



# Illuminations

ADELPHI UNIVERSITY COLLEGE OF NURSING AND PUBLIC HEALTH

LEADING TO NEW HORIZONS Fall 2014



**THE STUDENT EXPERIENCE:**  
PAST, PRESENT AND FUTURE

*Look closely at the present you are constructing. It should look like the future you are dreaming.*

—Alice Walker



**I** could not have said it better myself. As we continue to expand our horizons at the College of Nursing and Public Health and lead our students into the future, it becomes more evident that we need to incorporate all of the disciplines we teach into making each student stronger, well versed and prepared to take on the challenges of healthcare in our country and the world.

That's a large and onerous task. But, as I look at where we are and where we are going, I begin to feel my dreams of the future are coming true. I look at the past and the leaders who have graduated from here and feel very proud that I call them my colleagues. I look at our present students, what they have accomplished and where they are going and feel confident that they are up to the challenges they will face with an aging society and a smaller global community.

Finally, I look to the future and I see our fast-rising new building that will provide innovation space and ultramodern learning facilities that will ensure our future nurses, public health workers, informaticists and nutritionists receive the best education in the most creative and innovative way at a state-of-the-art facility.

By the time you receive the 2015 *Illuminations*, we will be packing our offices for the move across campus. We will keep you informed all the way through the building process.

As our Master of Public Health program grows, you will read more about it and the growth of our other master's degree programs. It is important to emphasize the accomplishments of new endeavors as well as continue to embellish the tried-and-true accomplishments of nursing. Public health and informatics are increasingly playing a larger role in the health of our country through outreach to populations, using data to make better decisions, using technology to improve health and wellness as well as helping heal those that are ill.

When I continue to dream about the future, I ask myself what should health providers look like in the future? How do we put our best ideas together from these disciplines to improve population health? How do we use the best of all disciplines to fight disease, improve health and provide comfort, shelter and healing? I ask these questions every day. If there is a new type of provider that puts the best of all these worlds together, then we are going to figure it out.

In this issue, you will find many interesting articles on the past, present and future. The words journey, innovation, satisfying a thirst, taking initiative, serving and leadership are used throughout these stories. But, isn't that what this business of healthcare is about? I certainly think so, and we enforce it with our students every chance we get.

As I look at my past, where we are, where this College is going, I cannot help but remember the words of the singer-songwriter Bob Dylan from 1964:

"The line it is drawn, the curse it is cast. The slow one now will later be fast, as the present now will later be past. The order is rapidly fadin', and the first one now will later be last. For the times they are a-changin'."

Yes, the times are changing, rapidly. We can either "go with the flow" or create the future. At the College of Nursing and Public Health, we chose the latter. Dreams really can come true.

A handwritten signature in black ink that reads "Patrick R. Coonan". The signature is fluid and cursive.

PATRICK R. COONAN, ED.D., R.N., NEA-BC, FACHE

Dean and Professor

College of Nursing and Public Health



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*Illuminations* is published annually by the Office of Marketing and Creative Services, the Office of Public Affairs and the College of Nursing and Public Health.

# WEB CONTENT

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In addition to the articles in this issue of Illuminations, there is a wealth of information on the College of Nursing and Public Health website—[nursing.adelphi.edu](http://nursing.adelphi.edu).

*Check out the links to the following stories:*

Learn more about Adelphi University's institutional healthcare partnerships with North Shore-LIJ Health System and others at [events.adelphi.edu/newsevent/health-alliances](http://events.adelphi.edu/newsevent/health-alliances).

Watch a video interview with Cheryl Best, M.S. '13, Ph.D. candidate, adult health nurse practitioner and adjunct faculty member, at [alumni.adelphi.edu/profile/cheryl-best-m-a-13-becoming-a-leader](http://alumni.adelphi.edu/profile/cheryl-best-m-a-13-becoming-a-leader).

Visit [events.adelphi.edu/newsevent/congratulations-r-n-to-b-s-graduates](http://events.adelphi.edu/newsevent/congratulations-r-n-to-b-s-graduates) to read about the graduation of the first R.N. to B.S. cohorts from the Hudson Valley Center and Sayville Downtown Center.

Learn about the College of Nursing and Public Health's new B.S. to M.S. program in nursing at [nursing.adelphi.edu/academics/nursing-programs/bs-ms-combined](http://nursing.adelphi.edu/academics/nursing-programs/bs-ms-combined).

*Keep checking [nursing.adelphi.edu](http://nursing.adelphi.edu) for additional feature stories and news items. For example, the College of Nursing and Public Health will soon congratulate its first Master of Public Health graduates.*

## A CENTER FOR EXCELLENCE

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On July 23, the National League for Nursing (NLN) recognized Adelphi University as one of six Centers of Excellence (COE) in nursing education for 2014–2018.

Beverly Malone, Ph.D., R.N., FAAN, chief executive officer of the Washington, D.C.-based NLN, said the organization also singled out Adelphi “for creating environments that advance the science of nursing education.”

Describing the designation as “exciting news,” College of Nursing and Public Health Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE, will formally accept the recognition at the September 19 banquet during the NLN Education Summit in Phoenix, Arizona.

Dr. Coonan praised “our faculty, who have continued to contribute to advancing the science of nursing education through publications, presentations

and supporting our students in their research and projects.” He also lauded Jane White, Ph.D., the College's associate dean for research, for spearheading the application process over the last year.

“Her committee members helped compile documents necessary for the application, which were many...We are indebted to them,” he said.

The NLN considers Adelphi and the other COE institutions to be “standard bearers of excellence—role models whose faculty, deans and researchers are available to share expertise, insight, knowledge and experience to lift the entire nursing community to a higher level of achievement,” Dr. Malone said in a statement.

The six newest COE designees bring the total to 35 chosen by the National League for Nursing Board of Governors since 2004.





# WELCOME, NEW FACULTY

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**Tonya Samuel**, assistant professor

Tonya Samuel, Ed.D., has 15-plus years of experience in research and education that span academic, public and nonprofit sectors. Her experience in violence, diabetes and hypertension prevention, tuberculosis and tobacco control was gained at the University of Illinois Prevention Research Center, the New York City Department of Health and Mental Hygiene, Health Research, Inc., and the Arthur Ashe Institute for Urban Health. As a recipient of the 2011 Henry M. Jackson Foundation Postdoctoral Fellowship Award from the Uniformed Services University of the Health Sciences, Health Disparities Center, she analyzed data from community-based participatory research projects in African American communities and coordinated a community review board.



**Debra Swenson**, clinical assistant professor

Debra Swenson, who joined the Adelphi faculty in January 2014, earned a B.S. in Nursing from Molloy College and an M.A. in Nursing Administration from New York University, and she is currently working toward completing a Ph.D. in Nursing at Adelphi with a focus on nursing science. She has worked at NYU Langone Medical Center for more than 25 years and has been an adjunct clinical instructor at NYU. Ms. Swenson's research interests include transition into practice, night nursing and the use of ethnography as a research method to enhance evidence-based practice in nursing. Her dissertation research is an ethnographic study of the subculture of night nursing. She presented for Adelphi at last year's Eastern Nursing Research Society conference.



**Susan Zori**, clinical assistant professor

Susan Zori holds a Doctor of Nursing Practice degree from Case Western Reserve University and an M.A. in Nursing Education from New York University (NYU). Dr. Zori has more than 27 years of experience in nursing administration at various healthcare organizations, such as New York Hospital Cornell Medical Center, NYU Medical Center and the North Shore-LIJ Health System. She was an adjunct professor at Adelphi University for three years prior to joining the faculty as a full-time clinical assistant professor. She has completed and published research on critical thinking in nurse managers and critical thinking of R.N.s in a fellowship program.



**Ahmet Hasan Sapci**, assistant professor

Ahmet Hasan Sapci, M.D., who joined Adelphi University in 2013, received a Doctor of Medicine degree from Ankara University Faculty of Medicine, completed his residency and obtained a postdoctoral degree in family medicine with a thesis/dissertation. After practicing medicine in academic environments, community hospitals and private clinics, he worked at the University of Michigan Health System as a telemedicine specialist. He has extensive experience in applied information technology and his research interests are connected health and remote monitoring applications. Dr. Sapci founded a first-of-its-kind Health Informatics Simulation Laboratory and provided consultations to build state-of-the-art telemedicine programs.



# THE STUDENT EXPERIENCE: PAST, PRESENT AND FUTURE

**F**or so many alumni through the years, their nursing education has changed their lives and enabled them to change others' lives as well.

Current students show the same thirst for knowledge about the nursing field and the same caring attitude, with the College's latest graduates showing the same eagerness to seek out leadership roles as their predecessors in decades past.

We asked an alum from each decade for their observations on whether nursing was always their career choice, on how well Adelphi prepared them to face the challenges in the ever-changing healthcare field and also on what was the most important factor in their Adelphi education as it relates to their career.

## THAT WAS THEN...





**Mildred [Loughlin]  
Kahane '49**

**1940s**

“Nursing was my goal. There were not many options for women in the 1940s. But I was most interested in a college education. My parents, who had only completed eighth grade, encouraged and supported me. I found Adelphi College and its plans for a four-year baccalaureate nursing program. My biggest concern was the cost, and I was delighted when Mildred Montag provided assistance and I was awarded a four-year tuition scholarship. I graduated in 1949 and have been involved in nursing ever since.

“My career has been varied and active, spanning 65 years and three states (New York, Alaska and California). Healthcare and nursing have been constantly changing. Adelphi had prepared me well to meet change, to face new challenges and to follow lifelong learning. When the B.S. was no longer enough, I was prepared by experience and my education at Adelphi to pursue graduate work. I attended Columbia University part time for several years and, after moving to California, completed my M.S. at UC San Francisco.

“The fact that I had a baccalaureate education singled me [out] as a different person and opened many doors for me. I was in a minority at a time when most nurses had been trained in diploma programs—the associate degree programs only began to appear in the 1950s. Many more positions required a B.S. and more opportunities in nursing gave me more choices.”



Margaret  
[Dempsey]  
McCartney '57

1950s

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"I wanted to be an engineer or architect. However, going to high school in the '50s, I was told girls were not engineers. ...One summer I was a candy striper at Nassau Hospital and that did it. ...I finally enjoyed my engineering desire in 1980, when I headed a team of nurses to install a very sophisticated hospital information system. I loved it!

"For my generation...change was slow. The best skills we were taught were teamwork, powers of observation and organization, thinking on our feet and perseverance. Most of all, the art of nursing, which I think is missing today. Using technology—look at the monitors, etc.—is being taught over the bigger necessity: 'Look at the patient!'"

Asked the most important factor in her Adelphi education, she said, "Integrity! I already had compassion, patience and a sense of humor."

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Ronnie Leibowitz '61

1960s

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"Actually, before my senior year in high school, I really had no idea what I wanted to be 'when I grew up.' ...One day, out of the blue, I just knew I wanted to be a nurse. ... I'm sure it had a lot to do with the fact that my uncle, who had lived with us after my dad died, had married a nurse recently and I really liked her and wanted to be just like her."

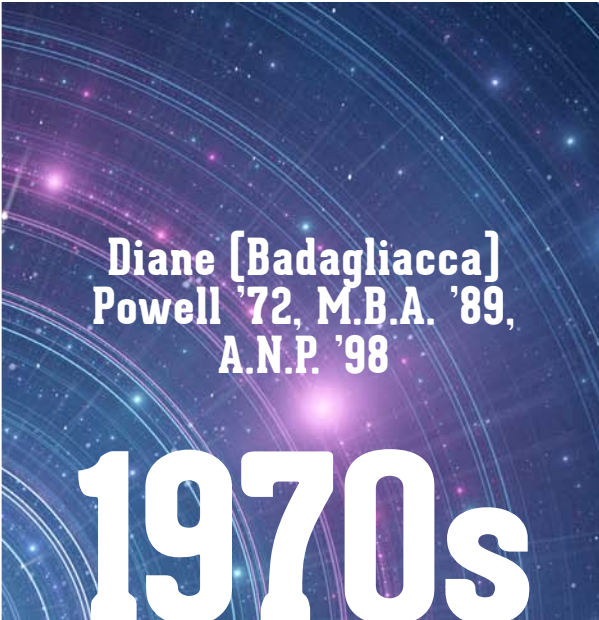
Leibowitz—who attended Adelphi's undergraduate nursing program (1957–1961) and was employed by the VA Medical Center (VAMC) in New York City for her entire 36-year nursing career in various leadership positions until her 1997 retirement—said, "Adelphi provided me with a comprehensive nursing educational program and an exceptional clinical foundation, preparing me to utilize critical thinking and apply that knowledge in different clinical and educational settings as my career progressed. ...As an undergraduate, I was also guided in developing leadership skills recognizing the value of integrity, respect, motivation, perseverance and accountability."

For Leibowitz, "The most influential factor in my education at Adelphi was learning to work both independently and collaboratively with nurses and others in the healthcare setting. I was particularly able to utilize that skill in the 26 years I spent as the first nurse epidemiologist at the New York VAMC—in fact, as one of the first infection control nurses in the entire VA healthcare system nationwide."

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**Diane [Badagliacca]  
Powell '72, M.B.A. '89,  
A.N.P. '98**

**1970s**

"Initially, I was slated to be an English major and probably would have become a high school English teacher (or, looking back, a television journalist). I took three years of Latin in high school, which helped with vocabulary and the derivatives of words. At Queens College, which I attended for one year, I realized Queens College and English might not be what I wanted, and that science might be more of a challenge. And between my mother's having been an R.N. in World War II and my father a pharmacist, becoming a nurse seemed the right choice.

"After reviewing various college catalogs, I decided to apply to Adelphi and switch majors to nursing. The fit was comfortable. Now, with nursing as my major and the way prescriptions and medical orders were written in those days, I would get to use all that Latin after all!"

Powell said that Adelphi prepared her in three main ways: "First, Adelphi prepared us to think, and to learn how and where to find the answers if we did not know them.

"Second, Adelphi's nursing faculty was forward thinking, ahead of its time. In the late '60s and early '70s, we learned from Dr. Madeline Schwaib about environmental impacts (still relevant today) on health and society, and explored concepts of famous stress theorists like Hans Selye...; and we learned from Dr. Terry Christy about political action (including a bus trip to Albany to successfully lobby for the 1972 Nurse Practice Act)—and realized that if we did not take an active role in directing our profession, someone else would take the reins and do it for us.

"Third, Adelphi taught us that learning is a lifetime activity. We learned to always be nimble and accept that change is a constant, so to be prepared to be agile, resilient and keep learning throughout our careers. As early as 1971, I remember being told in our classes that healthcare would be changing..."

The key factor in her education? "Faculty encouragement and validation of my potential to be the best I could be," said Powell, a former Adelphi School of Nursing faculty member (1975–1976) and, after a career in medical marketing, an adjunct faculty member in the '90s. For the past 12 years, she worked in a hospital setting, most recently as a heart failure case manager at a university teaching center.



**Tara Howard-  
Saunders '84**

**1980s**

"Initially, I wanted to be a pediatrician, but then, as I became older, in my senior year in high school I decided nursing would be a better fit in order to have direct patient care early on in my career. I remembered watching TV shows in the late '60s and '70s, where nurses were highlighted as main characters, e.g., *Julia*, starring Diahann Carroll, *M\*A\*S\*H*'s Margaret Houlihan and Nurse Dixie McCall on *Emergency*. The nurses were depicted as smart, dedicated and caring professionals who made the difference in the lives of others and colleagues. I too wanted to be that kind of healthcare professional, so I chose nursing.

"Healthcare has changed drastically through the years, where managed care companies are weighing in on the treatment of patients in the various healthcare settings. Adelphi has helped me to be an advocate for my patients by being equipped with the knowledge and perseverance to make the changes in the lives of patients through advocacy. Nursing school was challenging at times, but I was supported by faculty and advisers like Dorothy Ramsey and Dean Justine Eisenhower. Having great nursing leaders at the forefront is instrumental for the mentoring and success of the young nurse and the seasoned nurse.

"I currently work as the director of inpatient psychiatry at Mather Hospital in Port Jefferson, New York. Being able to adapt from working in a city environment to that of a community hospital in the suburbs brings back memories of my education experience on Long Island at Adelphi University. It parallels to when I started at Adelphi as a young woman from New York City, where the lifestyles and demographics were a bit different from the suburban campus of Adelphi. I had to learn to adapt to those differences, which has impacted me to be the nurse leader that I am today in the field of psychiatry and mental health nursing. And, proudly, I have the competency and fortitude to work in all nursing environments with diverse patient populations, so important today. Adelphi helped in the foundation of competent skill building and excellence in nursing practice."



**Mary Courtenay  
[Vaupel] Steimer '98**

**1990s**

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In various ways, Adelphi helped in her pursuit of nursing. “I was diagnosed with a learning disorder my junior year...Professor Elaine Pasquale...told me, just because I had a learning disability, that didn’t mean I wouldn’t be an effective nurse.

“The best advice I received was from Professor Jean Winter, and that was to go get a job as a nursing aide. As a student you learn the theory, but you also need to get your hands dirty. You need the critical thinking plus the experience.

“Our professors were always telling us to remain current...In 1998, when the Internet was just in its infancy, Professor Marilyn Klainberg was already encouraging us to get email accounts and stressing the importance of familiarizing ourselves with the Internet...Nursing informatics is the buzzword today. We don’t even chart on paper anymore; everything I do, with the exception of getting a patient’s signature, is done on the computer.

“During your clinical experiences, see what gets you excited and go there. I thought pediatric oncology was my calling...[then] medical surgical...but I came home every night crying.” She sought Dr. Pasquale’s guidance. “She told me, I should go where the life is—and I’ve been a labor and delivery nurse ever since.

“Here I was a nurse intimidated by death and I had a professor who told me to not let that stop me. At another university, a professor might have told me to pick another career...”

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**Marlee LiButti '10**

**2000s**

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“When I was a kid, I wanted to be a veterinarian, but at some point I decided I wouldn’t want to work with sick animals; I thought it would make me too sad. As a teenager, I decided to be a nurse. I knew I was interested in medicine and enjoyed working with people. For some reason, I thought this wouldn’t be as sad as sick animals; I was wrong.”

She felt well prepared by her Adelphi education.

“I think Adelphi gave me everything I needed to be prepared to work in healthcare. Classroom lectures, labs and clinicals teach you what the roles of a nurse are and how to assess a patient, but a lot of that comes with time after you’re working in the field. For me, it was finding the professors who seemed really passionate about being an R.N. and having the desire to feel that way myself. Their lessons engrained in me that healthcare is always going to be a changing field and my job is to go with the flow of that. ...At the end of the day, I’m there for the patient, and I want to focus on being their best advocate.”

Looking back, she felt the most important factor in her education was “the influence of the people I was surrounded by.” Having also worked in the Office of Alumni Relations, she said, “I had opportunities to meet, interact and be influenced by many successful alumni and administrators/staff of Adelphi. They all shaped the person I was when I left.”

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# ...THIS IS NOW

**T**wo current students taking on greater leadership roles well before graduation are incoming seniors Kimberly Korn and Cassandra Campo, recently elected to posts at the National Student Nurses' Association and Nursing Students' Association of New York State, respectively. (Also see story on page 30.)

For her, Korn said, "The most important factors in my education are the quality of teaching and amount of encouragement from my professors. I owe a great deal of my knowledge in nursing and career development to their encouragement to join nursing associations and involvement in community health."

As she heads into senior year, Korn said the College has prepared her for the changing healthcare landscape.

"Patient populations are becoming more culturally diverse," she said. "Adelphi has enhanced my level of cultural competency and familiarity with the unique values and customs of other groups." She noted that the College has done so through "opportunities for providing service abroad," such as the On Site in Costa Rica experience for nursing students, "which I took advantage of."

Sabrina Levy said the clinical rotations experience in a hospital setting enables students to "link their studied theory material with hands-on experience."

Chrystal Teran, yet another student now anticipating senior year, agreed that healthcare is constantly evolving, "but more so these last few years," she said.

She said the College "supplements our knowledge with up-to-date efficient tools used in the clinical areas but it is the professors in particular who really help us prepare for the upcoming challenges," such as the shift to electronic medical records.

Three recent grads, Samantha Avila '14, Chelsea Wollman '14 and Kathleen Rickard '14, concurred that when they enter the workplace, Adelphi will have prepared them well for the healthcare challenges they will face.

Avila said, "I feel very lucky to have had the opportunity to be a part of Adelphi's dedicated education unit cohort at North Shore University Hospital. That experience has opened my eyes to what a nurse truly does during a 12-hour shift."

Wollman noted, "From my numerous internship opportunities to study abroad mission trips, along with other campus leadership positions, Adelphi has... provided me with every resource necessary to prepare me for the world."

Rickard observed, "The undergraduate program is constantly evolving to meet the changing needs of nursing. For example, in our Informatics class, we were exposed to electronic medical record systems and, with

my cohort, a new class in Gerontological Nursing was added to our curriculum. Also, my Community class exposed us to the increasing need for visiting nurse services, and my Transitions professor had us research ways in which healthcare will evolve in the near future." She also cited the importance of Adelphi striving "to make us culturally sensitive to others." Korn also agreed with Campo, Levy, Teran and Avila that the Alumnae Hall simulation labs are very helpful in their education.

"In the Fall 2013 Fundamentals course," Korn said, "I had a lab class there, where we...learned how to provide nursing care to the SimMan, using IV piggybacks, wound dressings, Foley catheter care, trach care and much more."

Campo recalled that her sim lab experience was "the first time I realized I was going to be working with real people" as a nurse. "I was very happy that I had practiced these techniques in the lab first."

Teran, who began using sim labs in her third year in the Fundamentals of Nursing course, said, "These labs were pivotal to my education because they are our practice patients. This is the place where we can experiment, ask questions and try our hand at the technical aspects of nursing."

Levy also lauded the sim lab experience as "incredibly helpful. Specifically, for Health Assessment and Fundamentals of Nursing Practice, these labs give students the necessary hands-on nursing experience before getting into clinical rotations in the hospital. These skills include head-to-toe assessments, medication administration and interactions with lifelike patients."

Wollman noted, "The sim labs are truly where I feel that my career as a nurse started. It was the very first place that I ever did chest compressions, gave my first injection and spiked an IV bag." These labs provide students with "the opportunity to practice and perfect their core nursing skills during their junior year."

Eileen Balzac said, "I have learned a lot this year about how healthcare is changing, especially in my Informatics class. We've been learning all about the implementation of new healthcare technologies, for example, electronic health records, or EHRs."

Now in her junior year, Balzac said she has heard that the advanced Nexus sim labs will be even more high-tech. "I'm looking forward to all of the new rooms [Nexus] will offer."



# THE JOURNEY TO LEADERSHIP

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**T**he objective at the College of Nursing and Public Health—whose motto “Leading to New Horizons” is featured on the *Illuminations* cover—is to create leaders in the various aspects of nursing and public health.

In his Message from the Dean in the Summer 2012 *Illuminations*, Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, said, “We prepare the leaders of tomorrow.”

In his message in the Winter 2007 issue, he wrote, “I have worked diligently to move our school forward to create that next generation of leaders.”

Leadership has long been emphasized not only by the dean and faculty but by speakers at the annual Leadership Conference, and it’s a concept that the College’s students and graduates take to heart. (Also see the story on Adelphi students’ membership in various student nurse associations, page 30.)

# DEANS AND EDUCATORS

by Ela Schwartz



**Dianne Cooney Miner, Ph.D. '96**  
Dean, Wegmans School of  
Nursing at St. John Fisher  
College

For Dr. Cooney Miner, the decision to pursue a Ph.D. at Adelphi was an easy one. She knew that nursing was her intended field and, while it would have been easier for her to choose a school closer to home in upstate New York, she felt that Adelphi's doctoral program was the right fit. Its Friday class format was especially helpful for this busy mom, who was able to continue working as a clinical nurse specialist in neuroscience while enrolled in her degree program.

While at Adelphi, Dr. Cooney Miner learned "the art of asking good questions and supporting arguments with sound evidence" from Stephen Greenfield, Ph.D. (Hon.), her professor and dissertation chair. She considers this the most influential part of her learning experience at Adelphi, and it is a lesson that she remembers daily in her roles as dean, community activist and healthcare leader.

"As healthcare changes," she said, "I feel my doctoral work situated me well to create and shape new models of care and new models of education—and to influence policy development at the state and national levels, which are essential to facing these new challenges."



**Donna Nickitas, Ph.D. '89**  
Executive Officer, Nursing Ph.D.  
Program at CUNY Graduate  
Center

"I always knew I wanted to be a nurse," Dr. Nickitas said. After obtaining an associate degree and a B.S.N., she joined the United States Air Force Nursing Corps and was on active duty for two to three years. "I taught at Hunter College for 20 years and, in July, I became executive officer for [Hunter's] Ph.D. and graduate program, where I develop nurse leaders and faculty," she added.

"As more people have health insurance under the Affordable Care Act, the number of nurses needs to increase. Medicare and Medicaid need to offer better quality at lower cost and improved outcomes. We have to be mindful of providing good, quality healthcare."

Dr. Nickitas said, "Very early on in the Adelphi Ph.D. program, we were expected to be nursing leaders and nurse scientists. We had the opportunity to present research and practice our skills as researchers. I have taken that notion of mentorship to Hunter. Getting a Ph.D. or D.N.P.—you don't do it alone. You need faculty support and peer support."



**Lee Anne Xippolitos, Ph.D. '95**  
Dean, Stony Brook University  
School of Nursing

"I wanted to be a nurse from the time I was a child putting Band-Aids on my toys. It's been a great career," she said.

Calling attention to the Nurse Modernization Act, passed in April 2014 in New York State, Dr. Xippolitos said, that "gives nurse practitioners the ability to set up private practices, collaborate with physicians and develop leadership in the community."

On the other hand, she said, "The bad news—patients are going home sicker. Nurses need to have a strong sense of advocacy to get patients ready to go home. They have an important place in the healthcare team." She added, "We are working to diversify curricula to meet this need and be clever about it. We also need to be educated about technology."

Dr. Xippolitos, who described her Adelphi education as "wonderful," said, "[Dean] Patrick [Coonan] was on target with having students study in dedicated educational units, with faculty who are hospital employees, in the trenches every day. [Former Professor] Gail Malloy pushed me to think outside the box. I learned I'm one piece of sand in a beach of people and ideas and thoughts.



It's humbling. I learned the skill of listening, then taking that information and reflecting on it. It opened my mind."

She recalled someone telling her that "a percentage of people who enter a doctoral program don't complete it. They stop at the dissertation, because they're not able to give up their belief system." She noted, "I broadened and developed mine, and [this knowledge] traveled with me into my next life. It's matured as I've matured."



**Hrafn Oli Sigurdsson, Ph.D. '99**  
**Nurse Educator, Memorial Sloan-Kettering Cancer Center and Mental Health Nurse Practitioner**

"The clinical nurse specialist program opened my eyes to the systems issues that often impede our work...[the teachers] challenged and encouraged thinking," he said. "When I

decided to go on for my Ph.D., I did so primarily because of Dr. Stephen Greenfield's philosophy course." Dr. Sigurdsson labeled that "a hard course," in which "I think he crammed at least a year's worth of dense reading into one semester. It was great!"

He added, "I have become more appreciative of, in my opinion, the absolute need for a strong base in philosophy and history to understand what is happening today and the skills to think critically while at the same time being open-minded."

He noted, "I am concerned about how nurses get removed from the bedside...[and] miss the direct care that we used to give as nurses. A big part of healing is about the relationship you have with your patients and I totally agree with the slogan 'There is no health without mental health!'"



**Joanne Singleton, Ph.D. '93**  
**Chair, Department of Graduate Studies and Professor, FNP-DNP Program Director, Pace University Lienhard School of Nursing**

Looking back, Dr. Singleton said, "I had what I call my 'Nightingale moment' when I was 14 and working at St. Vincent's over

the summer."

She noted, "What I bring from Ph.D. education and family nurse certification I got at Adelphi is an understanding of translational research and the difference between a D.N.P. versus a Ph.D. and how they complement each other. Using evidence-based practice and translational research is a focus of

[Pace's] FNP-DNP program." She added, "My experience in the Adelphi Ph.D. program also made me more reflective and self-aware of who I am and what I bring to my practice, be it educational or clinical, and to develop my voice." In her view, "A doctoral education helps you identify who you are and what you have to bring. I often tell students I don't want them to be a mini-me. I want to coach and mentor them to know what they have to bring and to have the voice to [express] it."

The Ph.D. allows her the flexibility to be a leader in many capacities," she continued. "I...conduct outreach, develop efficacy tools with colleagues, write articles. The Ph.D. has given me research skills and the leadership ability that comes with being a researcher. It weaves through everything I do."

Looking ahead, she said, "Our biggest challenge is making sure that nurses continue to be the advocates of our patients. It's as simple as that."

Like Dr. Xippolitos, she too cited New York State's new Nurse Modernization Act and a related op-ed column in *The New York Times* in April. "There's an overlap between nurses and physicians, but they're two different professions," she said. "Nurses practice from nursing's philosophical perspective. Physicians recognize that NPs [nurse practitioners] have very valuable and robust practices and patients do respond. Evidence supports that NPs have equally good or better outcomes in practice."



**Esther Siegel '69, M.S. '72**  
**Psychiatric Clinical Specialist and former Dean, Long Island University's School of Nursing**

"I came to Adelphi for my bachelor's in nursing degree, which was paid for by the government. I then came back to Adelphi for my master's as a psychiatric clinical specialist." She explained, "I became a psychiatric nurse because I wanted to have more time talking to people."

Ms. Siegel said, "The state of healthcare right now is overwhelming. The system is in such flux, but there is still much need for nurses, who will have a larger role. The concern is more for hospitals." She added, "It's important for nurses to learn leadership skills. When I meet with nursing staff, I can always tell if they have a good leader. It trickles down. Good leadership is always in need, certainly in nursing."

In addition, she said, "Technology will continue to be important. The nurses I see have learned technology and are quite skilled with it."

—Rebecca Benison contributed to this feature.

## INTERVIEWS WITH OTHER LEADERS IN THEIR FIELDS

by Rebecca Benison

Sometimes, we attend lectures or other events and are immediately taken by the wisdom and leadership of the person speaking before us. But it's easy to forget that, some years ago, that very person was a student, hurriedly taking notes in a classroom. So how does a person get to the other side of the lecture hall, moving up from attendee to presenter?





We sought to answer that question by posing it to some established leaders in the field of healthcare who got their start at Adelphi's College of Nursing and Public Health (or School of Nursing, as it was known until last year). The paths were varied, but each of these role models is similar in their resolve and passion for helping others.

## RESEARCH



### Mary Byrne, Ph.D. '88

The path to nursing wasn't an obvious one for Dr. Byrne. At first, she was a biology major with an interest in journalism. Eventually, however, she found that a career in nursing catered to her interests in physical and clinical science while allowing her to directly help people. With an undergraduate degree

from Cornell University, and a master's degree from Columbia University, Dr. Byrne was drawn to Adelphi's cross-disciplinary curriculum when pursuing her doctorate degree.

The endowed professor at Columbia University School of Nursing feels that three traits in particular set Adelphi apart: understanding of conceptual frameworks, sophisticated facility with statistical methodologies and a deep knowledge of and respect for qualitative approaches. This strong foundation allowed Dr. Byrne to branch out on her own and pursue research centered on helping vulnerable children facing extreme circumstances, ranging from serious illness to incarcerated parents. She also directs the Prison Nursery Research Program at Columbia.

"Exposure to interdisciplinary and alternative thinking and problem solving served as a scaffold for my later successes in creating a research infrastructure in other institutions and building my own significant program of funded research to develop new knowledge related to vulnerable parents and children," Dr. Byrne said.

## EXECUTIVES



### Myrta Rabinowitz, Ph.D. '99

Dr. Rabinowitz sought a career centered on caring for others and making them feel better with a "therapeutic touch." As manager for nursing initiatives/nursing research at North Shore-LIJ Health System's Institute for Nursing, Dr. Rabinowitz is able to do just that. Her primary objective is creating an environment of safety and satisfaction among patients and staff members. She also develops evidence-based policies to guide the point-of-care practitioner, and serves as a mentor for nurses in the research process. Team building is another key point of her leadership style, which was fostered during her experience at Adelphi's close-knit School of Nursing (now the College of Nursing and Public Health).

"Adelphi prepared me both academically and socially to sit in collaboration with interdisciplinary teams to address today's healthcare challenges," Dr. Rabinowitz said.



### Roxane Spitzer, '60, Ph.D., M.B.A.

While an undergraduate at Adelphi, Dr. Spitzer was elected president of the Student Nurses' Association and attended the national meeting in Chicago. That experience motivated her toward other leadership roles.

She said, "I believe that Adelphi, as one of the early pioneers in baccalaureate nursing, prepared me to continually learn, challenge and question. That ability has

prepared me my entire career to be proactive, inclusive and positive in my work."

She went from an evening supervisor at the then North Shore Hospital in her first year of work to CEO of Metropolitan Nashville Hospital Authority. Today, Dr. Spitzer is a consultant and editor in chief of *Nurse Leader*, the American Organization of Nurse Executives' (AONE) official magazine. She was named mentor of the year in 2011 by AONE.

### Valerie Terzano '74, M.S.N. '90

Doing something you love is a goal that most people strive to reach in their professional lives. For Terzano, senior vice president-chief nursing officer at Winthrop-University Hospital, nursing was the perfect combination of her love of science and of helping others.

From a young age, she would rescue injured animals with her family. As an adult, her focus shifted to taking care of people. As chief nursing officer at Winthrop, Terzano oversees 1,800 employees and manages a \$90 million budget.

Now in her 32nd year at the hospital and pursuing a Ph.D. at Molloy College, she was named a Nursing Spectrum New York/New Jersey Regional Nurse Excellence winner in the Advancing and Leading the Profession category in 2008. As a licensed massage therapist, she also enjoys being able to help people by providing more hands-on care.

"Adelphi provided a very well-rounded program that exposed students to different facets of nursing," Terzano said. "The faculty were very responsive to students' needs and very supportive in mentoring students."

## INTERNATIONAL RELIEF



### Steven Baumann, Ph.D. '90

Dr. Baumann's path to nursing wasn't as clear-cut as others. He knew that he wanted to work in the healthcare field, but initially he was a chemistry major considering optometry. In the end, he opted for a more open practice area, and chose Adelphi's doctoral program due to its breadth of educational opportunities and stellar faculty members.

The all-encompassing nature of Adelphi's nursing curriculum has served Dr. Baumann well, preparing him for the rigors of being a founding board member and secretary of Promoting Health in Haiti, which is running the first graduate-level nursing education program in Haiti.

"Adelphi provided me with an excellent doctoral nursing education," he said. "It was flexible yet rigorous."

A Buckley Visiting Scholar Lecturer for the College's Ph.D. program and a full-time professor at Hunter College, Dr. Baumann is leading the way by incorporating information technology into this international collaborative nursing program. His work with Carmelle Bellefleur, Ph.D. '92, earned them each the Making a Difference in Nursing Education Award from the Haitian American Nurses Association of Rockland County in 2011.

# NURSING MAJOR, TAE KWON DO CHAMP: PREPARING BODY AND MIND

*by Anustha Shrestha*

**T**o cope with the challenges of the rigorous nursing curriculum and get ready for the high-pressure career that follows, sophomore Elizabeth Mauro believes that her sport, tae kwon do, is ideal preparation—helping her strike the right balance of body and mind, relaxation and perseverance, time and energy.

Mauro, who has been practicing tae kwon do for the past seven years (since middle school), is currently part of the U.S. national team. USA Taekwondo, the national governing body of tae kwon do for the United States Olympic Committee, ranked her third in weapons and second in team form. So far, she has only participated in the national tournaments, but she plans to compete in the world tournament next year.

Presently, Mauro, a second-degree certified black belt, works as an instructor at Ultimate Champion's Taekwondo on Long Island, where she trains classes containing all types of students, ranging in age from 3 years old to 50-plus.

"Tae kwon do has helped me cope with pressures as well as adding its own," she said. "Being able to practice and train definitely helps get my mind off everything, and allows me to relax, even though I'm actually working out hard." In addition to the relaxation she gets, Mauro attributes her confidence and agility to the sport.

That goes for her students too. Apart from self-defense skills, Mauro explained that tae kwon do instills confidence and discipline in students, values that will last a lifetime.

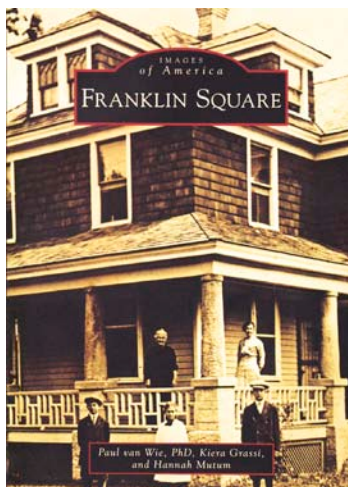
As an instructor in tae kwon do, Mauro said she has learned how to become a mediator, a role model and a teacher—thereby gaining the soft skills that are required while handling patients.

"Martial arts is always about pushing yourself further than you've gone before," she said. "It's knowing that your body can't do any more, but you are still pushing it just a little further.

"This mentality motivates you to give it your all."

On one hand, tae kwon do is preparing her to handle the stress of a rigorous academic life. On the other, nursing classes help her to better understand what she has been teaching. "I have learned a lot about the human body, both physically and mentally," she said. "It actually allows me to understand what is going on with my body when I am training."





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## KIERA GRASSI NURSING MAJOR, PUBLISHED AUTHOR

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*by Anustha Shrestha*

**I**t's not often that a university has a published author in its freshman class. But Kiera Grassi fits that bill.

Grassi, who just finished her freshman year in the College of Nursing and Public Health, actually worked on a pictorial history of Long Island's Franklin Square while a high school junior, along with classmate Hannah Mutum, now at SUNY Maritime College.

"Being a published author still sounds a little strange to hear, but it is something I am proud to have accomplished," Grassi said. "I have realized that I am capable of doing more than I sometimes may think, and hard work and dedication really pay off."

The book, *Franklin Square*, was published in fall 2011 by Arcadia Publishing as part of its Images of America series.

It all started with a simple project, documenting a year in the life of Franklin Square via photographs—from Little League parades to street fairs and Chamber of Commerce events—as they were vying for a Girls Scout Gold Award in 2010. That project immersed them in the history of their hometown and eventually their passion led to the book.

Besides taking thousands of photos of present-day Franklin Square that year, they digitized the historical pictures in the Franklin Square Historical Society's archives, then uploaded them onto its website, [franklinsquarehistory.org](http://franklinsquarehistory.org). Their co-author, Paul van Wie, Ph.D., is the society's president.

Curious to learn if there was a history book on Franklin Square down the line with Arcadia Publishing, Grassi learned that there were resources to create such a book, but no one who had taken up the task—until they did. Of the 2,000 historical photos they scanned for the society, they selected 200 photos for the book, then worked with Dr. van Wie to write about the history behind each photo and the book's introduction.

"The experience was very enlightening," Grassi said. Apart from learning about her town's history, she was enthused about being involved in promoting the book through public speaking, book signings and media interviews. "I realized how important it is to network among different groups of people and that it's good to put yourself out there," she added. One way she is now networking at Adelphi is as a member of the Sigma Delta Tau sorority.

Grassi, whose interest in nursing grew out of volunteering in Winthrop-University Hospital's nursery, has demonstrated that, with dedication and passion, one's goals can be achieved. She hopes to integrate the skills she developed during the book project into her career plans and her life.

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# BUZZ AROUND CAMPUS

*by Rachel Voorhees and Stephen Levine*

**W**e asked College of Nursing and Public Health students last spring: What are you hearing about the Nexus Building and Welcome Center? We also asked non-nursing students and faculty, since the new building's classrooms will be used by all Adelphi University students come Fall 2015. (Some students have since graduated.) Here's what they had to say.





## NURSING STUDENTS

"I'm excited for the [Fall] 2015 opening of the Nexus Building. It will be the pinnacle of nursing education facilities on Long Island, with innovative classrooms and labs focused on a variety of nursing specialties. These new spaces will be a draw for students, like myself, who will be graduating and looking for a place to continue our education at the graduate level. I hope with the completion of the Nexus Building, we will also see an expansion of graduate nursing programs."

**Brian Hamel, then-junior nursing student and the nursing senator of SGA**

"From what I've heard, the Nexus Building will contain a revamped version of what is already in [Alumnae Hall]. Instead of having two examination rooms, there will be 10. There will also be simulation rooms where nursing students can fully develop and practice their skills. By increasing available resources, it allows for the increased success of Adelphi's future nurses."

**Sharmila Samwaru, then-junior nursing student**

"I believe that the Nexus Building will be a great asset to the Adelphi nursing community. Students will have bigger classrooms and modern simulation labs. This will help enhance their ability to learn and practice on newer SimMans."

**Melody Boonsompornkul, then-junior nursing student**

"I am beyond jealous of all incoming and current nursing students who will have the opportunity to use the new labs. Even though Adelphi has provided its current students with a great learning facility in Alumnae Hall, the new Nexus Building sim labs will go above and beyond my expectations."

**Chelsea Wollman '14, nursing major**

## NON-NURSING STUDENTS

"Every day I pass the model of the Nexus Building on my way to work in Levermore Hall, I am excited to think that Adelphi is entering a new era. Nexus is going to be such an incredible addition to Adelphi's beautiful campus and will be a physical representation of the University's commitment to its students and the vast opportunities for learning. I am so excited to be attending graduate school at Adelphi for the next three years so I can see the building being used and hopefully visit it frequently myself!"

**Kristen Sylvan '14, psychology major**

"I know that it's going to be very dedicated to nursing. I guess it's good that the nursing students have their own building. I've heard some complaints from nursing students in the past, saying they don't really have a central location and adding that this building would remedy that. Since Adelphi is pretty big on nursing and nursing students seem to make up a very large percentage of the student population, I guess it's only fitting to have a building as the face of the program."

**Bryan Grilli, then-sophomore communications major**

"We could benefit as a University from a new building with the latest technology. I think we can expand on this by constructing new buildings for other majors since some of the classrooms need a remodeling."

**Amanda Mullen '14, English major**

"I think that it's a good investment. We have a great nursing program and Adelphi students can be the future in the health field. However, I do think the School of Social Work should be getting more money because [the] mental health [field] has such a need for social workers, but I am biased because we have

small classrooms."

**Alison Warren, social work graduate student**

## FACULTY

"I think the Nexus Building will instantly become the centerpiece on a campus that's been going through a renaissance. First, it looks architecturally impressive, based on the plans. Second, it might very well generate more foot traffic than any other place on campus. It will play host to the nursing program, which is booming, and feature a large and much-needed indoor parking lot. In addition, given that admissions, career services and alumni relations will also be located there, it will serve as the first impression for many visitors. It will be a huge boon for the University. I'm excited."

**Mark Grabowski, J.D., assistant professor of communications**

"The University administration has informed us through a variety of means about the Nexus Building and I can foresee a large step forward in our ability to provide leading-edge instruction in the health field with the new facilities. Also, we will have more classroom space, a genuine need of Adelphi."

**George Russell, Ph.D., biology professor and director of graduate studies**



# NEXUS: WHERE THE PA

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## NEXUS BRINGS INNOVATION TO NURSING EDUCATION: FACULTY

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*by Clementine Tousey*

**A**s the place where the College of Nursing and Public Health faculty's decades of experience combine with state-of-the-art facilities to train the nursing leaders of tomorrow, the Nexus Building and Welcome Center will bring innovation to nursing education.

Starting in Fall 2015, when the new building will be open, the ultramodern simulation labs and exam rooms will feature closed-circuit TV so professors can observe student performance. These facilities will increase the quality of Adelphi nursing students' education and give them better preparation as they enter the workforce, according to three faculty members who are among the most frequent users of the current sim labs—Maryann Forbes, Ph.D. '99, associate professor and chair of the College's Department of Adult Health; Deborah Ambrosio-Mawhirter '81, M.S. '95, Ed.D., assistant professor and chair of the Department of Nursing Foundation; and Terry Mascitti, clinical assistant professor and faculty member teaching nurse practitioner students.

Dr. Forbes said that high-fidelity simulations (the ones now utilized in Alumnae Hall) enable a high-tech patient mannequin to model patient-care situations. These have proven to be effective in increasing student confidence while providing a safe environment for students to practice and improve critical nursing skills, she said. Students, for example, can practice delivering medication, administering IVs, taking blood pressure and inserting catheters on the SimMan, she explained.

In addition to the sim labs, the new facilities will include examination rooms for standardized patients, trained actors who will mimic a health condition by portraying a set of symptoms. (The actors are actual people who will come in, possibly from the performing arts program at Adelphi—but nothing is confirmed yet, Dr. Forbes said.) Thus, Dr. Forbes said, the new labs and exam rooms will give students hands-on practice treating patients and

communicating with other healthcare professionals in a realistic patient-care environment.

The Nexus facilities represent a quantum leap from the three simulation labs now available in Alumnae Hall. There will be a whole suite in Nexus, resembling that of a hospital unit. Dr. Ambrosio-Mawhirter said these new facilities will foster active learning, allowing students to bridge theory with practice and gain confidence as novice nurses. The new technology will allow faculty to move beyond the traditional classroom instruction to a state-of-the-art nursing education.

Mascitti agreed that the new facilities will be a tremendous asset to both undergraduates and graduates because students will now have the ability to use more simulation. She maintained that simulation is the way of the future and that it's key in the absence of live patients. It allows nursing students to perform various exams and develop treatment plans in a supervised environment. She believes that Nexus signifies Adelphi's investment in future nurses and nurse practitioners.





# ST MEETS THE FUTURE

## INSIDE THE SIM LABS: ENHANCING THE EDUCATIONAL EXPERIENCE

by Sophia Conti

**W**ith the completion of the Nexus Building and Welcome Center, the College of Nursing and Public Health's nursing students will have access to brand-new simulation labs that will enhance their in-hospital experience by revisiting situations and promoting critical-analytical thinking skills with their instructors.

Sim labs are a key part of the nursing curriculum, providing a "safe setting" in which students can experience real-life situations, Diane Petrouskie, Nursing Resource Center coordinator, said. The ultramodern Nexus facilities will include two nine-bed rooms and eight separate exam rooms, equipped with more advanced simulation mannequins. Specialized simulation labs will include an intensive care setting, a home-care setting and a delivery room.

Currently, in Alumnae Hall, instructors using simulations involving mannequins either preprogram scenarios or incorporate on-the-spot additions to laboratory courses. The new high-fidelity mannequins, a planned purchase for the new Nexus simulation labs, will offer a greater capacity to simulate realism with the ability to dilate pupils, secrete tears, produce convulsions and undergo cyanotic color changes, Petrouskie said.

Drug responses on current mannequins are manually controlled by the instructor, based on their knowledge of the drug. The new-generation

versions will offer automatic drug recognition, which will allow nursing students to see a more accurate patient response to various medications and thus gain more experience in patient assessment, she added.



While students do get intensive care and delivery room experience in their clinical assignments and rotations, the specialized sim labs will allow students to revisit those experiences in a lab setting. The home-care lab is particularly important for a new generation of nurses, since home care is a growing segment of the nursing profession, she pointed out. Hospitals are becoming increasingly likely to release patients while they still require skilled care, thereby increasing the demand for nurses in home-care settings.

With the expansion of simulation lab resources, Petrouskie said, "Nursing students will be able to have more lab time, and they will be able to face more complex tasks within the lab setting." The new labs will better prepare nursing students for their careers, a prospect that is exciting to students and faculty alike.



# MARIE PODANY '09 IMPRESSED WITH SIM LABS

by James Forkan

**T**he Adelphi College of Nursing and Public Health's Master of Public Health and the Nexus Building and Welcome Center both came too late for Marie Podany '09. But everything worked out well in the end.

An R.N. in the cardiac intensive care unit at North Shore-LIJ, Manhasset, New York, Podany enrolled in Fall 2010 in Stony Brook University's combined M.P.H./M.B.A. program in public health practice and business administration, with her expected graduation this year.

"I'm sorry I missed the opportunity to do the [master's] degree at my *alma mater*," she said. Still, she felt the current simulation labs proved invaluable to her career.

"The nursing lab [in Alumnae Hall] was very impressive when I was in Adelphi," she said. "We had SimMan, a state-of-the-art dummy for learning assessment skills. When I did the Critical Care Nurse Fellowship at North Shore, we used the same dummies for simulation-based learning, and I found the knowledge of simulation to be very helpful."

She added, "I actually was so impressed with simulation-based learning that I used it in my graduate practicum for the M.P.H. degree."

Explaining her rationale for pursuing a combined M.P.H./M.B.A., she said, "I was hoping that the dual degrees would give me the opportunity to look at the community side of healthcare," Podany said. "Unfortunately, especially in cardiology, we too often see diseases that could have been prevented with education and empowering people to care for themselves."

Her goal? "Healthcare management is not out of the question in the future," she said, "but I'm not looking to leave the bedside anytime soon. After I graduate, I would like to do some community work on the side. HIV prevention/education is one of my interests in this area. Preventative care in general is very interesting to me and something I'd like to pursue further before I consider the move to management."







# ACCREDITATION ATTAINED: 2013–2023

**N**ursing's accrediting body—the American Association of Colleges of Nursing's Commission on Collegiate Nursing Education Board of Commissioners—informed Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, in October 2013 that the College of Nursing and Public Health's baccalaureate and master's degree nursing programs were awarded accreditation for 10 years.

The council focused on nursing baccalaureate and master's programs; it does not accredit Ph.D. programs. Programs must be accredited for its graduates, baccalaureate students, to be able to take the state board exams (required to be an R.N.) and thus be able to be hired to practice nursing.

Decisions about accreditation can fall into three categories: not approved, five years of accreditation or 10 years of accreditation. Often, the council may require additional reports if its officials deem that, in addition to granting accreditation status, something must be addressed in the program through a special report at specific intervals.

"We were pleased to hear about the 10-year decision—and one that did not come with qualifiers regarding additional reports," Dr. Coonan said.

All schools are required to submit a midterm report (in this case, at the five-year mark). However, the next accreditation review, by means of a self-study and formal visit, will not occur until 2023, he noted.

To receive accreditation, three external visitors—trained faculty from other nursing programs across the country—came to the Garden City campus for at least three full days to meet with students, faculty, alumni and employers of graduates. They sat in on classes, visited clinical experiences and met with University administrators, such as the provost and treasurer, as well as with College of Nursing and Public Health administrators, the dean, associate deans and department chairs.

Prior to their visit, as is standard procedure, they reviewed the self-study, a large document prepared by the faculty to address four major standards and to describe how the College's programs adhere to these standards. Included are students, alumni and employer views of these programs' effectiveness and also outcomes data compared to benchmarks.

"A lot of coordination went into the visit, as the three reviewers were at different sites each day, and our clinical partners were wonderful in accommodating our reviewers and meeting with them," Jane White, Ph.D., the College's associate dean for research, said.

Associate Professor Margot DeSevo, Ph.D., and Dr. White oversaw the self-study's preparation. However, all faculty members participated and completed assigned parts of the document. Preparation for the self-study document and plans for the site visit actually began two years prior to February 2013.

"The faculty in the College are committed to excellence in education and this was a way they were able to demonstrate their various achievements and endeavors to this end," Dr. White said. "It was a bit nerve-racking, waiting from the time of the visit last February to the decision in October, so we were all pleased and relieved."

# THE CIRCLE OF LIFE

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FOLLOWING HER JUNIOR YEAR AT ADELPHI, **KATHRYN [WILGOSZ] CHIDDO '77** WAS OFFERED AN INTERNSHIP AT LONG ISLAND JEWISH HOSPITAL, WHICH IS TODAY KNOWN AS NORTH SHORE-LIJ'S STEVEN AND ALEXANDRA COHEN CHILDREN'S MEDICAL CENTER OF NEW YORK. THAT SUMMER, SHE WAS PLACED IN THE NEONATAL INTENSIVE CARE UNIT [NICU]—AND SHE HAS BEEN THERE EVER SINCE.

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by Andrea Maneri

**O**ver the course of the four decades Chiddo has been working as a nurse, she has had the opportunity to witness extraordinary progress in the field of neonatal care.

“When I started, there weren’t pulse oximeters. We did arterial sticks to monitor their blood gases every four hours. Some infants would get wrist drop from sticking them in the artery,” she said. “Today, we have many more noninvasive ways to monitor the babies. We are doing less invasive procedures.”

Chiddo has also been involved in numerous research trials, one of the most notable being for replacement surfactant to treat premature lung disease.

“Often premature babies’ lungs don’t produce enough surfactant, which relaxes the lungs and facilitates successful breaths when the infant goes from the fluid-filled womb to breathing air after birth. It’s necessary for normal lung function throughout postnatal life,” Chiddo said. “Now that we have replacement surfactant, we can decrease the amount of time the babies will spend on a ventilator, as well as side effects that might result from extended oxygen therapy.”

When she began her career in the 1970s, Chiddo recalled being able to save premature babies born at 27 to 28 weeks. Over time, she has seen an NICU’s gradual ability to save babies born at 24 to 26 weeks. The youngest baby she has seen survive in her career was born at 23 weeks.

“There is nothing better than seeing a premature baby doing well and progressing towards discharge...being able to watch the babies I have cared for go home with their families,” she said.

Throughout the years, Chiddo never forgot the role Adelphi played in helping her find her niche and launch her career.

“I came from a middle-class family,” she said. “My parents didn’t have the money to send me to college.” She received a full scholarship from Adelphi. “Because I received that funding, I didn’t have the added stress of how I’d pay for my education on top of classes, working, studying and completing my clinical experiences,” she said.

In 2012, Chiddo established the Kathryn Wilgosz Chiddo ’77 Award in Pediatric Nursing to help current students pay for their education. “Adelphi gave me my career, my livelihood,” she said. “I want to give someone else what Adelphi gave me.”

In addition to supporting Adelphi’s future nurses financially, she continues to give back to current students by sharing her knowledge, expertise and advice with them. “I seek out students during their clinicals all the time to give them an experience in our unit,” she said.

One particular morning last year, word spread that one of the Adelphi students present had been a premature baby in this very unit 21 years ago.

“A fellow nurse approached me to tell me this because I had been working here at that time,” said Chiddo, who introduced herself to Nicole Algerio ’13—the Adelphi student who had been a former patient. When she showed a picture of her parents, Chiddo said, “I recalled her mother. I cared for her after she was born and in our neonatal intensive care unit.”

That same semester, she presented the inaugural Kathryn Wilgosz Chiddo ’77 Award in Pediatric Nursing to an Adelphi nursing student—and Algerio was selected as one of the recipients.

One might think it would be difficult for a nurse of 38 years to cite her proudest accomplishment, but for Chiddo it was not. “Seeing a surviving premie 21 years later, graduating from the same nursing program I attended...it’s hard to put into words how much it touched me,” she said. “That was the highlight of my career. It reaffirmed that my life and the work I do has all been worthwhile.”



Kathryn [Wilgosz] Chiddo '77



'Nicole Algerio '13 [left] with Dean Patrick Coonan

Learn more about supporting student scholarships at Adelphi by visiting [giving.adelphi.edu](http://giving.adelphi.edu) or calling 516.877.3250.





# ADELPHI'S GLOBAL REACH

Guatemala is the College of Nursing and Public Health's newest study abroad destination, added in January 2014—with Botswana now on the horizon.





## **A**dmiring the Great Wall and the exotic Forbidden City and Temple of Heaven in Tiananmen Square, Beijing...

Exploring Peru's Machu Picchu, the iconic city of the Incas on a mountain ridge above the Sacred Valley of the Incas...

Watching the fishing boats on Lake Atitlan, Central America's deepest lake, in the western highlands of Guatemala...

Visiting a Navajo reservation in Arizona, with sightseeing trips to the nearby Monument Valley (a Navajo tribal park often featured in western movies) and the picturesque Grand Canyon...

These snippets sound like program listings for the Travel Channel or excerpts from a glossy travel brochure. Instead, they describe destinations that College of Nursing and Public Health students have visited in Adelphi's study abroad program and its exchange program in China. Of course, there's a lot more to absorb than the local culture, whether it's through community service in Costa Rica, Guatemala, Peru, Arizona and, soon, Botswana or through classes about traditional medicine, herbs and acupuncture in China.

Because experiential learning is a crucial facet of any nursing student's experience at Adelphi, the University strives to offer study abroad initiatives that enhance the typical nursing education, but without interfering with the rich nursing curriculum.

"The nursing curriculum is intense and study abroad experiences of a full semester are impossible unless the nursing student delays graduation," said College of Nursing and Public Health Clinical Assistant Professor Maureen Roller, D.N.P. The chair of the Global International Nursing Initiative since its inception in 2009, Dr. Roller added, "Therefore, we developed 1-credit courses during the winter intersession and spring break to allow our students to experience a different culture while gaining cultural global community experiences in healthcare."

Given the popularity of the yearly faculty-led trips to Costa Rica, Peru and a Native American reservation in Arizona—as well as a 3-credit exchange program course in China—the College has begun expanding its Center for International Education program, with the number of destinations expected to increase each year.

The latest faculty-led trip was to the highlands of Guatemala, allowing students to immerse themselves in Mayan culture, learning about the Guatemalan people, language and traditions while working directly with the people of Panajachel on the shore of Lake Atitlan.

"We worked closely with the nonprofit organization Mayan Families, who...drove us to one of the nearby towns where we conducted hearing screenings, nutritional assessments and eye exams in the local preschool," said Jessica Lucero, a senior and one of 10 students who made the inaugural trip to Guatemala in January 2014. "I learned the value of my assessment skills in Guatemala. We did not have any technology to rely on. This meant taking manual blood pressures, pulse, respiratory rate

and completing a head-to-toe assessment. It really benefited my nursing career."

Last year, Chelsea Wollman '14, a senior nursing major, took part in two community service trips to underprivileged areas—one in January to an orphanage in Peru and another in May to a Navajo reservation in Arizona. "[The trips] made me realize there are so many different aspects of nursing that I can go into," she said.

Another senior nursing major, Kathleen Rickard '14, went to China in January 2012 and Navajo Nation in May 2013. Though Navajo Nation is in Arizona, she said, "It's a different world in many ways," due, for instance, to the lack of public transportation and haphazard mail delivery that make life difficult for tribe members.

As for her China experience, she said she learned about traditional Chinese medicine, acupuncture and massage—some of which she hopes to use as a nurse.

With its significant history as Adelphi's first faculty-led course in nursing, the On-Site in Costa Rica course remains in high demand, with 19 students making the trip in 2014.

"Costa Rica is a beautiful and friendly country [whose] citizens welcome all the help we provide," said Assistant Professor Helen C. Ballestas, Ph.D., the lead professor for the course. Adelphi's flourishing relationship with hospitals and local clinics as well as with a very active hospice and home-care program, called Asociación Misión Consuelo, allows students the chance to interact with a varied patient population with multiple chronic diseases.

"These experiences teach students that caring for patients is a holistic approach, [and also] strengthens the students' assessment skills and reinforces critical thinking," Dr. Ballestas added. "They are able to apply and synthesize their course work into real nursing practice. ...These experiences cannot be taught from a textbook."

Botswana is one future destination now being explored. Nursing Associate Professor Ditsapelo McFarland, Ph.D., who was born in Botswana, plans to develop a two-week community-based volunteer course in that region. That 2-credit course is slated for Summer 2015.

Explaining the rationale behind Botswana, Dr. McFarland said, "Botswana has a unique primary healthcare system. Health promotion and illness prevention are major parts of its healthcare delivery systems. As such, the bulk of the service is in the community and is provided largely by the nurses through local clinics."

Moreover, she said, Botswana is "one of the countries in Africa that have developed very successful programs to deal with the HIV epidemic"—having achieved "a 98-percent success rate in preventing mother-to-child transmission of HIV."



# HEALTHCARE GOES VIRTUAL

by Ela Schwartz

According to Thomas Virgona, Ph.D., assistant professor and director of the Master of Science in Healthcare Informatics program, healthcare is evolving so quickly that “it’s in *The New York Times* every day.” Case in point: “Easing Epilepsy with Battery Power” describes a patient with intractable epilepsy who is now seizure-free, thanks to technology. An implant in his skull monitors and quells electrical activity in his brain and enables him to download the data to his doctor for analysis.

Welcome to the brave new world of what’s been called connected health, telemedicine and mobile health (or m-health). Armed with smartphones, laptops, digital cameras and an ever-proliferating number of apps and devices, patients can snap pictures, video chat with physicians or monitor heart rate, blood pressure or even surrounding environmental toxins. In essence, Assistant Professor A. Hasan Sapci, M.D., explained, patient and clinician each become a service site able to exchange information.

The implications are far-reaching, making healthcare more convenient and less time-consuming. Technology will especially benefit those who have limited mobility, such as the elderly and disabled, and bring quality medical care to underserved or remote areas both in the United States and around the world.

Drs. Virgona and Sapci are keeping one step ahead by bringing the latest in connected health to Adelphi’s healthcare informatics program, offered online and on campus. Unlike most health informatics programs, Adelphi’s is designed for both established healthcare professionals and non-health professionals, such as those in IT and business fields who are looking to change careers.

Jobs in the health informatics sector are expected to grow rapidly, especially as the 2015 deadline draws near for healthcare facilities to implement electronic healthcare records.

Dr. Sapci noted, “According to the American Telemedicine Association, there are 3,500 telemedicine service sites in the United States and this number is increasing every year.”

Not surprisingly, there are concerns about privacy, security and plain old glitches, such as that experienced at the launch of [healthcare.gov](http://healthcare.gov).

Nonetheless, Dr. Virgona pointed out that, as healthcare continues to take a more businesslike approach, the tech tide is unlikely to turn. “Medicare and Medicaid are 20 percent of our GNP,” he said. “With people living longer, there are pressures to keep costs down, and we’re doing it with technology.”

Dr. Sapci said he established a Health Informatics R&D and Training Laboratory, “where I can teach. . . the design, development and implementation of remote patient monitoring systems by providing students access to high-tech medical devices and sensors.” He’s planning to develop a more advanced version, what he calls R&D lab version 2.0.

Plans are underway to launch a new course, Introduction to Digital Health and m-Health, this summer, Dr. Sapci said, and hopes are high that future classes will be added that focus on “e-health, quantified self-tracking, integrated sensors, mobile and body area networks, wearable computing, health 2.0 and precision medicine.”

In the meantime, Dr. Virgona said that while the healthcare informatics program is structured, within each class students can do independent research of their choosing. As an example, he cited the paper “Application of Digital Imaging and Transmission in Monitoring of Isolated Post-Surgical Patients” by Patricia Savage ’13, which was published in *Northeast Business & Economics Proceedings* 2012.





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*by Rachel Voorbees*

**F**or students pursuing graduate degrees in nursing and public health, choosing between a job and a heavy course load can be difficult. With the graduate assistant program offered by the College of Nursing and Public Health, students don't have to choose.

By participating in the program, nursing and public health students receive 3 credits of tuition remission for every semester they work on a faculty research project. Both master's degree and doctoral students are encouraged to participate and many continue for multiple semesters.

The assistantship program was started in 2005 by Associate Dean Jane White, Ph.D. The funds for tuition assistance were always available to students, she said, but in 2006 the College formalized the process so that all students would have access by request and faculty could be involved in requesting specific help on their research projects. The College faculty wanted to give students professional research experience while helping them pay their tuition, she added.

"They learn a lot about research that they wouldn't necessarily learn about in a classroom setting," Dr. White said.

Cheryl Best, M.S. '13, and Lucy Mensah, M.S. '13, two registered nurses in the Master of Science in Adult/Geriatric Nurse Practitioner program, started working as graduate assistants in 2010. In two-and-a-half years, both students worked on three projects on such topics as eating disorders and medication errors.

Most recently, Best and Mensah worked with Assistant Professor William Jacobowitz, Ed.D., on his study on post-traumatic stress disorder in nurses at one local behavioral health hospital. Their responsibilities included conducting a preliminary literature search, administering questionnaires and entering data into a database.

"For me, it's fun to mentor students in the research process and give them the opportunity to see what it's like," Dr. Jacobowitz said.

Best and Mensah also joined Dr. Jacobowitz in presenting the findings at North Shore-LIJ Health System's Annual Nursing Research Conference on April 30, 2014.

"It's fascinating to go through the motions and see [the study] come to life," Best said.

In the beginning, Best and Mensah joined the program to help pay for their master's degree studies. However, they gained much more than just financial assistance. Presenting their research to local medical professionals gave them the confidence and the skills needed to enhance their nursing careers.

"The graduate assistant program is what encouraged me to like research," Mensah said. "My writing has changed tremendously and I'm so grateful."

Both women decided to enroll in the College's Ph.D. in Nursing program because of the rewarding experience they had in the graduate assistant program. Best's future plans include conducting her own research in disease prevention, while Mensah would like to study postpartum depression.

"I'm very grateful for Adelphi to even have this opportunity for students," Best said. "The professors I was fortunate to work with are so supportive, and I think that's one of the reasons I kept doing it."

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## SATISFYING A THIRST FOR RESEARCH

# TAKING INITIATIVE: STUDENT LEADERS IN NURSING

by Rachel Voorhees

**F**rom Dean Patrick R. Coonan, Ed.D., R.N., NEA-BC, FACHE, and on down, the College of Nursing and Public Health has long hammered away at the importance of leadership. So it's not surprising that the College's students seek out leadership roles even before graduation.

Currently, two nursing majors (now seniors), who have made improving the field their mission are now leading their peers on Long Island, in New York and across the country.

Representing Adelphi on a national level, Cassandra Campo was elected community health director of the Nursing Students' Association of New York State (NSANYS) at the organization's February 2014 convention in New York City.

At the National Student Nurses' Association (NSNA) convention in April 2014, Kimberly Korn was elected to its board of directors, where she will serve as the editor for *Imprint*, the NSNA's "professional magazine for student nurses."

In her position, Campo will host monthly meetings with NSANYS members, facilitate awareness events and coordinate trips to walkathons, free screenings and food drives. Campo also has plans to host a week of service, where members from all over the state carry out similar service projects in their own communities.

"Community health is right up my alley, because I love community service," Campo said, stressing the importance of both giving back to the community and working as a nurse. She looks forward to "being a driving force for getting nursing students out there and involved."

In addition, Campo is involved in the National Association for Hispanic Nurses (NAHN). At NAHN's annual conference in July, she said, she will present a poster on mental illness in nurses and nursing students.

Korn, as the editor of *Imprint*, will be responsible for assigning and reviewing articles for the next five issues of *Imprint*, to be published in 2014–2015.

Korn plans to improve communication with school and state editors, encourage community outreach and showcase Adelphi nursing students. "I think publications like *Imprint* are an excellent way to expose readers to what a nurse actually does and all of the diverse roles there are in a nursing career," Korn said. She will also serve as chair of the national image of nursing committee, and as a member of both the national bylaws and policies committee and the global initiatives committee.

She had been editor of the NSANYS *STAT Newsletter* and a member of its community health and convention planning committees. Moreover, like Campo, Korn is also involved in NAHN and was chosen to give a podium presentation about mental health at the NAHN conference.

"I think it's a great source of networking for them," Assistant Professor Helen Ballestas, Ph.D., said of her students' association leadership roles. "Nursing is not just the classroom learning. It's the professional development [as well]."

Today, 52 Adelphi students are involved in various nursing associations, but both Campo and Korn hope to increase that number over the next year by starting an on-campus NSNA chapter at Adelphi. NSNA's membership tops 60,000 nationwide.

With that in mind, NSNA's April conference theme fit nicely with these nursing student leaders' plans: "Strong Voices and Big Dreams: Influencing the Future."



Cassandra Campo



Kimberly Korn







Afaf I. Meleis, Ph.D.



Afterward, Dr. Meleis autographing her book



At the Buckley Lecture (left to right): College of Nursing and Public Health Dean Patrick Coonan, Ed.D., R.N., NEA-BC, FACHE, and speaker Dr. Meleis with North Shore-LIJ Health System's Elaine Smith '78, M.S. '88, Ed.D., and Lily Thomas, Ph.D. '99.

## BUCKLEY LECTURE: KEY HEALTH ISSUES

*by Stephen Levine*

**A**faf I. Meleis, Ph.D., the Margaret Bond Simon Dean of Nursing and a professor of nursing and sociology at the University of Pennsylvania School of Nursing, called attention to the unbalanced focus of healthcare—one that concentrates on communicable diseases—during the ninth annual Buckley Visiting Scholar Lecture.

Dr. Meleis—whose Buckley Lecture topic was “Toward Transformation of Healthcare: Disruptions and Innovations”—noted that transmittable diseases declined by 17 percent from 1990–2010, leaving non-communicable diseases, such as cancer and heart disease, to become the new major cause of death.

Addressing an audience of about 150 people in the Ruth S. Harley University Center Thomas Dixon Lovely Ballroom on February 19, Dr. Meleis also spoke about the United Nations Millennium Development Goals, including eradication of extreme hunger and poverty. The reason some of these goals are not being attained, she said, boils down to the disparities between rich and poor countries, making it difficult for the latter to achieve them.

Turning to the future of professionals in the healthcare sector, including students in her audience, Dr. Meleis said, “We need to implement education that empowers graduates’ voices. We need to prepare graduates with a voice to make changes.”

She also urged greater collaborative teamwork and enhancing innovations in education and healthcare.

Dr. Meleis, who recently announced that she will retire from Penn in June 2014, left her audience with some advice: “Have voices. Make noise and we can make a difference.”

In an observation made after the lecture, Patricia Donohue-Porter, Ph.D. '87, director of the College of Nursing and Public Health's Ph.D. program, said, “Dr. Meleis has always asked nurses to consider how their research makes a difference to humanity and, at the Buckley presentation, she continued to emphasize the necessity of a social justice framework, in both education and practice, as nurses care for the most vulnerable in society.”



# LORI GINSBERG '76 SERVING THE UNDERSERVED

by Andrea Maneri

**A**ccording to Lori Ginsberg '76, the future of public health is prevention.

As the coordinator of public health initiatives for the North Shore-Long Island Jewish Health System, Ginsberg is committed to helping prevent the onset and progression of health conditions of residents, particularly underserved populations, throughout Nassau and Suffolk counties, Manhattan, Queens and Staten Island.

One of the community initiatives she spearheads is Stepping On, a fall- and injury-prevention program offered to independent living adults who are 60 years and older. "Falls are the leading cause of emergency room visits and home injuries," she said. A certified master trainer, Ginsberg educates and trains health professionals who will deliver these programs in different community settings, in addition to leading workshops herself.

Another issue older adults face is a fear of falling. "Fear of falling starts a vicious cycle. Those people tend to stop going out," she said. "As a result, they are not as active and become more isolated and sedentary. Muscles start to atrophy; everything starts to deteriorate."

Through Stepping On, Ginsberg and her team teach balance and strength exercises and how to do them properly. They also bring in experts to discuss important topics—everything from how to step off curbs in the community to how to use a cane; from home safety tips to the role vision plays in helping one maintain balance to how taking certain medications in the evening can contribute to falls.

Since the initiative was established in 2012, 20 Stepping On programs have been delivered; several are in session right now. The knowledge and safety practices the participants gain are proving helpful in reducing falls and building confidence. "We have participants complete a knowledge and behavior test prior to starting [the] program, at the end of the program and three months later, to see if the benefits are sustained over time," she said. "The positive fall-reducing behavior changes they made were statistically significant."

Next on the Office of Community and Public Health's prevention agenda is Living Healthy, a Chronic Disease-Self Management program, for which Ginsberg is also certified as a master trainer.

This initiative aims to help people with different chronic health problems—such as diabetes, obesity or heart disease—master new skills to take charge and improve their health.

"This program will cover content that evidence shows will be most useful to participants, including problem solving, action planning, brainstorming solutions and putting them into action, as well as what to do if the solution doesn't work," she said.

Ultimately, the goal is for Living Healthy to be peer-led. "We will teach people in the community," she said. "And they will go out and teach what they learn to other people."

Ginsberg would never have predicted she would be working in community health, or even with adults, when she was a student at Adelphi. "I always knew I wanted pediatrics, and I came to Adelphi because its nursing program had an incredible reputation." After graduating from the University with honors, she went on to earn her master's degree at New York University, become a clinical specialist and dedicate more than 20 years of her career to pediatrics. It wasn't until 2002 that she got her first introduction to working with underserved populations as a coordinator of North Shore's Breast Initiative. That eventually led to her current role in North Shore-LIJ's Office of Community and Public Health.

She loves what she does. "Working in community and public health has given me the opportunity to learn about things I never would have dreamed of becoming involved in," she said. "It has been so gratifying to work with older adults and diverse populations. Nursing is an amazing profession that allows you to go where your heart leads."

Ginsberg, who credits Adelphi with enabling her to take her career in whatever direction she chose, has this perspective to share with current students: "Adelphi is a great foundation. Years from now, you are going to realize you graduated from a University that you will be so proud of and a program that has prepared you to do anything you can imagine."

Read more about Lori Ginsberg and other nursing alumni at [nursing.adelphi.edu/success-stories](https://nursing.adelphi.edu/success-stories).



Lori Ginsberg '76



# ENRS PRESENTERS EXPLORE PATIENTS' AND NURSES' EXPERIENCES

**S**even faculty members and one Ph.D. candidate from Adelphi's College of Nursing and Public Health were presenters at the Eastern Nursing Research Society (ENRS) 26th Annual Scientific Sessions April 9–April 11, 2014, in Philadelphia.

Three first-time Adelphi attendees came away impressed with the scope of research presented at ENRS. They were Charles Cal '95, M.S. '01, M.B.A., and Keiko Iwama—both College Ph.D. students—and Susan Zori, D.N.P., a new faculty member.

Several Adelphi faculty poster presentations zeroed in on the stressful experiences of military and psychiatric nurses, while others focused on diverse populations.

Dr. Zori said, "The depth and breadth of nursing research was impressive, from posters to scientific sessions. The topics were timely and on the cutting edge, especially in this era of healthcare reform and emphasis on wellness and chronic disease management." Also, noting the importance of networking, she said she connected a nursing student with the fellowship program at North Shore-LIJ Health System (NSLIJHS), where she did her research.

Cal, director of administration and quality management at NSLIJHS, praised ENRS as "content-laden, academically based, far less business focused and politically motivated."

Specifically, he called a University of Delaware session on collaborative simulation education "innovative." He said, "They briefly spoke about collaboration to develop standardized patients among the School of Nursing and the physical therapy and theatre departments." He also labeled as "informative" a National Institute of Nursing Research session on science priorities and funding opportunities.

Iwama said, "I was inspired and impressed by the knowledgeable presenters, their different approaches to research methods and the topics they chose." She found two sessions "very relevant to my daily nursing practice," both involving language barriers between nurses and patients; one was from the New York University College of Nursing.

"The presentations made me realize that some of the topics I was focusing on were too broad and that I need to narrow down my perspectives," Iwama said. "This conference made me feel more confident and increased my desire to make a difference in nursing practice, nursing science and nursing education."

Another Ph.D. student, Irene Macyk, was a second-timer at ENRS. Prepared this time for ENRS' speedy 15-minute poster presentation format, she said, "I was enriched by the vast array of research questions and the varied presentations of methods. There also was great opportunity for scholarly discussion regarding philosophical views and the different ways to pose questions and set up designs."

In particular, she liked the depth of discussion at the Doctoral Student Scholars breakfast and a healthcare outcomes session. Like Dr. Zori, she praised the networking opportunities.



Jane White, Ph.D., and Nancy Winters, Ph.D., student



William Jacobowitz, Ed.D., [left] with Charles Cal, Ph.D., student



Yiyuan Sun, D.N.Sc., and Shan Liu, Ph.D.

# A TSUNAMI OF WOES

by Stephen Levine

**A**s the keynoter of the 10th annual Leadership Conference at The Garden City Hotel on April 3, 2014, Patricia Cholewka, Ed.D., R.N., chair of the New York City College of Technology's Department of Nursing, waded into troubled waters by tackling the controversial Affordable Care Act (ACA) in an address entitled "Navigating Through the Affordable Care Act Tsunami."

Dr. Cholewka has extensive clinical experience in hospital medical-surgical nursing, managed care and healthcare quality improvement, and also serves as a hospital informatics consultant. In addition, she is an author whose books include *Health Capital* and *Sustainable Socioeconomic Development*.

The title of Dr. Cholewka's address picked up on the event's overall theme, "Nurse Leaders Navigating the Waves of the Future." Presented by the College of Nursing and Public Health in partnership with Sigma Theta Tau's Alpha Omega Chapter, the daylong conference explored how leaders and visionaries can change patient care outcomes through innovation.

This was the event's first time at The Garden City Hotel, a break from its usual Adelphi Garden City campus setting.

Focusing on the ACA's impact on the U.S. healthcare system and on healthcare providers, Dr. Cholewka said in an opening understatement, "It's very large. It's very complicated."

She explained that the ACA relies on a redistribution of resources to provide affordable healthcare for all Americans by building on the current system. However, Dr. Cholewka said, "The ACA has created a nation divided."

The reasons are multipronged, she said. One key problem, she noted, is that its allocation system "neglects the importance of fair distribution." Dr. Cholewka said that the sickest will not always get the needed resources, because the ACA's system tends to discriminate against the elderly and be insensitive toward non-Americans.

Another reason for the divide, she added, is that there is a reliance on the young to pay for the ACA. She also said that what she called President Barack Obama's "regulatory tidal wave" will cause a labor loss of 2.5 million over the next decade—leaving 30 million Americans still uninsured, according to a Congressional Budget Office assessment. The implementation issues cause confusion, uncertainty and unpredictability, she said.

In the end, Dr. Cholewka told the audience of 200 that for many Americans, there are still no guarantees that the ACA will result in healthcare that's affordable or accessible.



Keynoter Patricia Cholewka, Ed.D., R.N.



The audience of 200-plus



Kiki Kubik Orski, R.N., M.B.A.



Carmelle Bellefleur, Ph.D. '96





Read your classmates' notes on page 39.

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## Veronica Groth '84 WHO'S GIVING?

“I’ve always loved working with kids,” said Veronica Groth '84, a psychiatric nurse practitioner who maintains her own private practice, in addition to working with children, teenagers and their families at the Montfort Therapeutic Residence and Berkshire Farm Center and Services for Youth.

Thirty years after graduating from Adelphi, Groth is still involved at her *alma mater*. As a member of the College of Nursing and Public Health Advisory Board, she shares with the University her time, talent and insight. She is also a proud parent of a current Adelphi junior, Taylor Groth, who plays on the women's soccer team and is a psychology major. “I think my love for psychology rubbed off on her,” she said.

A loyal and generous donor, Groth said she gives back to Adelphi because of how much Adelphi did for her. “The Adelphi education I received was so valuable,” she said. “I want to help other students benefit from the same rewarding experience.”

“I try to help the kids I work with recognize all the good qualities they have. I always say, ‘No matter where you go, you can bring your backpack with you, and your backpack has all your strengths in it.’” She added, “When I start working with children, they are as young as 5 or 6 years old, and sometimes I get to continue working with them into their teens. Seeing a child and family move through obstacles, thrive and become successful is so rewarding.”

**Greatest accomplishment:** Training for and completing the 2009 Multiple Sclerosis 150 Bike Ride. “Having that goal to work toward did so much for me—physically, spiritually, emotionally and mentally. I believe part of being a professional is making sure you take care of every aspect of your life.”

“Some of the best advice I ever received was from my dad, as I anxiously prepared a routine for a gymnastics competition when I was in fifth grade. He said, ‘Veronica, where there's a will, there's a way.’ When I'm in a situation that's difficult, I find that his words come back to me.”

**Recent giving:** To the College of Nursing and Public Health, Adelphi's women's soccer program and to support nursing scholarships as part of Sustaining the Promise.

**Why she gives:** “If it weren't for Adelphi, I don't think I'd be where I am today. I feel fortunate to be able to provide money if it helps students have the same opportunities to succeed that I received when I was at Adelphi.”

Read more about Groth and other alumni by visiting [nursing.adelphi.edu/success-stories](http://nursing.adelphi.edu/success-stories).

# FACULTY HIGHLIGHTS

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**Patricia Donohue-Porter** and L. Thomas presented “Methodological Concerns in Medication Error Research” at the National Improvement Science Summit, San Antonio, Texas, July 2013.

**Maryann Forbes** and **Jane White** presented “Best Practices for Poster Presentations” at the Suffolk County Community College faculty development program, September 2013. They and **Joan Valas** published “An Innovative Master’s Education Program to Prepare Graduates for the Practice Setting” in the *Journal for Nurses in Professional Development* May–June 2013, 201-6.

**William Jacobowitz** published “Violence Screening and Primary Care” and also, with K. Loewenstein, “Depressive Disorders and Bipolar Disorder” (in press) in *Primary Care*, J. K. Singleton, R. V. DiGregorio, C. Green-Hernandez, S. P. Holzemer, E. S. Faber, L. R. Ferrara and J. T. Slyer (Eds.). (New York: Springer, 2nd ed., 2014). He also published “PTSD in Psychiatric Nurses and Other Mental Health Providers: A Review of the Literature” in *Issues in Mental Health Nursing*, 34, 2013, 787-795. He also presented, with C. Moran, C. Best and L. Mensah, “Post-Traumatic Stress Symptoms in Psychiatric Inpatient Staff Related to Exposure to Violence and Psychological Factors” as a poster presentation at the North Shore-LIJ Health System’s annual Nursing Research Conference, Long Island, New York, April 2014. In addition, he presented, with B. Derbabian, “The Effect of a Calorie-Restricted Diet on Weight Gain in Short-Term Psychiatric Inpatients Receiving Atypical Antipsychotic Medications” as a poster presentation at the annual New York Presbyterian Evidence-Based Nursing Conference, Academy of Medicine, New York, November 2013.

**Andrea McCrink** presented “Mental Health in the United States” and “Postpartum Depression” as invited lectures at China’s Jinan University, January 2013. She also presented, with A. Bongiorno, M. Klainberg, A. Andrea, R. Schecter and L. Sedhom, “Perspectives in Academic Misconduct” as a poster presentation at the Gamma Delta Chapter of Sigma Theta Tau in Plattsburgh, New York. In addition, she presented, with Nancy Cole, “Leadership Initiative with Nurse Managers in the Dominican Republic” as a podium presentation at the Sigma Theta Tau International 42nd Biennial Convention in Indianapolis, Indiana, November 2013, and “Improving the Health of Children in the Dominican Republic Through a Collaborative Partnership” at the 39th Annual Conference of the Transcultural Nursing Society in Albuquerque, New Mexico, October 2013.

**Ditsapelo McFarland** published “The Associations of Demographic Variables and the Health Belief Model Constructs with Pap Smear Screening Among Urban Women in Botswana” in the *International Journal of Women’s Health*, (5), 2013, 709-716. She also contributed to *Ethnography Springer Series on Qualitative Nursing Research*, M. de Chesnay (Ed.), Volume 1: *Ethnography*. New York: Springer Publishing Co., 2015.

**Janet Raman**, with L. Bryer and E. Morote, published “The Application of Narrative Pedagogy to Promote Excellence for Nursing Students in the Clinical Setting” in *Long Island Education Review*, 12(2), 2013, 42-46, and also published, with J. Bryer and F. Cherkis, “Health-Promotion Behaviors of Undergraduate Nursing Students: Survey Analysis” in *Nursing Education Perspectives*, 34(6), 2013, 410-415. In addition, she published “Nursing Student Success in an Associate Degree Program” in *Teaching and Learning in Nursing*, 8(2),





2013, 50-68, and also presented “Nursing Student Success in an Associate Degree Program” as a poster presentation at Elsevier/Mosby’s Faculty Development Institute, January 2013.

**Maureen Roller** presented “Process-Oriented Guided-Inquiry Learning (POGIL) Application in Fundamental Nursing Education” at Sigma Theta Tau International’s 42nd Biennial Convention, Indianapolis, Indiana, November 2013. At the same convention, she and **Helen Ballestas** presented “Researching Cultural Competency Among Baccalaureate Nursing Students Attending a Study Abroad Program in Costa Rica.”

**K.C. Rondello** and L. Keilas presented “Campus Student Resources in an Emergency: Enhancing Community Resilience” as a podium presentation at the Preparedness and Emergency Response Consortium in Orlando, Florida, April 2014.

**Tonya Samuel** published “Standardizing a Process to Engage African Americans in Health Research: The Community Research Outreach Workers’ Network (CROWN)” in the journal *Progress in Community Health Partnerships: Research, Education and Action*, 8(1), 2014, 109-116.

**Hasan Sapci** presented “Telemedicine and Remote Patient Monitoring Training Best Practices” at the American Telemedicine Association’s Annual International Meeting, Austin, Texas, May 2013.

**Joan Valas** collaborated with A. Agelarakis (Department of Anthropology at Adelphi) on “Mother-Infant Mortality at Birth and the Symbolism of Burial Customs in Ancient Greece,” a poster presentation at Adelphi’s Research Conference, April 2014.

**Thomas Virgona** published “First Responders to Superstorm Sandy: An Information Technology Assessment” in the *Journal of Nursing and Health Science*, 2013, 51-56. In addition, he published “How Cognitive Science Has Influenced the Applied Science of HCI: The Evolution That Envis the Revolution” in the *Journal of Computer Engineering*, 13(3), 2013, 202-221; “Towards an Epistemological Definition of the Research Front of Information and Society” in the *Journal of Business and Economics*, 4(3), 2013, 202-221; and “Graduate Nursing Student Self-Assessment: Fundamental Technology Skills” in the *Journal of Nursing Education and Practice*, 3(3), 2013, 6. The latter was retrieved from [sciedu.ca/jnep](http://sciedu.ca/jnep).

**Jane White** and L. Plant published “Emergency Room Psychiatric Services: A Qualitative Study of Nurses’ Experiences” in *Issues in Mental Health Nursing*, 34, 2013, 240-248.

**Susan Zori** presented “Critical Thinking of R.N. Fellows” at the Adelphi University Leadership Program, Garden City, New York, April 2013, as well as at the 13th International Meeting on Simulation in Healthcare in Orlando, Florida, in January 2013, and at the Long Island Jewish Medical Center Research Day in New Hyde Park, New York, October 2013. In addition, she published, with N. Kohn, K. Gallo and M.I. Friedman, “Critical Thinking of Registered Nurses in a Fellowship Program” in the *Journal of Continuing Education in Nursing*, 44 (8), 2013, 374-380.

# STUDENT HIGHLIGHTS

## STUDENT HONORS AND AWARDS

College of Nursing and Public Health students continue to shine.  
The following students received awards at the 2014 Pinning Ceremony.

*Eileen M. Jacobi R.N. Award*  
Dena Trotto

*NYC Metropolitan Hospital  
School of Nursing Alumnae  
Scholarship–Melvin and  
Marian Prottas Award*  
Kathleen Eisenstein  
Lauren Caraos

*Sigma Theta Tau International  
Scholarship Award*  
Toni Jata  
Gabrielle Liguori  
Dena Trotto

*Peggy Ann Burleigh Memorial  
Scholarship*  
Patrick Loomis

*Justina Eisenhower Mickiewicz  
Memorial Award*  
Wildrey Labriel  
Tzirel Leifer  
Chelsea Wollman

*Justina Eisenhower Mickiewicz  
Memorial Scholarship*  
Chelsea Wollman

*Margaret T. Shay Senior Award*  
Emily Mongan

*Mildred Montag Award*  
Lisa Dollman

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

*College of Nursing and Public  
Health Perseverance Award*  
Jessica Lucero  
Reny Varughese

*Student Nurses Acting for  
Progress (SNAP) Award*  
Chelsea Wollman

*Kathryn Wilgosz Chiddo Award*  
Samantha Avila  
Vickie Tsaklano

### THE FOLLOWING WERE 2014 NURSING INDUCTEES INTO THE ALPHA OMEGA CHAPTER OF THE SIGMA THETA TAU INTERNATIONAL SOCIETY.

#### GRADUATE

Eleonora Lopez

#### UNDERGRADUATE

Denise C. Alexis  
Jessica M. Alvarez  
Romana Amjad  
Lauren A. Ardito  
Patricia Bell-Henry  
Karina A. Bowen  
Jared Brimer  
Shawna C. Brown  
Katherine Bundrick  
Heather M. Cabibbo  
Lauren E. Cestaro  
Celina S. Christy  
Erica M. Conde  
Ashley L. DeChiaro  
Erica G. DeLeon  
Nicoletta DiDonato  
Lisa A. Dollman  
Alexandra R. Farrell  
Devin C. Flynn  
Maria T. Gardella  
Rachel F. Garry  
Rosemay Gaston

Toni A. Jata  
Eugenia Jilkina  
Miran Kang  
Kreindy Katz  
Jennifer A. Keehner  
Karen M. Koechel  
Michal Kontente  
Tanya Kozakis  
Wildrey A. Labriel  
Shalamo Leviyev  
Gabrielle A. Liguori  
Patrick G. Loomis  
Nancy Loven  
Jessica Lucero  
Erik C. Lyons  
Chelsea M. MacDonald  
Jessenia Maldonado  
Shannon M. Maloney  
Dionne Malonzo  
Maureen R. Manluco  
Nicole L. Mascolo  
Marielle Damayo Medina  
Jennifer Marie Mirabella

Meaghan E. Mischke  
Emily C. Mongan  
Ashley Mustakas  
Anthonia O. Onyemem  
Simmi Pandey  
Gina M. Peluso  
Chanda T. Reece  
Jennifer Reyes-Bueno  
Daylissa S. Rodney  
Samantha M. Rodriguez  
Tamara A. Schachter  
Esther Schwartz  
Jennifer L. Taglich  
Dena Trotto  
Vickie Tsaklanos  
Erica A. Valencia  
Rivka Wexler  
Aneta Wierciszewski  
Anna K. Wilkos  
Linda Wohning-McBride  
Jennifer L. Yu





# ALUMNI UPDATES

**Roslyn Barry '63** recently celebrated her 71st birthday. After getting her master's degree in nursing in child psychiatry at New York University in 1966, she married Kevin J. Barry, who retired as captain of legislative affairs in the Coast Guard after a 25-year career. Her nursing degree led to a perfect career for a military wife; she practiced in Maine, New Orleans, St. Louis and Washington, D.C. After they moved to Virginia in 1985, they opened a Catholic gift shop and bookstore, The Paschal Lamb, with two other couples; the store marked 25 years in business in November 2012. Her husband passed away in April 2009.

**Linda Jo Belsito, M.S. '91**, competed in the 2013 World Masters Games in Torino, Italy. She won a gold medal in women's weightlifting and set 10 master world game records.

**Kathryn [Wilgosz] Chiddo '77** is a certified neonatal nurse and passenger safety technician, certified to make sure car seats are installed correctly and to teach others how to use and install a car seat on their own.

**Gara Edelstein '77, M.S. '90**, has been appointed as the first chief nursing officer of the Catholic Health Services of Long Island, Rockville Centre, New York.

**Barbara Franzese-Kennedy '99, M.S. '02**, completed Adelphi's R.N. to B.S. in Nursing program and then continued for an M.S. She is now an associate professor at Nassau Community College.

**Corinne [Hirschfeld] Freeman '47** is a financial adviser for Wells Fargo, and has more than 20 years of experience in the financial services industry despite her nursing degree. She is the former mayor of St. Petersburg, served on the Pinellas County Board of Education and was president of the Florida League of Cities. She was also chairman of the United Negro College Fund. In addition, she has served as a member of the U.S. Conference of Mayors Standing Committee on Economic Policy and a trustee for Palms of Pasadena Hospital and Bayfront Medical Center.

**Alexis Gardiner '06, M.S. '13**, who graduated in August 2006 with a bachelor's

degree in nursing, graduated with a master's degree in nursing in May 2013. A licensed adult nurse practitioner in New York State, she took her certification exam to become a board-certified nurse practitioner in Summer 2014.

**Frances [Belfiore] Hilliard '73, M.S. '78**, a retired faculty member of the nursing department at Nassau Community College, is currently a New York State United Teachers (NYSUT) volunteer, doing community presentations for Seniors Out Speaking (SOS), a program sponsored by the Medicare Rights Center that is designed to help people on Medicare get the most from their coverage by educating them on such topics as coverage options, benefits and changes.

**Jacqueline Rose Hott, G.C. '89**, former Adelphi professor and dean *emerita*, helped listeners with their love and relationship questions this Valentine's Day as a guest on *The Sean Hannity Show*. In April 2014, Dr. Hott was recognized by Nassau County Executive Edward P. Mangano as a Woman of Distinction.

**Susan Letvak, Ph.D. '96**, was inducted as a fellow into the American Academy of Nursing in fall 2012 and was recently promoted to professor and department chair of adult health nursing at the University of North Carolina at Greensboro.

**Valerie T. Terzano '74, M.S. '90**, was recently elected member-at-large on the Board of Directors of the Girl Scouts of Nassau County, Inc. Terzano, senior vice president and chief nursing officer at Winthrop-University Hospital, joins a panel of 28 board members in their mission to provide leadership, innovation and to support to the Girl Scouts of Nassau County.

**Marylou Yam, Ph.D. '94**, provost and vice president for academic affairs at Saint Peter's University in Jersey City, New Jersey, was named president of Notre Dame of Maryland University, Baltimore, in March 2014; she began her new duties July 2014. She was the first woman to serve as dean of Saint Peter's College of Arts and Sciences and School of Business Administration.

To submit class notes, visit [adelphi.edu/classnotes](http://adelphi.edu/classnotes).



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**Ruth (Bronfman) Marcus '64**  
*Retired Nurse*

Member of the Ruth S. Harley Society  
since 2007

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