

THEORY & PRACTICE

THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES

Organizing Principles and Values

The following remarks were made by CPS Dean James Pallante to the faculty of The Tbilisi State Medical University during his visit to sign a partnership agreement with the National Health Management Center in the Republic of Georgia.

Our Partnership Workplan includes many specific and important prescriptions on how we will use our collaboration to optimum effect and mutual benefit. There are also implied opportunities that may be anticipated as well. For instance, there is the unstated question of how our respective core organizations may be altered in permanent ways as a result of this partnership.

For us to answer this question later, we must, in my view, begin now to understand our respective current organizing principles and values. I will share some of our guiding principles with you. And I encourage everyone involved in our partnership to share his or her principles, in turn, over the period of our collaboration. You may wish to note that many of our organizing principles, values and goals, may be considered, fairly I think, as characteristics of the work that you have taken unto yourselves. So, while we may be different in some ways, there are too important similarities.

The University of Scranton is one of 177 Jesuit colleges and universities worldwide. The mission of all these institutions is global in character. Individually and collectively, we seek to educate our students for responsible world citizenship. Our impulse is to incorporate a global dimension into our educational programs – not as a special event, but as part of the fiber of what it means to be a Jesuit university.¹ Thus, we are grateful for the opportunity to work with you, to learn from you, and, we hope, to earn your friendship.

All Jesuit institutions are all bonded together by a common heritage, vision and purpose.

The common heritage is from Ignatius of Loyola, founder, in 1540, of the Society of Jesus. One abbreviated way we think about this heritage is through the use of the term *magis*, which is Latin for “more.” *Magis* is a term that reminds us to be attentive to “continuous quality improvement.” It suggests the spirit of generous excellence in which our work should be carried on.

The vision may be expressed as the service of faith through the promotion of justice. This vision is the major apostolic focus of the Society of Jesus, and thus is of major importance to our work. The formal educational dimension of this vision is a manifestation of our care for the whole person, which we call *cura personalis*. And the purpose is to form men and women “for others.” We seek to produce graduates who will be concerned about society and the world in which they live. We encourage them to be persons who are sensitive to the need for a more equitable distribution of the world’s goods. They should be free from the constraints of ignorance, prejudice, limited horizons and distorted values.

These ideals extend to include an actualization of diversity and globalization, which is expressed in the University’s Strategic Plan² as follows: The University of Scranton will create a fully integrated campus environment marked by ethnic and racial diversity that actively fosters within its students, faculty and staff an understanding of and respect for issues of gender and for cultures other than our own.

All of these ideals form the broad basis for the specific goals and objectives that we use to manage our College and University. Using these ideals as a context, I would like to share some of the main constructs of our work.

One important organizing principal is our belief that the distinguishing characteristics of well-defined goals and objectives include the following:³

- They are clear, expressed in simple terms appropriate to your enterprise, and suitably broad in scope;
- They are identifiable with your particular organization;
- They are honest in

describing your plans and programs;

- They are stated in terms of results sought and the means by which they are to be attained;
- They are always attainable in reasonable degree;
- And they are understood and utilized within your organization as guides for thought and action.

Next, we are organized as a community of higher learning. This community while bound together initially by an ethos of inquiry is more broadly characterized as well, we hope, by the following attributes:⁴

- An educationally purposeful community that strives to strengthen teaching and learning as a result of collaboration among faculty, staff and students.
- An open community that uncompromisingly protects freedom of expression and strongly encourages civility.
- A just community, where diversity is pursued aggressively, but not at the expense of honoring the individual.



Dean James Pallante pictured with Otar Vasadze, M.D., Ph.D., director of the National Health Management Center, Tbilisi, Georgia.

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Principles and Values, cont.

• A disciplined community, where governance procedures clearly define expected behavior for the common good and the individual accepts personal obligations for membership.

• And a caring community that is sensitive to the needs of the individual through mutual support and shared services.

In addition, as a college community, we share a core pedagogy. In broad terms, this pedagogy holds that all disciplines should be taught and understood through a balance of theory and practice.⁵ An exclusively theoretical understanding of a discipline, we feel, is incomplete. Conversely, a practice (or application) for which there is no broad context is of limited, and in some cases dubious, value. Moreover, learning environments that foster balanced methods of deliberation are more likely to result in intellectual decision-making becoming a continuous process, whereby learners engage their full range of cognitive and intuitive abilities, resulting, we feel, in persons of serious reflection and strong scholarship.

This core pedagogy translates into a curriculum that is broadly interdisciplinary and includes, quite consciously, elements of the old, continuing and unresolved tensions between oratorical and philosophical traditions. We are comfortable constructing a curriculum that invites our students to understand and defend science, research and free inquiry, while otherwise being attentive to the crucial importance of language, texts and tradition. The tasks of our curriculum is to both impart the truth and to help our students seek it. While they must master the statistical techniques utilized in analyzing health-care data, they are also asked to critically examine fundamental moral issues. By means of interdisciplinary study, they learn to understand and value the natural tension between different ideals such as theory and practice, science and the humanities, thought and action.

Our curriculum is executed through a variety of teaching techniques, which emanate from an understanding of basic categories of learning such as cognitive, psychomotor and affective. Our faculty offers lectures, small group seminars and individual tutorials. They encourage both independent and collaborative

learning. And they understand that both convergent and divergent thinking skills are critical for learning. There are times to offer students convergent problems for which there is a single correct solution and a single correct process for arriving at that solution. But there are also times when there is no understood prescription for solution, when both the memory and the imagination must be engaged to solve divergent problems.

In addition to in-person interactions between our faculty and students, our curriculum is beginning, in increasing measure, to be offered by way of technology. The mechanisms for this form of teaching and learning vary widely in complexity and affordability. The most immediately promising seems to be the use of the World Wide Web. Not an inexpensive technology by any means, but it is becoming more affordable each year. So the future is not entirely dim in this regard. And the potential of the World Wide Web is of such enormity, we remain attentive for opportunities when they become available.

From our standpoint, the great opportunity is that the Web helps establish a culture that honors the fluid boundaries between the production and consumption of knowledge. On the Web there seldom is such a thing as just a producer or just a consumer; on the Web, each of us is part consumer and part producer. We read and we write, we absorb and we critique, we listen and we tell, we help and we seek help.

Furthermore, with the Web it is easier for various experts to interact casually, and to mentor or advise students. In addition, the Web's great reach provides infinite access to resources well beyond those otherwise available.

The last feature of our organizational construct that I would like to mention is our commitment to community service as both a moral principle and as an effective way to learn. St. Ignatius exhorts us to action with the following words: Not only ought you continually to love and cherish each other, but to communicate that love to all.

A. Bartlett Giamatti, former president of Yale University, expresses this thought in an equally eloquent way: "There is no growth of moral and mental powers of the self if the self alone is the ultimate goal of learning. Independence of an enduring kind, noble and practical,

arrives only when one realizes what it means, in all its glory and responsibility, that one is not alone."

In addition to the social responsibility for service that we impose on ourselves, we understand that one learns deeply and develops well when giving service. We require all of our students to perform community service on a regular basis. This service must meet the needs of the community. The experience is a structured learning experience, which combines community service with student preparation and reflection. A connecting link is established between academics and service. We consider service learning as both a philosophy of education and an instructional method.

As a philosophy of education, service learning reflects the belief that education should help students develop personally while also enhancing their social responsibility through preparation for active citizenship in a democratic society. As an instructional method, service learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement and reflection.

There are many other dimensions to our organization, of course. But with your permission, I will conclude my remarks at this point, and consider them as the beginning of an on-going dialog that we will have into the future for many years. Thank you for your warm welcome and your kind attention.

Notes

1. Kolvenbach, S.J., P. 1989. "Themes of Jesuit Higher Education." Address given by the Superior General of the Society of Jesus at Georgetown University: Washington, D.C.
2. "The University of Scranton Strategic Plan 2000-2005." 1999. Scranton: The University of Scranton.
3. "Characteristics of Excellence in Higher Education: Standards for Accreditation." 1994. Philadelphia: Commission on Higher Education. Middle States Association of Colleges and Schools.
4. Boyer, Jr., E.L. 1998. "What is the meaning of life? A son's search for his father's values." Paper presented at the meeting of The Boyer Legacy: prospects for a New Century 1998 National Conference: Hershey, Pa.
5. Kimball, Bruce A. 1995. "Orators and Philosophers: A History of the Idea of Liberal Education. New York: College Entrance Examination Board.

Dutch Island Provides Diverse Environment for Student Teachers

On a 500-year old island where Amsterdam meets the Caribbean, four University of Scranton students took part in a teaching and learning experience.

Beginning in late October, the student teachers spent six weeks on the island of Curacao in the Netherlands, Antilles, working with students at the American Preparatory School in Willemstad. It proved to be an educational experience for both The University of Scranton students and the Curacaoan pupils.

"Curacao is an island of vast cultural, religious and ethnic diversity," said Kathleen Montgomery, D.Ed., assistant professor of education and coordinator of the Curacao student teaching experience. "Yet the school's curriculum is American based."

According to Dr. Montgomery, the University chose a school in Curacao

as part of its long-range goal of partnering with a South American community across all parts of the university's teaching curriculum from education and health administration to nursing.

The American Preparatory School was founded by a husband and wife who were interested in home schooling their children. Their nurturing and problem-solving approach to education garnered the attention of other islanders, and thus the school was formed. Today, the American Preparatory School has approximately 140 students, ages 4 to 18. The teachers are American certi-



Greg Solfanelli and pre-Algebra class at the American Preparatory School in Curacao.

fied, and the school is approved by the Pennsylvania Department of Education.

While classes are taught in American English, the students speak any of four different languages: Dutch, English, Spanish and the native Papiamentu. Their family religions range from Judaism and Islam to Christianity.

Despite their immense diversity, the students, and Curacaoans in general, "get along so well," said senior Devon Werner, Clarks Summit, who was a student teacher in a kindergarten class. "The people were welcoming and made us feel comfortable right from the start."

Secondary Education major Greg Solfanelli, Waverly, couldn't help but compare the class sizes of four to 12 students to the classes of 25 or 30 students at Abington Heights, where he was previously a student teacher. The Curacao experience provided Mr. Solfanelli with his first opportunity to work with students speaking English as a second language, which is an area of special study in his field.

Education majors Megan Tempel, Middletown, N.Y., and Kelly Toole, Garden City, N.Y., also participated.

The University of Scranton's education programs are accredited by the National Council for Accreditation for Teacher Education (NCATE). NCATE, a professional accrediting body for schools, departments and colleges of education, is recognized by the U.S. Department of Education.



Kelly Toole introducing the concept of "turkey" to students at the American Preparatory School in Curacao.

Region's Only Nurse Anesthesia Program Re-affiliated

The University of Scranton has renewed its affiliation with Wyoming Valley Health Care System to offer a Master of Science degree in Nurse Anesthesia – the only program of its kind in Northeastern Pennsylvania and one of just 84 in the country.

"Throughout the United States there is an increased demand for nurse anesthetists who can perform services essential to the growing number of surgeries being performed and babies being delivered," said Patricia Harrington, Ed.D., associate professor and chair of the Nursing Department at The University

of Scranton. "This program provides an opportunity for local nurses to become nurse anesthetists without traveling outside the region."

Nurse anesthetists work in conjunction with other health-care professionals to provide a patient's anesthesia needs before, during and after surgery or the delivery of a baby. They are qualified to perform physical assessments, administer and maintain anesthesia, and oversee a patient's recovery from anesthesia. Certified Registered Nurse Anesthetists (CRNAs) administer about 65 percent

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Ratio & Usus

Patricia Bailey (Nursing) attended a three-day course on end-of-life care held in Pasadena, Ca. The American Association of Colleges of Nursing (AACN) and the City of Hope (COH) Cancer Center received a 3½-year grant from the Robert Wood Johnson Foundation to conduct this training program, "End-of-Life Nursing Education Consortium," for undergraduate nursing faculty. Dr. Bailey was one of 124 nurses competitively selected from across the United States to attend the program. The principal goal was to provide faculty with information on end-of-life care and resources to integrate end-of-life content into nursing school programs.

Shani Carter (Health Administration and Human Resources) presented "The Intersection of Training and Careers: An Examination of Trends of Vocational and Professional Certification, and a Call for Future Research," at the Academy of Human Resource Development Annual National Conference, Tulsa, Oklahoma, February 28-March 4.

Ronald Deitrick (Exercise Science) published (in press) "Physical Exercise Training in Maintenance Hemodialysis Patients: Access to Exercise" in *Your Patient and Fitness* and will present "Cardiorespiratory and Metabolic Effects of Varying Degrees of Unweighted Treadmill Walking" at the Annual National American College of Sports Medicine meeting in Baltimore this May.

Linda Desmond (Nursing) received the 2001 Sigma Theta Tau International, Region 6, Education Technology Award for a CD-ROM program, "Arterial Blood Gases: Interpretation and Management."

Douglas Dixon (Education) published "The Lackawanna Historical Society in the New Millennium: Benefits for Patrons at Home and Abroad," in *The Lackawanna Historical Society Journal*, vols. 29-30, pp. 3-6, April 2001; published (in press) "Local Historical Societies and the Social Studies Teacher" in the *Social Studies Journal*, spring 2001;

will present "The Three R's of School-University Collaboration" at the American Educational Research Association in April.

Marybeth Grant-Beuttler (Physical Therapy), J.W. Sparling, W.W. Ware and N. Chescheir co-presented "Motor Differences in Fetuses Subsequently Born Premature"; also co-presented "The

Effects of Backpack Weight on the Static Posture of Children" with L.E. Semon, B.L. Shuman, E.J.M. Stehr and K. Ward at the American Physical Therapy Association's Combined Sections Meeting (CSM) in San Antonio in February.

Renee Hakim (Physical Therapy) and **Barbara Wagner** (Physical Therapy) presented "Utilizing Generic Abilities to Facilitate Professional Development in a Physical Therapy Curriculum" at the American Physical Therapy Association's Combined Sections Meeting (CSM) in San Antonio in February. Assisted by 28 student research assistants as part of the Faculty-Student Research Program, Professor Hakim conducted a three-month Fall Risk Reduction Program for the Senior Companions at the Dunmore Senior Center during fall 2000; she also completed her doctoral studies in public health (dissertation title: *Fall Risk Reduction Intervention for Community-Dwelling Older Adults*) at Temple University on March 12.

Mary Jane Hanson (Nursing) presented "Predicting Cigarette Smoking Among College Students" at the 13th Annual Scientific Sessions of the Eastern Nursing Research Society, Atlantic City, April 1-3. The paper was funded by University of Scranton internal research funding and the Theta Rho Chapter of Sigma Theta Tau – International Honor Society of Nursing.

Timothy Hobbs (Education), **Lori Bruch** (Counseling and Human Services), **John Sanko** (Physical Therapy) and C. Astophi published (in press) "Friendship on the Electronic Playground: Observations of Inclusive Computer Play" in *Teaching Exceptional Children*; presented "Online Mentoring: Virtual Problem Solving for Special Educators" at the

annual conference of the Special Education World Conference, Vancouver, April 2000; received a CAPE grant for the Virtual Conference Room, which provides ongoing service to the Education Department and graduates in special education, which will assist with refining and extending the online problem-solving web site through May 2002.

Y. Laufer, J. Ries, **Peter Leininger** (Physical Therapy) and G. Alon's paper, "Electrical Stimulation of the *Quadriceps Femoris* with Three Waveforms," was accepted for publication in *Physical Therapy*.



Professor Renee Hakim, standing far left, developed and conducted the Fall Risk Reduction Program for the Senior Companion Program Volunteers. Also pictured are graduate Physical Therapy students who assisted Professor Hakim.

Mark Kandel (Education) published "What to Do When Students Say No" in *CEC Today*, November 2000; was invited to present "Dealing with Challenging Behaviors of Young Children" at the Pennsylvania State Conference for Teachers of Early Childhood Programs.

Marjorie Maddox (Nursing) was selected as a Chiron Fellow with the Mentor-Fellow Forum of Sigma Theta Tau Nursing Honor Society for 2001 with the goal of advancing her research agenda in spirituality and older adults (mentor: Dr. Sarah Gueldner, dean, The Pennsylvania State University School of Nursing); pub-

lished "Teaching Spiritual Assessment to Nurse Practitioner Students: The Importance of the Mind/Body/Spirit Interconnection" in *Journal of the American Academy of Nurse Practitioners*, March.

Gary Mattingly (Physical Therapy) presented the poster "A Method for Measuring Flexion/Extension Resting Position Angle of the Acromioclavicular" at the American Physical Therapy Associations Combined Section Meeting in San Antonio, February 14-18.

Kathleen Montgomery (Education) was promoted to associate professor.

Tata Mbugua (Education) presented "Special Needs of Children: Educating HIV/AIDS Orphans in Kenya" at the National Association of African American and Hispanic Studies (NAAHS) conference, Houston, February 12-16; was awarded American Red Cross Instructor Certificate after four months of training.

Mary Muscari (Nursing) was recently inducted into "Women in Film."

Ann Marie Toloczko (Counseling and Human Services) was recruited by the U.S. Department of Labor, Bureau of Labor Statistics, to provide information and then edit the proposed 2002-03 "Social and Human Service Assistants" section of the *Occupational Outlook Handbook*, the U.S. government's premier career guidance publication; it provides essential information about prospective changes in the world of work and the qualifications that will be needed by tomorrow's workers.

William Wallick (Health Administration and Human Resources) completed his doctoral studies (dissertation title: *CEOs' Perceptions of Trainer Roles in Multihospital Health Care Systems*) at The Pennsylvania State University on February 19. His Dr. Wallick is the director of the graduate Human Resources Administration program.

Gloria Wenzel (Education) published a book review of *Native Crafts: Inspired by North American's First People* by Maxine Trotter, *Childhood Education*, winter 2000-01.

Margarete Zalon (Nursing) was elected president of the Pennsylvania Nurses Association (PSNA), a part of the American Nurses Association, the professional organization and official voice for registered nurses in Pennsylvania.

Panuska College Welcomes New Board Members



Rodrigo "Rod" Gereda is co-chair of the Hispanic Ministry Board, Diocese of Scranton, and is a member of

the Greater Nanticoke School District Conflict Resolution Committee and the Dismantling Racism Committee. Mr. Rodrigo also provides corporate and personal coaching services in transformational leadership-conflict resolution skills and service leadership initiatives.



Edward R. Leahy is a graduate of The University of Scranton and a special friend of the University. Mr. Leahy is a partner

with the law firm of Bingham Dana in Washington, D.C. Mr. Leahy received the Alumni Achievement Award for Distinguished and Exceptional Attainment from The University of Scranton in 1993 as well as the Alumnus of the Year Award from Boston College Law School in 1997. He was honored by Boston College Law School in 1999 with the Founder's Medal, the school's highest honor. Mr. Leahy has served as chairman of The University of Scranton Board of Trustees; he also serves on the boards of the Healthy Babies Project and the Fund for Peace (both in Washington, D.C.), of the Kids Fund at the Boston Medical Center, and of International Marketing Solutions, Inc.



Above: Alison Rangel, a sophomore Occupational Therapy major, chats with CPS Board of Visitors Chair Robert Purifico during a break in the fall 2000 meeting.



Bernardo Ramirez is a senior health management advisor for the Academy for Educational Development (AED),

a leading social marketing and applied behavioral change organization with programs in the U.S. and worldwide. Dr. Ramirez has served as an advisor to various international organizations; as conductor and organizer of seminars and workshops in Latin America, Eastern Europe and former Soviet republics; and as guest professor at several U.S. and Latin American universities. He is also editor and author of several publications in the field of health management development.



Francis J. Welk is the current treasurer of the American Physical Therapy Association and is the owner and administrator of the

Susquehanna Physical Therapy Associates, Inc., a private physical therapy practice with outpatient offices providing hospital, consulting and utilization review as well as industrial contractual services. Mr. Welk is also director of physical therapy at Bloomsburg Hospital.

Spring 2001 Board of Visitors Meeting

On March 21-22, Edward Leahy, Esq., presented "The Edward R. Leahy, Jr., Center: A Model." Mr. Leahy described the concept and operation of the Center, which he and his wife established in Panuska College. The Board also considered global activities and a new Peace and Justice initiative, and reviewed and reported on planning.



Right: Beth Dragone, Colleen Marshall, Deidre Sully, Dr. James J. Pallante, Dr. Elizabeth Jacob, Linette Sandoval, Iris Pineros, Mayra Dominguez and Jasmin Rivera at the fall 2000 Board of Visitors reception.

Counseling and Human Services

Graduate counseling practicum students are involved for the fifth consecutive semester in co-facilitating parenting groups for the parents of truant teens and collateral group sessions with the teens in the Counselor Training Center (CTC). The Stop Truancy (with) Effective Parenting (STEP) Program was first implemented in spring 1999. The program was developed by Professor John Greggo, director of the CTC in the Department of Counseling and Human Services, in consultation with local school officials and community groups, and it is offered as one of several parenting skills programs in the community in conjunction with the STARS Anti-Truancy taskforce. The taskforce membership includes local school district officials, the Family Court of Lackawanna County, several local human service agencies, and other community groups. Referrals to the program come from the family court and district magistrates.

In spring 2000, 11 families (parents and their teens) were referred to the STEP Program and were facilitated, under the supervision of Prof. Greggo, by Jennifer Purvis, Kim Palko and Ben Crawford (School Counseling Program students), and Jacque Aranda and Gustavo Pallamares (Community Counseling Program students). The seven families referred to the fall 2000 program were facilitated by Julie Cerrito, Elena Fabber and Trisha Major (School Counseling Program students), Barbara McGeever (Community Counseling Program student), and Judy Lestansky (Rehabilitation Counseling Program student). Referrals are currently being accepted for the spring 2001 program.

Principal Kathleen Serafin of Monsignor McHugh Elementary School, Cresco, Pa., and Dr. LeeAnn Eschbach, School Counseling Program director, were awarded a curriculum development grant by the Diocese of Scranton Catholic Schools. This grant will support The University of Scranton Counseling and Human Services Department students planning, implementing and evaluating a Career Development Grant. Our program consists of several weekly classroom guidance career lessons in grades 1-8. Small group counseling sessions will also be conducted with grades

5-8. Topics to be covered include developing career awareness, exploring future career goals, applying decision-making skills, exploring career interest areas and assessing skill areas. School counseling graduate students leading these lessons and group sessions are Kathy Capwell, George Lynn, Jennifer Valtos and Loriann Vennick; undergraduate Human Services students leading lessons and small group sessions are Nicole Carrano, Dana Costanzo and Beth Dragone.

Education

The following Education majors participated in foreign study during 2000-01:

- Kristen Kaden (Elementary Education), Lorenzo de' Medici Institute, Florence, Italy
- Kristen Knabel (Secondary Education/Spanish), Universidad de Granada, Spain; Honors Program
- Annemarie McInerney (Early Childhood Education), Theatre Program at the University of Delaware, London, England
- Karen Purcell (Elementary Education), University of Limerick, Ireland
- Jessica Stapfer (Elementary Education), Performing Arts in London, England

Exercise Science

The new Exercise Science area currently under construction and scheduled for completion this fall contains a high-tech classroom and a variety of fitness-related research laboratories. Specifically, the Exercise Science Laboratory includes cardiovascular and muscular fitness assessment areas using various state-of-the-art computer-controlled treadmills and bicycle ergometers; body composition determination using hydrostatic (underwater weighing) and the BOD POD, the latest in body density measurement; and a University fitness assessment center where members of the campus community, including athletes, can be tested for aerobic fitness, body fat, strength and flexibility by Exercise Science students accumulating hours and experience for various certifications. The Exercise Science Lab also contains a 50 sq. ft. hypoxic room system that simulates 8,000 ft. altitude training conditions.

Health Administration and Human Resources

The Health Administration and Human Resources Department is pleased to announce Lori Derenick is the recipient of the Health Resources and Services

Traineeship for the 2000-01 academic year. This traineeship is provided through government funds and is awarded each year to a student that exhibits commitment to the public or non-profit health care sector.

Nursing

The Board of Nursing was pleased to note that between October 1, 1999, and September 30, 2000, the 12 first-time examinees from the University's baccalaureate degree program achieved a 100% passing rate on the NCLEX.

Mary Margaret "Magie" Lange of the nurse practitioner program was named outstanding graduate student here at the University. She is also the Nursing Department's nominee for the outstanding graduate student award from the Pennsylvania Association of Graduate Schools.

Occupational Therapy

Marti Hill, clinical education coordinator for the Occupational Therapy Department, has been busy visiting sites hosting OT graduates on their third optional affiliations. Six students have chosen pediatrics for an in-depth experience in a particular practice area; one chose a hand clinic. All are doing well and are exemplary ambassadors of The University of Scranton.

Physical Therapy

The Physical Therapy Department was well represented at the Combined Sections Meeting of the American Physical Therapy Association in San Antonio in February. See "Ratio et Usus" for information on faculty members who presented.

Congratulations to PT student Danielle Struble, whose Professional Development course paper, "Secondary Lymphedema and Breast Cancer," was published in *Rehabilitation Oncology*, March 2001.

The Physical Therapy Department has recently acquired a CODA motion analysis system to utilize for research and education of students with gait and motion analysis.

The Annual Graduate Physical Therapy Student Research Presentations was held on December 5. All research projects underwent review by the Institutional or Department Review Board for the protection of human subjects.

Fall Risk Reduction Program

A three-month Fall Risk Reduction Program was held recently for the Senior Companion Program volunteers of Telespond Senior Services, Inc. The program was developed and conducted by University of Scranton Professor Renee Hakim, a faculty member in the Physical Therapy Department, and 28 research assistants who are graduate physical therapy students. The program provided information on risk factors and strategies to help reduce the risk of falling in the elderly. It featured Tai Chi lessons, a new and healthy



Rick Smoyer, right, and Ted Michalowski provide Tai Chi instruction for the volunteers.

approach to physical fitness that helps to improve balance. The Senior Companion Program is funded in part by the Lackawanna County Area on Agency on Aging, the United Way of Lackawanna County, and the Corporation for National Service.

Human Services Interns in School Counseling Settings

Eight Human Services students were accepted for participation in school counseling internships at three schools in the Diocese of Scranton for the spring 2001 semester. The internships were initially set up in spring 2000 with Kathleen Serafin, M.A., principal of Msgr. McHugh Elementary School in Cresco, Pa., and Dr. Ann Marie Toloczko to assist undergraduate Human Service students interested in pursuing careers in school counseling to have a "real school" experience. In the past, Human Service students have not been able to find internships working with children in a school setting.

The initial cohort spent spring 2000 facilitating focus groups and developmental counseling groups, working with children and families, and assisting faculty with students with academic or social difficulties. Jennifer Raban, Kelly Pippet and Amy Bragg, members of the initial cohort, are now advanced interns assigned to Notre Dame High School in East Stroudsburg under the supervi-

sion of School Counselor John Musyt, M.S., and Principal Jeffrey Lyon, M.S. First-time interns Elizabeth Dragone, Dana Costanza and Nicole Carrano are assigned to Msgr. McHugh School with Ms. Karen Golden as intern site supervisor. Dr. Toloczko is the course supervisor at these sites. Iris Pineros, another first-year intern, is in training at St. Aloysius School in Wilkes Barre under the supervision of Principal Mary Jo Walsh-Santo, M.S. This internship will focus on developing multicultural programs for developmental interventions. Dr. Elizabeth Jacob is the course supervisor.

The Panuska College of Professional Studies

James J. Pallante, Ed.D., *Dean*
Monique C. Johnson, D.Ed., *Assistant Dean for Academic Affairs*
Dianne Posegate, M.S., *Assistant Dean/Director of Advising Center*

Publication Committee

Monique C. Johnson, D.Ed., *Editor*
David Hall, Ph.D., *Counseling/Human Services*

Nurse Anesthesia Program, cont.

of the 26 million anesthetics given to patients in the United States each year.

Entry into the program is rigorous. "We've had up to 80 students vying for 10 positions," said Dr. Harrington.

Students accepted to the newly re-affiliated program began their classes at the beginning of the spring semester at the University. The 25-month program involves both classroom and clinical instruction at Wyoming Valley Health Care System's Wilkes-Barre General Hospital and Nesbitt Campus sites.

The curriculum has been developed through The University of Scranton's Nursing Department. Courses are taught by a combination of University faculty and Wyoming Valley Health Care System staff members. The classroom curriculum includes pharmacology, physiology, physics and chemistry as they relate to anesthesia. During clinical practicums, students gain experience with a variety of anesthesia techniques and procedures for all types of surgery and obstetrics.

In order to qualify for entry into the program, a registered nurse must have a bachelor's degree with a grade point average of at least 3.0 from a school of nursing with a past curriculum that includes two chemistry courses, a statistics course, and health assessment and nursing research. The candidate must also have at least one year of experience in an acute care area and Advanced Cardiac Support Certification. Upon graduation from the program, students are eligible to sit for the national certification examination to become a CRNA. For additional information about the program, call the University's Nursing Department at (570) 941-7673.

Barbara Nimerosky, M.S., *Education*
Ronald Deitrick, Ph.D., *Exercise Science*
Jennifer Hunara, *Health Administration/Human Resources*
Mary E. Muscari, Ph.D., *Nursing*
Carol Reinson, MS, OTR/L, *Occupational Therapy*
Barbara Wagner, M.H.A., *Physical Therapy*
Patricia Connolly, *Editorial Assistant*
Lynn Sfanos, M.S., *Designer*

Hispanic Magazine Cites University of Scranton

For the third consecutive year, The University of Scranton has been named in the "Publisher's Picks" of the national magazine *Hispanic Outlook in Higher Education*. The University is the only college in Northeastern Pennsylvania and one of only 21 colleges in the state to be recognized by the magazine for offering outstanding opportunities for Hispanic students.

According to the University's Assessment and Institutional Research Office, there are 90 Hispanic students currently enrolled at the University beginning in the fall 2000 semester. Eighty-five are undergraduate students; five are in graduate programs.

Colleges recognized by this magazine are evaluated on information reflected in their catalogs and literature, statistics compiled by the U.S. government and personal stories gathered from students, faculty, administrators and advocates of both education and Hispanic achievement.

Call for Editors and Writers

The Panuska College of Professional Studies is launching its own online consumer magazine, *Healthy Lifestyles for Today's Families*. This monthly e-zine will address various health, safety and fitness issues from a multidisciplinary perspective. Topics will be selected by the magazine's editorial board with input from the college and community. To keep the magazine interesting and viable, we will also include daily tips, several permanent health sections, and an archive section. The daily tips will be posted with brief text and links (e.g., the CDC, American Academy of Pediatrics). The permanent health sections will include the reading room (articles to foster reading skills for children and adults), healthy babies and tots (newborn through preschool ages), kid's health (school age), teen health (13 to 18), college health (18 to 24), healthy parenting, women's health,

men's health, seniors' health (65 and up), safe and healthy homes, safe and healthy schools, and safe and healthy workplace – most of which also address psychosocial issues and money matters. The archives will hold previous editions and daily tips.

To make this project a success, we need faculty, staff, students (both undergraduate and graduate) and community members to serve as section editors and/or writers. Editors will assist in acquiring manuscripts and seeing that they fulfill the magazine's goals, while writers will provide content directed toward a consumer audience. Motivation and a passion for the written word are all that's required to apply – we'll provide guidelines to help you with the rest. If you are interested in applying or learning more about this exciting project, contact Mary Muscari (Nursing) at muscari1@scranton.edu.

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