

CENTER- INGS

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Health Sciences Center, State University of New York, Stony Brook

December/January 1974/75

School of Nursing

Accentuating the Professional — The Future of Nursing

The School of Nursing has a tenacious determination to live by its philosophy and values, which has made life decidedly difficult at times for the School.

Case in point is the current curriculum situation. Because the School holds a commitment to the development of an evolving program, and not ever "to get set in concrete", it is now in the throes of beginning the implementation of a new curriculum. This means change, which always brings temporary disorientation.

"We have to stop and examine what we're doing. We must have a willingness to face up to our problems and listen to faculty and students — not hide from or squelch the students," affirmed Dr. Ellen Fahy, Dean.

Largely because a significant number of students and faculty saw a department-based curriculum bound to become

out-of-step with the real future role of the nursing profession, the decision was made to study the possibility of better integrating the curriculum by building it around a life cycle from pre-conception to senescence.

In deciding to accept this new curriculum, the School has found itself subjected to internal criticism stemming from anxieties about the effect of implementation.

"All the modules being taught need more specificity and we'll seek suggestions from both faculty and students," said Dr. Fahy, affirming however "What is required by all is a professional commitment to the development of an evolving program."

WELCOMES DIVERSITY

Along with the determination to both meet and help shape the changing place of the

professional nurse in the health care delivery system, the School of Nursing still holds strong to its original commitment to diversity in student population and in faculty.

"We take a high risk student and also accept many people from their late 20's to 40's now going into a second career. This diversity poses difficulties but we believe it is the way to go," the Dean maintained.

Four Years Old

The first students were accepted by the School of Nursing in September 1970, and the School received unconditional accreditation from the national accrediting body for college nursing programs the following year. Since then, 317 graduates have received baccalaureate degrees. Currently, there are 260 full time students with 26 faculty members. Plans are now

underway for the launching of a graduate program hopefully to begin in September 1975. The School is still studying possibilities for beginning a part time baccalaureate program.

Accepted RN's

From its inception, the School of Nursing has accepted RN's as well as students with 57 credits in required arts and

sciences courses (generic students) into their full time baccalaureate program.

"This was a special program for RN's approved by the state education office. We're very pleased with our initial decision to admit registered nurses along with generic students. Stony Brook was a pioneer in this. We

(Continued on page 7)



Dean Ellen Fahy teaching a course to senior students on professionalism in nursing.

Dental Researcher Develops a Safer Sugar for Teeth

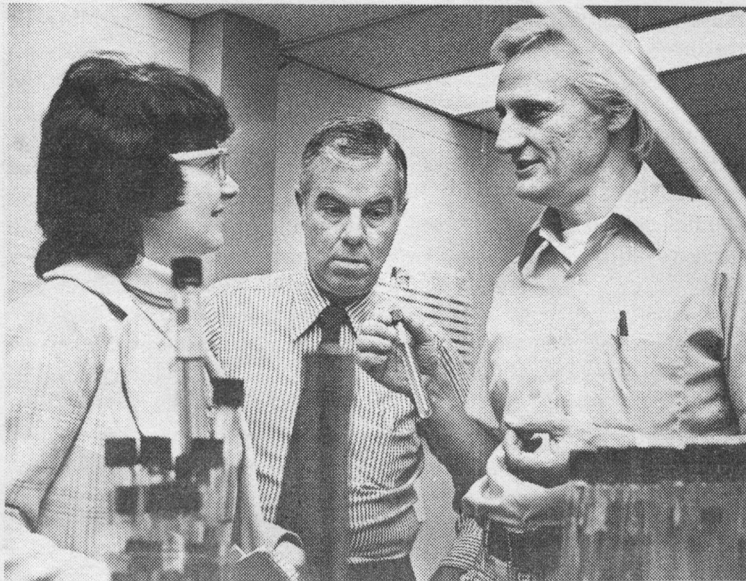


Photo by Thomas Moloney

Dr. Thomas McNamara, center, and Dr. Israel Kleinberg, Chairman of the Oral Biology Department in the School of Dental Medicine, explain the scientific development of "safer sugar" to editor, Toni Bosco.

Mothers have long wished that they could buy candy, sugar-coated cereals and sugar-gum which would be less harmful to their children's teeth. Now, an invention of a dental researcher at the State University of New York at Stony Brook has put such a possibility on the horizon.

Dr. Thomas F. McNamara, Associate Professor in the School of Dental Medicine, has invented a product which looks, tastes, and acts like sugar, because it is, in fact, sugar. For the lack of a better name, he refers to the composition as "safer sugar".

Three Sugars

The difference between Dr.

McNamara's composition and the familiar table sugar (sucrose) is that his preparation contains sucrose along with two other sugars, fructose and maltose. This composition results in a final product which retains all the good things about sugar with the added benefit of being 75% safer for teeth.

"The ratio of sucrose to fructose to maltose in the composition is important as any departure from it results in the loss of the caries protective effect," Dr. McNamara pointed out.

"The dental profession and the general public have long been aware that people who eat a considerable amount of sweets

usually show a high incidence of cavities (caries). But the habit of including sucrose in our diet is too ingrained to change."

Dr. McNamara, who recently received a United States patent for his invention, added. "The only practical solution to such a dilemma was to provide a substitute for sucrose, but so similar to it that everyone would be willing to accept the substitute."

Commercially, "safer sugar" could be used in sugar bowls, in ethical as well as proprietary formulations, in counter remedies using sugars, such as cough syrups and antacids, in coatings on gum, in candy manufacturing, cake mixes, (continued on page 8)

Lecture Series Proves Popular

The public lecture series on Contemporary Issues in Health Care and Public Policy which began in November and will be offered weekly until April 14th continues to draw interested people from the community as well as students and faculty participants.

Held in Building F, Room 147 on Monday evenings, the lectures are being given by prominent science-oriented and medical professionals dealing with the gut issues in health care delivery today, among these — What kind of services are people getting? At how much cost? What are the effects of institutions, politics, pressure groups, and insurance on health care services? The schedule for the coming programs follows: (Continued on page 6)

Paging

Special This Month
An In-Depth Look
At the School of
Nursing

Next Issue:
The School of
MEDICINE

Third Class
Newspaper

Health Sciences Center
State University of New York
Stony Brook, N.Y. 11794
Event of the Evening
From February
15/17

People

Dr. Clarence Dennis, nationally prominent for his leadership in surgery, has been appointed Professor of Surgery in the School of Medicine. Dr. Dennis comes from the Department of Health, Education and Welfare in Washington where he directed the artificial heart center at the National Institute of Health. Prior to that he was senior surgeon and Chairman of the Department of Surgery at Downstate Medical Center.

Dr. Robert K. Match, Executive Vice President and Director of Long Island Jewish-Hillside Medical Center, received a five-week fellowship from the World Health Organization of the United Nations to study the British Health System this fall. Dr. Match is also Professor of Community Medicine at the SUNY, Stony Brook School of Medicine.

Ruth Baines of the Physical Therapy Department of the School of Allied Health Professions has been appointed as team leader of the on-site evaluation committee of the American Physical Therapy Association-American Medical Association Accreditation Team.

Howard Lempert of the Division of Community/Mental Health, SAHP, conducted a workshop for the Long Island Counsellor's Annual Conference held in October at Dowling College. The subject of the workshop was "Understanding the Sexual Needs of the Young."

Jules Elias of the Pathology Department was a participant at the October symposium held in Maryland by the National Society for Histotechnology which this year held a symposium on histopathologic techniques. Prof. Elias also was the guest lecturer for a day-long program put on by the Connecticut Society of Histotechnologists in November. He is well known for his work in the field of immunofluorescence and amyloid.

Dr. Maximo Deysine of Garden City has been appointed Acting Chairman of the Department of Surgery at the Long Island Jewish-Hillside Medical Center. Dr. Deysine is an associate professor of surgery at the SUNY, Stony Brook, School of Medicine.

Dr. Eli A. Rubenstein, Professor of Psychiatry and Behavioral Science has been appointed to serve on the advisory panel on children's advertising, newly organized by the U.S. Council of Better Business Bureaus.

From 1969 to 1972, Dr. Rubenstein directed a U.S. Government research project on television and social behavior, resulting in the publication of five volumes of research reports and a report to the Surgeon General of the U.S. Public Health Service on the effects of televised violence on children's behavior.

The School of Allied Health Professions has announced that **Dr. Thomas Dunaye** has been appointed as Chairman of the Division of Administrative Programs and Director of the Program in Health Services Administration. Mr. Edward Brown has been named director of the program for Physician Associates and Ms. Ruth Baines has assumed responsibility for directing the Office of Clinical Coordination.

Jay Schleichkorn, Chairman of the Physical Therapy Department of the School of Allied Health Professions has been appointed Chairman of the Advisory Council on Developmental Disabilities Training Steering Committee.

Michael Helland, Assistant Professor in Physical Therapy has been elected Chairman of the Long Island District, American Physical Therapy Association.

Barbara Silvestri, Instructor in Physical Therapy was accepted into a special one-week intensive program on physical therapy in cancer at the University of Texas Cancer Center in Houston.

Stanley Zimering, Lucille Brownell, William Delfyett, Hope Dipko, and Bruce Gould, faculty members from the Division of Community Mental Health, School of AHP, attended the annual New York State Health Education Conference held in October. They participated in the presentation entitled "An Approach to the Development of School and community Alcohol Education Programs."

Prof. Brownell has also been named co-chairman of the fellowship's program of the Setauket area branch of the American Association of University Women.

Stanley Zimering, Chairman of the Division of Community Mental Health in the School of AHP has been appointed by Suffolk County Executive John V.N. Klein to the Suffolk County Alcoholism Advisory Board for a term of four years.

Dr. Edmund McTernan, Dean of the School of Allied Health Professions was named Chairman of the Planning Committee developing a proposed national study of certification of health professionals. He also chaired two sessions at the November meeting in New Orleans of the Association of Schools of Allied Health Professions.

Two Nassau County Medical Center physicians recently discussed weight control for young and old on Channel 21 TV. Dr. Playton J. Collipp, Chairman of the Medical Center's Department of Pediatrics and Director of its Pediatric Obesity Unit of Ambulatory Service, and Dr. Martin Roginsky, Chief of the Division of Endocrinology were the guests discussing the control of weight as it related to sound health on Channel 21's "Hello, Long Island."

Michael Reisch has been appointed as Acting Director of Admissions and Student Services at the School of Social Welfare.

Can I Have a Print-Out on...?????

The above question, or some variation on it, is one that we hear more and more in the Health Sciences Library. Those of you who have used the Library's Computer Search Service, either for a one-time retrospective bibliography or for a monthly SDI (Current Awareness), already know that such a service exists. The following information is for those of you who know nothing of this service or who may have forgotten some of its capabilities.

Data Banks

At present the Library has two separate terminals which access five different data banks. Our executive terminal connects with the National Library of Medicine in Washington, D.C. and is used to access data from Medline, Toxline and Cancerline. Our NCR terminal is connected to the SUNY Biomedical Communication Network in Albany and is used to search Medline, Psychological Abstracts and ERIC.

Files

MEDLINE (MEDLARS On-Line) is prepared by the National Library of Medicine and contains references to articles from 2600 of the world's biomedical journals. The file is updated monthly and is always available before the printed Index Medicus is received. It is from these monthly updates that the Health Sciences Library

prepares your own personal SDI. At present this file is available on-line from 1972 to date and off-line, through the SUNY-BCN, back to 1964. As of August 1974 the data base contained approximately 2,150,000 citations.

TOXLINE (Toxicology Information On-line) is also available from the National Library of Medicine. This data base has been created by merging information from the following files: Toxicity Bibliography (1968 present), Pesticides Abstracts (1966-present), Chemical-Biological Activities (1965-present), International Pharmaceutical Abstracts (1970-present) and Health Effects of Environmental Pollutants (1972-present). It is especially designed for health professionals and other scientists working in the areas of environmental pollution, industrial and occupational health and safety, pharmacology/toxicology, medicine and related scientific disciplines. The file is updated quarterly.

CANCERLINE is the newest of the data bases available from the National Library of Medicine. The scope of the data base at present includes 16,000 citations from Cancer Chemotherapy Abstracts (1967-1972), additional therapy abstracts for the years 1973-1974, 18,000

citations from Carcinogenesis Abstracts and 6,000 descriptions of on-going cancer research projects. Both TOXLINE and CANCERLINE citations include abstracts.

PSYCHOLOGICAL ABSTRACTS is prepared by the American Psychological Association and is available through the SUNY Biomedical Communication Network. It contains citations with abstracts from over 800 psychological and behavioral science journals, books, technical reports, conference proceedings and other publications. This data base is available on-line from 1971 to date and off-line back to 1967. As of August 1974 the total number of citations was approximately 156,000.

ERIC is produced by the National Institute of Education and contains citations from two different sources: **Research in Education (1966-present)** — and index of research reports filed by contractors and grantees on the results of funded education research and **Current Index to Journals in Education (1969-present)** — an index to articles from more than 500 education and education-related journals. In most cases the references include some type of abstract. The data base is updated quarterly and as of September 1974 contained some 165,000 citations.

Hopefully these brief descriptions will give you some idea of how valuable computer search services can be in answering bibliographic questions. Unfortunately, we must add one warning. Both for reasons of efficiency and economy, these data bases cannot be used to answer either of the following types of questions: "I want any five of the latest references on alcoholism" or "I want everything listed in the past two years on lithium." Such bibliographies are best compiled by using the printed indexes together with a photo copy machine.

If you have a bibliographic problem which you would like searched by means of the computer, please into the Health Sciences Library and see one of the three trained searchers: Ellen Gartenfeld, Ruth Marcolina or Ella Singer. Those of you who are not on campus can call the Library, Monday-Friday between 9 a.m. and 5 p.m. at 444-2512. We will also accept search requests by mail if you are willing to give us a detailed statement of your needs and a telephone number at which you can be reached. If you have any questions at all about this service or any of the Library's other services, please do let us know.

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Students Talk About the School of Nursing

How do students feel about the School of Nursing?

It depends on who you talk to. If there's a general complaint, it is that the introduction of the new curriculum has caused disorder and confusion. But if there is a common denominator of feeling, it is that this is a school that carries out its philosophy, a good philosophy, which sees people as whole persons needing excellent medical but also human care; which opts for change from hospital based to community based health care; which seeks to get nurses recognized as well-trained professionals in their own right.

Some Confusion

"Some nursing students are confused and angry about the format of the new curriculum. They feel everyone is going in different directions and no one knows what's going on," said Ray Charmatz, senior class representative. "But I see that this confusion and disorganization is here because of what they're trying to do, and for me that's very good," added Ray, a twenty-eight-year-old ex college teacher with a degree in philosophy and some law school background.

Ray decided in 1972 to change careers after becoming interested in the health field. The philosophy of the Stony Brook School of Nursing, with its emphasis on consumer rights and quality care, "sounded like a good program."

"The School can't do overnight what it's trying to do," Ray commented, adding that if he had to do it over again he "definitely would still choose to come here."

RN Student

Maureen Nelson is an RN who has worked for sixteen years in hospitals, clinics, and industrial nursing. She commented:

"Basically, I like the program — the philosophy, the holistic approach, the interdisciplinary aspects. The instructors, and the dean, are excellent — open, natural, not formal. They're always available to you, even from their homes, if necessary.

"Negatively, some students need a lot of work and this causes problems in a group. Also, there's little communication between groups. Another thing, we're not clear on knowing our basic goals for the year.

"Yes," she went on, "the School is



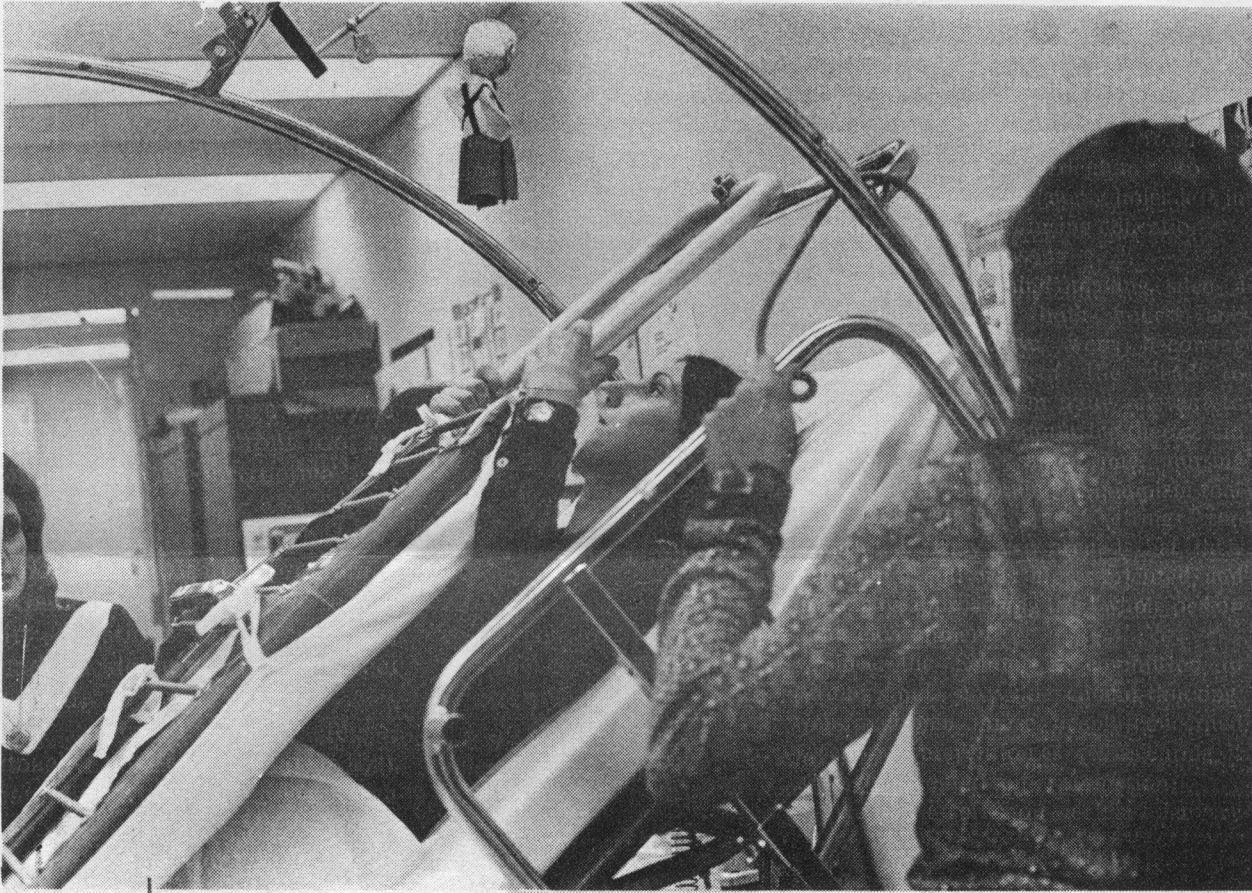
disorganized — but that's a challenge. They're changing programs, but from our input too, so therefore the disorganization is constructive."

Not Happy

Bob Holtz, who has a degree in psychology, said bluntly he's "not happy with the program."

"Our clinical experience is limited. We're in a lot of community situations but don't have enough background to do well. I don't feel well-equipped," he said.

Bob added, "In Stony Brook's defense, however, the feedback I get from friends is that they're disenchanted with their nursing baccalaureate programs, too. Maybe the confusion here is due more to the young age of the institution," he mused.



Photos by Toni Bosco

A Letter to a Dean

Ed's Note: This letter from a graduate was received by Dean Fahy last month when faculty and students were being interviewed for this issue. It is hereby reprinted with the Dean's permission.

Dear Ellen:

It's been about one and a half years since I graduated and I just thought I'd write you and give you some thoughts and impressions I've had in that time.

I worked for nine months at Massachusetts General in their Re-hab and Upper Extremity Surgery Ward. I left that in June. I worked temporarily in the Fenway Community Health Center Clinic and am now doing private duty nursing. I've applied to Peter Bent Brigham Hospital for their nurse-practitioner program. Haven't hear from them yet. If I get in there, my plans are to become a practitioner, work for about one year, and then teach part time and work part time in a community health setting.

I've been realizing, after observing other nurses, that generally Stony Brook nurses had a superior training. We definitely were deficient in skills but learned things like judgment, assessment, common sense, quality care. I think one of the most valuable things I learned was history-taking — have found this to make a big difference in a clinic setting. It has

been helpful to nurses and doctors and others, reading the patient's chart, and has paved the way for better preventive medicine and screening in our clinic. It has also enabled me to make better assessments of a patient's problem.

Another valuable thing I learned in school was the idea that a nurse can be of as much or as little importance as he/she wants to be. After the initial "you really want to be a doctor, don't you," they come to realize how much value an independent-thinking nurse can be to them and the patient.

In general, my opinions about hospitals have been validated. Doctors there seem to place little value on the nurse. Either they don't credit you with any brains or they belittle you for trying to do their job. Yes, they are also overworked and have human feelings but generally I found them difficult to deal with. Nurses, too, are overworked (grossly) and have human feelings. These are recognized in the most superficial lip-service way. There is no support from superiors, no reinforcement for doing good nursing care. Patients are treated as diseases and not really given necessary attention unless their disease is rare and critical. Putting on that little white uniform is like putting on a mask. You almost become a different person.

Certainly, the clinic is not perfect...

I really feel very confident now in my ability as a nurse and I want to thank you (and everyone) for helping me to develop myself. Many things I complained to you about, I still believe they were valid. But I also feel you were a very different and very good nursing school. When I try and think of a place up here I'd like to teach

in I envision something like Stony Brook but that will probably be difficult to find. I just hope that you will keep the spirit of challenge and independence going. Be well.

Love,
Joyce Fishman



Roundup

Book of the Year

Congratulations are due to Professor Sylvia Fields of the School of Nursing, and Dr. Jack Sherman, Dean of the Clinical Campus at Northport V.A. Hospital, co-authors of a textbook entitled "Guide to Patient Evaluation." This book has been awarded the honor of being chosen "Book of the Year" by the American Journal of Nursing.

Asking Questions

About the Hospital

A University Hospital research group, consisting of 10 faculty and student members, and originating from the School of Social Welfare, has been formed on campus. Its purpose is (1) to see if the original plans for the University Hospital are being implemented and (2) to advocate for the opening of the planning process to representatives of the lay community.

A noontime meeting, open to all campus personnel, was held on November 7 to discuss the utilization of the University Hospital, asking specifically who it will serve. The meeting drew an estimated 70 interested participants.

Women and Work

A new, informal study group is being formed on campus to discuss the subject of women and work. It will look into questions such as what is the meaning of work; what are the attitudes of working men and women toward their work; how is the meaning of work shaped by economic systems, technology and other related institutions like the family; how do women whose work traditionally was seen as housework, child care and nurturing fit into the picture?

All people interested in becoming a part of this informal study group are asked to contact Arlene Dallery, Assistant Professor of Philosophy at 751-2696 or 246-7053.

Black-Jewish Relations

Dr. Alvin Poussaint, Associate Professor of Psychiatry and Associate Dean of Student Affairs at Harvard Medical Center was a guest of the School of Social Welfare during the day on November 20th. An authority on Black-Jewish relations, who sees dangers if schism in the traditional relationship of the two groups develops, Dr. Poussaint also keynoted a conference on this topic at 8 p.m. that evening. The conference, which was co-sponsored by the Suffolk County Human Rights Commission and several Jewish groups, with the assistance of the School of Social Welfare, drew a crowd of 400 interested people from the campus and the community to hear the discussion of "Black-Jewish Relations: The Need for Unity."

Breast Self-Exam

The Division of Community Mental Health of the School of Allied Health Professions sponsored a lecture demonstration and movie program on breast self-examination on November 25th. The program was open to all women of the campus.

In the Field — Brookhaven Hospital

In addition to serving this summer as a clinical teaching center for SUNY medical students in their initial course in community medicine, Brookhaven Memorial Hospital also began in October providing a clinical experience for SUNY students enrolled in an interdisciplinary course in patient evaluation. Twenty students from the Health Sciences Center representing their several health professional schools are learning together how to interview and assess patients so they can function optimally as a health care team.



Dr. Dorothy Lane, in the photo above, leading the way to the patient area, is Chairman of the hospital's Department of Community Medicine and preceptor for the course at BMH. Mrs. Dorothy MacNeil, surgical supervisor at the hospital, pictured in the center of the group, is a member of the on-site faculty who coordinates patient selection and preparation. She reports a very favorable response to the student interviews.

"Patients seem to profit from talking about their illness and anxieties," she stated.

Other members of the BMH medical staff involved in teaching the group are Doctors Bikoff, Bilmes, Calabro, Forsyth, Mulholland, Rodgers, Rosenberg and Seymour. Faculty from the School of Nursing at Stony Brook also participating in teaching within the program are Carol Blair, Diane King and Carolee Messi.

City Students Visit HSC

Students from the City will have the opportunity of spending a day at the Health Sciences Center to learn about opportunities for careers in the health professions. The career day, to be held on December 14th was planned by Anne Gilbert, Assistant to the Vice President for Minority Affairs as part of the determined effort to recruit more minority faculty and students.

Physical Therapy Continuing Ed Day

The Department of Physical Therapy of the School of Allied Health Professions held another of its continuing professional education programs on December 10th, in cooperation with the JOBST Institute, Inc., a leading supplier of support products assisting patients with circulatory deficiencies. Attending the day were 160 physical therapists from Metropolitan New York, Pennsylvania, and New Jersey. The meeting was held in Building F, Room 147. The all-day program focused intensely on the problems of patients with all kinds of vascular problems, edema, venous insufficiency, and the

type of supports available in assisting these patients.

Partying at SAHP

A funny thing happened at the School of Allied Health Professions last month. They arranged a theatre party, cast of a hundred, to attend the play "A Funny Thing Happened on the Way to the Forum." The play was put on by the Carriage House Players, whose president is Bob Hawkins, Associate Dean of the School of AHP and whose producer is Mrs. Michelle McTernan, wife of the Dean, Dr. Edmund McTernan.

On Halloween, the secretaries surprised all of the faculty and staff people at AHP with a fun party. They did this, one of the secretaries related, because "we love our bosses."

Good News for Foot Sufferers

The School of Podiatric Medicine has begun a Podiatry Clinic providing services for students who are having foot problems. Dr. Leonard Levy, Dean of the School, offered to start the clinic after talking to Dr. Carol Stern, Acting Director of University Health Services, and becoming aware of the tremendous student population needing such care.

In its first few weeks of existence, the Podiatry Clinic has seen a myriad of foot complaints ranging from foot infections, warts and fungus infections, to severe and disabling arthritis of the foot, and athletic injuries. Two doctors from the School of Podiatric Medicine are working at the clinic, Drs. Harvey Lemont and Herman Tax.

High Flying Photographer

A young campus security guard is combining two hobbies these days — flying and photography. Anyone interested in getting aerial photos or slides of the campus or any other area in Suffolk County can call on Herbert Petty, 246-8809, 246-3333.

Plans in Full Swing for Graduate Program

The School of Nursing plans to announce the opening of a two-year full-time graduate program for the preparation of primary health care providers in 1975. The projected enrollment of thirty students will be offered two options for specialized study in the initial two-track curriculum: Family Health Care and Critical Care Management.

Dr. Lenora McClean, Director of the Graduate Program, cites this program as a serious attempt to converge some of the key elements of traditional medical and nursing curricula. "We are trying to combine the scientific and clinical orientations of medicine with the holistic, humanistic orientation attributed to nursing to produce a new provider of health care," Dr. McClean stated.

Many Planners

Early in the conception of the program several of the medical faculty became intensely involved and committed to the development of the program.

"If this was to be an interdisciplinary program other disciplines had to be involved from the start. Dr. Campbell Lamont, Chairman of Family Medicine, has given invaluable

support to the program to date and will continue to be a principal figure as we attempt some degree of discipline convergence in the implementation of the program," said Dr. McClean.

Dr. Jacques Sherman, Dean of the Clinical Campus at Northport Veterans Administration Hospital, has provided another vital element to the curriculum development, along with Dr. Fred Block and Dr. Catherine Foster who joined the School of Nursing faculty in September to assist with plans for the graduate program.

"Dr. Nathan Seriff is providing the primary laboratory for education of practitioners in Critical Care Management through the outstanding respiratory center which he has developed at Queens-Triboro Hospital Center," Dr. McClean added.

Being Reviewed

For the past two months the proposed program has been going through the process of review and approval standard for new programs. It has been reviewed both by the Deans of the Health Sciences Center and by a panel of distinguished peers



Members of the peer review panel who visited the School of Nursing recently meet with Dr. Lenora McClean, Director of the Graduate Programs and her assistant, Dr. Catherine Foster. From left, Dr. Jerome Lysaught, Carolyn Williams, Dr. Foster, Dr. McClean, Dr. Charles Lewis, Dawn Zagornik, and Howard Jacobson.

in related disciplines from other schools, who visited the School in October. These reviewers included Dr. Charles Lewis, School of Medicine of the University of California at Los Angeles; Ms. Dawn Zagornik, Director of Nurse Practitioner programs at Wayne State; Dr. Jerome Lysaught of the University of Rochester; Dr. Caroline Williams of the University of North Carolina; and Dr. Howard Jacobson of Rutgers, the State University of New Jersey.

"All the visitors have been involved in nurse-practitioner preparation in some way and offered substantive suggestions as well as their enthusiastic support," Dr. McClean reported.

The next step in the approval process is review by the State Education Department and SUNY Central with formal permission to commence anticipated early in 1975.

Graduate Program

Applicants for the graduate program must demonstrate strong academic achievement in

baccalaureate study; a baccalaureate degree, not necessarily in nursing; a professional license in good standing and a minimum of one year's professional experience. Additionally, it will be emphasized to applicants that the program objectives are to educate health care providers for high-need areas and that graduates of the program will be encouraged to disperse geographically. Dr. McClean also hopes to start part-time graduate opportunities in 1976.

Helping the Elderly with Health Problems

A special program of outreach to the elderly in Suffolk County has been initiated by the School of Nursing through the campus Informal Studies Division.

Called "Health Maintenance for the Elderly," the offering is far different from the usual course plan. Instead of having students come to the University to learn, the teachers, all faculty from the School of Nursing, are going out to the community bringing their information and skills to a different "classroom" of senior citizen participants for each session.

The course which offers six one-day workshops from 11 to 4 is to be held in different areas of Suffolk County. Professors Madeline Zunno and Carolee Messi were the nursing faculty planners for the informal studies outreach course. Faculty members working with them are Rose Richmond, Helen Bang and Adele Walsh.

Many Workshops

information covered by the workshops includes

medicare, medicaid and other services available to the elderly through the Department of Social Services; health services offered through the County's Department of Health Services Administration; and lecture discussions on hypertension, blood pressure, safety, chronic illness, self medication. Faculty also distributes a guide to emergency services to the participants.

The six geographic areas where the workshops will be offered were selected on the basis of need. This was determined by consulting with the county's Nutritional Program which provides a free lunch to the elderly every day in low-income target areas throughout the County.

The first "classroom" was the Sons of Italy Hall in Mastic.

"About 90 people came there for the lunch program. Many are couples. The oldest was 87," said Prof. Zunno. "They asked many questions about their particular ills. Their deepest concerns, however, were about the high

cost of prescriptions which cut seriously into their limited incomes."

"Another big problem was dental," added Prof. Messi. "They can use the services of the County's Dental Van, but this doesn't deal with dentures, which is their biggest need. Many also didn't know they were eligible for food stamps."

Alert

Professors Messi and Zunno said the elderly participants were very receptive to them and were interested and alert.

"In contrast to people we meet in nursing homes, they were lighthearted and happy and showed a great deal of concern about each other," they commented.

The elderly patients also asked the nurses to come back with a follow-up program, a definite evidence of their welcome reaction to the School of Nursing's outreach to them.

Always Time for Students

As Assistant Dean for Students, Bob Harvey hears lots of gripes from students having problems with various lengths of university red tape, —but all is not negative. For example, after graduation last June, a student left an index card with a handwritten note on it on Bob's desk thanking him for that "cycle of social support".

"It never occurred to me that I was providing that kind of support," he said, smiling. "But I do get goodies like that."

Advocate for Students

Bob's very special function is to be an advocate for the students, trying to make their lives easier in relating to university offices.

"I provide in-house record-keeping for students, facilitate their registration and financial aid, am a liaison with student services offices and do everything I can to provide what's essential to the students'

well-being," Bob explained, adding honestly, "I'm effective in some areas, and make no headway in others."

Sees Both Sides

Bob, who was Director of Special Educational Opportunities at Ohio State before coming to Stony Brook, views the School of Nursing from "both sides of the fence — students and faculty," as he put it. He concludes that the very factors in student and faculty that he rates as strength for the School of Nursing also make for problems.

"We have a great diversity in both students and faculty. Students range in age from 19 to 55. Their backgrounds are mixed. We've had classes that include ex-schoolteachers, medical technologists, army corps people, licensed practical nurses, even an ex priest. Our faculty are equally diverse. They have to be out of a different mold to go with that

student mix," he explained.

"However, how do you lump students with that kind of diversity into a homogeneous group? It's impossible. Yet, they must all be taught a certain body of information. The School is grappling with this problem."

From Bob's perspective, he sees good things coming, particularly in the new direction taken by the

curriculum committee to emphasize family as the cornerstone of the community, with nurses being trained to practice in a community setting as well as hospital.

Bob, who likes music and tennis for relaxation, is thinking of going on for a doctorate specializing either in medical sociology or higher education.



Bob Harvey meets informally with students in his office. From left, Clareth Smith, Prof. Harvey, Linda Davis and Pat Kurtz.

New Curriculum for the School of Nursing

A major change in curriculum and educational design has been adopted within the School of Nursing. Formerly, the nursing education program was carried out through the Departments of Adult Health, Community Health, Maternal and Child Health, Mental Health, and Advanced Nursing Studies. The new curriculum de-emphasizes the "parts" concept of the body, around which the department-based approach was structured. Instead, it is an integrated approach, based on nursing's concern for the nurturance of the health of the person as a whole throughout the life cycle from preconception to senescence, using a modular teaching design.

Modular Design

Each module is free-standing, containing units from various clinical divisions integrated for understanding each life stage: preconception, conception, newborn; infancy, early childhood, late childhood; adolescence; young adult; middle life; and aged.

Reactions to this plan from both students and faculty are a blend of yes, no, and maybe.

Most all agree that the new curriculum is excellent "in theory and philosophy." Most also agree that implementation will be difficult. A number of students are frankly worried that they'll get "gypped" during the changeover from a department-based curriculum to a modular design, with gaping holes left in the content of their nursing education.

Reasons

The reasons behind making such a major change are both honest and complicated. Faculty were becoming increasingly aware of the need to construct a curriculum more relevant to the new dimensions of nursing theory and practice. At the same time, nursing students were beginning to complain that their education was getting too traditional. They also argued that their curriculum still was illness-oriented and not really approaching the "whole person in his environment."

Since the School is committed to turning out an independent-thinking, well-functioning nurse, deeply concerned with illness prevention as well as curing, it willingly accepted self-examination.

"We had a workshop week last January

and asked lots of questions. We looked at our governance structure and questioned whether we should move away from departments and into inter-specialty teams," reported Anna Trent, who with Vaughn Nevin, co-chairs the curriculum committee. A new director, Dr. Dorothy Harrison, with a broad background in health anthropology and nursing, joined the faculty this fall to assist in implementing this novel program and to tie it together.

Decisions

In the months that followed, certain decisions were made. The curriculum committee wanted to:

- try to take a holistic approach to the person and his experiences
- look at the health-illness spectrum within an age group, picking up on risk factors and working toward preventing crisis illness
- focus on illness prevention by understanding all the human developmental stages, particularly the pre-illness condition
- graduate a nurse who can begin to function independently and competently in a primary health care role in a variety of settings
- facilitate more communication among specialty groups, such as psycho-social nursing, maternal and child health, etc.
- have students focus on the total range of health facilities and agencies in a given area for a more comprehensive clinical experience.

"We looked at the literature on primary care, and met with consultants

from the University of Rochester and the graduate program at Boston. Finally, we decided the time had come to change the curriculum to a life-cycle approach, since this is comprehensive and cross-cultural, and happens to everyone," said Prof. Trent, adding, "the Dean and entire faculty were involved."

Support of Dean

"Dean Ellen Fahy encouraged all of these changes since she, along with Dr. Pellegrino and several others, helped in the development of the entire Health Sciences Center with a view to changing the images and role of health personnel. Dr. Fahy is truly an 'avant-garde' individual concerned with a new future for nursing," said Dr. Harrison.

Teams

The modular curriculum demanded a re-structuring of the entire educational plan, now in operation. The faculty and students are divided into four teams, with specialties integrated into each. A faculty member specialist in community health, psycho-social nursing, adult medicine and maternal-child health is on each team. Generic students, RN's, third and fourth year students are all part of the team mix.

Long Island has been divided into four geographic areas — Nassau County, North Shore Suffolk, South Shore Western Suffolk, and Eastern Suffolk — designated as learning centers. Each team works in its assigned area for one year. Clinical experience is obtained in hospitals, health centers, community organizations, family counselling offices, headstart programs, and in all health and welfare-related agencies in that area.

An introductory module is given to all students in Quarter 1 and an overview of the program, introducing the student to all the concepts and the organization of the curriculum. Students do not have to all begin at the same point and with the same module. For example, Team One began with the young adult module, Team Two and Team Three with preconception, conception, labor, delivery and newborn; and Team Four with early childhood.

Change Needed

While admitting that the "strategies for implementation of the new curriculum are still sticky," Prof. Trent nevertheless affirmed her belief that the School of Nursing had to go ahead with the curriculum change to underscore its commitment to turn out a nurse with an inquiring mind; who understands medical concepts and the experience of the whole person; can do physical assessments, recognizing the most common health problems in all the developmental stages; and knows how to work with people and existing resources within a community for better health care which emphasizes promotion of health and prevention of illness.

"We have continually evaluated what we do in the School of Nursing, and this new curriculum will also be examined and evaluated, critically," Prof. Trent emphasized.

Faculty members and team coordinators for each geographic area are:

Team One, North Shore Suffolk: Coordinator, Gail Sinquefield, with Betty Salerno, Rose Richmond, Helen Bang, Marilyn Barry, Ethel Henderson, and Jean Jordan.

Team Two, Nassau County: Coordinator, Adele Walsh with Sylvia Fields, Ora Bouey, Patt Rizzo, Diane Hitchings, Ilona Kegler, and Anna Trent;

Team Three, South Shore Western Suffolk: Coordinator, Bob Eisel, with Vaughn Nevin, Elsie Campbell, Penny Saltzman, and Catherine Foster;

Team Four, Eastern Suffolk: Coordinator, Madeline Zunno, with Carol Blair, Diane King, Carolee Messi, Ricke Ehrlich, and Sue Valentiner.



Members of the curriculum committee meet regularly. Shown, from left, are Helen Bang, Dr. Dorothy Harrison, director of Undergraduate Studies, student Dorothea Scott, Anna Trent, Vaughn Nevin, secretary Natalie Lipkin, Ethel Henderson, and Dr. Fred Block.

Schedule for Lecture Series

(Continued from page 1)

Date	Topic	Lecturer	Date	Topic	Lecturer
Dec. 16	Are More Health Workers Good for Whose Health? (Who benefits from more hands? Is distribution improved?)	Dr. Sam Wolfe, Director of Community Medicine, Long Island Jewish-Hillside Medical Center	Feb. 17	Pathology and Public Policy	Dr. Marvin Kuschner, Dean, School of Medicine, and Chairman, Department of Pathology, School of Basic Health Sciences, SUNY, Stony Brook
1975			Feb. 24	To be announced	
Jan. 6	Politics of Health Manpower	Dr. J. Howard Oaks, Vice President for the Health Sciences, SUNY, Stony Brook	Mar. 3	Population Responsibility in Health Care	Dr. Max Schoen, Dean pro tem, School of Dental Medicine, SUNY, Stony Brook; Member, Institute of Medicine
Jan. 13	Is Medical Care Good for Your Health?	Dr. Edmund Pellegrino, Chancellor of the Health Sciences Center, University of Tennessee	Mar. 10	Quality Control	Dr. Lawrence E. Weed, Professor of Medicine, and Director of Promis Laboratory, University of Vermont Medical Center; Author of <i>Medical Records, Medical Education, and Patient Care</i>
Jan. 20	Effect of Insurance on Health Care Patterns	Dr. Peter Rogatz, Senior Vice President for Public and Provider Affairs, Associated Hospital Service of New York	Mar. 17	Consumer Participation and Community Control	Dr. Nancy Milio, Adjunct Professor, Macy Foundation Program, Maternal/Child Health, Boston College School of Nursing and Harvard Medical School
Feb. 3	Politics of "Pure" Science	Dr. Arthur Upton, Dean, School of Basic Health Sciences, SUNY, Stony Brook; Member, International Commission Radiological Protection	Mar. 31	Ambulatory Care in an "Automotive Community"	Dr. Mary McLaughlin, Commissioner of Health Services, Suffolk County Department of Health Services
Feb. 10	Health Care Does Make a Difference	Dr. Barry Waldman, Professor of Dental Health Services and Chairman, Department of Dental Health, School of Dental Medicine, SUNY, Stony Brook	Apr. 7	Can Congress Improve your Health?	To be announced
			Apr. 14	To be announced	

Nursing School Receives Grant

The School of Nursing at the State University of New York at Stony Brook has come up with a proposal for a new method of training nurses in physical assessment skills which has earned them a two-year grant for \$192,000 from the Department of Health, Education and Welfare.

Co-planned by Sylvia Fields, Associate Professor of Nursing, and Antol Herskovitz, Director of Media Services at the Health Sciences Center, the project — titled "The Mediated Approach to the Teaching and Learning of Physical Assessment Skills in the Baccalaureate Nursing Program" — has been designed as a living laboratory for learning, using an audio-visual tutorial method for the teaching of physical assessment skills. Dr. Ellen Fahy, Dean of the School of Nursing, is the Program Director, with professors Fields and Herskovitz as Co-Project Directors for Technical Competence.

The laboratory idea combines three teaching methods — videotaped viewing; the use of simulated models; and personal, real experience with students practicing on one another.

"The students themselves will be videotaped so they can see themselves in actions and find out where they need improvement. They'll also be carefully evaluated by prepared faculty before going out to practice on patients," Prof. Fields explained.

The laboratory, to be completed hopefully by next September, is designed as a complex of five examining rooms, each in effect a module for the study of a specific major system of the body — chest, abdomen (including reproductive), head (eyes, ears, nose, throat), neurological and musculo/skeletal.

Each of these modules will contain a complete setup for history-taking and interviewing, an examining table, space for a

simulation model, viewing equipment for slides and tapes, and a camera for videotaping. Students will be required to complete one module at a time and be evaluated as competent in the knowledge and skills required for that system before being able to go on to the next module.

The proposal for this new approach to learning the skills needed for primary care practice began with an idea thought out by Professor Fields.

"Since we're trying to teach physical assessment skills to a lot of students, with limited faculty, I reasoned that this could only be done through a laboratory utilizing audio-visual tutorial skills," said the professor, who was also the co-author, with Dr. Jack Sherman, Dean of the Clinical Campus at the Northport VA Hospital, of a textbook, "Guide to Patient Evaluation".

Dr. Fred Block

Physician Who Choose to Teach Nurses

Dr. Fred Block is a physician who has left private practice to go into teaching — nurses. Admittedly, he's in an unusual situation, facing "right-on" all the long-standing hostilities, both subdued and overt, existing between nurses and physicians.

Primarily, Dr. Block has come to the nursing school because he feels the time has come for physicians and nurses to reach a "detente".

"We're going to need a tremendous amount of very specially trained health manpower. The only way this manpower can be used effectively is to stop intra and inter-bickering. We need a resocialization, with nurses ending their bitterness about physicians, and physicians willing to stop regarding their position as prestigious," he affirmed.

Challenge from Students

Dr. Block became "turned on to teaching" after he began meeting with a group of student nurses from Stony Brook who were in the clinical placement at Long Island Jewish.

"I was impressed with their enthusiasm and my ability to function with and relate to them."

Last June, Dr. Block approached Dean Ellen Fahy, expressing his interest in teaching at the School of Nursing. He began working in the School full time in September as an Assistant Professor of Medicine. Though he works at the School of Nursing, Dr. Block's appointment is with the School of Medicine, an arrangement he feels fits very well under the interdisciplinary commitments of the Health Sciences Center.

Teaching and Planning

The focus of Dr. Block's work is two-pronged — to relate medical concepts in a detailed, clinical way to increase students' participation in the clinical setting; and to have input into some of the course planning for the future graduate nursing program.



Dr. Fred Block with student

Dr. Block is currently teaching a formal Medical Concepts course.

"I believe, as do many in nursing education, that the nurse is going to have to do a competent, physical assessment of patients. To do this, the understanding of certain medical concepts is necessary."

Methods

His teaching method is to divide the students into small groups, spend time with each group individually, and then bring them together as a total class for further interaction.

Dr. Block, who received his M.D. degree from Albert Einstein Medical School, is a specialist in cardiopulmonary diseases.

Future of Nursing

(Continued from page 1)

set the pattern for many other colleges to open their doors to RN's, hoping to start a strong trend, now national. It was long past time to do this since RN's felt left out of the educational mainstream," Dr. Fahy commented.

First Graduates

The School of Nursing holds the distinction of graduating the Health Sciences Center's first students, a group of RN's who received baccalaureate degrees in 1971.

Another important decision made early by the School of Nursing was to present a program that was not the usual illness-based curriculum, the emphasis until recently in nurses training.

Prevention

"We had to be concerned with healthy people, too. Our responsibility is not only to care for the ill, but also to keep the well people healthy. We've stuck to our guns on this one," Dean Fahy emphasized. "Nurses also have a strong place in organized consumer groups and need to know how to tap the power structure in working for illness prevention and better health care delivery."

The Dean, who initiated the progressive nursing program at SUNY, Stony Brook, also spoke positively of the School's "budding relationship with the School of Basic Health Sciences, and their willingness to be challenged in taking on diverse students."

Commentary

There is an aura to the School of Nursing which indicates that in spite of now-and-then static, the School is well put together. Students are comfortable here with the Dean and the faculty. In their own words, they are encouraged to express their opinions always, have a great deal of contact with the Dean and the faculty, and altogether come away feeling they are part of "a good and going thing." The School emanates a dynamism, with rough edges, as someone expressed it. Perhaps the most telling reaction of all is the decided "yes" expressed by students who are asked, "if you had to do it over, would you still come to the Stony Brook School of Nursing?"

Finding a "Better Way" for the Mentally Ill

When Marilyn Barry talks about the need-care situation of mental patients, it comes second nature to her to insist "there's got to be a better way."

Marilyn, one of the newest faculty members in the School of Nursing, comes with a background of long service to the mentally ill in Illinois. She worked specifically on a progressive and successful program to get a comprehensive network of community clinics, sheltered care nursing homes and sheltered workshops for mental patients established in a 16-county area in Illinois. The program designer and regional director of this large area was Dr. Lewis Kurke, now Director of Community Mental Health Services in Suffolk County.

Community Concern

"We tried to get back to the concept of community responsibility for people who are 'different'. We found that people were being committed to mental



MARILYN BARRY

Photos by Toni Bosco

hospitals for a variety of reasons, from being retarded to simply being a nuisance," Prof. Barry commented. "Once they've been in a mental hospital, they carry a label, a very derogatory label, that the community never forgets."

Alternatives

The attractive young nurse, who was a sub-region administrator in the Illinois program, working with community groups and community mental health centers, believes that alternatives must be found to hospitalizing mental patients. Treatment in

psychiatric units of general hospitals and placement in supervised homes in the community would be one better way, she said.

"In Illinois, community sheltered care nursing homes were very strictly supervised. All homes had to have an approved activities program and all ex-patients had to be visited once a month. We played a strict game," she commented.

Now, as a member of the School of Nursing's Team One which covers the North Shore Suffolk area, Marilyn finds herself still gravitating toward mental health work.

"We're working on a plan to develop a curriculum for in-service training of workers at the Suffolk State School, in Melville," she said, adding that she would hope to see the School of Nursing offer future opportunities for training in psycho-social nursing to public health nurses.

Two Nurse Teachers Turn Author

When Carol Blair and Elizabeth Salerno, whose specialty is family child and maternal health, put their heads together they found they had enough ideas and experiences to fill a book.

A publishing company — Little, Brown & Company — agreed and gave them a contract to produce a book on family health. When the book appears, the nursing professors will be wearing a new cap — authors.

First Book

"It's our first book, but we don't intend for it to be the last," they promised, calling their experience "fantastic" and pointing out that they "wrote and argued over every word together."

Professors Blair and Salerno were

the first members of the faculty to become certified nurse practitioners and this experience influenced them to produce a readable, complete and modern book on family health. The book was written to cover all aspects of human development within a family seen as a unit. Because they wanted to emphasize reality, they chose a style which presents their material within a problem-oriented systems format.

"We tried to present a theme, and design a book having relevance for nurse educators, practitioners, students and supervisors," they said.

The fourteen-chapter book, now being copy-edited, is slated for publication by mid-1975.



Carol Blair and Elizabeth Salerno proof read pages from their soon to be published book on family health.

Working Full Time for Minorities

Anne Gilbert is interested in higher education, in law, politics and labor, and maybe a few dozen other broad categories, because in all these areas she has a crucial interest — how to make all these segments relate positively to human beings who are caught in "a day by day survival kind of thing."

As the Assistant to the Vice President for Minority Affairs, Anne is attentively pursuing the goal of bringing to the Health Sciences Center campus as many minority applicants as possible for faculty positions.

"I'm not only seeking their recruitment, but working diligently for their retention here," said Anne, who is also working for her master's degree in the School of Social Welfare.

Hired

As a direct result of Anne's recommendation, three minority professionals have been hired since her coming in late summer. They are currently working in the Schools of Nursing, Allied Health Professions and Basic Health Sciences in the Pathology Department.

Anne's work in recruiting both minority faculty and students has her traveling frequently to the city where she has many contacts from her previous work in community organization. She did recruiting, proposal writing, and public relations for City University of New York and various community action programs, an experience which further raised her conscious interest in

higher education as it related to minorities and vice versa.

Planned Career Day

From these contacts, Anne has planned a career day for prospective students, primarily minorities, mainly from Manhattan Community College and Hostos

Community College, to be held on south campus, Building F, on December 14.

Anne, who grew up in North and South Carolina, credits her family with giving her an awareness of black pride early in life.

Black Pride

"My family always taught me that black is beautiful. Black awareness was part of my life. My grandfather, who is a former slave and is now 100 years old, always told us never work for a white man," Anne related. "As a child, I felt very good about myself as a person. As a young woman, I became aware of injustices, and observing the emotional effect of inferior feelings experienced by blacks tore me apart. This was a determining factor in my going into the work I'm now doing."

Anne is also part native American, since her paternal grandmother was a Cherokee Indian.

In her "spare time," the attractive new worker in the Vice Presidential office serves on the Suffolk County Arthritis Foundations, with Dr. Leon Sokoloff of the Pathology Department.

"I had rheumatic fever as a kid and so I care," she explains, smiling. They are planning a forum on rheumatic diseases to take place in March, in conjunction with the New York City Arthritis Foundation.



photos by Toni Bosco

ANNE GILBERT

Safer Sugar

(Continued from page 1)

package deserts, and any product which now uses regular sugar (sucrose). The results from taste tests carried out with human subjects indicated that the panelists could not distinguish between sucrose and "safer sugar". Since Dr. McNamara was working as the Associate Director of the Department of Dental Science at Warner Lambert Company when he did the sugar-compositions research, he has assigned the rights to any commercial development of the composition to this New Jersey company.

The price of commercially-produced "safer sugar" would probably not be priced higher than the current \$3-plus per 5-pound bag for sucrose, since fructose and maltose are derivatives of certain starches, vegetable and fruit sugars, and corn syrups. Calories would not be significantly reduced; and people on a sugar-restricted diet would have to use the same caution with "safer sugar" as with sucrose.

Experiments to test whether the sucrose-fructose-maltose-combination makes a difference in developing cavities (caries) were done on animals. Results of repeated tests showed that the

animals on a diet containing sucrose developed 3-4 times the cavities of those getting the combination of sugars.

"We are not absolutely sure why this happens," said the microbiologist. He conjectured that the oral organisms that are normally metabolizing sucrose may have difficulty in fully utilizing the sucrose, fructose, and maltose present in the mixture, and the resulting diversification "reduces their growth."

Dr. McNamara emphasized that no comparison exists between "safer sugar" and the sugar substitute products now on the market.

"Those products are chemicals. They have a sweetness, but none of the physical properties of sucrose. Most of them also have an unpleasant aftertaste."

Dr. McNamara, a father of four, is a member of the International Association for Dental Research, the New York Academy of Science, and the American Association for the Advancement of Science. In addition to the patent for "safer sugar", he has been awarded three other patents since 1971 for inventions relating to dental health.



Photo by Richard Puz

It's a Bird ... It's a Plane ... It's a SUPER-STRUCTURE !!!!

Wide Response to New Rheumatic Diseases Laboratory

The reference laboratory for rheumatic diseases, newly opened by the School of Medicine with the Department of Pathology, and available to

the Nassau-Suffolk community, is proving to fill a long time gap in community medical resources. Drs. Leon Sokoloff and Frederick Miller, supervisors of

the lab, report a large response from physicians seeking assistance with the diagnosis and management of rheumatic diseases.