friends.

The topics discussed in the School of Nursing's Scholarship Day presentations on December 6, 2011, covered varied research topics, including improving patient care, safety and professional growth.

The students presented their research posters to gain valuable exposure and stimulate other students' research interests and pursuits. According to Assistant Professor William Jacobowitz, Ed.D., these events are "an opportunity for undergraduate nursing

students to share their ideas about the topics that they believe need further inquiry within the nursing profession and the healthcare field as a whole."

Although many participated in this event, only a few groups received awards and honors. The authors of the award-winning posters were recognized at the School's Pinning Ceremony in May.

First-place winners were Leslie Exantus, Pradel Felix and Kerricka Golding for their poster entitled "Education by Nurses Will Decrease the Risk Factors for Hypertension in African American Adolescents." "Effectiveness of Community Education in Private Medical Offices in Decreasing the Time to Treatment in Acute Myocardial

Infarction" by Terry Glassman ranked second, while "What Is the Adult Patient's Experience with Pre-operative Teaching Given a Week Prior to Knee or Hip Replacement Surgery?" by Natalya Em and Inna Revutsky was third.

Honorable mentions went to: "What Are the Lived Experiences of Male Nurses When Using Intimate Touch on their Patients?" by Ashley Merovee, Linda Philips and Tracy Ravens, and "Does the Risk of Mortality Increase in the Elderly During the First Year Following the Death of a Spouse?" by Katherine Hsiung and Jina Kang.

In the upcoming academic year, the School of Nursing's Scholarship Day will expand to twice a year, in December and April.

RESEARCH DAY



Assistant Professor Janet Raman (right) with nursing student presenters at the poster presentations during Adelphi's Research Day on April 16.

Adelphi's ninth annual Research Day, held April 16, 2012, was themed "Innovation, Integration and Imagination: Research and Scholarship in the New Millennium and Health in the Global Community."

welcome NEW FACULTY



WILLIAM JACOBOWITZ

Assistant Professor

Dr. Jacobowitz earned an M.S. in Psychiatric-Mental Health Nursing and a Master of Public Health in Policy and Administration from Columbia University, and a doctorate in behavioral health education from Teachers College. He has held numerous senior leadership positions in psychiatric facilities in the New York region over the past 25 years, including that of nurse executive of a psychiatric hospital. His research interests are in the experience of stress in psychiatric inpatient nursing staff and nursing students. He is also a board-certified psychiatric clinical nurse specialist in private practice.



ELIZABETH LEE

Assistant Professor

Dr. Lee holds a Ph.D. in Nursing from the University of Connecticut School of Nursing, an M.S. in Nursing from Stony Brook University and a B.S. in Nursing from Hunter College. She has diverse professional nursing experience, including hospital nursing, public health nursing, substance abuse prevention and teaching. As an advance practice nurse in family health, she has cared for adults in ambulatory care and children in the Newburgh public school system. Her research area is reducing health disparities in the Asian population and her population focus is Chinese American women. Her dissertation was "Achieving Semantic Equivalence Between the Chinese and English Versions of the Postpartum Depression Screening Scale."



SHAN LIU

Assistant Professor

Dr. Liu holds a Ph.D. in Nursing from Yale University School of Nursing, and an M.S. and B.S. in Nursing from Central South University School of Nursing, China. Prior to joining Adelphi University, she was an associate professor at Jinan University School of Medicine Department of Nursing, China. Dr. Liu has had professional experiences working as a clinical nurse and also taught extensively as a faculty member at nursing schools for several years. Her dissertation research focuses on symptom management for women with gynecological cancers after surgery. Her ongoing research interests include using comprehensive and alternative therapy for symptom management in women with cancer.



THOMAS J. VIRGONA

Assistant Professor

Dr. Virgona received a Ph.D. in Information Science from Long Island University, an M.S. in Information Systems from Pace University and a B.S. in Computer Science from SUNY Brockport. He has also taught part time at Pace and Westwood College Online. Dr. Virgona's doctoral dissertation was entitled "September 11, 2001: A Study of the Human Aspects of Disaster Recovery Efforts for Wall Street Financial Services Firms." His graduate thesis was "Fundamental Organizational and Social Changes Initiated by the Diffusion of Telecommuting into the Workplace." Dr. Virgona, who has authored four journal publications and one book, said his current research is centered on defining the health information technology discipline and implications for researchers and educators. He was a global vice president in Citigroup's Technology Division, where he worked for 20 years.

Buckley Lecture: Calling for 'a New Generation of Doctoral Nurses' to Tackle Today's Health Policy Challenges

By Mirirai Sithole and Vithusha Balachandran



Endowment for Faculty Development.

In developing new avenues of leadership in nursing, "the RWJF aims to prepare a new generation of doctoral degree nurses prepared to meet the nation's health policy challenges," Dr. Cohen said, "by fostering the political development of nurses through interactive courses that foster critical dialogue and through fieldwork."

Among the emerging issues that nurses need to take into consideration are an aging population, requiring an ever-greater level of well-coordinated care, and the growing ethnic and racial diversity of the nation, Dr. Cohen said. These require willing and inclusive health professionals to address disparities, especially since many of these challenges are most apparent in poor and underserved communities.

At the Buckley Lecture in mid-February, University of New Mexico College of Nursing Associate Professor Sally Solomon Cohen, Ph.D., spoke on "Health Policy Leadership: Enhancing Partnerships and Strategies in the New Era for Nursing."

Dr. Cohen detailed the importance of implementing more programs along the lines of the Robert Wood Johnson Foundation's (RWJF) Nursing and Health Policy Collaborative, of which she is director at the University of New Mexico (UNM).

Held in Adelphi's Ruth S. Harley University Center, the Buckley Visiting Scholar Lecture series is sponsored by the Marion Buckley

"We need nurse leaders willing and able to engage in creating and executing those policies," Dr. Cohen said. With a unique interdisciplinary focus that brings scholars from both the clinical and social sciences together, each discipline's unique perspective informs and strengthens the other. Dr. Cohen also noted that the program is committed to increasing the diversity in nurse leadership and health policy, especially among black, Latino and American Indian segments.

Dr. Cohen emphasized that nursing programs should "lead the way by harnessing what we know, coming up with solutions and

teaching students and colleagues to go out of their comfort zone and make contributions to improve care and make a change."

During the question-and-answer segment, Dr. Cohen said that, amid all the politics involved in nursing education and the nursing occupation, especially regarding race, gender and disabilities, Congress neither understands these issues nor does much to solve them. To make a difference, she felt, "We should concentrate less on editorials and writing that letter to Congress and focus more on making it alive. I struggled with the word advocacy. The mantra is, 'A nurse is a patient's advocate.' But we are not the only advocate. We want people to speak for themselves. Let's try not to speak for them, but speak with them."

Dr. Cohen also talked about her work with New Mexico's Navajo Nation, where she said mental health, alcoholism, drugs and diabetes are among the most common challenges—and where access to care is very limited.

After the Q&A segment, Yiyuan Sun, D.N.Sc., a former Ph.D. student of Dr. Cohen's at Yale University and now an Adelphi professor in the School of Nursing, paid her respects to the speaker by saying that she had no understanding of health policy prior to 10 years ago. "Now that I have been educated," she added, "I feel like I have another eye—I see the world differently."

FACULTY HIGHLIGHTS

Presentations and Publications

Deborah Ambrosio-Mawhirter presented papers on: “Nursing Students’ Preparation in Culturally Competent Pain Management” at the Transcultural Nursing Society’s 37th annual Conference, Las Vegas, Nevada, October 2011; “Baccalaureate Nursing Students: Are They Prepared to Provide Culturally Competent Pain Management to Improve Patient Outcomes?” at the Sigma Theta Tau International Honor Society of Nursing 22nd International Nursing Research Congress, World Academy of Nursing Research Conference, Cancun, Mexico, July 2011; and “Baccalaureate Nursing Students’ Preparation in Cultural Competent Pain Management” at the sixth annual Practical Research Symposium, Dowling College, Shirley, New York, April 2011.

Christine Coughlin presented “The Influence of the CNO Visibility on Nurse Engagement and Patient Satisfaction” at the seventh

annual Nursing Leadership Conference, Adelphi University, Garden City, New York, April 2011.

Patricia Donohue-Porter published with **Maryann Forbes** and **Jane White** “Nursing Theory in Curricula Today: Challenges for Faculty at All Levels of Education” in the *International Journal of Nursing Education Scholarship*, 8 (1) Article 14; presented with L. Thomas “From Cognitive Science to Nursing Practice: Examining Medication Error Reduction Through the Lens of Complex Process” at the Eastern Nursing Research Society’s 24th annual Scientific Sessions, New Haven, Connecticut, March 2012; and “The Impact of Cognitive Load, Interruptions and Distractions on Procedural Failures and Medication Administration Errors” at the second annual Improvement Science Summit: “Advancing Healthcare Improvement Research” at the Improvement Science Research Network, June 2011,

San Antonio, Texas. She also presented “Interdisciplinary Research: The State of the Science,” the keynote presentation at the annual Research and Evidence-Based Practice Conference, Good Samaritan Hospital Medical Center, Melville, New York, October 2011, and “Courage and Honor: Qualities of a Nursing Scholar” as the keynote presentation at the Sigma Theta Tau International Honor Society induction, Adelphi University, Garden City, New York, May 2011.

Patricia Facquet presented “Childhood Lead Poisoning in Immigrant Children of Brooklyn, New York: Making an Impact on This Silent Epidemic Using Appropriate Multicultural Education of Caregivers” at Sigma Theta Tau International’s 41st biennial convention, Grapevine, Texas, October 2011. Abstract available on the Virginia Henderson International Nursing Library site, nursinglibrary.org/vhl/.

Maryann Forbes presented “Overview of QSEN Competencies” at the Long Island Quality and Safety Education in Nursing (QSEN) Consortium Meeting, Adelphi University, Garden City, New York, October 2011.

William Jacobowitz presented “Does Training Increase Resilience to Post-Traumatic Stress Symptoms in Psychiatric Inpatient R.N.’s?” as a Buckley Scholar Visiting Professor presentation to the faculty, Adelphi University, Garden City, New York, November 2011; and “Does Training Increase Resilience to Post-Traumatic Stress Symptoms in Psychiatric Inpatient R.N.’s?: A Research Proposal” at the Regional Hospitals’ Advisory Council meeting, Adelphi University, April 2012.

Andrea McCrink published a chapter, “Student Attitudes towards Academic Misconduct,” in *Student Attitudes in Academia*, L. Zysberg (Ed.), Nova Publications, Hauppauge, New York, and presented with **Nancy Cole** and **Helen Ballestas** “Our Global Partnership with the Dominican Republic: Improving the Health of Children” at Sigma Theta Tau’s

41st biennial convention, Grapevine, Texas, October 2011.

Maureen Roller presented with **Helen Ballestas** and **Andrea McCrink** “Health Promotion Guided by Faculty of Nurse Practitioners with Volunteer Undergraduate Nursing Students” in Costa Rica at the Nurse Practitioner Association’s 27th annual conference, Saratoga Springs, New York; at Stony Brook University’s Converging Inaugural Science Summit, Stony Brook, New York, October 2011; and at the Sigma Theta Tau: Alpha Omega Chapter seventh annual Nursing Leadership Conference at Adelphi University, Garden City, New York, April 2011.

Holly Shaw gave presentations at: Sigma Theta Tau International’s biennial conference, Grapevine, Texas, as an invited presenter on “The Honor Society at the UN,” October 2011; Sigma Theta Tau International (STTI) Founder’s Day Alpha Omega, Kappa Gamma, Epsilon Kappa and Farmingdale Honor Society at Stony Brook University, Stony Brook, New York, on “The Honor Society at the UN: Global Health

and Nursing,” November 2011; STTI, Alpha Upsilon, at the Hospital for Special Surgery, New York City. She also presented as the keynoter on “Contemporary Global Nursing Issues” at the United Nations, New York City, March 2012; at Farmingdale State College School of Nursing, Farmingdale, New York, as the keynoter on “Nursing at the United Nations,” April 2012; and at Yale University School of Nursing at the Yale Club, New York City, as the keynoter on “Global Health and Nursing,” May 2012.

Thomas Virgona published “September 11, 2001 In Retrospect: A decade on, what business continuity and information security lessons have we learned?” in *The Business Continuity Journal*, 2011, 4 (3) and presented “Continued Business Operation During a Disaster and the Removal of Information Security” at the annual Northeast Business & Economics Association conference at St. Joseph’s University, Philadelphia, Pennsylvania, November 2011.

Road Map *continued from p. 3*

to know the language of change and be able to work towards a unified goal.”

Dr. Peirce also emphasized that the School of Nursing is far ahead of the curve in providing an innovative curriculum to meet the demands of a quickly transforming landscape. While the Carnegie Foundation study notes that most nursing programs in the United States are not effectively providing comprehensive teaching, including integrated technology, social science and the humanities, Dr. Peirce

affirmed that Adelphi’s program has been strengthened by offering this essential course combination.

“Education is the only way that we can achieve these necessary changes,” she said. “Another example is our required Healthcare Informatics course, in which students learn the basics about how to use informatics in the provision of care. The current evidence on electronic medical records underscores the importance of this course to our current

students...The courses we teach on evidence-based care, information technology, genetics and geriatrics as well as the standard nursing curriculum will ensure that our students are well positioned for the future.”

Next on the agenda is evaluating student success based on these course additions and modifications.

Work Environment *continued from p. 5*

on cognitive load and the need to keep memory sharp when operating under high-stake actions, such as flying a plane—or administering medication.

In July 2012, Dr. Donohue-Porter and Dr. Thomas began training nurses from selected sites in the process of direct observation. A number of quantitative instruments will be used to measure task load, interruptions and distractions.

Dr. Donohue-Porter said she expects to present findings in 2013 and use the results to devise interventions to decrease medication errors.

She surmised that one way to circumvent these errors would be to utilize the practice of mindfulness, “a way to help nurses center themselves cognitively or consciously, to prepare themselves to not be interrupted or distracted.”

In the Line of Danger

The mission of nurses is to deliver care but with some patients, their efforts are met with violence. Assistant Professor William Jacobowitz, Ed.D., explained, “Over the course of my career, I have known staff members who were punched, slapped, pushed, scratched, bitten and verbally threatened with such acts of aggression.”

And even after any physical damage has healed, the psychological trauma lingers. He found that staff members who have been assaulted often experienced persistent anxiety, impaired concentration, avoidance of locations where they were assaulted and of individuals who reminded them of the attacker—all symptoms similar to those found in individuals who experienced post-traumatic stress syndrome.

Dr. Jacobowitz is taking his anecdotal evidence to the next level: a study of inpatient psychiatric staff members’ experiences of persistent trauma-related stress symptoms.

This study is being conducted at a psychiatric facility, where there is a risk of being assaulted, and includes all workers who have direct contact with patients. He aims to study approximately 75 inpatient psychiatric staff members by having them complete a confidential questionnaire. He expects the study to be completed by the end of 2012.

“Two of the variables, among many being studied, involve the connection between confidence in managing risky psychiatric situations and the degree to which individuals experience stress,” he said. “The results of this analysis may shed light on the role that training plays in reducing workplace stress for psychiatric inpatient units’ staff, and it might point to the type of training that could be most effective.”

In addition to helping staff members manage stress, the results might help develop measures to prevent patient assaults from occurring. “If training is determined to be an important factor, it would be most effective when it facilitates developing competent teams of staff who trust each other’s skills,” Professor Jacobowitz said, adding, “A skillful approach to potentially dangerous individuals and effective teamwork can go a long way in preventing assaults and injuries.”

Nursing Makeover *continued from p. 3*

The department-chair administrative model is one used by Adelphi’s College of Arts and Sciences and many other universities.

In a joint statement about their new roles, the group said, “It is our goal to continue to prepare graduates who can think critically and provide safe, quality nursing care to their patients. The new structure will allow us to meet the needs of the recently expanded enrollment in our nursing programs and prepare our students for today’s practice environments. We are committed to providing a flexible, dynamic curriculum and we seek to continuously improve the quality of our nursing programs.”

One of the challenges they are prepared to face is the ever-increasing role of technology in healthcare. Efforts are already underway to incorporate such technology into the curriculum to stimulate student engagement. Examples include the continued use of simulation laboratories for active student learning, instruction in working with electronic medical records and employing other advanced technologies in classroom settings.

Together, the chairs have developed a list of primary objectives and priorities to pursue in their newest leadership roles. They are to:

- Reinforce the School’s strategic plans and measure results and outcomes
- Create a cohesive and welcoming environment for students and faculty to thrive
- Produce competent, successful students who can function and compete in the marketplace
- Implement and ensure that the curriculum is evaluated with ongoing outcome measurements
- Encourage use of critical clinical reasoning and clinical judgment to provide competent nursing

All five chairs report to Patrick Coonan, who is both School of Nursing dean and CHI acting director. The chairs, elected for a three-year period, also will be evaluated by Dr. Coonan. Associate Dean for Academic Affairs Stephen Holzemer oversees the chairs’ day-to-day work regarding curriculum, students and adjunct hiring.

Faculty Research *continued from p. 9*

health insurance did not have annual Pap smears and were not well informed of the importance of early detection,” she said.

Due to limited knowledge about cervical cancer and Pap smears, most women did not seek medical attention unless they were experiencing reproductive problems. For example, a woman way past childbearing years believed that her bleeding meant she was becoming “like a young woman again”—by which time her cancer was too advanced to cure. Some were afraid that they would lose their uteri if they were found to be positive and in an advanced stage of cancer.

Dr. McFarland said, “Not only did healthcare

workers tell me they were not informing women of the importance of receiving Pap smears, but that they themselves did not take Pap smears seriously.” She also learned that some women are still more likely to turn to traditional healers, who are trusted members of their communities, or use folk remedies.

She is currently in the next phase of her research: a questionnaire given to more than 350 women that will look at whether there’s a correlation between demographics and Pap smear use. She also created a brochure on cervical cancer and Pap smears and, to study its efficacy, gave 50 women aged 25 and up the brochure to read and gave 50 women 25 and up a lecture with no brochure. She

is now following up on the results of both these studies.

She pointed out that the women received her brochure with much enthusiasm. “They told me this was the first time someone gave them the information they needed,” she said. “The evidence is there that women are not informed, and when they’re not informed, they don’t go for regular testing.”

It is Dr. McFarland’s goal to educate and encourage women to get annual Pap smears before it’s too late. She also intends to extend her research to African women living in the U.S. to determine their health-promoting and illness-preventing behaviors.

ALUMNI UPDATES

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

Maureen Altieri, M.S. '08, was profiled in *Nurse.com's* "New York Notable Nurses" feature as director of professional practice at Good Samaritan Hospital Medical Center in West Islip, New York, where she is responsible for developing and implementing programs to promote an environment of professional nursing practice that supports scientific, scholarly practice.

Laura Benson '90, M.S. '92, CAGS '96, has been appointed vice president of medical affairs at Novocure. Previously, she held a similar post with OSI Pharmaceuticals.

Joy (Ciervo) Borrero '80 is working on a law that requires nurses to get a bachelor's degree.

Ruth (Weisbrod) Brown '54 and her husband, Albert Brown '56, M.B.A. '66, are wildlife photographers who have authored articles on travel and marine history. They have visited Alaska, Canada, South America and the Galapagos Islands.

Barbara (Gratson) Cavallo '78 was recently hired as a nurse case manager at Riverside Medical Clinic.

Sharon Cohen Garber '85 is now working as a family nurse practitioner at a nephrology practice as well as a community health center. She also volunteers at the Rhode Island Free Clinic, American Cancer Society and the American Kidney Foundation. She received a master's degree in 1990 at Columbia University and a post-master's certificate at the University of Rhode Island. Ms. Garber's husband, Ken, owns New Vermont Creamery, a food distributorship, and is active at Rhode Island Community Food Bank.

Marguerite (Pulvirenti) Corda, M.S. '84, recently joined the staff of Beth Israel Medical Center as vice president for patient care services at the Kings Highway Division, Brooklyn, New York.

Karen (Potwora) Desmond '74 completed a Master of Public Health in Epidemiology, her second master's degree, at New York Medical College in May 2011. Currently a professor of nursing at Dutchess Community College, she was appointed in June 2011 to the Dutchess County Board of Health for a six-year term.

Gail (Musiello) Dolan '76 has been named Florida regional dean of the Rasmussen College School of Nursing.

Sharon (Bridges) Feeney '87 has been a nursing supervisor at the Medical Adult Day Care Program at Gurwin Jewish Nursing and Rehabilitation Center, Commack, New York, since 1988. She is also an adjunct professor at Farmingdale State College in the Long Island Educational Opportunity Center's Certified Nurse Assistant Program. She married Shawn Feeney in 1989. They have two children, one of whom attends Adelphi.

Lorraine Kennedy '07 is an R.N. in the main operating room of North Shore University Hospital in Manhasset, New York, where she has worked for three years with a core specialty in orthopedics and sports trauma. She is now pursuing a master's in nursing education at Molloy College.

Karen Klein '84 has been published in five of the Kaplan Voices: Nurses series of books: *Reflections on Doctors; Meditations on Hope; Final Moments; New Lives; and Lives in the Balance.*

Kimberly Kruger '02 is director of clinical services for Access Home Care Inc., where she also teaches home health aide courses.

Diane (Badagliacca) Powell '72, M.B.A. '89, G.C. '98, case manager at North Shore-Long Island Jewish Health System, received the Case Manager of the Year Award for the Long Island Jewish Medical Center, New Hyde Park, New York, from the Hofstra North Shore-Long Island Jewish Residency Program at the May 2011 Internal Medicine Graduation Ceremony. Ms. Powell is the case manager for mainly medicine and geriatrics patients at the NS-LIJ Medical Center. This is the first year an award was dedicated by the residents and interns to an R.N. case manager from each of the merged NS-LIJMC clinical training campuses. Ms. Powell is also a New York State-licensed health insurance agent specializing in long-term care planning.

Marianne (Springer) Scannura '79 has been the clinical instructor for Mennonite College of Nursing for 18 years and Illinois State University for six years. She has also worked for Memorial Medical Center for 25 years and is presently employed at one of the hospital's Express Care Clinics. Ms. Scannura is married to Louis Scannura and they have four children.

Kathleen Sherman '85 is currently seeking an M.S.N. in Leadership at Franklin Pierce University. She has completed 20 years of active and reserve duty as a Navy Nurse Corps Officer.

Visit AU Connect to submit your class note: auconnect.adelphi.edu.

WHO'S GIVING?

Dr. Jacqueline Rose Hott, G.C. '89

THE HOTT FAMILY LECTURE SERIES ON RELATIONSHIPS

For more than four decades, Adelphi has been a second home for Dr. Jacqueline Rose Hott, G.C. '89. A former professor and dean emerita of Adelphi's School of Nursing, she also completed postdoctoral work in psychoanalysis and psychotherapy at the Gordon F. Derner Institute of Advanced Psychological Studies. Today she continues her involvement at the University, serving as a member of the School of Nursing's Advisory Board.

In Fall 2011, Dr. Hott documented a planned gift to endow The Hott Family Lecture Series on Relationships, which will be shared by the School of Nursing and the Derner Institute. This lecture series will allow Adelphi to recruit lecturers who can speak to education, practice and research in the area of sexuality as it relates to the individual, family and community—and enrich the educational experiences the University has to offer students, faculty and the larger Adelphi community.

My experience as faculty was one of the happiest and most fulfilling times of my life. Students came back to say how meaningful the experience had been to them—it was meaningful to me too.

Greatest professional accomplishment is the students.

Over the years at Adelphi I felt strongly about having faculty and students work together to appreciate and understand one another's domains, share common experiences and knowledge, and work together to build mutual respect and collegiality. The Hott Family Lecture Series, which came out of the joint relationship I have had with the School of Nursing and the Derner Institute, will allow for collaboration across these specialties.

I give to Adelphi because it has been my home from 1967 to the present. It's my identity. I feel so strongly about family as a source of support and guidance in life. I label myself as part of an Adelphi family.

To read more about Dr. Hott, visit nursing.adelphi.edu/65years.



Dr. Jacqueline Hott

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