

S.O.N. TIMES

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School of Nursing

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Editorial Staff

Denise Snow, *Editor*

Lori Escallier, *Editor*

Cynthia Kealey, *Contributor*

Barbara Messina, *Contributor*

Calendar

Stony Brook Day Albany March 6th

Research Day: "Health Care Disparities"
March 26th

New York State Association of Licensed
Midwives Lobby Day April 17th

Pinning Ceremony May 16th

Graduation May 18th

The American College of Nurse Midwives
annual convention Chicago May 25-31

Our Community

FACULTY/STUDENT/ALUMNI ANNOUNCEMENTS

Congratulations to Dr. Corinne Jurgens who was the recipient of the Scientist Development Grant from the American Heart Association. The grant will support the study, "Heart Failure Symptom Monitoring Awareness and Response Training" for 4 years. The School of Nursing has funded the pilot phase of the study.

Congratulations to Dr. MaryAnn Dumas on her appointment as Professor.

The Midwifery Program is preparing for reaccreditation. This is a team effort and Program Director, Nichole Rouhana thanks the Midwifery Association student representatives, Lesli LaClair and Martha Linder for their input in the process.

Ten year reunion celebration plans are underway for the first graduating class of the Midwifery Program.

Condolences to Dr. Nancy Balkon on the unexpected loss of her sister, Fran Peterson. Those wishing to donate to the Tribute Fund may contact Irene Stern at 444-3286.

Stony Brook School of Nursing mourns the loss of Laura Vogel. Ms. Vogel was expected to graduate from the PNP program in May. Those wishing to donate to the Tribute Fund may contact Pamela Criscuolo at 444-3074.

Nurses and Substance Abuse- Stigma or Support?

Legal ethic experts note that substance abuse is most often the underlying cause when a professional license to practice is suspended or revoked. Substance abuse is prevalent in the professions experiencing high stress and burnout rates. Nursing is no exception. The nursing profession is not immune from the ravages of substance abuse.

Nursing suffers from a lack of an awareness about addictions. The behavior of the addicted nurse affects patient safety and comfort. The behavior also affects the community of nurses. One of the most difficult professional issues we encounter is what to do when we suspect our co-worker is diverting patient medications. We know this will harm the patient. We anguish about whether our actions will permanently affect the nurse we accuse. We fear acknowledgement of a problem will lead to loss of livelihood.

In fact, fear of being terminated is significant reason that nurses do not seek treatment, a fear which is not totally unfounded. Although more than 21,000 nurses will develop a drug related problem in their lifetime, nurse with drug related problems may not receive the same healthcare or employment options as those with other types of chronic disorders. Despite the magnitude of the problem, the stigma and discrimination associated with substance abuse impede self reporting, treatment and eventual recovery. According to the 2004 National Survey of Drug Use and Health 21.6% of the 1.2 million people who felt they needed treatment but did not receive it, indicated they did not get help because of reasons related to stigma. *Continued on page 4*



Senior Clinical Practicum Options: A Pilot for Success!

The School of Nursing piloted a clinical project in collaboration with the North Shore University Hospital Network System. The purpose of the project was to provide the senior level nursing students with a variety of options during the final senior clinical experience while maximizing faculty productivity in the clinical setting.

This project was designed using the principles and practices of the capstone experience. Every effort was made to place students in the clinical setting of their choice. Students were coupled with individual clinical preceptors. A faculty member from the School of Nursing was assigned as a mentor, facilitator and resource for the student and preceptor.

Seventeen students participated in this pilot project last spring. The project was so successful that the nurse educators at the North Shore University Hospital Network System requested 40 additional students for Spring 2007. Many of the students who conducted their senior clinical practicum and capstone in this pilot project were subsequently hired and are currently employed at North Shore University Hospital and Long Island Jewish.

For more information regarding this pilot project, contact Barbara Ann M. Messina, PhD, RN, ANP

"Many of the students were subsequently hired and are currently employed at North Shore University Hospital and Long Island Jewish."

Hot Topics.....Letters to the Editor-

Mentors & Mentees (Protégés) : What factors make a good relationship?

The concept of mentoring is an ancient one. It can be found in Homer 's poem, "The Odyssey ". In ancient Greek Mythology, Athena, the goddess of wisdom is disguised as a man and calls herself "Mentor ". Mentor was a wise and faithful friend of Odysseus, King of Ithaca. Athena, as Mentor, became a surrogate parent, guide, teacher, tutor, and a father to Telemachus the son of Odysseus during the Trojan War. Mentor nurtured and guided the child who grew up and became King of Ithaca thus ensuring the revered role of the mentor to the ancient Greeks.

The role of mentor remains just as important today in the pursuit of professional success. Most if not all successful professionals can cite an influential person who served as mentor during their education or career. The mentor/mentee (also called protégé) relationship is a vehicle for an open and accepting communication for the mentee, where visions and values are shared . The mentor with the greater skill and knowledge provides coaching, counseling and an avenue for critical thinking.

As students, the mentor/mentee relationship can add to your overall sense of who you are, where you hope to be within the profession, and a focus of your goals. How does a student identify a good mentor? How important is diversity to the mentor/mentee relationship?

We asked those questions to a group of graduate students. Here are student ' responses:

Q: What is the most important component (s) of a mentor/mentee relationship?

A: The most important part of the mentor/mentee relationship is the interest both party have in making this a rewarding relationship. A mentor must be committed to aiding in the growth of the mentee. The mentor should be knowledgeable. The mentor/mentee should foster a relationship of trust and a relationship build on shared respect. The mentee/mentor should give the time necessary to make this exchange meaningful. – *Debra Allen*

A: The most important components are good communication and patience. Good communication will make the mentor to trust the mentee and will make the mentee to feel that the mentor know the mentee is able to execute the assigned tasks. Patience is the useful ingredient to teach a novice; without patience, we can not teach or learn.- *Maria Bonilla*

Q How important, if at all, is it that mentors are culturally diverse?

A: Cultural diversity is important but not necessary as long as all the components mentioned above are met. The goal here is that the mentor (more experience person) becomes an ear, a door opener a reference for the mentee (less experienced person) . – *Debra Allen*

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Faculty Distinguished Service

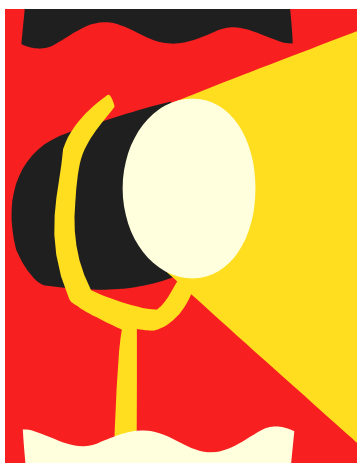
Congratulations to Drs. Pat Bruckenthal and Lori Escallier who were recognized for Distinguished Service to Stony Brook University!

Dr. Bruckenthal (pictured right) was recognized for 25 years and Dr. Escallier was recognized for 20 years of Service to the University.



Alumna in the Spotlight:

Jane Corrarino



Jane Corrarino, RN, MS, is the Director of Grants Development and Management for the Suffolk County Department of Health Services. She has published and presented numerous papers on public health issues. Ms. Corrarino has developed and implemented many programs that have a direct impact on the health of our community. We are proud to have such a distinguished alumna and community resource.

Ms. Corrarino's original education plans were very different from the road that led her to become a widely respected public health nurse. Ms. Corrarino started her education as a physics and math major. She soon realized that by becoming a nurse she could combine her love of science with helping humanity as a nurse. She enrolled in Columbia University's nursing program. Her goal was to become a midwife but she "fell in love with public health". Public health nursing allowed Ms. Corrarino to be involved in the community which she felt maximized her effectiveness as a nurse.

Ms. Corrarino next went to work in the Visiting Nurse Service (VNS) in Harlem. She describes her five years of providing nursing care and learning about people with VNS as a "rich experience". Ms. Corrarino left the New York City and moved to Suffolk. She began work as a public health nurse for the Suffolk County Department of Health Services. During the twenty- six years she spent at the Department of Health Services, she provided a

vast range of nursing services to the community: home visits; well child clinics and maternal/child abuse prevention programs. Additionally, Ms. Corrarino created a program that increased the success rate of entry into treatment of pregnant women who are drug or alcohol abused from 10 percent to 85 percent. This program won a national award from the American Public Health Association.

Ms. Corrarino then was appointed as Deputy Director for Children in the County Executive's office. There, Ms. Corrarino began to view healthcare in a different context, or what she calls "the political reality to healthcare". The political reality to healthcare stems from funding sources and support by politicians for healthcare needs in the community. Politics and healthcare are "interwoven". Utilizing this knowledge, Ms. Corrarino became involved in the campaign during the 1980's to increase pay to the county public health nurses who at that time were paid the same salary as the county sign painters!

Ms. Corrarino returned to work at the Health Department as an Assistant Director of Nursing. This move allowed her to pursue research opportunities. Her interest in research was sparked by her mentor, Margaret Comerford Freda EdD, RN, CHES, FAAN. Dr. Comerford Freda is the editor of MCN Journal and is an internationally renowned nurse. One of Ms. Corrarino's first research projects was to develop health education materials for people with low literacy skills. Upon the encouragement of Dr. Comerford Freda, Ms. Corrarino published the first of many peer-review journal manuscripts in 1995. She presented her most recent paper on the effectiveness of public health nurses in reducing hospitalizations and ED visits for asthmatics at the last American Public Health Association convention. Currently, she is researching and facilitating the development of an asthma management program aimed to reduce hospital and emergency room visits of children with asthma.

When asked what advice she would give the Stony Brook community of nurses she unequivocally advised nurses to refine their community skills. She notes that 90% of a person's healthcare is connected to a person's life in their community "in every decisions about whether I take my medication or whether I take my walk today". Nurses practicing in a hospital-based setting typically have a short interface with patients and their families and may not be aware of the realities in the communities that impact on health behaviors, illness prevention, and adherence to treatment.

Critical to the future of the nursing profession is nursing's development of political awareness and skills at all levels of government. "Nurses are often missing from the table where decisions are made". Jane predicts there is a tremendous opportunity for nurses through the recently announced New York State Health First Initiative. Nurses can be at the forefront of this initiative if they choose to view this as an opportunity to develop their skills as well as exert their expertise and influence into the future.

Mentors & Mentees (Protégés): What factors make a good relationship?

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A: It is important because we can learn other viewpoints. In New York State, we have patients from many cultures. Diversity in mentors will help us to have knowledge of other cultures so we can give a better patient care.—*Maria Bonilla*

Do you agree or disagree? We welcome your opinion. Please send your responses to : denise.snow@stonybrook.edu or leave a written response for the editors with administrative assistant, Pamela Crisculo in the School of Nursing.

There's something new in the world--*The Doctorate in Nursing Practice.*

The Doctorate in Nursing Practice (DNP) has been developed by members of the American Association of Colleges of Nursing in collaboration with the leadership of specialty organizations and the National Organization of Nurse Practitioner Faculties in response to the knowledge explosion and the growing complexity of health care within the nursing profession. It is meant to be the highest level of education for clinical practice in nursing and differs substantially from other models of doctoral education.

Informational sessions at which the early experience of schools where the DNP has been implemented will be held in the School of Nursing during March-- Wednesday March 7th, 4 pm; Friday, March 16th Noon, and Saturday, March 17th 10 a.m. Nurses interested in this new professional opportunity are welcome to attend at no charge. Dean Lenora McClean and members of the faculty will be the speakers.

Nurses and Substance Abuse– Stigma or Support? *Continued from page 1*

More than 21,000 nurses will develop a drug related problem in their lifetime

However, there is support available for the nurse who has a drug related problem. The Statewide Peer Assistance for Nurses (SPAN) program is a resource for nurses and those concerned about the effects of substance abuse on the nurse in the workforce. SPAN offers information and education about addiction through peer assistance, promoting prevention and early recognition. Additionally, SPAN offers on-going individual referrals, peer support groups, referrals to treatment providers, employee assistance programs and state regulating agencies.

It is imperative that nurses know about the effects addiction has on maintaining their professional license. Peer Assistance Program (PAP) grants a nurse a one time immunity from an impairment or drug use on the job if the nurse volunteers to surrender her license for a period of time (usually 3-6 months) while obtaining treatment. The importance of early intervention for drug impairment on the job needs to be emphasized. The nurse who diverts or substitutes a patient's prescribed medication for their own use is harming a patient. Once a finding of patient harm is established, that nurse cannot join PAP; the Office of Professional Discipline (OPD) may prosecute the nurse, and the nursing license may be suspended or permanently revoked. Remember, your license to practice is one of the most valuable possessions you have. Safeguard that possession by learning about help for substance abuse.

Please address all correspondence, opinions, and comments to: denise.snow@stonybrook.edu