



Illuminations

ADELPHI UNIVERSITY COLLEGE OF NURSING AND PUBLIC HEALTH

LEADING TO NEW HORIZONS Summer 2013



**A VISION
FOR THE
FUTURE**

NEW NAME

NEW BUILDING

NEW PROGRAMS





Welcome to our first edition of *Illuminations* as the College of Nursing and Public Health, the successor to the School of Nursing. Public health was defined by the American public health expert Charles-Edward A. Winslow in 1920 as “the science and art of preventing disease, prolonging life and promoting physical health and efficiency through organized community efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal hygiene, the organization of medical and nursing service for the early diagnosis and preventive treatment of disease and the development of the social machinery, which will ensure to every individual in the community a standard of living adequate for the maintenance of health.”

Well before this definition, think Lillian Wald* and the Henry Street Settlement and now, more than 90 years past this version, public health and nursing, while collaborating with medicine, have provided healthcare and the prevention of disease for the public. In fact, we can find healthcare and prevention interventions that go back centuries. So what’s different and why

are we putting these together under one roof now? Because it makes sense—nursing and public health together can use the best practices and evidence of both disciplines to provide effective prevention and quality healthcare to the population. As our population ages, new diseases emerge, our environment changes, technology breakthroughs occur and healthcare focuses more on preventative health and wellness, nursing and public health will play a major role. There are many schools of nursing and the same for public health—but few under the same roof. We think the future looks promising and very interesting as new types of professionals are created; the disciplines share their best practices, create new evidence and work together in improving population health.

For 70 years, Adelphi has been educating nurses. It is a long proud history that cannot be changed and that will always be at the forefront of our College. But times change, healthcare is a team sport and we can no longer function on our own. It requires medicine, nursing, public health, social work, business, informatics and other professions to assure that the population receives everything it needs to remain healthy and, if not, recover from illness. The College of Nursing and Public Health is poised to work with our internal and external partners to bring the best programming, evidence and interventions in health to our communities.

In two short years, we will be able to do this in our new on-campus home that you will read about on page 4. Looking forward, we will be moving by Fall 2015 into this building, where we will have state-of-the-art centers that will simulate hospital units, ICUs, labor and delivery rooms and individual exam rooms and classrooms—all with digital technology for instant student feedback, learning interventions and knowledge transfer. Alumnae Hall, our present home, will be converted into office and other usable space to accommodate other on-campus programs.

This issue of *Illuminations* introduces a new look and lots of information about past and future happenings. I’m proud of our alums, our partners, our faculty, staff and our students for their accomplishments and for supporting the College through the changes. As the dean and an alum (B.S. ’78), I couldn’t be prouder to reflect on our history and then turn my focus to the future, where I know we will make a difference in prevention and healthcare in my lifetime. I think of what we’ve done and close with appropriate words from modern nursing’s founder, Florence Nightingale: “You ask me why I do not write something...I think one’s feelings waste themselves in words; they ought all to be distilled into actions and into actions which bring results.”

I couldn’t agree more. The lamp has guided us to a bright future and we must follow it...I think there will be results.

PATRICK R. COONAN, ED.D., R.N., NEA-BC, FACHE
Dean and Professor
College of Nursing and Public Health

*Ms. Wald pioneered public health nursing by placing nurses in public schools and by helping found the National Organization for Public Health Nursing and Columbia University’s School of Nursing. The Visiting Nurse Service of New York, started by Ms. Wald at the Settlement, became a separate entity in 1944.



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EXCITEMENT BUILDS FOR NURSING'S NEW CAMPUS HOME

By James Forkan

Exciting times loom for the College of Nursing and Public Health students of the near future—not just the freshman class arriving in 2015 but current students who'll then be sophomores, juniors and seniors.

The new Nexus Building and Welcome Center (see page 6) will be ready for those students in August 2015. As for what the students will see and experience, Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE, said, "It'll be very different from now."

A sampling of student and alumni reactions to the new College's aggressive building plan indicated a sense of excitement and anticipation sparked by those differences.

Toward the end of their freshman year, in April 2013, Eileen Balzac and Kyana Valerio said they had heard only that Nexus would contain state-of-the-art nursing technology.

Having now learned more details, Eileen said, "The new facilities sound fantastic! [They] will change the way that Adelphi educates future nurses by helping them learn with the latest technology in all different healthcare settings.

"Having more labs would be incredible," she added. "That could help students work more closely and possibly even more independently in the classroom. The labs in Alumnae Hall now are quite small, but these facilities sound like they will be much larger."

Looking ahead, Eileen said, "I cannot wait until senior year! To be able to work in the new labs that will educate me for my career is truly remarkable. I believe that they will prepare me extremely well by allowing me to learn with new technologies in different settings of patient care used in hospitals across the country." That, she felt, can only help her career outlook. "By learning here, it could even make me more marketable to hospitals when applying for jobs in the future," she said.

As for its impact on Adelphi, Eileen felt Nexus "will change the face of the campus and the [College] and attract more nursing students to join its already well-known and prestigious nursing program."

Kyana now sees massive potential for students in 2015 and beyond. The coming ultramodern facilities "will improve the chances of all students to do extremely well...[and] allow us to gain more knowledge and skills for our future," she said.

Eyeing her senior year experience, Kyana said, "I already enjoy providing care for people and learning about medicine, so having more opportunities to increase my love for this major and having more places to practice is just awesome." Once Nexus opens, she said, it "will prepare me even more for my career as a pediatrician. I am very excited about the possibilities."

Chrystal Teran will miss out on the new building since she is a nursing major due to graduate in May 2015. However, she pointed out, that building may influence her master's degree decision.

"I'm definitely keeping [Adelphi] as an option to pursue my master's here." She added, "The construction has many advantages, for example, advanced technology, clinical simulation, research and informatics labs and more space. In a field that advances technologically every day, it is vital to learn in an environment where skills will be using the current equipment."

Jacqueline Rose Hott, Ph.D., G.C. '89, College of Nursing and Public Health dean *emerita*, is also enthusiastic about





the new building and public health programs. “Since our inception in 1943, Adelphi has been a leader in illuminating nursing education and practice,” she said. “How fitting that we continue to

“[The new facilities] will prepare me even more for my career.”

do so with our new College of Nursing and Public Health and its up-to-date facilities.”

Still, Dr. Hott wonders if the College, indeed the healthcare field, can truly stay current. She recalled, “In our previous efforts to be up-to-date and modern—from when the Nursing Lab had a pristine Ms. Chase doll under neatly smoothed sheets to the crowded, fraying facility of today—we were already needing updating,” she said.

(A predecessor to Sim-Man, the Ms. Chase doll was

a rudimentary mannequin used in nursing schools and hospitals into the 1980s.)

Dr. Hott, a former dean (1984–1989), observed, “As I marvel at what is planned for 2015, I wonder, are we prepared for the continued explosion of informatics at the bedside? Are our computers set to translate in Chinese? The expectation in medicine is for more personal relationships. More home care will be emphasized as well as Skype visits. Where are our robot connections? How exciting it will be to see everything illuminated!”

Dr. Hott’s outlook somewhat echoes what Dr. Coonan once wrote in his Message from the Dean in the 2006 *Illuminations*. He quoted Walt Disney’s remark about Walt Disney World in 1965, six years before its opening: “The only problem with anything of tomorrow is that at the pace we’re going right now, tomorrow would catch up with us before we got it built.”

At Adelphi, Dr. Coonan then added, “We are trying to stay ahead of tomorrow, but it requires diligent efforts from our faculty and staff, our alumni and our partners.”

WHAT’S IN A NAME? PLENTY

Asked about the rationale behind the name change to the College of Nursing and Public Health, Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE, said the new College will “transform education, not just nursing education. We have to get away from thinking like that.”

The new moniker better reflects its expanding programs, particularly its new emphasis on public health programs, he said. Although its public health courses today are at the master’s degree level, he said that the College plans to add an undergraduate-focused public health component in the future.

The name change was approved by the Adelphi Board of Trustees on April 10, 2013, and officially took effect as of June 1, he noted.

Early in the year, Adelphi’s president and provost and the School of Nursing faculty all separately approved the change—the latter unanimously, Dr. Coonan told a Faculty Senate meeting in February.

Provost Gayle D. Insler, Ph.D., told the Faculty Senate that the change reflects the synergistic ways in which public health and nursing can support improved outcomes for communities. It also reflects a respect for the rich 70-year history of the School of Nursing, she added. In addition, Dr. Insler said the change from School to College would elevate its status and increase the potential for grants.

FAST FACTS

NEXUS BUILDING AND WELCOME CENTER

Construction costs estimated at \$58 million to \$60 million

Projected groundbreaking: November 2013

Occupants in L-shaped building's wing running east to west toward Swirbul Library: College of Nursing and Public Health, Center for Health Innovation, the Learning Center, the Writing Center, Office of Disability Support Services and Bridges to Adelphi

Occupants in the Welcome Center wing: Office of University Admissions, Center for Career Development, Office of Alumni Relations and Office of University Advancement

Underground parking for 200-plus cars

Nearly 100,000 sq. ft. on Levermore Hall parking lot



Design by Ballinger

Projected opening: August 2015

Housing at least 10 exam rooms, including an intensive care room, a delivery room and a home-care lab set up like someone's house; 18 beds; administrative offices; seminar/conference rooms and classrooms



WELCOME NEW FACULTY

PHILIP ALCABES, professor and director

Philip Alcabes, Ph.D., joined the Adelphi faculty in 2012 to direct the new Master of Public Health program. He has more than 30 years' experience as a teacher and researcher in the public health field. Trained as an epidemiologist (M.P.H., Columbia University; Ph.D., Johns Hopkins University), he contributed to important research findings on HIV epidemiology, prison health, drug use and harm reduction, and the social epidemiology of tuberculosis. His scholarship on the history of social conceptions of epidemics culminated in the publication of his book *Dread: How Fear and Fantasy Have Fueled Epidemics from the Black Death to Avian Flu* in 2009. He has also published widely on the ethical and policy aspects of public health and is currently working on a book on the place of health in contemporary culture.



AKHTAR GHASSEMI, assistant professor

Akhtar Ghassemi holds a Ph.D. in Counselor Education and Human Development from the University of Rochester Warner Graduate School of Education and Human Development, an M.S. in Mental Health Psychiatric Nursing, with a double major in education, and a B.S. in Nursing from Iran University of Medical Sciences and Health Services School of Nursing and Midwifery. Dr. Ghassemi has more than 20 years' experience at higher education institutions, including as an adjunct faculty member at the Warner Graduate School and a full-time faculty member at Nazareth College, Rochester, New York. Her dissertation research focused on the effects of ego-identity status, career decision-making autonomy and the impact of parents' education on career decision making in community college students. Her ongoing research interests include autonomy and career decision making in college students and behavioral consequences of severe stress.



KAREN MANCINI, clinical assistant professor

Karen Mancini, who holds a master's degree in nursing education from Molloy College, is currently working toward completing a Ph.D. in Nursing at Adelphi University. Prior to joining the Adelphi faculty, she was an adjunct professor for nine years at Columbia University School of Nursing, where she mentored students in the obstetric, geriatric and fundamentals clinical practicums. Ms. Mancini's research interests relate to maternal and newborn health, for which she holds a certification. Her dissertation will focus on the feeding behaviors of mothers and young children.





DETERMINED TO IMPROVE THE HEALTH OF COMMUNITIES

By Caitlin Belforti

The public health program continues to reach new heights in its exciting first year, with an expanding curriculum and new administration. The importance of the new program going forward can especially be seen in the School's name change—to the College of Nursing and Public Health.

A multidisciplinary field of study, the public health program covers a varied amount of subjects within healthcare. Philip Alcabes, director of the public health program, who brings more than 30 years' experience as a teacher and researcher in that field, wants to push the limits to what his students can learn on a more worldly level. "We make sure a student is getting some kind of enrichment to what he or she learned while being here," he said. "We think that our graduates will qualify for a wide array of jobs."

He hoped that Master of Public Health (M.P.H.) graduates will be able to take positions that involve environmental planning and land use, and act in an advisory way with healthcare providers regarding the consequences of climate change. "We also hope that our students will gain interest in the particularly new field of healthcare financing," he said. "We would like to be able to train students who will go into the new jobs created by the Affordable Care Act."

Outside the realm of hospitals and private practice, options for public health students are abundant. Citing Bureau of Labor Statistics data, Dr. Alcabes said there is an expected 22-percent employment increase in healthcare management and administration in 2020 versus 2010.

Students in the program receive a diverse learning experience both in and beyond the classroom. Toward the end of their education here, the students will have the opportunity to apply what they have learned in a professional setting. "The student spends three to six months in part-time work with some agency or organization, where he or she will be mentored by somebody in the field in collaboration with a professor here at Adelphi," Dr. Alcabes explained. "It's hands-on in the sense that the student spends a long time working with some health-related agency in the field that could be a medical center, it could be health education, a neighborhood health center, policy making or evaluation."

Overall, the future is looking healthy for the students of Adelphi's public health program.

Part of that future could be a joint program. College of Nursing and Public Health Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, has presented to the faculty the idea of a joint M.P.H./Master of Science in Nursing program; he noted that many schools offer this model. However, Dr. Alcabes said that "at this point, it is just an idea."





Joan Valas, chair, Department of Graduate Nursing Studies

UNDERSTANDING THE D.N.P.: CURRENT TRENDS AND FUTURE APPLICATIONS

By Rebecca Benison

“The D.N.P. is designed as a professional [practice] doctorate integrating evidence-based practice...”

Within the nursing field, a radical change has been taking hold. Beginning with a limited range, this change is now infectiously spreading throughout college campuses and hospitals across the country. What is this change? It's the future of nursing: the Doctor of Nursing Practice (D.N.P.).

The D.N.P. is a terminal degree, the highest level of training and research for clinical practice as recognized by the American Association of Colleges of Nursing (AACN) since 2004. In recent years, this degree has grown in popularity, and with good reason. By 2015, the AACN has decided, all advanced nursing practice roles will require a doctorate degree.

“Until recently, the only pathway open was the Ph.D., which prepares graduates for a research or academic career,” said Joan Valas, Ph.D., associate professor and chair of the Department of Graduate Nursing Studies at Adelphi's College of Nursing and Public Health. “The D.N.P. provides the pathway for B.S.- and M.S.-prepared nurses to continue formal education and access a program targeted to the needs of their practice area,” she added.

According to Dr. Valas, who also chairs the college's development committee, the D.N.P. will be offered at Adelphi as early as next year.

“The Doctorate of Nursing Practice program will be for registered nurses (R.N.s) from accredited programs that have two tracks—a Bachelor of Science (B.S.) in Nursing to D.N.P. and a Master of Science (M.S.) in Nursing post-master's degree program,” Dr. Valas said. “The D.N.P. is designed as a professional (practice) doctorate integrating evidence-based practice, quality improvement and systems leadership to prepare experts in specialized advanced nursing practice.”

In addition to the D.N.P.'s added benefits for clinical applications, this degree also opens the door to advanced teaching opportunities. For Clinical Assistant Professor Maureen Roller, M.S. '01, obtaining the D.N.P. from Case Western Reserve University in 2009 allowed her to pursue her career as a full-time faculty member at Adelphi. Without the degree, she noted, full-time opportunities wouldn't be possible.

Case Western itself is inherently intertwined with the D.N.P., because it was the first institution to offer the degree. Long before the D.N.P. was recognized by the AACN, Case Western began offering its predecessor, the Doctor of Nursing (N.D.) in 1979.

Thirty years later, the program has matured greatly. So while the D.N.P. itself is relatively new, the main concept behind the program has been steadily taking shape for quite some time.

Dr. Roller added that the D.N.P. benefits many more people than just those who are on track to earn the degree. “The students [of D.N.P. professors] benefit most because they have expert clinicians teaching the courses,” she said. “They're getting all that knowledge from evidence-based practices.”

The focus on evidence-based practice is what separates the D.N.P. from the Ph.D. option, which is more research-based.

According to Dr. Valas, “The two types of doctoral programs differ in their goals and the competencies of their graduates. They represent complementary, alternative approaches to the highest level of educational preparation in nursing.”

For practitioners and academics unsure which degree fits best into their career objectives, Patricia Donohue-Porter, M.S. '78, Ph.D. '87, associate professor and doctoral program director at Adelphi's College of Nursing and Public Health, pointed out that the choice involves a number of factors. “Students should seek counsel during the admissions process to help them choose the degree that most closely meets their professional goals,” she said.

For prospective students who already have a targeted practice area in mind that involves hands-on, evidence-based research, the D.N.P. represents the next step in nursing education.



ENHANCING NUTRITION HEALTH SKILLS

College of Nursing and Public Health Clinical Associate Professor Diane Dembicki's interest in nutrition began when she was an anthropology graduate student, examining skeletal material from prehistoric Native Americans.

"You could see evidence of diet and disease in the bones," she said, with marvel still in her voice. She followed her anthropology degree with a Ph.D. in Nutrition and found her niche in teaching nutrition to students in the health professions. Dr. Dembicki has since gone on to study subjects from companion animal influences on health and behavior to healing in the arts, but her latest research has taken her all the way from prehistory to the cutting edge of training and technology.

Over the last two years, Dr. Dembicki has been studying best practices in knowledge and technology as part of the College of Nursing and Public Health and the Center for Health Innovation's efforts to develop a new M.S. in Nutrition program. Starting this fall, drawing on Dr. Dembicki's research, Adelphi will begin educating its first class of M.S. in Nutrition students in a new fully online program, with Dr. Dembicki serving as director.

"Over two billion people in the world are malnourished," Dr. Dembicki pointed out. "Right away, we think undernourished, but that number also includes the overnourished. The world, but also locally and nationally in our own communities, needs more nutrition experts. That means properly educated and credentialed people with a specialization in nutrition."

Adelphi's new program is aimed at college graduates who are interested in health and nutrition. While course materials will be available round-the-clock, with integrated social media, sections will be kept small so that students will still receive individualized faculty attention. "Many students may be locals initially," Dr. Dembicki said, "but because it's online, the program has a potential global reach."

Soon, a whole new cadre of Adelphi-educated nutrition experts will be working to ensure that the bones of the future have healthy stories to tell.

—Reprinting "Adelphi's New M.S. in Nutrition Program" by Charity Shumway, published in Adelphi University's Spring 2013 *Erudition*



M.S. IN NUTRITION: THE SPECIFICS

By Jeffrey Weisbord

The goals of Adelphi University's Master of Science in Nutrition program are multipronged. According to College of Nursing and Public Health Clinical Associate Professor Diane Dembicki, Ph.D., the new fully online program provides society with knowledgeable and professionally educated people to enhance the nutrition health infrastructure and the health of individuals as well as populations.

"I'm very excited about it, especially because it is so needed in today's world," she said.

Because this program is 100 percent online, "it can be accessed anywhere and anytime," she said. "Not all graduate degree programs such as this one are online. In a recent check, there are only a half dozen online master's programs in nutrition in the United States," including some with different goals.

“There is a critical need for well-prepared nutrition professionals.”

For example, there is a master's degree in clinical nutrition designed for the registered dietitian, she added, and massive open online courses that may have thousands of students but do not lead to a degree. By contrast, Dr. Dembicki said, students in Adelphi's

program "will receive individual attention from their professors, including real-time (synchronous) face-to-face interaction via digital technology. Then, after completing the 12 courses totaling 34 credits, the student will have a master's degree."

The course topics are not unlike what one would find in a traditional, in-person M.S. in Nutrition degree program on a university campus. But Dr. Dembicki said they do include "three unique courses not offered in many nutrition graduate programs, topics that are very current to today's health problems: Nutrition and Obesity, Nutrition and Diabetes, and Nutrition and Heart Disease."

"Global public health issues of malnutrition, both under- and over-nutrition, including obesity, diabetes and cardiovascular disease, affect more than two billion people," she said. Consequently, she said, "there is a critical need for well-prepared nutrition professionals

locally, nationally and abroad." Citing a recent U.S. Bureau of Labor Occupational Handbook, she said the job outlook for nutrition experts is expected to increase 20 percent from 2010 to 2020—faster than the average for all occupations.

With that in mind, she explained that the program is designed for the healthcare professional who is already licensed and practicing in the field and who has a bachelor's or graduate degree (nurses, physicians, podiatrists, chiropractors, etc.), and who seeks to become a nutritionist. "As soon as the program was approved by the New York State Department of Education," she pointed out, "I was being contacted by graduates even in other majors, from business to the performing arts, who have the program prerequisites and now a serious career goal to combine their discipline with nutrition."

Specifically, Dr. Dembicki said, "The graduates of this program will have an understanding of nutrition science for health promotion and disease prevention and will be able to conceptualize, implement and evaluate individual and population nutrition health interventions." They will be able to assume key roles in a variety of public and private settings, such as in clinical, community and public health, education and research, business and industry, wellness and media, as managers, researchers, educators, advocates and directors—and provide leadership in creating and implementing programs and policy concerning nutrition.

"If I could do my small part to contribute to the better health of people in today's world, I'd be happy," Dr. Dembicki observed. "Even if I affect the quality and quantity of life of just one person, it is worth it to me."



“Nurses are and always will be the intersection between science and technology and the human touch. We are the people that provide the essence of caring and competence at the bedside.”



ELAINE [KAUPP] SMITH '78, M.S. '88, Ed.D.

HARNESSING THE POWER OF NURSING

By Andrea Winters

Elaine Smith '78, M.S. '88, Ed.D., has advice for today's undergraduate students: "Don't think of graduation as the end of your education. It's just the beginning." She speaks from experience.

After earning bachelor's and master's degrees from Adelphi, Dr. Smith pursued an M.B.A. and, with 35 years of experience in the nursing education field, completed her doctoral degree in adult education from Teachers College, Columbia University, in 2012. "As nurses, we are given such amazing access into the lives of people," she said. "With that privilege comes responsibility. It is our obligation to continue our education throughout our careers."

Today, as vice president of system nursing education at the North Shore-LIJ Health System Institute for Nursing, Dr. Smith is responsible for overseeing nursing education activities for the 11,000 nurses in North Shore-LIJ's 16-hospital healthcare system. She feels fortunate to work for a healthcare system that recognizes ongoing education is critical to providing excellent patient care.

The commitment to preparing a highly competent workforce requires education for nurses at all levels, starting with the newest graduates. "We understand that nurses who just complete an undergraduate program need an additional period of transition," said Dr. Smith, who explains that they provide this support through fellowships. The institute's orientation program ensures that nurses who enter North Shore-LIJ are introduced to the healthcare system's vision and that clinical skills are practiced and validated in their simulation labs at the Patient Safety Institute—one of the largest centers in the country.

Staff development programs are also offered for existing nurses, as well as continuing education programs, which impart cutting-edge information to help keep nurses current in the ever-changing field of healthcare. "Last year, we provided approximately 100 continuing education programs that reached 7,000 participants," she said. "We need to ensure that our nurses are acquiring all the knowledge and skills they need to deliver quality care," she said. "Nursing and healthcare is not static."

According to Dr. Smith, the rapid explosion of technology has created opportunities to improve

patient care and make nursing practice even safer. "The technology behind infusion pumps continues to evolve. Pumps are now designed with guidelines that prevent overdosing on medicines," she said. "Advancements in monitoring equipment allow us to be immediately alerted to changes in a patient's status." She added, "The implementation of the electronic medical record has transitioned how we can access information about patients. The ways we provide education have been transformed. We're moving from traditional classroom-focused education delivery into e-learning opportunities [and] clinical simulation activities, and we're taking advantage of the apps and social media available."

Dr. Smith wishes she could see what nursing will be like in the next 50 years. "It's going to be very different from what we do today," she said. "But while where we do it might change and how we do it might change, the core of nursing will be constant. Nurses are and always will be the intersection between science and technology and the human touch. We are the people that provide the essence of caring and competence at the bedside."

Having the ability to influence thousands of nurses, who then provide direct care to patients, is what Dr. Smith considers to be the most rewarding aspect of her work. "Ultimately, I know whatever I've done in my career has influenced patient care in a positive way. That's what this profession is all about," she said.

Dr. Smith was recently presented a 2012 national nursing excellence award in education and mentorship—one of six national nurses selected by **Nurse.com**. She credits her experience at Adelphi with motivating and inspiring her to set a standard of excellence for nursing.

"Adelphi faculty at the time I was a student, and today, had a strong visionary view of what nursing was and was going to become," she said. "At Adelphi, nursing students are groomed to be leaders of the next generation. I attribute a lot of my perspective and the opportunities I've had to the faculty members who really cultivated in me a very strong sense of the power of nursing."

DOWN MEMORY LANE

Elaine Smith, Ed.D., a classmate of current College of Nursing and Public Health Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, recalled that “he was innovative, vocal and outspoken. He was committed to nursing and was a real go-getter.” She said he also “stood out because he was a man among a sea of women.”

Looking back on their days at Adelphi’s Garden City, New York, campus, Dr. Smith said, “If you had asked me then if I thought he would be the dean of the School of Nursing, I would have said no. But you never know where your life is going to take you. Your relationships with friends and colleagues create this national and international network that enables us to build partnerships to move our profession forward.”

ADVISORY BOARD WELCOMES FIVE NEW MEMBERS

The College of Nursing and Public Health appointed five new members to its 14-member Advisory Board.

The five additions are: Gregory LaSpina, Maria Morales-Prieto, Aoifa O’Donnell, Victoria Schneps and Michael Schroeder.

The board consists of outside advisers who will help the College raise funds and interact more effectively with the community. They hold prominent positions in healthcare and various business fields. Among the latest additions, for instance, Ms. Morales-Prieto is president/CEO, The Hispanic Network, a public relations and marketing firm, and earlier was executive director, Long Island Hispanic Chamber of Commerce, while Ms. Schneps is president/CEO, Schneps Communications, whose community publications include *The Queens Courier* newspaper.

There are also five alumnae serving on the Advisory Board: Lori J. Ginsberg ’76, Veronica Groth ’84, Jacqueline Rose Hott ’89, Mildred D. Kahane ’49 and Ronnie E. Leibowitz ’61.

Besides the five newcomers, continuing Advisory Board members who are not alums are: Frank J. Gumper, Robert Keane, Jerry Landsberg and Frank Pelliccione.

THE SCHOOL OF NURSING’S NINE DEANS OVER SEVEN DECADES

MILDRED MONTAG
FOUNDING DIRECTOR [1943-1948]

MARGARET SHAY

EILEEN JACOBI

JUNE ROTHBERG

JACQUELINE HOTT

ELEANOR BARBA

CARYLE WOLAHAN

KATHLEEN BOND

PATRICK COONAN [2004-PRESENT]



THREE NEW PH.D.S JOIN NURSING'S DOCTORAL RANKS

The College of Nursing and Public Health has had five Doctor of Philosophy graduates since 2006—three of whom graduated this spring alone.

The three who successfully defended their dissertations this semester and were hooded at the May 2013 doctoral hooding ceremony are Kathleen Cino, Miriam Ita Ford and Debra P. Kantor, said Associate Professor and Doctoral Program Director Patricia Donohue-Porter, Ph.D., R.N.

Dr. Cino, who earned bachelor's and master's degrees at Hunter College in 1982 and 1989, respectively, did her dissertation on "Aromatherapy Hand Massage for Older Adults Living in Long-Term Care." The dissertation chair was Anne Griswold Peirce, Ph.D.

Dr. Ford, who earned a bachelor's degree at Smith College in 1983 and a master's at the Yale School of Nursing in 1988, did her dissertation on "The Process of Mothering Transnationally for Mexican Women Living in New York." The dissertation chair was Jane H. White, Ph.D. Dr. Ford and her research on transnational mothering were featured in the 2010 issue of *Illuminations*.

Dr. Kantor, who earned a Bachelor of Science in Nursing at Jersey City State College in 1981 and a master's degree at the Hunter Bellevue School of Nursing, City University of New York, in 1986, did her dissertation on "Factors Influencing Psychological Distress in Patients with Cancer." The dissertation chair was Yiyuan Sun, D.NSc.

"The program continues to expand, with 40 students now enrolled," Dr. Donohue-Porter said. The first Ph.D. graduate since the doctoral program's 2006 reinstatement was Maureen Cardozo, Ph.D. '11. Deborah Hunt, Ph.D. '12, graduated last year.

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

In addition to the original nursing education concentration, which she said is "thriving," a second Ph.D. concentration was added in 2011, in healthcare outcomes "for students who wish to remain in the healthcare setting as an option to joining academia," she added.

Dr. Ford recalled, "It was a very hot day in August of 2006 when I met the women who would become, as we called each other, comrades. Together, we sat through classes on Fridays in statistics, philosophy and nursing theory, and discussed higher-level concepts regarding nursing and healthcare, as well as how things were going in the rest of our lives."

"I'm excited about the possibility of continuing to do research and to publish," she added. "While I have been working as nursing faculty for a dozen years, I have already found that I have many more opportunities because of my doctoral work."

"I am proof that learning is lifelong and it is never too late to pursue one's dream," Dr. Kantor said. "I have developed a greater appreciation for nursing research and its value for nursing practice. I had many outstanding professors who guided my journey and assisted me in my development as a nursing scholar." She added, "Going forward, my doctoral degree has made me a more valuable professor in the college where I teach—in terms of my ability to participate in scholarly pursuits; teach a wider range of nursing courses including across undergraduate, graduate and doctoral levels; and as a role model for my students."

Dr. Cino felt that the Ph.D. program "gave me the opportunity to contribute to the discipline through knowledge development in the area of care for the older adult. My experience in the Ph.D. program at Adelphi University was unique because I was able to use all my previous education and...create a strong study investigating a nursing intervention for chronic pain."

PRACTICE MAKES PERFECT: A LOOK AT THE ROLE OF DEU PRECEPTORS

By Michelle Consorte

Officially, DEU stands for dedicated education unit, but according to the students who work this 12-hour nursing shift every Wednesday, the E could just as easily stand for experience.

“We’re doing the same things that the newly hired nurse at the hospital is doing,” said junior Shaniek Winborne, one of the eight nursing students completing her second semester in the DEU at North Shore University Hospital in Manhasset, New York.

Unlike the traditional clinical experience in which eight students all report to one preceptor (nurse mentor) and where each cares for just one patient, the DEU model is much more individualized, matching a maximum of two students to a single preceptor, who works with and tracks the students over three semesters.

“They know what’s expected of them as a real nurse,” added Samantha Palumba, R.N., a preceptor at St. Francis Hospital in Roslyn, New York. “If I had that, I would have been so much better prepared starting out.”

Additionally, the DEU model strives for consistency and allows students to better acclimate by placing them with the same nurse mentor for all three semesters that they’re at the hospital. Students also have the choice of completing their senior capstone there.

“You really get to know your preceptor; you establish a friendship with that nurse,” said Samantha Avila, another junior at North Shore Hospital, part of the North Shore-LIJ Health System. “Everyone [in the hospital] gets to know our faces. My nurse is always like, ‘Go huddle in with that group.’ It’s really great that we get those experiences. You get to see what you’ll actually be doing [as a nurse].”

Through this extensive hands-on training, “There’s a huge improvement in how students learn,” said Deborah Murphy ’85, clinical assistant professor and coordinator of the Office of Clinical and Community Affairs at Adelphi’s College of Nursing and Public Health. “You’ve created a healthy working environment and encompassed students in how the facility runs, how to communicate with doctors. After the first day, they’re comfortable and they really soar.”

“The amount of support the students are getting is astronomical,” Assistant Clinical Professor Nancy Cole, M.S., R.N., added.

Not only do students learn side-by-side with nurse mentors in a real hospital setting, but they also get to work closely with doctors. “We became one

big family. There’s always someone willing to answer our questions, even doctors,” said Nicoletta DiDonato, a junior now in the St. Francis DEU.

“We can follow doctors when they go on their rounds and establish a rapport,” according to Allyn Weissleder, a junior in the DEU at North Shore.



On the flip side, participating hospitals also benefit and take a vested interest in these students.

“The students are very impressive,” said Lorraine Petrovich, CNRN, a preceptor at the North Shore DEU. “It’s a great experience for them and a big help for the hospital. I think [the program] is wonderful.”

The hospital, in addition to receiving extra hands on deck, can—if it does decide to hire any of the students after their graduation—drastically reduce their orientation period. “When they graduate they’ll be all ready to go—and won’t need to spend as much time in training. They already know the computer system which, honestly, is the hardest part,” Ms. Petrovich said, laughing.

One former student from the first DEU cohort at St. Francis stands as living proof of the program’s success: Shortly after graduating from Adelphi, the student was hired as a staff nurse at St. Francis and is now on track to become a nurse manager.

“With healthcare in our society today we need people [like these students] who are very well prepared, who bring a personal touch,” said Sr. Katherine A. Murphy, RN-BC, CCRN, CHPN, NP-C, clinical nurse specialist at St. Francis.

“I would definitely recommend it to any student. I’ve told students who are behind me [in the nursing program]: Definitely apply to the DEU

program,” said Ingrid Pyram, another junior. “At the end of the shift, my feet hurt but [when I’m not there or I’m in traditional clinicals] I miss the hectic running around...It’s stressful but definitely worth it,” Samantha added.

Adelphi’s College of Nursing and Public Health, which first developed a DEU with St. Francis in 2009, next plans to establish more DEUs at North Shore. It has also developed another unit in partnership with Winthrop-University Hospital in Mineola, New York, and yet another collaboration is now underway with John T. Mather Memorial Hospital in Port Jefferson, New York





Panelists addressing a standing-room-only ENRS symposium were: [left to right] Lily Thomas, Ph.D. '99; Patricia Donohue-Porter, Ph.D.; Myrta Rabinowitz, Ph.D. '99; and Monica Latayan, D.N.P. Adelphi's Dr. Donohue-Porter has long collaborated with Drs. Thomas, Rabinowitz and Latayan, who are North Shore-Long Island Jewish Health System colleagues.

ON THE ROAD COLLEGE FACULTY AND PH.D. STUDENT PRESENT AT ENRS SCIENTIFIC SESSIONS

College of Nursing and Public Health faculty Patricia Donohue-Porter, Ph.D., and Ditsapelo McFarland, Ph.D., along with Ph.D. student Deborah Grice-Swenson made presentations at the Eastern Nursing Research Society's (ENRS) 25th Annual Scientific Sessions, April 17–19, in Boston.

That same week, doctors, nurses and other healthcare professionals were in emergency mode at area hospitals, treating nearly 200 runners and spectators for a wide range of injuries in the aftermath of the Boston Marathon bombings. During the ENRS conference, there was a massive police search for the two bombing suspects.

Susan Loeb, Ph.D., ENRS president and keynoter, thanked attendees for having trust in the people of Boston and their protective agencies.

All told, three College faculty and 11 Ph.D. students attended the event, whose overall theme this year was “Nursing Research: A Bridge to the Future of Healthcare.”

Adelphi University, along with other major schools of nursing in the eastern region, is a supporting partner for ENRS.

Dr. Donohue-Porter, associate professor at the College, presented the results of the Leadership-Member Exchange (LMX) study, a collaborative Adelphi University effort involving nursing (Patricia Eckardt, Ph.D., now assistant professor at Stony Brook University, and K.C. Rondello, M.D.), and the Robert B. Willumstad School of Business faculty (David Prottas, Ph.D., and Joyce Silberstang, Ph.D.). The session was entitled “Building Bridges in Leadership Communication: LMX Theory's Impact on Nursing Administrative Relationships.”

Their collaborative study was featured in the Spring 2011

edition of the School of Nursing's *Illuminations* (nursing.adelphi.edu/pdfs/illuminations_f11.pdf).

Dr. Donohue-Porter also participated in “Building a Culture of Inquiry,” a standing-room-only symposium with colleagues from North Shore-Long Island Jewish Health System, with whom she has collaborated on various projects during the last five years (Lily Thomas, Ph.D. '99, Myrta Rabinowitz, Ph.D. '99, and Monica Latayan, Ph.D.). The presentation focused on research in clinical agencies and how such a culture can be established and maintained.

Dr. Donohue-Porter also co-chairs ENRS' Theory Research Interest Group (RIG), which meets each year to discuss nurse-scientist issues related to theory.

Dr. McFarland, also associate professor at the College, presented a poster on her work on cervical cancer. She completed this research in Botswana, where there is little belief in the need for cancer screening and Pap smears. This study also was featured in the Spring 2011 *Illuminations*.

Ms. Grice-Swenson, a Ph.D. candidate at the College, presented a poster on her dissertation-in-progress, “Night Nursing: A Portrait of a Subculture.”

Jane White, Ph.D., associate dean for research at the College, was recognized again this year as a mentor, nominated by one of her Ph.D. students.

ACCREDITATION: MISSION ACCOMPLISHED

Program accreditation is one of the most important criteria that a college or university can achieve since it affirms that the institution is meeting standards of excellence and quality.

During the Spring 2013 semester, the School of Nursing—now the College of Nursing and Public Health—participated in a specialized accreditation process with the Commission on Collegiate Nursing Education (CCNE) to ensure that it is meeting its mission.

In the first phase of the process, the nursing faculty and administrators completed and sent an extensive self-review report to CCNE headquarters. Six weeks later, from February 27 through March 1, four accreditors appointed by CCNE visited the Garden City campus. The accreditors' charge was to determine whether or not the self-review document was factual and that, as stated in the School of Nursing's mission statement, "through nursing research, education and practice, students and faculty [are prepared]...to enhance the quality of life for all people."

During their visit, the accreditors interviewed a variety of stakeholders, including alumni, students and faculty as well as Adelphi President Robert A. Scott, Provost Gayle D. Insler, Ph.D., and nurse administrators at local hospitals. In addition, the accreditors observed regularly scheduled classes, toured the University grounds and interviewed the directors of the many resource facilities on campus (e.g., the Learning Center, Writing Center and Swirbul Library).

Moreover, the visiting team got a preview of the design plans for the new multipurpose Nexus Building, which will house the College, the Center for Health Innovation and more.

On the last day of their visit, the accreditation chair reported to the nursing faculty and administrators that after careful scrutiny they had determined that the School had met all four requisite standards set by the commission and that they would report back those findings. In October 2013, the official notification of reaccreditation will be communicated to the College and to Adelphi.

In the weeks leading up to those accreditation visits, which occur every 10 years, nursing faculty and staff prepared by staging mock visits.

Earlier, Adelphi sought and was awarded accreditation from the New York State Department of Education and the Middle States Association of Colleges and Schools—both of which declared that the University is meeting its mission, goals and core values. In granting accreditation, the organizations confirmed that, as stated in the University's mission statement, the education provided at Adelphi is "fostering [in students] a passion for knowledge; an understanding and a questioning of cultural values; and a view of themselves as independent, lifelong learners, and contributors to knowledge and service in an ever-changing world." In its mission statement, Adelphi is committed to graduating students who will become "effective and enlightened persons in society."





At the Leadership Conference, College of Nursing and Public Health Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE, is flanked by [left to right] Deborah Ambrosio-Mawhirter, Ed.D.; Donna Strickland, M.S.; Jacqueline Kostic, M.S.; Roxane B. Spitzer '60, Ph.D.; Sandra Sperry, M.S.; and Karen Pappas, R.N. Ms. Ambrosio-Mawhirter and Ms. Pappas were the event co-chairs, while the others were speakers.

LEADERSHIP CONFERENCE: GAME CHANGE IS GOOD

By Anustha Shrestha

“This is a decade of the nurse; opportunity for the nurse is greater than it has ever been,” keynote speaker Roxane B. Spitzer '60, Ph.D., M.B.A., R.N., FAAN, told attendees at the ninth annual Nursing Leadership Conference on April 5.

Dr. Spitzer, who is semiretired from her post as CEO of the Metropolitan Nashville Hospital Authority, outlined some of the significant game-changing events and technological advances that have transformed the nursing sector and potential strategies that can further spur positive changes. Everybody in the room can become a game changer, irrespective of the stage of their career, she added during her address, “Professional Practice: The Real Game Changer,” which headlined the event hosted by Adelphi’s School of Nursing and the Alpha Omega Chapter of Sigma Theta Tau International, the Honor Society of Nursing.

Amid such transformative events as the Federal EMR (Electronic Medical Records) Mandate, which has already reformed the nursing sector significantly, there are still areas that need to be taken care of—policies such as the Affordable Care Act, new infrastructures and population-based management. Dr. Spitzer called for more

partnerships between physicians and nurse practitioners and advocated for a more patient-centered approach than a task-oriented one. “We have separated, in the medical field, pieces of the body out from the whole person. Thank God, the advanced nurse practitioners do take care of a holistic patient,” she said. “I’d rather see an advanced nurse practitioner than anybody today.”

Dr. Spitzer emphasized the need for professional nurses who understand their roles and who can monitor their own practice and be accountable for the quality and outcome they have produced. She took great pride in the fact that for the past seven or eight years, nursing has been named one of the most trusted professions in the United States.

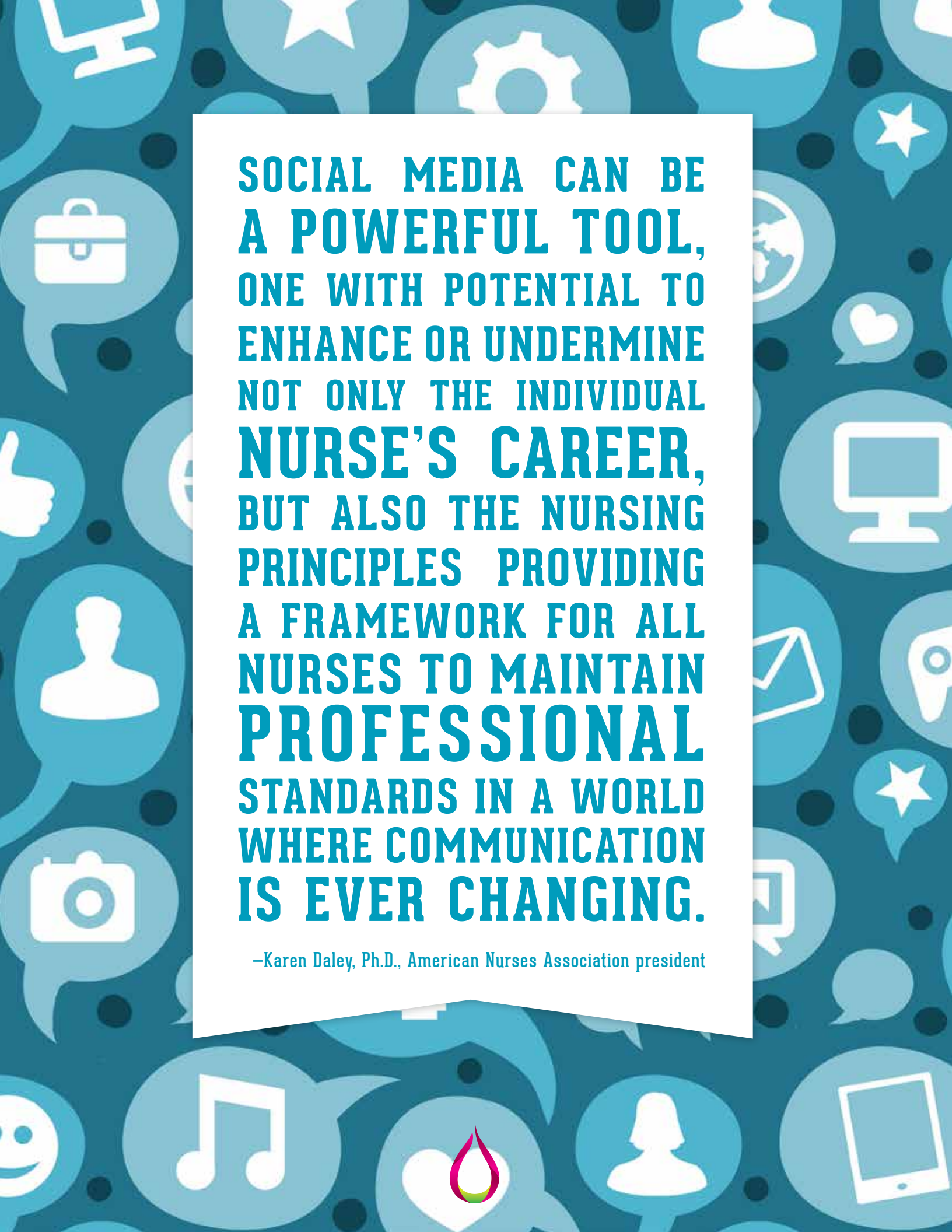
She indirectly referenced the conference’s overall theme, “Transforming Patient Care: It’s Up to You: Be a Game Changer,” when she emphasized that nurses should be self-directed, autonomous, evidence-based, result-oriented and ethical. Being

a true professional also entails “transferring the knowledge...both in your daily practice with your patient and with the other members of your healthcare team, but also when you hand over that patient on a shift change,” she said.

Dr. Spitzer explained that, apart from medical needs, nursing also involves considering socio-environmental factors and catering to emotional needs of the patients. “I believe, from what I’ve seen, that stress can cause more physical illness than almost anything else,” she said.

Dr. Spitzer believes that a partnership among nursing leaders from management, education and practice to provide necessary coaching is important for nurses to “have a chance at greatness, real greatness.”

The event took place in the Ruth S. Harley University Center’s Thomas Dixon Lovely Ballroom.

The background is a dark teal color filled with various white social media icons inside circular and speech bubble shapes. These icons include a briefcase, a thumbs up, a person silhouette, a camera, a star, a gear, a person silhouette, a globe, a heart, a computer monitor, an envelope, a location pin, a star, a speech bubble, a musical note, a heart with a flame, a person silhouette, and a smartphone.

**SOCIAL MEDIA CAN BE
A POWERFUL TOOL,
ONE WITH POTENTIAL TO
ENHANCE OR UNDERMINE
NOT ONLY THE INDIVIDUAL
NURSE'S CAREER,
BUT ALSO THE NURSING
PRINCIPLES PROVIDING
A FRAMEWORK FOR ALL
NURSES TO MAINTAIN
PROFESSIONAL
STANDARDS IN A WORLD
WHERE COMMUNICATION
IS EVER CHANGING.**

—Karen Daley, Ph.D., American Nurses Association president

PROS AND CONS OF THE SOCIAL MEDIA REVOLUTION

By Jordan Chapman

A recent photo circulating on the Internet depicted a nurse “planking” on an examination table that wasn’t in use. He was later released from employment.

In today’s virtual landscape, a simple tap of a finger can send information around the globe. For a doctor or nurse, this means a number of things: gaining much faster and easier access to specific knowledge from colleagues or specialists in a different part of the world; the usage of smart devices in the workplace, which can be appropriate but off-putting to patients if used in excess; and the anticipation of accepting hospital policies surrounding social platforms.

“This [issue] is unique to nursing because you are very involved in a nurse/patient relationship, and that should not be breached,” said Deborah Ambrosio-Mawhirter, Ed.D., assistant professor and chair of the Department of Nursing Foundation at the Adelphi College of Nursing and Public Health.

Dr. Ambrosio-Mawhirter explained that the College has adopted the policies of local hospitals when it comes to their students, including having them sign an agreement stating what they can and can’t do with social media as a nursing student.

Though not all hospitals currently have policies regarding the do’s and don’ts of social media, learning caution early on never hurt anyone.

At Adelphi, one form of electronic communication students take advantage of is Nursing Central, an application available to handheld devices that acts as a source of disease, drug and test information for nurses. The app also includes a dictionary, literature search and study system.

“When [nurses] are at the bedside, instead of having to go to a laptop to find out about a drug, it’s on their handheld device. They can look up and use resources to interpret data to appropriately care for their patient,” Dr. Ambrosio-Mawhirter said, explaining that not all hospitals allow this tool because they don’t want their nurses on their phone or tablet at all times.

The uses for social media and electronic communication go beyond the bedside, though, and can greatly enhance study, an avenue familiar to Adelphi faculty. Philip Alcabes, Ph.D., professor and director of the public health program, was among the recipients of the 2013 Adelphi Faculty Instructional Technology Grants.

Because of that grant, iPads will be used in this summer’s Public Health Informatics course as a support to classroom and blended course instruction.

To be taught by Jack Scott, Ph.D., adjunct faculty member, this course will allow graduate students to use the mobile learning platform to access health research and epidemiologic databases for analysis of large-scale information.

“The Wi-Fi feature will allow us to remotely access pertinent information and share in real time, even in the field,” Dr. Scott said, though even he acknowledges the dangers social media can cause in the field.

“A social media presence is a dilemma for personal freedoms as we wish to express ourselves to friends and colleagues, but within a professional manner,” he said. “Our reputation and professional image may be compromised, even unwittingly.”

College of Nursing and Public Health students are informed about the benefits and dangers of social media and electronic communication in a variety of ways throughout their education.

One instance is within an initial course, in which students study pieces of social media, become mindful of the benefits and pitfalls of those platforms and understand the American Nurses Association principles and code of ethics.

“When done correctly, social media has an excellent potential for sharing information, knowledge and growth,” Dr. Ambrosio-Mawhirter said. “It really makes people want to click again and find out more.”



Margaret Hegge, Ed.D., R.N.



Elizabeth Norman, Ph.D., R.N.

BUCKLEY LECTURE: LOOKING BACK IN TIME



By Brett H. Spielberg

Ph.D. students, faculty and notable guests listened intently as a World War II historian and a Florence Nightingale scholar spoke at the ninth annual Buckley Lecture, addressing the overall topic “The Contemporary Contributions of Historical Nursing to Present Day Practice” on February 13 in the Ruth S. Harley University Center atrium.

Elizabeth (Beth) Norman, Ph.D., R.N., a professor at New York University’s Steinhardt School of Culture, Education and Human Development, focused on stories from World War II to the Vietnam War, while Margaret (Marge) Hegge, Ed.D., R.N., a Distinguished Professor at South Dakota State University’s College of Nursing, recalled Florence Nightingale, whose own story was fraught with wartime valor during the Crimean War.

The daughter of World War II veterans and the wife of a Vietnam veteran, Dr. Norman spoke about the trials, tribulations, roles and recognitions of nurses in times of crisis and war between the 1940s and the 1970s. Dr. Norman, who recounted stories from her book *We Band of Angels: The Untold Story of American Nurses Trapped on Bataan by the Japanese*, said, “When you read about wartime, regardless of place, there is real timelessness in dealing with loss. A nurse’s basic mission is to save lives, but war’s primary mission is to kill.”

Dr. Norman culled stories from her interviews with such amazing women as Ruby Bradley, the chief nurse during the Korean War, first full-time female colonel and arguably the most decorated female officer in American military history. She recalled Col. Bradley’s reminiscence about an infant too near death for surgery. Many in the audience listened with tears in their eyes as Dr. Norman added that the quick-thinking nurse put whiskey and sugar on gauze for the child to suckle as a stimulant—enough to revive the child for a successful operation.

Then there were the 77 nurses who became prisoners of war in the Pacific during World War II. Their deployment to tropical Manila, which at first had seemed like an extended vacation, led to their evacuation into the jungles of Bataan, treating patients in the most primitive of hospitals, and then to their captivity. Finally, after nearly three years as captives and near starvation, the POWs were liberated, promoted a rank, awarded the Bronze Star and sent home, Dr. Norman said.

“This generation didn’t look for celebrity, but they wanted their story to live on,” Dr. Norman said. “They never wanted to be called heroes or angels, just nurses that did their job.”

Dr. Hegge, whose knowledge about Florence Nightingale has taken her to England, Tanzania and across the United States, “vividly described the leadership set forth by [Ms.] Nightingale [and] really helped illuminate the theme of the conference,” said Associate Professor Patricia Donohue-Porter, Ph.D., who co-chaired the event. “Although all nurses study the writings of Florence Nightingale while in school,” she added, “they often benefit by again reflecting on how she embraced the humanities as part of nursing education.”

Ms. Nightingale is known for devising quantitative methods to describe health and sickness, and encouraging nurses to be aware of the importance of soothing and life-enriching environments for their patients.

The Buckley Visiting Scholar Lecture series is sponsored by the Marion Buckley Endowment for Faculty Development. “Two people met during World War II—a naval officer and a naval nurse,” Patrick R. Coonan ’78, Ed.D., R.N., NEA-BC, FACHE, dean of the School of Nursing, said in his introduction. “After the war, she went on to school at Adelphi. After she—Marion Buckley—passed, her husband wanted to leave a legacy. The Buckley scholarship set up an endowment to provide lectures for nurses.”



FLASHBACK

Here's a brief recollection of observations on technology, leadership and the future of nursing and healthcare by Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, and others, featured in past issues of *Illuminations*.

I am proud to be a graduate of the Adelphi University School of Nursing. It prepared me well for an excellent clinical career... During my years at Adelphi, leadership was skillfully taught and cultivated by my professors. This fundamental continues to be a hallmark of our program, and is needed more than ever in today's turbulent healthcare environment.

—Dean Patrick R. Coonan, Spring 2004 *Illuminations*

Healthcare is a field characterized by rapid change and innovation. There is an increasing need for talented professionals who can construct the changes and be the innovators of our future. Nursing education is constantly challenged to maintain relevance and keep up with the changes that the healthcare system demands.

—Dean Patrick R. Coonan, Spring 2008 *Illuminations*

We are trying to stay ahead of tomorrow, but it requires diligent efforts from our faculty and staff, our alumni and our partners... 'The hardest thing is not to get people to accept new ideas; it is to get them to forget old ones,' said John Maynard Keynes.

—Dean Patrick R. Coonan, Spring 2006 *Illuminations*

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... Because we don't know everything, it creates unprecedented need to collaborate on many levels.

—Dean Patrick R. Coonan, Spring 2011 *Illuminations*

Technology has become an important part of the changing world of healthcare. To better prepare nurses, Adelphi University School of Nursing has equipped students with personal digital assistants [PDAs]. The University is the first on Long Island to incorporate the technology into the nursing curriculum.

—Cover story in the Spring 2006 *Illuminations*

We prepare the leaders of tomorrow... 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.

—Dean Patrick R. Coonan, Summer 2012 *Illuminations*

The days of practicing on a lifeless dummy have passed at Adelphi. SimMan allows students to practice their assessment and treatment skills in a dynamic interactive environment.

—Robert Kerner, then School of Nursing clinical assistant professor, Winter 2007 *Illuminations*

FACULTY HIGHLIGHTS

Helen Ballestas and **Maureen Roller** published “The Effectiveness of a Study Abroad Program for Increasing Students’ Cultural Competence” in the *Journal of Nursing Education and Practice*, 6 (3), and wrote, with Stephen Holzemer, the book chapter “Flexibility and Systems for Care Management for Providing Care in the Community” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.) (Burlington, Massachusetts: Jones & Bartlett Learning, 2nd ed., 2012).

Christine Coughlin published “An Ethnographic Study of Main Events During Hospitalization: Satisfaction and Relationships Between Nurses and Patients” in the *Journal of Clinical Nursing*, 2012, and the book chapter “Using Project Management for Successful and Viable Community Program Change” in S. Holzemer and M. Klainberg (Eds.) in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Patricia Donohue-Porter published the book chapter “Narratives of Courage: The Voice of Clients in Community Health Nursing” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.). She also published “Creating a Culture of Shared Governance Begins with Developing the Nurse as Scholar” in *Creative Nursing*, 11 (18), 2012; “Nursing’s Role in Courage Development in Patients Facing Complications of Diabetes” in the *Journal of Holistic Nursing*, 30 (3), 2012; and, with Lily Thomas, “Blending Evidence and Innovation: Improving Intershift Handoffs in a Multihospital Setting” in the *Journal of Nursing Care Quality*, 27 (2), 2012. She presented “Courage Development: Connections to Caring Between Nurse and Patient” at the International Conference on Human Caring, Philadelphia, Pennsylvania, June 2012 and, with Lily Thomas, “From Cognitive Science to Nursing Practice: Examining Medication Error Reduction Through the Lens of Complex Process” at the Eastern Nursing Research Society Annual Scientific Sessions, New Haven, Connecticut, March 2012.

Margot De Sevo published the article “Competency of Nurse Educators in Genetics/Genomics” in the *Journal of Nursing Education and Practice*, 3, 2012.

Patricia Facquet, with **P. Eckardt**, published the book chapter “Validity and Reliability in Epidemiology and Environmental Health” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Maryann Forbes and **Jane White** published “Using Boyer to Create a Culture of Scholarship: Outcomes from a Faculty Development Program” in the *Journal of Nursing Education and Practice*, 2 (3), 2012.

Claire Hauser published the book chapter “Relating Health Policy and Evidence-Based Research in the Community” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Stephen Holzemer and **Marilyn Klainberg** co-edited the book *Community Health Nursing: An Alliance for Health* (Burlington, Massachusetts: Jones & Bartlett Learning, 2nd ed., 2012). They also co-authored the chapter “Justice and Resource Allocation for the Family and Community.”

William Jacobowitz presented the poster “Confidence, Compassion and Exposure to Aggression Related to Stress Symptoms Among Psychiatric Inpatient Staff” at the third International Conference on Violence in the Health Sector, Vancouver, British Columbia, October 2012.

Marilyn Klainberg presented “How, What and Why of Research” at Good Samaritan Hospital, Melville, New York, October 2012.



Shan Liu presented “Use of Complementary and Alternative Medicine for Symptom Management in Chinese Patients with Cancer” at the American Cancer Society Asian Initiatives Seminar, Flushing, New York, October 2012.

Andrea McCrink authored a book chapter, “Responsibility and Interstate, International and Global Community Health Concerns,” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Barbara Messina presented the poster “The Sum of the Parts Is Greater Than the Whole” (Poster) at the Eastern Nurses Research Society’s Annual Scientific Sessions, New Haven, March 2012.

Deborah Murphy wrote, with **P. Garafalo**, the book chapter “Clear Communication and Information Management in the Community” and, with S. Holzemer, M. Klainberg, K.C. Rondello and D. Smith, the chapter “Precision and Principles of Community Program Development” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Janet Raman presented, with **J. Bryer** and **F. Cherkis**, “A Survey Analysis: Health Promoting Behaviors of Undergraduate Nursing Students” at the Elsevier/Mosby Faculty Development Institute in Las Vegas, Nevada, January 2012.

Maureen Roller presented “POGIL: What It Is and Is It Applicable to Nursing Education” at the Association of Hispanic Nurses’ 37th annual conference San Juan, Puerto Rico, July 2012, and presented, with Helen Ballestas, “Cultural Competency in Undergraduate Baccalaureate Nursing Students” at the In One Voice International Conference for Educators, Rye, New York, November 2012. She published “Motivators and Barriers to Exercise Adherence” in *Nursing & Residential Care*, 14(9), 2012, and authored the chapter “Justice and Resource Allocation for the Family and Community” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

K.C. Rondello authored the book chapter “Staying Alert as the Key to Emergency and Disaster Management” and co-authored the chapter “Precision and Principles of Community Program Development” in *Community Health Nursing: An Alliance for Health*, S. Holzemer and M. Klainberg (Eds.).

Holly Shaw presented a keynote address, “Nursing at the United Nations,” New York, New York, April 2012, and a keynote address for the Yale University School of Nursing on “Global Health and Nursing” at the Yale Club, New York, May 2012.

Joan Valas presented “Vulnerable Populations and Ethical Decision-Making Strategies for the Nurse Practitioner” at the Nurse Practitioner Association of New York’s annual conference, Saratoga, New York, October 2012.

Thomas Virgona presented “Towards an Assessment of Metadata Acuity in Academic Research: A Case Study of Search Engines” at the Northeast Business and Economics Association’s 39th annual meeting, October 2012 in Port Jefferson, New York, hosted by Worcester State University. He published “Graduate Nursing Student Self-Assessment: Fundamental Technology Skills” in the *Journal of Nursing Education and Practice*, 3 (3), 2013, and “Exploring Health Information Technology Education: An Analysis of the Research” in *Technology and Health Care*, 20 (4), 2012.

Jane White authored the book chapter “Eating and Weight Disorders” in *Psychiatric Nursing: Contemporary Practice* (Philadelphia: Lippincott, Williams & Wilkins, 2012).

SCHOLARSHIP DAY: STUDENT RESEARCH SPARKS GROWTH

The poster presentations at the School of Nursing’s Nursing Scholarship Day in November 2012 covered a variety of topics—ranging from indoor tanning’s melanoma risk and the quality of patient care to caring for hip replacement and pneumonia patients.

William Jacobowitz, Ed.D., the event coordinator, praised the poster entries as “very informative and creative.” He added, “There are two first-prize winners, one from the Department of Graduate Studies in Nursing and one from the Department of Undergraduate Studies.”

The winners, who received certificates commemorating their award-winning posters, were also recognized at the School’s Pinning Ceremony in May.

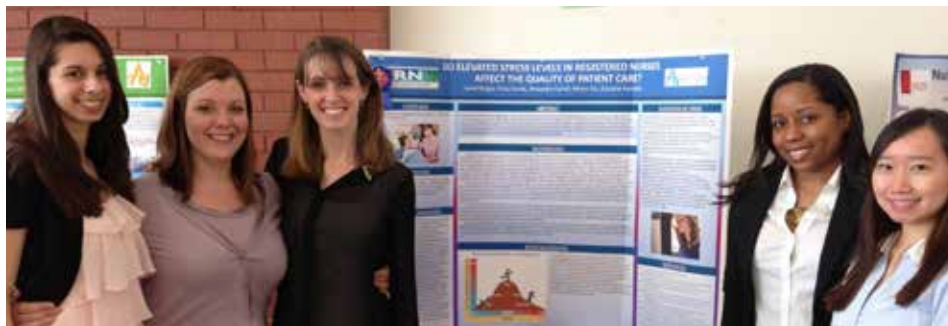
The first-prize graduate poster was “Indoor Tanning: A Risk for Melanoma” by Milagros Gordillo, Anna Glowacki and Loni Eligon.

Tops in the undergraduate poster competition was “Can Implementation of an Oral Care Protocol Prevent the Development of VAP (ventilator-acquired pneumonia) Among Adult Ventilator-Dependent Patients?” by Eugenia Jilkina, Joanne De Jesus, Anna Wilkos, Yvette Malanansang and Lulu Miao.

In addition, Dr. Jacobowitz said there was a tie for second prize. One poster was “Do Nurses’ Stress Levels Affect the Quality of Patient Care?” by Janell Bulgar, Erica Conde, Alexandra Farrell, Minye Niu and Danielle Pascullo. Sharing the prize was “How Do Healthcare Professionals’ Personal Attitudes Affect the Quality of Care Towards Transgender Patients in the Clinical Setting?” by Stephanie Buergers, Marisa Hussa, Dionne Malonzo and Shanice Morgan.

Third prize among undergraduates went to “Which Post-Operative Pain Medication Reduces Recovery Time in Older Adults Who Had Total Hip Replacement: PRN Injectable Analgesic or PCA Pump?” by Sheba Samuel, Aneta Wierciszewski, Miran Kang and Denise Alexis.

For the students, Scholarship Day represents an opportunity to gain valuable exposure and stimulate other students’ interest in research. The event is also a forum in which nursing students can share ideas about the topics that they feel need further inquiry within both the nursing and healthcare fields.



This team—[left to right] Danielle Pascullo, Alexandra Farrell, Erica Conde, Janell Bulgar and Minye Niu—won second prize at Scholarship Day last fall. Their poster, “Do Elevated Stress Levels in Registered Nurses Affect the Quality of Patient Care?” later won outstanding undergraduate nursing poster presentation at Research Day.



SIX NURSING POSTERS FEATURED AT 10TH ANNUAL RESEARCH CONFERENCE

A select number of College of Nursing and Public Health students also participated in Adelphi's Research Conference—aka Research Day—which held its 10th outing on April 10, 2013.

The event offers faculty and students a stage on which they can both display their scholarship and inspire those seeking to engage in research and scholarly explorations in the future. Submissions were encouraged from all disciplines, including nursing, the arts and humanities and the sciences.

The six nursing undergraduate poster presentations included two prize winners: "Do Elevated Stress Levels in Registered Nurses Affect the Quality of Patient Care?" by Erica Conde, Alexandra Farrell, Janell Bulgar, Danielle Pascullo and Minye Niu (with faculty adviser Janet Raman) and "What Measures Can Nurses Take to Accurately Assess Pain Among Substance Abusers" by Amelia Moodie and Rachel Telfer (with faculty adviser Yiyuan Sun). They won outstanding undergraduate nursing poster presentation and honorable mention, respectively. The former was also a second prize winner at last year's Scholarship Day.

In addition, "Nurse-Patient Relationship Study Proposal" was presented by Christina Asphall, with faculty adviser Devin Thornburg, director of the Levermore Global Scholars Program.

The others—all with Yiyuan Sun as faculty adviser—were: "Interventions to Improve Management of Type 2 Diabetes Among Adults" by Maria Antigua, Elena Ortiz and Richard Lombardi; "A Smoking Cessation Program for Pregnant Women" by Albina Ganieva and Isabel Khaimov; and "How to Decrease Hospital-Acquired Infections Among the Elderly" by Sara Londono, Stephanie Solares, Kaitlin Elias and Natasha Copelin.



Elena Ortiz, Maria Antigua and Richard Lombardi



Sara Londono, Stephanie Solares, Kaitlin Elias and Natasha Copelin



Christina Asphall



STUDENT HIGHLIGHTS

STUDENT HONORS AND AWARDS

School of Nursing students continue to shine. The following students received awards at the Pinning Ceremony in May 2013.

2013 HONORS LIST

Oscar Alean	Arielle Iannucci	Zara Persaud
Sherryl-Ann Ali-Lutchman	Hitesh Jani	Mikeelia Rose
Lori Anderson	Gisha Jose	Nechama Rudomin
Lisa Burger	Milana Khaimova	Allison Ryder
Samge Chacko	Toby Landau	Shoshana Shine
Shira Cohen	Christopher Lemieszewski	Liora Sulimanov
Nicole Commisso	Thomas Lombardo	Rachel Telfer
Khush Dhaliwal	Alissa Morgulis	Tricia Ward
Leah Friedman	Catherine Morreale	Danhong Yang
Chaya Furman	Maggie Morrisey	Olga Yushuvayeva
Devorah Goldberg	Barbara Ortiz	
Rivka Gross	Shiney Paul	

2013 ALPHA OMEGA CHAPTER OF THE SIGMA THETA TAU INTERNATIONAL SOCIETY FOR NURSING INDUCTEES

GRADUATE	Miriam Dee	Jemina Looby
Lauren Bonavoglia	Khush Dhauwal	John Lyons
Claire Durecko	Vanessa Ena Vargas	Elizabeth Millar
Boyoung Jang	Nicole Gilbert	Joanne Montoni
Patricia Savage	Jose Gisha	Catherine Morreale
UNDERGRADUATE	Devorah Goldberg	Maggie Morrisey
Annela Ahmedani	Stacey Ann Hirabayashi	Candice Nemece
Oscar Alean	Hitesh Jani	Matthew Roberts
Letieia Alexander	Gisha M. Jose	Mikeelia Rose
Sherryl-Ann Ali-Lutchman	Reena Joseph	Samantha Ruszkowski
Kristy Altebrando	Christina Kallop	Allison Ryder
Lori Anderson	Daniel Kallush	Shari Satchell
Dani Aria	Christina Klippel	Megan O. Scher
Elizabeth Bonilla	Amily Koshy	Vonetta Shury
Justina Bukala	Christopher Lemieszewski	Alla Sosonova
Nicole Commisso	Thomas Lombardi	Liora Sulimanov
Anthony Certonio, Jr.	Sara Londono	Gisela Vasquez
Kimberly Cohen		Paul Wain
Kokou Djegnon		Shari Willia



FRIENDS FOREVER... THOUGH 3,000 MILES APART

By Andrea Winters

Today, Lorraine (Betwenik) Gotlib '72 and Wendy Poskanzer '72 may live more than 3,000 miles away from each other, but, four decades after graduating from Adelphi's School of Nursing together, the alums are still as close as they were as students on the Garden City campus.

Ms. Gotlib and Ms. Poskanzer came to Adelphi to study nursing at a time when many people still expected women to stay at home as wives and mothers, not pursuing careers.

Ms. Poskanzer challenged that assumption. "I was drawn to Wendy because she was different," Ms. Gotlib recalled. "I underwent a significant personal change during my time at Adelphi, and Wendy was a big part of that.

"She helped me to lose the notion that 'this is the way it's supposed to be' and figure out that I could be a lot of things." Ms. Poskanzer, more of a risk taker, said her connection with Ms. Gotlib helped her "stay more grounded."

The two friends remembered always being in the same clinical rotations. Ms. Poskanzer recalled Ms. Gotlib practicing her first injection on her, a shot of sterile saline. Ms. Gotlib remembered Ms. Poskanzer getting scolded for wearing red nail polish. Both share fond memories of Adelphi professors, particularly Madeline Schwaid, Ph.D.

Ms. Poskanzer linked Dr. Schwaid to Adelphi's changing its curriculum to one that fostered integration. "We didn't have a class called medical surgical nursing; we had physiologic compensatory mechanisms," she said. "Instead of psych, we had psychological coping mechanisms. This integrated approach shaped much of what I've done professionally. It still has an impact on how I think about patients and their experiences."

Ms. Gotlib also spoke highly of Dr. Schwaid as someone who was "decades ahead of her time, a model for us of a smart, forward-thinking woman. To this day, I still think about her and things we learned and discussed in her class."

The summer following their junior year at Adelphi, the two friends moved to Boston together. "We were looking for an

experience that would help give us hands-on nursing experience," Ms. Gotlib said. After receiving information about special programs being offered to baccalaureate nursing students to come work as nursing assistants for a summer program, they jumped at the opportunity.

Upon graduating from Adelphi one year later, Ms. Gotlib returned to Boston to start her career. It didn't take her long to figure out that psychiatry was her passion. "Working on medical surgical floors, I found that what I loved was the opportunity to talk to patients about their experiences. And you really don't get all that much time to do that as a nurse," she said.

After landing a position in an inpatient psychiatry unit, she earned her master's degree in psychiatric mental health nursing at Boston University and went on to hold several other roles before becoming a psychiatric clinical nurse specialist at Harvard Vanguard Medical Associates, a position she has held for more than 20 years.

Ms. Gotlib, who has extensive experience with short- and long-term treatments with

the general adult psychiatric population and expertise in affective disorders and major mental illness, women's issues and psychopharmacology, said her favorite project currently is with a behavioral health fellowship program.

Ms. Poskanzer's path, meanwhile, led elsewhere. After graduating in 1972, she moved to Chicago, Illinois. After earning a master's degree in psychiatric and oncology nursing, she moved to Seattle to manage the University of Washington's Cancer Center. From there, she ascended the ranks, taking on various leadership positions.

Today, as director of risk and quality at Highline Medical Center, she is in charge of the community-based hospital's quality and patient safety and risk management. As such, she savors making an impact as she identifies where the best care is not being provided, and ensuring that high quality, patient-centered care is implemented.

"Our lives have taken us in a million different directions," said Ms. Gotlib. "But it doesn't matter whether we're in school or living together, in different states or across the country from each other. The essence of our connection seems to transcend everything."

They talk on the phone, email or text—and they see each other once a year. But even if months pass without contact, they never lose anything in the interim. "When we talk or visit with each other, there's no warming up or introduction needed...it's instant," said Ms. Poskanzer.

"I can get on the phone or send Wendy a text message. No matter what, she just gets it.

She gets whatever I'm going through. The response I receive from her represents 40-something years of understanding," said Ms. Gotlib.



Wendy Poskanzer '72 [l.] and Lorraine [Betwenik] Gotlib '72

ALUMNI UPDATES

Mindy [Young] Cohen '85 provides psychotherapy services for adults and geriatric individuals, groups, couples and families in private practice. She also designs and leads therapy support groups for medical oncology and rheumatology patients, as well as for caregivers.

Karen Doblin '78 works in the Department of Pain Management and Palliative Care's Outpatient Pain Service at Phillips Ambulatory Care Center. She was awarded the 2012 New York/New Jersey **Nurse.com** Nursing Spectrum Nursing Excellence Award. Ms. Doblin, who was chosen in the home, community and ambulatory care category, was among 30 nurses (five in each of six categories) honored at the Nursing Excellence Gala in June 2012, attended by more than 1,000 nurses.

Cynthia Howells Donahue '53 is retired.

Judith Drumm '78 presented research on the "Student's Experience of Learning Caring" at the International Association for Human Caring conference in Philadelphia, Pennsylvania, in June 2012.

Mary Anne Dumas, Ph.D. '90, was inducted as a fellow of the American Academy of Nursing in October 2012.

Mary Finnin '58 is vice president of the Foundation of New York State Nurses.

Karen Giuliani, M.S. '85, received a Ph.D. in developmental psychology from the Graduate Center of the City University of New York. Her dissertation was on maternal ego identity status as a developmental predictor of postpartum depression.

Patricia Gloeckner '73 is the nursing department faculty representative to the Adjunct Faculty Association at Nassau Community College.

Karen Lange, M.S. '09, was recently honored by the Nassau-Suffolk Hospital Council as a nominee for the 2012 Nurse of Excellence Award.

Sandy Oestreich '72, M.S. '74, spearheads the reignited Equal Rights Alliance (ERA) in Florida. For 12 years, she has been working toward gender-equal treatment, male and female alike. Besides helping mentor the six (going on seven) other ERA-active states as they file Equal Rights Amendment ratification bills, she has also partnered with leaders in other states to put a new ERA bill before the U.S. House and Senate to speed up ERA passage. Ms. Oestreich, who is also president of the 300,000-member National Equal Rights Amendment Alliance Inc., spoke in August 2012 about the ERA at the U.S. Capitol in Washington, D.C.

Diane Wink '70 has been appointed the Hugh F. and Jeannette G. McKean Endowed Chair in Nursing at the University of Central Florida College of Nursing.

Lee Xippolitos, Ph.D. '95, was honored for community service by the Victims Information Bureau of Suffolk County. Dr. Xippolitos, dean of the Stony Brook University School of Nursing, received the award for her efforts to establish the Sexual Assault Nurse Examiner Center at Stony Brook University Hospital.

SHARE YOUR NEWS.

Have you gotten married? Changed jobs? Been promoted? Started a family? Fulfilled a lifelong dream? Moved to a new location? Visit adelphi.edu/classnotes to add your news today. Also, stay in touch with former classmates and keep up to date on upcoming alumni events via AU Connect, AU's online community. Visit alumni.adelphi.edu and click on Connect with Adelphi to register today.





Esther Siegel '69, M.S. '72 The Dr. Esther Siegel Scholarship for Rising Nurse Leaders

WHO'S GIVING?

Dr. Esther Siegel '69, M.S. '72, expanded her career opportunities by continuing her education. A nurse with an associate degree, she came to Adelphi to pursue her bachelor's and master's, after which she worked in psychiatric nursing at what is now the Zucker Hillside Hospital.

After earning her doctorate from Teachers College, Columbia University, she was recruited for the role of chairperson of the Division of Nursing at Long Island University's Brookville campus. Then, after helping the university transition its Brooklyn campus' nursing program into a school of nursing, Dr. Siegel was named the first dean of Long Island University's School of Nursing. She held that position while also maintaining her own private practice in psychotherapy, established in 1977.

Throughout a diverse and successful career, Dr. Siegel remained grateful for the education she received at Adelphi, which played a vital role in helping her achieve her professional aspirations. Dr. Siegel, whose Adelphi experience was made possible by financial support, created the Dr. Esther Siegel Scholarship for Rising Nurse Leaders to recognize emerging leaders among nursing students and to support them as they pursue their education at Adelphi. There have been two Siegel Scholarship recipients since 2010.

"As a regular nurse in a fast-paced medical surgical unit, the head nurse used to say, 'You're talking too long with the patients.' Mostly I was listening, which isn't something you have time to do unless you're a psychiatric nurse. That's when I decided to pursue my master's as a psychiatric clinical specialist at Adelphi.

"Working in a psychiatric hospital was very satisfying work. I often told my husband I felt guilty getting paid because I so enjoyed working there.

"Being curious is a wonderful thing. I'm never bored. If you're curious enough you'll always be open to people, find things that interest you and continue learning.

"I keep saying I ought to stop working, but why would I? I've always been pleased with the profession I chose and the doors it has opened to me. I have loved my career.

Why I give: "Because I've always been grateful to Adelphi. Giving back is my form of gratitude. Adelphi was very good to me, so I want to support the University and encourage leadership in today's students. I was able to achieve both of these things by establishing the Dr. Esther Siegel Scholarship for Rising Nurse Leaders."

There have been two Siegel Scholarship recipients since 2010. To read more about Dr. Siegel, visit nursing.adelphi.edu/65years.

IN THEIR OWN WORDS

As we move forward, here's a look back at pertinent observations from faculty, alumni and others, published in past editions of *Illuminations*:

“The first day, there were 25 people to treat. We started doing rescues out in the field, and then in two days, there were a thousand people [in the makeshift hotel hospital]...I realized that, working together, we can achieve amazing things.”—**Gretel Jugl**, then a junior in the R.N. to B.S. program, who volunteered to help Hurricane Katrina victims in New Orleans, Spring 2006 *Illuminations*

“As healthcare changes, the workforce competencies will change. Nursing will always be at the center of patient care delivery. We are with the patient [24/7]. As technology advances...hopefully it will lead to more time the nurse has with the patient and less time performing administrative functions. I also envision nurses becoming key leaders in healthcare organizations, that is, the CEO role. There will be a need for additional business education required for these roles, but appropriately prepared nurses are ideal for the No. 1 job.”—**Kathleen Gallo, Ph.D.** '94, M.B.A. '97, then senior vice president, chief learning officer, North Shore-Long Island Jewish Health System, Winter 2007 *Illuminations*

“Florence Nightingale really started modern-day epidemiology and statistics. She brought incredible compassion to nursing but she also laid the groundwork for the evidence-based practice we revere today.”—**Holly Shaw**, then School of Nursing associate professor, Spring 2010 *Illuminations*

“To be able to give back and help people in a developing country grow, nothing compares to that. When I first started, I told the nursing staff in the Dominican Republic that knowledge is power. And to see where they were and where they are now, that to me is worth all the time.”—School of Nursing Clinical Assistant Professor **Nancy Cole**, Spring 2011 *Illuminations*

“I have been in the patients' position. I can treat the patient the way I would want to be treated. With the knowledge I have gained over the years, I would like to eventually teach diabetics so they can lead fulfilling lives.”—**James Taunton** '10 (who was treated for juvenile diabetes), Spring 2011 *Illuminations*

“I find that people who put their heart into their work, who feel it intuitively, they are the ones who are happiest. When you follow your passion, your work has meaning. If your work is your passion, it's no longer work.”—**Lily Thomas Ph.D.** '99, vice president of system nursing research, North Shore-LIJ, Spring 2011 *Illuminations*

“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 every year, causing 7,000 preventable deaths a year with annual costs ranging from \$3.5 billion to \$29 billion.”—**Patricia Donohue-Porter**, School of Nursing associate professor, in an article on a North Shore-LIJ/Adelphi study to reduce medication errors, Spring 2011 *Illuminations*

“Providing care that focuses on safety and quality in general is a key goal of nursing education. 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.”—School of Nursing Associate Professor **Maryann Forbes**, Spring 2012 *Illuminations*



BEYOND GARDEN CITY: OFF-SITE NURSING PROGRAMS

Adelpi's College of Nursing and Public Health extends its reach well beyond the Garden City campus, with programs offered at the Manhattan Center, the Hudson Valley Center and the Sayville Downtown Center. Their selling points include attractive scheduling for those with jobs and locations more convenient for those living nearer to these sites than to the main campus.

From a career standpoint, moreover, the Registered Nurse to Bachelor of Science (R.N. to B.S.) degree has become increasingly important now that more and more hospitals require B.S. degrees, according to College Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE. For example, the North Shore-Long Island Jewish Health System, a major regional employer of nurses, announced that, as of September 2010, all new nurses must either have a B.S. in Nursing or agree to obtain one within five years.

This trend, supported by the American Association of Colleges of Nursing, was given considerable impetus by the Institute of Medicine's (IOM) 2010 report, "The Future of Nursing: Leading Change, Advancing Health," which recommended that leaders in healthcare systems and nursing schools work toward boosting the proportion of nurses with baccalaureate degrees from 50 percent to 80 percent of all R.N.s by 2020. A B.S. in Nursing "introduces students to a wider range of competencies" at a time when hospital care is becoming more complex, IOM explained.

James McGowan, Adelphi's executive director of off-campus administration, said, "My own conversations with working nurses and hospital administrators indicate that the trend is definitely moving toward the bachelor's degree as a requirement for nursing employment—if not already, then very soon. The University's extension centers are trying to meet those regional needs."

A look at the Nursing programs available at the off-campus sites:

Manhattan Center

The Manhattan Center, which offers the B.S. in Nursing, is now scheduled to roll out with the

R.N. to B.S. program in September 2013. There are 106 students in the four-year B.S. in Nursing program in Manhattan. Irene Auteri Ferguson '79, director of nursing at Manhattan Center, has seen the B.S. program grow significantly over the last few years and is expecting the R.N. to B.S. program to be equally successful.

Hudson Valley Center

The R.N. to B.S. program also is offered at the Hudson Valley Center in Poughkeepsie, New York. Elizabeth Scannell-Desch, Ph.D., coordinator of Hudson Valley's undergraduate and graduate programs, said the center so far has enrolled 11 R.N. to B.S. students, with the Fall 2013 outlook "bright." Graduate programs in nursing are planned in the near future.

Sayville Downtown Center

Adelphi has bolstered its Suffolk County presence with the recent addition of the Sayville site via a partnership with Suffolk County Community College (SCCC), announced last year. The R.N. to B.S. program is the first Adelphi program offered at the Sayville site; classes began last September.

Marianne Bee '78, nursing coordinator in Sayville, said that of the 40 current students, "we have 12 full-time students and 28 part-time students." Another cohort is planned for the fall.

"I believe the growth in this program is related to job opportunities," Ms. Bee said. "R.N.s who do not continue with the B.S. program will have some difficulty obtaining better employment opportunities."

Program directors' contact information can be found at nursing.adelphi.edu.



THE NEW AGE OF HEALTHCARE

COLLEGE OF NURSING AND PUBLIC HEALTH

Adelphi's **College of Nursing and Public Health** is at the forefront of nursing and healthcare, addressing the delivery of care, prevention/intervention and the environmental impact on the health of individuals and the population. Through cutting-edge programs that build on our rich history of nursing education, extensive fieldwork opportunities and a groundbreaking new facility, our graduates are equipped to meet the chronic and emergent needs of a diverse population in a rapidly changing healthcare system.