

The BULLETIN

WPC

VOL. 11, NO. 3

WILLIAM PATERSON COLLEGE

DECEMBER 16, 1996

Mid-Year Commencement Set for January 19

WPC's mid-year commencement, for students who complete their degrees in August and December, 1996, will be held on Sunday, January 19, 1997. A total of 649 bachelor's degrees and 81 master's degrees will be awarded.

"In addition to providing an occasion for timely recognition of our January graduates, a mid-year commencement offers us an ideal opportunity to come together as a community and reflect upon the semester just completed and the one ahead," said President Arnold Speert.

The day's activities will begin with a noon buffet brunch in the student center for the faculty and staff, followed by robing at 1:15 pm. The ceremony will begin at 2 pm in the Rec Center and will feature an address by Speert.

The program, which will follow the format introduced in 1995, will include individual recognition for each graduate. Graduates will be

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WPC To Hold Three-Day Conference to Plan Future Direction

In preparation for university status, the college will hold a three-day "Future Search Conference" from February 27 to March 1 to establish the future direction of the institution.

Held in an off-campus location, the planning conference will be attended by approximately 80 "stakeholders" including faculty, students, alumni, administrators, trustees and representatives from the external community, explained Dona Fountoukidis, director of planning, research and evaluation, who is chair of the conference planning committee.

"The purpose is to stimulate strategic thinking about the future needs of information-age learners and how William Paterson College can develop the capacity to meet those needs," said Fountoukidis. "The outcomes will be a set of agreed-upon directions which will form the basis for a new mission and vision state-

ment as well as the starting point for a new strategic plan and a major fundraising campaign."

Facilitators

Two consultants will work with the planning committee in preparing for the conference, facilitating the meetings and

helping to develop strategies for implementing the directions which emerge during the three days. They are: Lois Graff, associate dean for undergraduate programs, School of Business and Public Management, George Washington University, and Steven Brigham, director of the Continuous Quality Improvement Project for the American Association for Higher Education.

The conference follows the Comprehensive Analysis of the college's academic programs conducted last year, and the current Student Success Plan outlined by Chernoh Sesay, executive vice president and provost.

Important Transition Point

"We are at an important transition point for the institution as we move toward university status and explore how technology will influence what we do and how we do it,"

(Continued on page 4)



Dona Fountoukidis

WPC/CPA



Karen Hilberg, recreational activities, and a "trainer" for the college's Connections program, leads one of the campus groups working on improving relations with students through increasing sensitivity and personal communication skills. (See story on page 2).

Inside:

Nursing (B.S.) -- Fourth in a Series Focusing on the Commended Programs

Connections: Caring About Others and Ourselves

"How can you tell if someone's smile is genuine?"

"Their eyes smile."

"You're right, their face lights up."

"We need to give students the same quality of service as business does."

"I resent thinking of education as a business. Students are not customers. Our job is to empower them to be learners."

"The bottom line is we need to learn how to respect each other, to have patience with each other."

These short exchanges were part of a recent dialogue between leaders and members of a group taking part in a college-run student relations program called Connections.

A campus-wide initiative coordinated by Human Resources, Connections, designed by Noel-Levitz Centers, Inc., a management consultant firm, focuses on bringing together all members of the WPC community in small groups to discuss feelings about their work and treatment of each other with a special emphasis on how they relate to students.

"We looked at a number of staff training and development programs to help us with our Student Success Plan," said Raj Singh, assistant vice president of human resources, who added that he felt the program would benefit the participating individuals in their own lives as well as aid student retention efforts.

Twenty-six members of the campus community, including faculty, administrators, professional and support staff, were selected to become trainers and given two days of intensive instruction by Noel-Levitz. These trainers, in turn, usually working as a team of three, have been conducting classes for other groups of 15 selected to provide a broad cross-section of employees. Each class meets three times for two- to three-hour periods in the relaxed but businesslike atmosphere of the Paterson Room in the library.

While participation in the program is encouraged, Singh hopes everyone will want to take part. "It is bringing together employees who may have been working at the college for awhile but

have never met or talked to one another," he says. "New friendships are developing as we work together to

improve our communication skills and make recruitment and retention everyone's responsibility."



Led by three "trainers" working as a team, Karen Hilberg, recreational services; Ken Zurich, career services; and Barbara Smith, library; a Connections group examines their feelings on issues relating to students. Pictured, top left, is Raj Singh, who introduced the session; top right, participants Ya'agov Ziso, library; Barbara Pilgson, student services; and Natasha Eaton, academic advisement, shown charting their thoughts and, bottom right, Reynaldo Martinez, academic advisement; Judy Pitts, residence life; and David Miller, faculty; discussing an important point. Susan Green, academic support, and Mary Brantley, athletics, also attended.



Photo by Bill Blumhardt

Edelstein Heads Marketing Committee

A marketing committee, chaired by Mel Edelstein, history, has been named by Chermoh Sesay, executive vice president and provost, to develop a marketing plan for the college.

Addressing the committee at its first meeting in October, Sesay explained that marketing the college has a very high priority in the Student Success Plan, and that the committee's report will help to guide the work of the Future Search Conference (see separate article) and the development of new mission and vision statements for the college.

"The committee is making progress reports to the Faculty Senate and will be hiring a professional marketing agency to serve as a resource for its decisions," Edelstein said. In addition, committee representatives have made reports to each of the School Councils and asked for their input.

Stating that the committee will present a report to Sesay by the end of the semester, Edelstein urged all members of the campus community to

forward their ideas on marketing the college to him (room 204, The Atrium), so they can be considered by the committee.

In addition to Edelstein, the committee includes Leslie Agard-Jones, African, African-American and Caribbean Studies; Mathilda Catarina, special education and counseling; Carole Gelfer, communication disorders; Prabhakar Nayak, marketing and management sciences; Diana Peck, communication; Peter Stein, sociology; Miryam Wahrman, biology; Kurt Wagner, library; Barbara Bakst, public information; Dona Fountoukidis, planning, research and evaluation; Nina Jemmott, graduate studies, research, and academic administration; and Nancy Norville, enrollment management.



Mel Edelstein

Photo by Cheryl

New Jersey Project Celebrates 10th Anniversary

The New Jersey Project, the country's first and only statewide educational transformation initiative designed to include gender and diversity scholarship in higher education curriculum and pedagogy, celebrated its 10th anniversary on November 1.

Based at the college for the last seven years and directed by Paula Rothenberg, professor of philosophy and women's studies, the Project was honored in a proclamation issued by Governor Christine Whitman which set November 1 as "New Jersey Project Day."

The first decade of the Project's work was celebrated on November 1 and 2 with a special anniversary conference featuring six nationally known scholars who discussed the past, present and future on inclusive scholarship and institutional transformation around issues of diversity.

The governor's proclamation stated that "the Project's mission advances the cause of intellectual integrity and academic rigor through high-quality inclusive curriculum content and teaching," and that "the higher education community benefits from an educational climate which includes the history and wisdom of diverse peoples, thereby preparing students to live and work productively in a global, multicultural society."

"The proclamation reinforces the importance of our mission and gives recognition to the pathbreaking work that so many New Jersey educators have been doing over the past ten years," said Rothenberg.

Earlier this year, Columbia University's Teachers College Press published the Project's first book, *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project*. The Project also publishes a biennial scholarly journal, *Transformation*, holds an annual faculty development Summer Institute, conducts a competition for Student Achievement Awards for Excellence in Feminist Scholarship, and sponsors ALANA, a network of women of color in higher education.



Paula Rothenberg, Director of the New Jersey Project, welcomes participants to the 10th anniversary conference of the Project. The organization's important work was recognized by Governor Christine Whitman in a proclamation.

WPC's Athletic Training Program Earns National Accreditation

The athletic training program at William Paterson College has had a long-standing reputation for excellence. It just got stronger as WPC earned the distinction of being the first athletic training program in the State of New Jersey to earn national accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

WPC is one of only 55 athletic training programs in the country to have accreditation from CAAHEP—a direct result of an intense year-long certification process that included an on-site evaluation and an in-depth self-study. According to CAAHEP, the largest diversified health education accreditation system in the country, the athletic training program at WPC surpasses national standards. "It ensures that the WPC graduate is held to the highest of ideals, which will lead to professional certification,

registration and state licensure," according to CAAHEP.

One of the individuals responsible for the success of the program is David Middlemas, program director, athletic training. "Since June of 1994, 100 percent of our graduates are employed in the field of athletic training," says Middlemas. "Our program offers an intense 26-credit concentration in athletic training, which has led to an 83 percent first-time pass rate on the national certification exam."

Graduates of the athletic training program at WPC go on to successful careers as collegiate athletic trainers and high school athletic trainers. Many enter careers in sports medicine and industrial sports medicine clinics. The athletic training program falls under the Department of Exercise and Movement Sciences, and its graduates receive a bachelor of science degree in physical education.

Tom Jable (left), chair, exercise and movement sciences, discusses athletic training procedures with Toby Barboza (center), head athletic trainer, and David Middlemas, program director.



Michael Chast

Harry Belafonte to Speak about Contemporary Human Rights Issues



Harry Belafonte

7, as guest lecturer of WPC's Distinguished Lecturer Series.

Tickets will be available at the Shea Center Box office on the Monday prior to the lecture and can be purchased by calling the box office between 10 am and 1 pm at x2371. Prices are \$15 standard; \$12 for senior citizens and WPC faculty, staff and alumni; \$10 for non-WPC students and \$7 for WPC students. The lecture begins at 8 pm in Shea Center on campus.

Although Belafonte is known as a producer, actor, and a recording and concert artist who has appeared on Broadway and in film and television, his commitment to the international struggle for human rights has earned him global respect as well as awards and recognition.

A close friend and confidant to the late Dr. Martin Luther King Jr.,

Harry Belafonte, whose multi-faceted career as an entertainer and political activist spans more than four decades, will discuss his commitment to human rights on February

Belafonte was named to the board of directors of the Southern Christian Leadership Conference and has been chairman of the Martin Luther King Jr. Memorial Fund.

Belafonte has opened new cultural exchanges with emerging African nations and through the Belafonte Foundation has aided many African students seeking an education in the United States.

Commencement

(Continued from page 1)

recognized by school and major and will proceed to the platform, where the school dean will award the diploma.

Doris White, senior faculty member and professor of curriculum and instruction, will lead the academic procession in her role as college marshal. Individual receptions will be held by the four schools at the conclusion of the ceremony in the student center.

John Mason, an associate professor of political science, chairs the Commencement Committee.

In the event of severe inclement weather, the commencement will be held Tuesday, January 21, beginning at 7 pm.

Conference

(Continued from page 1)

Fountoukidis pointed out. "The conference is a vehicle for us to look toward the future in this time of change. It is unique in that it is the first time we will bring together in one place representatives of all of the major stakeholder groups to explore the future direction of William Paterson as a university."

During the first day of the conference, which will begin at noon, participants will focus on the past and reflect on the vast changes which have occurred in their lives, the life of the college and the world. The morning meeting of day two will investigate the current environment — the strengths and weaknesses of the college, and its responses to changes in the environment. The second half of the day will be devoted to developing preferred future scenarios. The third day will generate action plans.

Planning Committee

Members of the planning committee include Fountoukidis, faculty members David Demsey, music; Rochelle Kaplan, curriculum and instruction; Roy Knau, marketing and management sciences; William Small, political science, and Jane Voos, biology. Other members include Julie Barrier, continuing education; John Gaboury, library and information technology; Elizabeth Diaz, custodial services; Nancy Norville, enrollment management, and Roland Watts, student services.



WPC RECEIVES \$10,000 FROM BELL ATLANTIC FOR CHINA TRIP: Richard P. Ricca, a Bell Atlantic representative (left) presents a \$10,000 check to George McCloud, communication, to sponsor a national teleconference project for WPC's School of Arts and Communication. The funding enabled students and faculty journalists to travel to China and videotape a 90-minute documentary that was broadcast nationally via the college's state-of-the-art facilities.

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The **SPECIAL REPORT** **WPC** BULLETIN

Nursing Program Commended for Excellence

Nursing (B.S.) RECOMMENDATION: Commendation

"This program enrolls solid students, but CSAT scores are not so high as to make them incomparable to some other programs of WPC. The success of the program seems more a function of careful mentoring of students, exacting expectations, well-designed curriculum and devoted faculty who are intensely engaged in their profession. Other departments may be able to learn by studying some of the practices of this department in so far as they can be translated to very different instructional settings."

The above statement, quoted from the academic comprehensive analysis, describes in a nutshell one of WPC's most successful programs, the undergraduate program in nursing. Designed to prepare generalist nurses at the baccalaureate level, it is a program which provides both a strong knowledge base in the liberal arts and sciences and a broad foundation in nursing, and in which (in the words of the nursing department's 1995 self-study) "the faculty view students as partners in learning and value them as beginning professionals."

History of Nursing Department

The development of the nursing program at WPC coincided with the institution's broadening multipurpose focus, which began in 1966 when degree offerings other than those leading to a teaching degree were added. In 1970, initial accreditation was granted by the National

League for Nursing (NLN). The department has maintained its accreditation without interruption ever since, says Sandra DeYoung, nursing department chair. "In fact, in 1993, during their most recent reaccreditation visit, the NLN team verbally commended us on an excellent curriculum."

Alumni

WPC also graduated its first nurses in 1970. Janice Breen was a member of that first graduating class. A certified clinical specialist in community health nursing, she is president and CEO of West Essex Community Health Services, where she supervises a staff of 230 health care workers and oversees a \$7,000,000 budget. "When I graduated from WPC," she says, "I was amazed to see how well prepared I was to function in the professional world. I was taught to think — I could find the resources, the answers." On today's nursing graduates, she says: "I look for those folks! I am influenced by the fact that they are WPC grads. It is that preparation that makes the difference."

In its 26-year history, the nursing program has graduated more than 1,900 health care professionals, many of whom have gone on to distinguished careers. In addition to Breen, there is Patricia Orlak, a 1988 graduate who got her first job as a result of a clinical placement at Hackensack Medical Center and is now head nurse in that hospital's cardiac care unit. "We have hired many externs and other WPC nursing graduates," she says. "They are more independent. They know when to ask the appropriate questions and they utilize their instructors' knowledge fully." Roseanne Wille, '74, became dean of nursing and now provost and senior vice president for academic affairs at Lehman College, CUNY. She says her undergraduate experience at WPC prepared her well "for both higher education and the



Nursing department faculty and staff, from left: Seated, Naomi Horsky, Sandra DeYoung, Barbara Bohny, Mary Patrick. Second row: Cira Fraser, Colleen Barbarito, Julie Bliss, Cheryl Holleme, Connie Bareford, Linda Parry-Carney, Beth Evans. Third row: Gerti Christofferson, Dorothy Maciorowski (professor emeritus), Nelda Samarel, Vicki Lynn Coyle, Donita D'Amico, Aine Lynch, Claudette Barry, Minnie Lynch, Joan Loisel, Daphne Shah, Kate O'Grady, Diane Hiller. Kathleen Connolly, Geraldine Dees, Ruth Harrison, Susan Jackson, Gloria Just, Carol Mahoney, Marie McElgunn, Robin Sandler, Janet Tracy, Patricia O'Brien-Barry, Lorraine Chiarello and Millie Soto are not pictured.

(Continued on next page)



WPC's first nursing graduates, members of the Class of 1970, attended a reunion in Hobart Manor last May. From left, seated, are Arlene Lapari Kayne, Angela Semeraro Capo, Janice Deyoung Breen, and, standing, Judith Kleiwerda Despirito, Carol Iaroli Piotrowski, Sandra MacElroy Bowman and Patricia Casey.

The Clinical Component

Clinical experiences in hospital and other health care settings begin in the sophomore year. Under careful supervision of a WPC faculty member, small groups of nursing students progress through a series of experiences in medical/surgical settings, pediatrics, maternity, oncology and critical care nursing, culminating in the senior year with experiences in psychiatric and community-based nursing.

During a recent visit to St. Joseph's Hospital and Medical Center in Paterson, a WPC Bulletin writer shadowed faculty member Catherine O'Grady as she shepherded eight junior-level students through their routines in the pediatric unit. Their day begins at 7 am with review of charts, a planning conference with O'Grady, and direct nursing care to assigned patients until 11:45 am. A 45-minute post-conference follows, where the students share their experiences, ask questions and, says O'Grady, "learn from each other as well as from their instructor."



Nursing instructor Catherine O'Grady stands by as student nurse Maureen McElwee adjusts the IV line for patient Jeannette Garcia while Jeannette's mother Vivian looks on.

the heart and lung sounds of a tiny boy with asthma. "Their clinical placements are carefully plotted to fit the objectives of the course," says O'Grady. "They provide opportunities for both direct practice and assessments with selected patients." The following week, the student cohort would move on to the maternity unit for another quarter-semester clinical experience under a faculty member experienced in maternal/child health nursing.

Nursing Program Commended (Continued from previous page)

professional world."

In the 1970s, the growing and competitive program adopted the Roy Adaptation Model, a holistic, personalized and humanistic approach to address health needs and problems with individuals and families, says DeYoung. Today, she notes, the BSN degree is offered in three tracks — for generic, second-degree and registered nurse students. Currently, the department has 26 full-time and half-time faculty and five support staffers. A master of science degree in community-based nursing was approved in 1995 and the first students were admitted in the spring of 1996 (see related story). Today, the undergraduate program has 350 students; the new graduate program enrolls 49 with about 20 more expected in the spring of 1997.

Teaching

The curriculum is designed to provide sequential learning experiences which encourage the development of intellectual skills of inquiry, analysis, synthesis and creativity. "Early on," says

Kathleen Connolly, a nursing faculty member since 1975, "a high academic and clinical standard was set, because nursing is a discipline which requires skill and ability." Shelsea Valentine, a junior, agrees that the program is "challenging. The resources are there. It is up to you to use them." Dana Stewart, a wife and mother who came to WPC after earning a degree in business management, calls the program "difficult and competitive."

The more significant teaching innovations used by the nursing staff include incorporating teaching strategies which promote active learning, developing new elective courses, including students in faculty research projects, instituting innovative clinical teaching techniques such as nursing rounds and using computers and interactive videos. Next spring, the department will launch the college's first distance learning initiative, a course in pharmacology taught by Sal DiStefano, director of pharmacology at St. Joseph's Hospital and Medical Center. The course will be held on Monday evenings in WPC's Hobart Hall and uplinked to students from Fairleigh Dickinson University and Felician College.

Faculty and Student Research

Many nursing faculty are actively engaged in research and publication; all students take a research course and must exercise their research skills either by taking on a project of their own or by assisting faculty with their research. Last year, for example, Gloria Just and DeYoung did a research project on "metacognition in good and poor readers." Nursing students assisted in the study by entering data and reviewing the literature, then wrote papers describing the experience. Currently, DeYoung and Just are working on a study on controlling violent episodes in Alzheimer's disease patients through behavior modification. Next semester, they plan to include students in this research.

Barbara Bohny has a grant from Becton-Dickinson to study the impact of self-efficacy on

(Continued on next page)

Nursing Program Commended

(Continued from previous page)

health care behavior in the mature diabetic. Graduate student Joan Loisel is involved in all aspects of the grant, from collecting the sample to telephone intervention and data analysis. Faculty members Colleen Barbarito, Aine Lynch and Linda Carney are co-investigators in a study of the use of physical assessment skills in the clinical setting. Eight senior nursing students in Barbarito's nursing research course are participating in the collection and entering of data and examination of the study's results. With the assistance of four students, faculty member Julie Bliss is working on setting up an Internet support group and "chat room" for people diagnosed with malignant melanoma.

Janet Tracy has just completed a "qualitative" (small sample) study of adults with cystic fibrosis who are living beyond their expected lifespan and has presented the results at regional Sigma Theta Tau conferences and incorporated her findings into her teaching. Connie Bareford is doing a research study on women in mid-life. Claudette Barry and O'Grady are measuring the coping skills of those who care for hospital-discharged children at home, while Ruth Harrison is studying attitudes of caregivers toward people with AIDS. Nelda Samarel is the recipient of a number of grants from the American Cancer Society and the National Cancer Institute which have brought large sums of money to the college and funded her research on group support for first-time breast cancer patients.

Campus Service and Community Outreach

In addition to teaching, doing research and advising students, many faculty are active both on campus and in community settings. On campus, says DeYoung, faculty are "actively engaged in the work of running the college." Off campus, she notes, "our professional expertise is recognized by membership and office-holding on committees, boards, organizations and task forces related to health promotion." Many faculty volunteer their services to community organizations.

Sandra DeYoung: A Commitment to College and Community

Nursing department chair Sandra DeYoung is an expert juggler. She juggles not oranges or apples, but blocks of time. She devotes her talents to teaching, advisement, research, college service, consultation and community outreach, all with a committed, caring attitude.

DeYoung joined the nursing faculty at WPC in 1985. Her leadership skills were quickly noted, and by 1987 she became department chair, a position she holds to this day. She coordinated the 1994-95 campus-wide Comprehensive Analysis and is currently chair of the Faculty Senate.

The author of many articles in nursing journals, DeYoung has also written three textbooks. In 1994, she received the New Jersey Student Nurse Association Award for

Excellence in Nursing Education.

DeYoung says she has definitely found her niche at WPC. "It is a very warm, comfortable place," she says. "The faculty work well together and are totally committed to support our students. The department secretaries add immeasurably to this rapport because they are as committed to the students as to the faculty."

One faculty member echoed the sentiments of many with the comment: "Sandra DeYoung is organized, calm and approachable. In this department, she sets the tone."



Sandra DeYoung

Will Corbett

Mentoring and Caring

Caring and careful mentoring are key factors in the success of WPC's nursing students; an outgrowth of the collegial attitude among the faculty.

"We work well together as a group," says Barbarito, who as a WPC graduate has experience both as student and faculty member. Adds Tracy: "The faculty really care about the students and their learning experiences and what happens after they graduate." Donita D'Amico, a WPC graduate who also came back to teach,

comments on how well the faculty work together to implement the philosophy of the department. "The high pass rates on the licensure exam reflect the commitment of the faculty," she says.

Perhaps Samarel sums it up. "One of the things I found striking about the department of nursing when I initially came for an interview back in 1990 was the atmosphere of nurturance which infuses it with life and with purpose," she says. "This is apparent, I believe, to our students, who see the faculty as mentors, role models, and caring individuals who are 'there for them.'...I think I speak for most of the nursing faculty when I say this is a wonderful place to work."

Eva's Village: Outreach to Paterson

Faculty of WPC's nursing department are reaching out to the needy of Paterson through volunteer service at Eva's Village. Barbara Bohny is a member of the Eva's Village Advisory Group for Health Care; Kathleen Connolly and Gloria Just, both certified nurse-practitioners, are part of the medical team which provides primary health care at the facility's health clinic for residents of the men's and women's homeless shelters and halfway house

and those who come daily for a hot meal.

"We do TB testing, hypertension and diabetes screenings and give flu shots," says Connolly. The team members also reach out to residents by van, stopping at street corners to acquaint Paterson residents with the services available at Eva's Village. "Soon we hope to do mobile HIV testing," says Just. Next semester, adds Bohny, graduate nursing students will begin a rotation through the facility as part of the program's focus on community health care.

Honor Society, Student Nurse Association Get Pre-Professionals Involved

"It is important to get nursing students involved early in their professional organizations so they will continue to be active when they enter the nursing field," says faculty member Vicki Coyle. "It benefits the profession, and the profession looks after the needs of the public — the patient."

Two important nursing organizations — an international honor society and the WPC Student Nurse Association (SNA) — both flourish on campus and beyond. WPC has been home to the Iota Alpha Chapter of Sigma Theta Tau international honor society of nursing since 1986. A worldwide network of nurse leaders, Sigma Theta Tau provides opportunities for personal and professional growth for outstanding students and nurse professionals. Nursing faculty members Colleen Barbarito and Sandra DeYoung are chapter co-advisors.

Coyle is advisor to the SNA, which is WPC's chapter of the New Jersey Nursing Students Association. The SNA is active in fundraising for charitable causes. Active participation has been so high that WPC's SNA has won the National Student Nurses Association Platinum Award for the past two years.

James Esposito, a May 1996 magna cum laude graduate who is now a U.S. Army officer-nurse assigned to Walter



James Esposito, BSN May '96, is shown being congratulated by Colleen Barbarito at his 1995 induction into the Iota Alpha Chapter of Sigma Theta Tau, the international nursing honor society. Esposito also was vice president of the New Jersey Student Nurse Association.

Reed Army Hospital in Washington, D.C., credits the SNA for helping develop and refine his leadership skills. Esposito was vice president of the New Jersey SNA and has been a member of Sigma Theta Tau since 1995.

Both Iota Alpha and the SNA also sponsor peer tutoring programs. Jennifer Rose, SNA vice president, along with Kimberly Hazekamp, also a senior, coordinates the SNA's program, "where seniors can help freshmen get through that rough first year." She says the experience has helped her learn the organizational skills she will need to do community-based nursing, and "has also taught me how to delegate."

The Future of Nursing: Advanced Preparation for Community Settings

Health care is moving out of the hospital and into community settings. Anticipating this trend, WPC initiated a master's degree program in community-based nursing which admitted its first students in the spring of 1996.

Sandra DeYoung and Barbara Bohny, coordinator of WPC's graduate nursing program, have secured a \$750,000, three-year grant, the largest single grant in the college's history, from the U.S. Department of Health and Human Services to further expand the new program in nursing and prepare its graduates as advanced practice nurses, educators and managers in a variety of community-based settings.

"Community-based care services are the fastest growing area of health care

and expenditure in the United States," says Bohny. "They comprise a wide variety of clinical and social programs for all levels of patient needs."

Research and the ability to use technology for data management are both important components of the curriculum. Students also are expected to keep informed on legislative and policy issues and political action related to health care.

A mentorship model has been developed for the graduate program to provide educational support and services for the students, many of whom are juggling jobs, kids and care of elders, along with their studies. "They are adult learners and their needs are different," says Bohny.

Nursing Faculty — Education and Specialties

Colleen Barbarito: Ed.D., Teachers College, Columbia University; clinical aspects of nursing.

Connie Gleim Bareford: Ph.D., New York University; community health nursing.

Claudette Barry: Ed.D., Seton Hall University; community health nursing.

Julie Bliss: Ed.D., Teachers College, Columbia University; adult nursing, fundamentals.

Barbara Bohny: Ph.D., Catholic University; advanced practice nursing.

Linda Carney: M.A., New York University; medical/surgical nursing.

Gerti Christofferson: M.S.N., Seton Hall University; adult health, psychiatric nursing.

Kathleen Connolly: M.Ed., Teachers College, Columbia University; medical/surgical nursing.

Vicki L. Coyle: M.S.N., Rutgers University; maternity nursing.

Donita D'Amico: Ed.M., Teachers College, Columbia University; adult health.

Geraldine Dees: M.N., University of California, L.A.; medical/surgical nursing.

Sandra DeYoung: Ed.D., Teachers College, Columbia University; nursing education, medical/surgical nursing.

Beth Evans: M.S.N., Rutgers University; parent/child health.

Ruth Harrison: Ph.D., New York University; maternity nursing.

Cheryl Hollema: M.S., Pace University; maternal/child nursing.

Susan Jackson: M.S.N., Seton Hall University; medical/surgical nursing.

Gloria Just: Ph.D., New York University; medical/surgical nursing.

Aine Lynch: M.S.N., Pace University; community health nursing.

Carol Ann Mahoney: M.S., University of Maryland; community health nursing.

Marie McElgunn: M.S., Hunter Bellevue-CUNY; medical/surgical nursing.

Catherine O'Grady: Ed.D., Teachers College, Columbia University; pediatric nursing.

Mary Patrick: Ed.D., Teachers College, Columbia University; psychiatric nursing.

Nelda Samarel: Ed.D., Rutgers Graduate School of Education; breast cancer adaptation/support groups.

Robin Lynn Sandler: M.S., Seton Hall University; medical/surgical nursing.

Daphne Shah: M.S., Loma Linda University; medical/surgical nursing.

Janet P. Tracy: Ph.D., University of Colorado; medical/surgical nursing.

Support Staff:

Lorraine Chiarello, program assistant, master's program.

Cira Fraser, professional services specialist, master's program.

Diane Hiller, program assistant, breast cancer support project.

Naomi Horsky, chairperson's secretary

Joan Loisel, graduate assistant.

Minnie Lynch, department secretary.

Patricia O'Brien-Barry, professional services specialist.

Millie Soto, Learning Center secretary.