The Faculty Professional Center (FPC) is located on the third floor of Kellenberg Hall in Room K-322. The Center's mission is to support excellence in teaching and to encourage creative and scholarly efforts of the faculty.

**Email**: facultyprofessionalcenter@molloy.edu    **Phone**: 516.323.3070

---

**FPC Staff**

**Anne Tumbarello, Ed.D., R.N., N.P.P.**
Director, Faculty Professional Center
Associate Professor, Division of Nursing
Kellenberg - 322
516.323.3071
atumbarello@molloy.edu

**Sr. Rita J. Vanson, C.I.J., R.N., M.S.**
Educational Technology Specialist
Assistant Professor, Division of Nursing
Kellenberg - 322
516.323.3072
rvanson@molloy.edu

**Amanda Strong**
Administrative Assistant
Kellenberg - 322
516.323.3074
astrong@molloy.edu
Another semester has flown by and the holidays are upon us. How can that be? Wasn't it only a few short weeks ago we were at the beach with the sand between our toes and the seagulls hovering above?

Over the past year, the Faculty Professional Center Committee has looked at how our Center lives out its mission to support teaching excellence and faculty scholarship. As a result, we offered two new initiatives this semester—teaching triads and a book group. We will also be sponsoring a Creative Teaching Day on January 19, 2016. We hope these new development activities will serve as forums to generate new ideas, reflect on our teaching practice, build community amongst faculty, and tap into the excellence of one another.

Thank you for your support. Your ideas, volunteerism, and participation are always welcome. Wishing you and your loved ones Happy Holidays.

See you at Creative Teaching Day!

Anne
New Faculty Colleagues

Molloy College welcomed 12 new full time faculty members this semester. Some of them are returning to Molloy while others are new to our College, and to the Long Island region. First-year faculty participate in a monthly orientation program on topics such as advisement, Lion’s Den advisement tools, governance, research, assessment, and tenure and promotion.

Pictured (Left to Right): Henry Fonte (Theatre Arts), Spence Ford (Theatre Arts), Francine Wisnewski (Education), Audra Cerruto (Education), Michael Higgins (Communication Sciences & Disorders), Michelle Sewell (Business), Carrie McDermott (Education), Linda Silva-Thompson (Business), Megan Seaman (Clinical Mental Health Counseling) Dawn DiStefano (Business) Laura Wood (Clinical Mental Health Counseling).

Not Pictured: Kerry Mastrangelo (Nursing), Patricia Eckardt (Nursing).

Fall 2015 – Spring 2016 Orientation Sessions for new FT Faculty

- Academic Affairs/Advisement; September 24, 2015
  - Advisement Tools; October 22, 2015
  - Governance; November 19, 2015
  - Research; February 18, 2016
  - Assessment; March 8, 2016
- Preparing for Promotion and Tenure; TBD
Teaching Triads

If you are interested in participating in a supportive opportunity with peers to observe one another's classes (groups of 3), please contact the Faculty Professional Center. The purpose is to learn from one another NOT evaluate one another. You may already know 2 other colleagues you'd like to work with, if so, please let us know. We will provide lunch or a snack voucher for you to gather and discuss your ideas.

Faculty Book Group

The first and third Mondays of the month at 3:15pm – 4:15pm you will find a group of faculty in the FPC Conference Room discussing the 2015 book, The Skillful Teacher by Stephen Brookfield.

The group provides a forum to discuss our teaching practices, learn from one another, and glean new ideas from our readings.

The book group members are Hia Datta (CSD), Amy Meyers (SWK), Rose Schecter (NUR), Claire Schirtzer (TRS), Eileen Shah (NUR), Linda Silva-Thompson (BUS), Anne Tumbarello (FPC) Rita Vanson (FPC).

This is an open group so feel free to join us. Book copies are provided.

Save the Date

Annual Faculty Recognition Reception

Monday, March 7th, 2016
3:30pm-5:00pm
Hays Theatre
**Summer Conference Grants**

**Textbook and Academic Authoring Conference**

I was fortunate to have the opportunity to attend the Textbook and Academic Authoring (TAA) Conference in Las Vegas, NV in June of 2015. The first day of the conference offered several lectures regarding textbook and manuscript publishing including ways to maximize research and publishing, the use of social media for publication recognition, publishing on-demand and self-publishing as well as offering several tools to sustain writers habits and productivity. I found these sessions to be highly informative and supportive to my research agenda. As a doctoral student at Molloy College, I found the lecture on writer’s habits and productivity highly informative as I am currently in the process of writing my dissertation. I was able to identify specific academic writing barriers and discover useful strategies to write productively for publication. On the second day I attended several break out sessions, which included information on publishing within my discipline, writing fearlessly and collaborating with peers. The knowledge and strategies learned at the TAA conference will support future publication efforts as well as my plan of research in the area of human milk banking and donation. I am grateful to have been granted the opportunity to attend this conference and look forward to many publications in my future.

**Laura M. Candelaria, Ph.D.(c), RN, MS, FNP**

*Assistant Professor, Nursing*

**Teaching Professor Conference**

As a recipient of the 2015 Summer Conference Award from the FPC, I attended the Teaching Professor Conference in Atlanta, Georgia. The conference was well attended by faculty and administrators from a wide variety of academic institutions. This year’s program agenda offered a broad spectrum of workshops and sessions that highlighted interactive learning. My areas of interest are service learning, student evaluation and virtual simulation, which guided my workshop selections. I also attended an informative session presented by my colleague Andrea Morgan-Eason entitled Enhancing Communication Skills in Diverse Learners, with Adaptable Teaching Strategies. A highlight of this conference was a session that examined strategies to determine whether exams effectively evaluated student learning. It described why some assessments fail to measure intended learning. A group exercise entitled The Fribbled Breg was utilized to demonstrate testing discrepancies. In another valuable workshop, nursing faculty from West Virginia University discussed how the successful implementation of a virtual patient can augment a traditional online nursing course.

**Sheryl Wolkowitz, RN MSN**

*Associate Professor, Nursing*

**Teaching Professor Conference**

This year, the Teaching Professor Conference was held in Atlanta, Georgia. The two day event offered a wide range of topics for the attendees. My choices were centered on large class size support and education technology.

My workshop selections included:

- Helping Students Succeed in a Large Classroom
- Interactive Online Teaching
- Web-Based Tools: Why and How
- The Courage to Teach with Technology
- The Lighthearted Professor: Positive Psychology for the Master Teacher

The organizers of the conference have a well-defined format realized over several years. It is very successful. The workshops are original, defined and informative. Time is set aside routinely for a question and answer period. The one drawback remains - deciding on what to attend. So many choices – so little time. Due to the size of the conference and noteworthy decline in education based technology workshops, it might be time to consider attending their October event. There, the focus surrounds technology and education helping address this growing and important part of instruction. It would make an ideal alternative conference choice.

**Dennis Jackson, Ph.D.**

*Associate Professor, BCES*

**International Literacy Association Conference**

Thanks to the generous FPC summer travel grant, I attended the International Literacy Association's (formally known as International Reading Association) 60th anniversary conference in St. Louis, Missouri, on July 18-20, 2015. The conference had multiple strands including Innovation with Technology, Research, Assessment, Literacy Policy and Practice, and Teacher Preparation and Professional Development, just to name a few. One of the largest conventions in the US, the ILA conference attracted over 9000 educators from around the US and abroad. I was particularly drawn to sessions that discussed engaging instructional practices related to literacy learning, developing a readerly life, and writing with a voice. I was very active on Twitter and enjoyed some gems shared by others. There was a common theme that seems to suggest we teachers/instructors must relinquish control in the classroom and allow our students to do more of the talking: "Without student talk we cannot evaluate and improve student thought" or "Talk helps students arrive at a greater understanding than any one mind can come alone."

**Andrea Honigsfeld, Ed.D.**

*Associate Dean and Director, Ed.D. Program*
Molloy College
Creative Teaching Day

Tuesday, January 19, 2016
9:30 am – 2:45 pm
Larini Room Public Square

The inaugural Molloy College Creative Teaching Day will highlight creative, innovative, and effective approaches to teaching and learning. It is our intention to inspire new ideas about classroom and online teaching and learning, and recognize the approaches used by our colleagues that have fostered student success and faculty satisfaction.

9:30 am – Registration/Continental Breakfast

10:00 am – Welcome and Reflection

10:15 am – Session #1
Dr. Maria Esposito: Pickers: Online Quiz of Students in Real Time with a Mobile Device.

11:00 am – Session #2
Dr. Geri Cornell: Simulation: Critical Thinking, Competence and Communication

11:45 am – Lunch and Poster/Table Displays
Participants will have the opportunity to learn what colleagues are doing inside the classroom or in the online environment. This will be structured similar to a poster session with the flexibility to present your work in other ways.

1:00 pm – Session #3
Prof. Jamie Cohen: Storytelling in 360 degrees: A critical approach to new media and storytelling.

1:45 pm – Session #4
Dr. Carrie McDermott: Interactive Learning: Young at Heart and Ready for Play, even in College.

2:30 pm – Closing Remarks and Evaluations

Please register your attendance by contacting Faculty Professional Center at facultyprofessionalcenter@molloy.edu or 516-323-3070 by Thursday, January 14, 2016.
Focus on Faculty

Leonard Antinori (ART) had a solo exhibition of his editorial illustrations (from 1985 - 2015) for the entire month of September at the Freeport Memorial Library. The included works encompassed projects for the New York Daily News, Publisher's Weekly, McGraw-Hill Publications, Bloomingdales, the New Republic Magazine and Scholastic Publications. In October, Len designed the poster illustration and graphics for a new cinematic work entitled Cherry’s in Season which will be screened at a number of forthcoming independent film festivals throughout the United States. One of Len's new clients includes The Juilliard School of Performing Arts in Manhattan. He recently designed the promotional material for the Pre-College Program's Percussion Ensemble performance in December. Len also completed the packaging graphics for the recently released Live and Let Die, A Symphonic Tribute to Paul McCartney/Live from NY double CD package recorded at our own Madison Theatre in 2014. This project included the art direction and digital design for all logotypes, both front and back photographic covers as well as the 4 page interior booklet and Compact Disk graphics.


Eric Cimino (HIS) published an article "Safeguarding the Innocent: Travelers' Aid at the Panama-California Exposition, 1915" in The Journal of San Diego History (Summer/Fall 2015). The article was commissioned by the journal to mark the 100th anniversary of the Panama-California Exposition, a world's fair held to celebrate the opening of the Panama Canal.

Maria G. Dove (EDU) along with her co-author, Andrea Honigsfeld (EDU) have recently produced the following publications: Collaborative practices to support CCSS implementation with K-5 ELLs, an invited chapter in L. Helman (Ed.) Literacy development with English learners: Research-based instruction in grades K-6 (2nd Ed.) published by Guilford; ELLs: Co-Teaching and Collaboration [instructional guide] published by NPR, Inc; and another invited chapter entitled Preparing teachers for collaboration and co-teaching, in G. Maggioli- Diaz (Ed.) Teacher Training and Education: Theories, Practices and Perspectives to be published by Cambridge University Press. Together they were keynote speakers on various topics concerning the education of English language learners at the following conferences: Cultural and Linguistic Journeys, Carolina Teachers of English to Speakers of Other Languages (Carolina TESOL) Annual Conference, Myrtle Beach, SC, November 4, 2015; Portraits of Collaboration: Teachers Creating Pathways for Success, Georgia Teachers of English to Speakers of Other Languages (GATESOL), Atlanta, GA, October 30, 2015; and Successful Practices to Support ELLs, Frederick County Public Schools Educational Symposium, Frederick, MD, October 16, 2015. They were also invited to present pre-conference institutes on instructional practices at the following venues: Successful Collaborative and Co-Teaching Practices for the Sake of ELLs, Iowa Culture and Language Conference (ICLC), Coralville, IA, November 9, 2015 and Working with Beginner ELLs, Carolina Teachers of English to Speakers of Other Languages (Carolina TESOL) Annual Conference, Myrtle Beach, SC, November 4, 2015. In addition, Dr. Dove and Dr. Honigsfeld were also featured speakers at New York State Teachers to Speakers of Other Languages (NYS TESOL) Annual Conference, White Plains, NY, where they presented Integrated English as a New Language: Challenges and Solutions, November 14, 2015.

Veronica Feeg (NUR) and Ann Marie Paraszczuk (NUR) were invited to present at the 5th National and 2nd International Pediatric Nursing Conference held November 16 - 18 in Ankara, Turkey. Dr. Feeg presented on the topics of “Meeting Parents’ Needs in Children’s Care: Research Measures and Application” and “Pediatric Palliative Care Practices in the USA” and Dr. Paraszczuk presented on
“Supporting Breastfeeding and Discharge Planning for High-Risk Infants.” Together they prepared an invited session on “Inter-Professional Research, Education and Practice.” Unfortunately last minute issues that affected flights and safety precluded Drs. Feeg and Paraszczuk from traveling to the conference, but their presentations were provided remotely to the 200+ nurses who were in attendance using video recordings prepared for the conference with GoToMeeting. Several attendees “tweeted” about some of these sessions. Dr. Veronica Feeg and Dr. Ann Marie Paraszczuk were recently notified that the article they submitted to the Journal of Pediatric Nursing titled, How is Family-Centered Care Perceived by Healthcare Providers in Different Countries? An International Comparison Study was accepted for publication. This article is the result of an international collaborative research project wherein Drs. Feeg and Paraszczuk, together with Dr. Shields in Australia and Dr. Cavusoglu in Turkey, examined the attitudes of pediatric health care providers in the three countries toward working with hospitalized children and their parents. In this article, the perspectives related to Family-Centered Care in the different countries were reported and a measure of “family centeredness,” calculated from the participants’ responses, was established. The measure may be useful to determine a baseline of beliefs and ascertain effectiveness of interventions in subsequent research.

Melissa Gebbia (PSY) presented a poster “Regulating the Learning Environment: The Impact of Academic Self-Regulation Instruction on Motivated Learning Strategies” at the 27th Association for Psychological Science Annual Convention, on May 23, 2015 at the New York Marriott Marquis in New York, NY, with Renee Smucker, Molloy College Alumna. This fall Melissa presented “Social Responsibility in Higher Education,” with co-presenters/panelists Melissa McCardle (SWK), Susan Bliss (SWK), and Maureen Mackenzie (BUS). An abstract of the presentation was published in Proceedings of the 2015 42nd Annual Meeting of the Northeast Business & Economics Association. November 2015, pp. 184-185. ISSN 1936-203x; online ISSN 1936-2048. The presentation took place on November 6, 2015 at the Radisson Hotel, Jamaica, NY. She also presented at the Preparing for Graduate School: CV/Resume Workshop hosted by the Molloy College chapter of Psi Chi on November 16, 2015.

Vicky Giouroukakis (EDU) gave a presentation titled, Effectively Teaching ELLs: Five Strategies to Support Language and Content Learning for Grades K-12 at the NYS TESOL Conference in White Plains. In the spring of 2015, Dr. Giouroukakis also received the Molloy College Research Achievement Award. Dr. Giouroukakis also published the following:


Robert Gordon (MAT) presented his paper, "Why It Is Difficult to Apply Revenue Management Techniques to the Car Rental Business and What Can Be Done About It," at the Northeast Business & Economics Association Conference on November 6, 2015, and it was published in the 2015 NBEA Conference Proceedings.

Debra R. Hanna (NUR) was invited, and has accepted, to join the editorial board of the scholarly nursing journal, Research & Theory for Nursing Practice. Debra was also invited, as an expert on the Roy Adaptation Model, to be the Editorial Advisor for a new journal of nursing theory being developed in Japan. In June, Debra Hanna, Dr. Ann Marie Paraszczuk (NUR) and PhD student, Olga Kagan presented a poster presentation of their recent study at the Roy Adaptation Association International conference held in Boston (The Process and Value of Implementing the Roy Adaptation Model: A Systematic Review). Debra was second author on another poster with Olga Kagan presented at the same conference. In July, Debra’s 2004 publication entitled “Moral Distress: The State of the Science” originally published in Research & Theory for Nursing Practice was included in a 3-volume anthology of 100 Nursing Ethics articles. The compilation of ethics articles was requested by the International Council of Nurses for the benefit of nurses in countries where electronic library resources are limited. The anthology was edited by Dr. Megan Jane Johnstone from Australia and was published by Sage. In October, 2015, Debra was interviewed as an expert on moral distress for an article that appeared in the British Journal of Nursing.

Lora Heller (MUS) represented Molloy’s music department at the Balanced Mind Conference hosted at Molloy on November 3rd, 2015. Her presentation was titled Music Therapy to Promote Language and Communication Development in the Young Child: Therapeutic Applications of American Sign Language in the Elementary Music Education Setting. http://www.nassaunyscame.org/balanced-mind.html. Another study
Laura Kestemberg (CMHC) was honored to have presented the results of the second year of her research at an invited paper presentation at APA, the Annual Convention of the American Psychological Association, on August 7th, 2015 in Toronto, CA. She co-presented this paper presentation entitled: Evaluating Social Reciprocity and Parenting Stress in ASD Families: Year Two, with Dr. Laura De Gennaro. In October 2015, Dr. Kestemberg co-led two Roundtable Discussions at the annual ACES Conference, the Association for Counselor Educators and Supervisors, in Philadelphia, PA with Dr. Christina Washington, from the University of Pennsylvania, entitled: Emancipatory Communitarianism: A Discussion Surrounding Its Integration into Counselor Education; and Disability Competencies as part of Diversity Training For Counselors and Counselor Educators. Dr. Kestemberg together with Laura Wood (CMHC) represented Molloy's new Clinical Mental Health Counseling Program as part of an Exhibitors' Booth at the ACES Convention. Dr. Kestemberg is also in the second year of conducting research on the effects of a parent support group with parents who have children with autism.

Ulanda Marcus-Aiyeku (NUR) used the shadowing technique at Jersey Shore University Medical Center in Neptune, New Jersey to assess the experience of patients and families throughout the entire spectrum of the total joint replacement service line. The findings from this qualitative study were used to make improvements that enhanced the patient-centeredness of care, increasing HCAHPS by 25% within 6 months and sustained at an overall score of 92% for the following 2 quarters eventually leading to certification by the Joint Commission just 9 months after the study was completed. This study is published in the Journal of Orthopedic Nursing. Excerpt can be found on the PFCC blog @ http://blog.pfcc.org.

Patricia Mason (EDU) presented a workshop for faculty entitled Universal Design for Learning (UDL): Enhancing Instruction ** Leading to Improved Learning Outcomes for the Faculty Professional Center. The interactive workshop encouraged participants to enhance teaching strategies by using the philosophy and practices of Universal Design for Learning (UDL). Participants were encouraged to examine teaching styles, class activities and course assignments alongside UDL principles of representation, expression and engagement to consider ways to improve learning outcomes.

Judith Mathers Maloney (CRJ) was published as a featured contributor in the new seventh edition of Cengage’s Paralegal Today: The Legal Team at Work by Miller and Meinzinger. She also had an article published in The Educator, a peer reviewed publication. Judith was a member of the 2015 AAfPE

Andrea Honigsfeld (EDU) and Audrey Cohan (EDU) have just published their seventh collaboratively developed book entitled Serving English Language Learners www.thuze.com). This college-level e-textbook introduces teacher candidates to the challenges and opportunities in educating English language learners across the content areas. The text examines English language learners’ unique needs as they not only learn to speak, listen, read, and write in a new language but also aim for academic success. The e-text is designed to offer numerous examples of instructional strategies, videos, and case studies to help aspiring K-12 teachers connect theory with classroom practice. In addition, Dr. Honigsfeld has also teamed up with renowned Long Island Educational Consultant, Judy Dodge, and has also recently published a book with her entitled Core Instructional Routines: Go-To Structures for the 6-12 Classroom (www.heinemann.com). The premise of the book is summed up by the authors as follows: "Contrary to the belief that routines can lead to dull, repetitive, unimaginative, scripted ways of teaching, we believe that the routines [in this publication] will not only lay the framework for predictable structures, instructional consistency, and skill building, but also provide plenty of opportunity for teacher autonomy, creative expression, and nurturing the desire to learn in each child."

Chuck Howlett (EDU) retired in August from the New York State Department of Military and Naval Affairs (NYG) during a formal ceremony at Camp Smith in upstate New York. Prior to that, at a retirement ceremony held at Ft. Hamilton in Brooklyn, he was promoted to the Brevet Rank of Colonel in the 88th Brigade (Irish Brigade) attached to the National Guard's famous Fighting 69th. On October 24th Chuck moderated a panel, "Education for Peace and Peacemaking" at St. Joseph University in Hartford, Connecticut. He recently signed a contract with ABC-CLIO to write entries for a new encyclopedia on United States Peace and Antiwar Movements.

Debra Kantor (NUR) was primary editor of a book entitled “Issues of Cancer Survivorship: An Interdisciplinary Team Approach to Care”. The book was published by Wolters Kluwer in October. The book focuses on the psychosocial issues related to a diagnosis of cancer and includes the various roles of nursing as well as other health care professionals.

of Lora’s was published as a podcast in the 2015 issue of Imagine, an online journal focusing on music therapy in early childhood. Her podcast is titled Music Therapy with Peter: a young boy with fragile X syndrome at home and in an inclusive preschool setting. http://www.imagine.musictherapy.biz/Imagine/imagine_magazine.html.

Laura Kestemberg (CMHC) was primary editor of a book entitled Universal Design for Learning: Leading to Improved Learning Outcomes for the Faculty Professional Center. The interactive workshop encouraged participants to enhance teaching strategies by using the philosophy and practices of Universal Design for Learning (UDL). Participants were encouraged to examine teaching styles, class activities and course assignments alongside UDL principles of representation, expression and engagement to consider ways to improve learning outcomes.

Judith Mathers Maloney (CRJ) was published as a featured contributor in the new seventh edition of Cengage’s Paralegal Today: The Legal Team at Work by Miller and Meinzinger. She also had an article published in The Educator, a peer reviewed publication. Judith was a member of the 2015 AAfPE...
National Conference Committee and was publicly recognized for her contributions to that conference and committee.

**Eileen McGann** (ART) conducted a workshop, multi-disciplinary training and collaborative exchange with therapists from Slovakia and Czech Republic in June 2015. She also gave a presentation at the American Art Therapy Conference titled, Adolescents, Complex Trauma and Residential Care: Creating a Therapeutic Arts Community. In July 2015, Eileen was invited to be on the Advisory Board for Project Lift, an organization working with Syrian Refugee Children in Turkey. As a member of the Advisory Board she is helping the organization which is endorsed by the United Nations, develop a trauma informed approach to interventions and work with these children as well as train staff. Eileen was a panel moderator at “The End of Carrying All,” an Art Therapy Conference at the School of Visual Arts in NYC. She also gave a Clinical Forum Presentation on Cross Cultural Collaborations in Art Therapy at MercyFirst in Syosset and was awarded a Molloy College Faculty Research and Scholarship Grant.

**Amy Meyers** (SWK) published an article entitled "Lifting the Veil: The Lived Experience of Sibling Abuse" in the journal Qualitative Social Work. Her article "Notes from the Field: Understanding Why Sibling AbuseRemains under the Radar and Pathways to Outing" has been published in Professional Development: The International Journal of Continuing Social Work Education. And, an article on "Trauma and Recovery: Factors Contributing to Resiliency of Survivors of Sibling Abuse" has been accepted by the Journal of Family Issues. Amy also presented this year with Catherine Pearlman, PhD on "The Senior Capstone: An Evaluative Tool of the Core Qualitative Social Work" at the Baccalaureate Program Director’s Annual Meeting, Kansas City, Missouri. She also made a poster presentation on the "Manifestations of Sibling Abuse: Short-term and Long-Term Effects" at the 23rd Annual Colloquium of The American Professional Society on the Abuse of Children in Boston, MA., and presented on Integrating Peer Review into the Social Work Curriculum" at the annual New York State Social Work Education Association Conference in Saratoga Springs, NY.

**Andrea Morgan-Eason** (NUR) was a featured speaker at the 12th Annual Teaching Professor Conference in Atlanta, GA. The title of her presentation was, “Enhancing Communication Skills in Diverse Learners with Adaptable Teaching Strategies.”

**Margaret Mullarkey** (NUR) received the Nurses Association of the Counties of Long Island (NACLI) Eleanor Molewski Mentoring Award for her consistent provision of excellence in the learning experiences of students and her exemplary professional demeanor. It was presented on November 12 at the NACLI Awards Dinner & Ceremony.

**Barbara Novack** (ENG), as Writer-in-Residence, continues to offer creative inspiration, support and encouragement to the Molloy community. She also promotes Molloy College in the wider community in a variety of ways, including the on-campus Poetry Events series with prominent featured poets now in its 11th season, which she founded in conjunction with the English Department and hosts. These readings bring the Molloy community (students, faculty, administrators, staff and alumni) together with members of the community at large. As Writer-in-Residence, she serves as a Molloy College ambassador, promoting Molloy College in the wider community through her off-campus creative writing workshops at Oceanside Library and Rockville Centre Public Library and her programs and presentations on writing at a variety of venues in the New York metropolitan area. In addition, as Molloy’s Writer-in-Residence, she was selected in September (for the second time) to judge the Long Island Fair Poetry Contest and in November to host Rockville Centre Public Library’s first Open Mic program. Recent publications (poetry): “After the Storm” in Nassau County Poet Laureate Society Review, Vol II; “Sea and Sand, a Boardwalk and a Man” in Walt’s Corner, The Long Islander; “Stephen Hawking’s Calculations” in Oberon; “Summer Song” in the Weekly Avocet #137; “An Analysis of the Season” in The Weekly Avocet #149; “November 13, 2015: Paris” in Poets4Paris (online). On July 12, Barbara’s new novel, J.W. Valentine, was published. This achievement was celebrated on campus September 27 at her Book Launch/Fundraiser, from which she donated 25% of the proceeds from book sales to the Reverend Thomas Catania Memorial Scholarship for English Majors. She has read from and discussed J.W. Valentine at The Gazebo Summer Reading Series, August 24; Molloy Institute for Lifelong Learning (MILL 1), September 22; Laurelton Library, October 5; Sip This, November 6; Faculty Research Day, Molloy College, November 12; and Rockville Centre Public Library, November 12. She was interviewed about her novel J.W. Valentine and her book of poetry Something Like Life on Calliope’s Corner, a Radio Hofstra University program (88.7 FM and wrhu.org). The program aired August 27 and was rebroadcast on September 10. Honors for poetry: “After the Storm” won Honorable Mention in the Nassau County Poet Laureate Society 2015
Poetry Contest and publication; Something like Life was featured at the New Mexico Arts and Crafts Fair, Albuquerque, NM, June 26-28. Honors for J.W. Valentine: J.W. Valentine was a finalist for Pushcart Press’s Editor’s Book Award. In addition, the novel has been nominated for the following: Pulitzer Prize for Fiction, PEN/Robert W. Bingham Prize for Debut Fiction, PEN/Faulkner Award for Fiction, Bank Street College of Education’s Best Books of the Year, The Josette Frank Award, The National Book Critics Circle Award in Fiction, and The 2016 Chautauqua Prize.


Howard Ponzer (PHI) published an article titled, "Limited Government and Gun Control." The article presents a case for federally mandated gun control regulations. Specifically, it argues with reference to The Declaration of Independence, the Constitution, and the Bill of Rights that the principle of limited government often used against federal gun control laws actually provides legitimate justification for them. The aim is to persuade gun advocates to accept such regulations from their own point of view.

Marjorie Schiering (EDU) presented at the PEARLS and the KNIGHTS Leadership Conferences, which are conferences for African American female and male students, respectively, between the ages of 13 and 18 from Floral Park Memorial High School. She also presented to the faculty of that school at an after school teacher’s meeting. The title of the presentations was Separate But Not Equal with the topic for these presentations being integration of an all African American school in the south in the late 60's. Marjorie was a keynote speaker at the Intl. IBREA Foundation Conference, an NGO of the UN. She was also a keynote speaker at the Westchester Medical Center’s Caregivers Symposium where she presented on Who You Are: Preventing Burnout Where One Lives and Works. Marjorie presented at a conference on Enhancing Student Engagement through Brain Education at Cardozo High School in Queens, NY. The presentation was titled Teaching and Learning Creative Cognition. Power Brain is a subsidiary of the International Brain Education Association. She also published a book titled, Learning and Teaching Creative Cognition: The Interactive Book Report. The inside of the book states, “I am not a teacher of how to be creative, but I am one who may lead you to discover your creativity. I do this by sharing thoughts and ideas, presenting techniques, inspiring and motivating, expressing opinions, and collaborating. I do this without my own self or another having fear of repercussions. This is because, each of us, as we are, is enough” (Schiering, 1976). Amazon.com states, “At the onset, this book provides explanations/definitions for what it is to be ‘creative.’ Research-based viewpoints and personal perspectives on creativity lead to an introduction of an Interactive Methodology (IM) and interactive instructional strategies focused on The Interactive Book Report (IBR). Learning-through-play is emphasized. Special needs students, learning styles, thinking and feeling, a psychologist and scientist’s perspectives, effect and affect of the IM and IBR with leadership building are presented. Differentiated instruction activities, mindfulness, neuroplasticity, five case studies involving classroom use of the book’s creative cognition operatives are given explicit attention.” Michael Russo (PHI) contributed two sections to the book. The first addresses dispositions for creativity and these include: Nurturing a sense of creative self-entitlement, Willingness to go beyond the intellectual exploration of a creative activity and actually create something, Embracing imperfections and Cultivating wildness. The second portion of Dr. Russo’s contribution addresses mindfulness. He defines this as being aware of one's creativity and processes used to incorporate it into actions taken to imagine. He also discusses mindfulness and attention, creative expression and introspection, as well as thinking inside one's head. Audra Cerruto (EDU) wrote Chapter 12 in the book on Using the IM of teaching and learning and the IBR from a Psychologist's Perspective. Dr. Cerruto addresses educational gaming not just being child's play, but a means for assisting in memory acquisition when it comes to presenting material in that format. She addresses the psychological aspects of the interactive method, assessment, the Common Core, and the IM, as well as stating, "The natural method of learning is appealing and engaging to children because the modality is the avenue of interaction that relates to a deeper understanding of a topic, more so than traditional pencil and paper tasks or lecture style lessons" (2014). Pat Mason (EDU) contributed to this book with a five page narrative on how she used the IM and IBR interactive instructional resources with her graduate students for their implementation in teaching in a NYC Special Needs classroom. A correspondence between the teacher candidates and the student learners served to enhance this relationship between Molloy and the school. An end result was the creative thinking the students did on their own to develop resources to assist
them in learning and retaining information that was part of the school curriculum.

**Barbara Schmidt** (CSD), **Hia Datta** (CSD) and **Susan Alimonti** (CSD) made a presentation entitled Cultural Diversity: Integrating Coursework and Clinical Experiences in a Graduate SLP Program. This presentation was made at the November 2015 annual meeting of the American Speech Language and Hearing Association in Denver Colorado.

**Megan Seaman** (CMHC) co-taught an eight-hour lecture at the Annual Expressive Therapies Summit in Manhattan on November 5, 2015. Taking the lead, she and her colleague led 12 participants in a didactic and active experience of narrative yoga therapy. Their lecture/ experiential seminar titled, *Transforming Personal Patterns through Narrative Yoga Therapy*, taught participants the method of narrative yoga therapy, integrated it with common asana and pranayama practices, and facilitated creative expression through use of art-based approaches (e.g., phototherapy, journaling, and collage-making). The overall aim was to teach practitioners an integrated strategy of facilitating awareness of stories that arise in individuals' minds and bodies, fostering understanding of negative and positive story lines and how they direct individuals' lives, and finally encouraging the reconstruction of narratives experienced in thoughts and physical experiences. Her presentation at the Expressive Therapies Summit is a continuation of work that she co-presented at the Annual Conference for the Association for Creativity in Counseling in April 2015.

**Kevin Sheehan** (EDU) Publications:


Sheehan, K., Baldino, C. McCay, T., & Sheridan, L. (2015). Integrating stories of hope, grit and effort into social studies (Created Website).


Conferences:

11/21/14 - Music as a Common Core Document; National Social Studies Teachers Conference

2/7/15 - Integrating the Lessons of Hope, Grit and Effort in the Social Studies; Greater Metropolitan Social Studies Teachers Conference

6/26/15 - The Elephant in the Room: Can Hope and Grit be Taught? International Positive Psychology Conference

9/24/15 - Unlocking Student Strengths: Growing a Growth Mindset; Principal’s Meeting Diocese of RVC

10/30/15 - Teaching the Women’s Rights Movement as Growth Mindset? Annual Conference of Long Island Council of Social Studies

10/30/15 - The Elephant in the Room: Can Hope and Grit be Taught? Annual Conference of Diocesan School

11/12/15 - Storm Clouds in the Mind: Rainbows Next?? Molloy Faculty Research Day

Coordinated Annual Conference:

All Presenters are Molloy Alumni

For Us By Us-Best practices in Teaching Today, November 14, 2015 (Coordinated Workshops. Recruited Presenters Offered-Roundtable Discussion

**Anthony Tolvo** (BCES) **Pamela Monaco** (BCES), The Division of Natural Science, Mathematics and Computer Studies, Allied Health and Communication Sciences & Disorders stepped out of their comfort zone and hosted the Long Island Forensic League Association Speech and Debate Tournament on Saturday, November 7, 2015. Approximately 100 high school students, their coaches and judges from Nassau and Suffolk County competed in events such as Congress, Extemporaneous Speaking, Oral Interpretation and Declamations. Top students in each category received ½ qualifications for the New York State Finals Competition next spring. This tournament will now be referred to as Molloy College Invitational tournament.

**Yolande Trincere** (ART) was a program panel member for the Metropolitan Transit Authority- Arts in Transit Program to choose an artist to create an installation for the Wantagh Station of the Long Island Rail Road. She also was a panel member for the Brooklyn Arts Council-Grants to distribute
over $300,000 to Brooklyn artists and non-profit organizations.

Anne Tumbarello (NUR/FPC) presented a workshop on “Stress Resiliency” at the Community Growth Center, Pt. Jefferson, NY, on November 12, 2015. The session focused on the stress response and coping skills including meditation, imagery, art, aromatherapy, and music. The Community Growth Center is a new nonprofit agency that provides free mental health, nutritional, and spiritual counseling to the community.

JoAnn Victor-Fassman (NUR) organized a day program for a fourth year for High School students to learn about a hospital setting and varied roles of nurses at South Nassau Communities Hospital held on July 22 and July 29, 2015. This was done in affiliation with Adelphi University’s College of Nursing and Public Health who sponsor a two week Nursing Intensive Summer program for High School students across the country interested in pursuing a nursing career. Also, in affiliation with the same program, she taught a two hour class, “Psychiatric Nursing, Depression, and Dementia” to the High School students.

Susan Vitale (NUR) published an article in Science Direct (online) as an in-press publication for Journal of Pediatric Nursing titled, Parent Recommendations for Family Functioning with Prader Willi Syndrome: A rare genetic cause of childhood obesity. She also published an article with two Molloy graduate students in the Journal of Nursing Education and Practice titled, Nurses working the night shift: Impact on home, family, & social life. Susan gave a presentation titled, Rare Disease Experiences: Research Utilizing Case Study Methodology at a roundtable session, presented to the Association for the Advancement in Educational Research and The National Academy for Educational Research AAER and NAER 15th Annual Conference in Hutchinson Island, Florida. She was also an Abstract Reviewer for the 42nd Annual Meeting of NONPF the National Organization of Nurse Practitioner Faculties and in Oct 2015 she attended NPACE, Nurse Practitioner Associates for Continuing Education Conference in Boston. As the Chair of the Dissertation Committee for a Molloy College PhD in nursing graduate, she is proud of Jeanine Cook-Gerard PhD who successfully defended her dissertation in October entitled The Newly Single Widowed Older Adult Black/African American Woman Navigating Intimacy after a Long-Term Monogamous Relationship.

Sheryl Wolkowitz (NUR) is a Disaster Health Services Supervisor with the American Red Cross. Her partnership with the Red Cross has helped provide various learning experiences for Molloy nursing students. During the fall 2015 semester, 57 community health students completed the Red Cross Disaster Health and Sheltering Course. This introductory two-part course acquaints pre-licensure nursing students with volunteering on disaster relief operations, especially in the shelter environments. On October 17, several nursing students participated in a Red Cross disaster drill called "New York Shakes" which simulated an earthquake across the Greater New York area. On November 1, five senior nursing students volunteered to serve as "running medics" for the New York City Marathon.

Laura Wood (CMHC) presented an all-day workshop at the North American Drama Therapy Association National Conference in White Plains on the Principals of Drama Therapy and was inducted as the organizations President-Elect for 2016-2017. She attended the Association for Counselor Educational and Supervision conference with Dr. Laura Kestemberg in Philadelphia to represent the new Clinical Mental Health Counseling program. Professor Wood had the pleasure of presenting on her research regarding clients with eating disorders and therapeutic theater at Faculty Research Day. Her book chapter: Eating Disorder as Protector: The Use of Internal Family Systems and Drama Therapy to Help Clients Understand the Protective Function of Their Eating Disorders was published in the book Creative Arts Therapies and Clients with Eating Disorders by Jessica Kingsley in November. This winter she will be defending her dissertation at the University of Missouri-Saint Louis entitled: The Use of Therapeutic Theater in Treating Clients with Eating Disorders after Intensive Treatment: A Qualitative Study.

The above accomplishments are a compilation of those submitted by faculty.
Faculty Scholarship & Academic Advancement Committee
Research Day
November 12, 2015

- Valerie Griggs, MFA, Adjunct Instructor
  Where Assessment Data Leads: Clarifying One Writing Center’s Mission

- Melissa Barchi-Panek, Ph.D., Adjunct Instructor of French
  The Post-Modern Mythology of Michel Tournier

- Ann Marie Paraszczuk, Ed.D., RNC, IBCLC, Associate Professor of Nursing
  The Relationship of Delivery Method to Mother’s Intention to Breastfeed and Newborns’ Initial Breastfeeding Duration to Exclusive Breastfeeding Before Discharge

- Laura Wood, LPC, RDT-BCT, CCLS, Assistant Professor of Clinical Mental Health
  The Use of Therapeutic Theater in Supporting Clients in Eating Disorder Recovery after Intensive Treatment

- Kevin Sheehan, Ed.D., Associate Professor of Education
  Storm Clouds in the Mind: A Comparison of Hope, Grit, Happiness and Life Satisfaction in Traditional and Alternative High School Students

- Barbara Novak, M.A., Writer in Residence
  J.W. Valentine

- Audrey Cohan, Ed.D., Professor of Education;
  Andrea Honigsfeld, Ed.D., Professor, Associate Dean and Ed.D. Program Director
  Speech Language Pathologists; Knowledge and Self-Perception of Preparedness to Diagnose and Service English Language Learners

- Denise Walsh, Ph.D., Associate Professor and Associate Dean of the Graduate Nursing Program
  Joan Ginty, DNP, ANP, Associate Dean of the Doctorate in Nursing Practice Program
  Margaret Whelan, Ed.D., FNP-BC, Professor of Nursing
  Ethel Ulrich, DNP, APRN, ANP-BC, Assistant Professor of Nursing
  Jamaican Medical Mission

- Elizabeth Cotter, Ph.D., Associate Professor of Nursing
  Patricia Eckardt, Ph.D., Associate Professor of Nursing
  Tool Development and Testing for Selections of Nursing Preceptors

- John Winter, Ph.D., Professor of Biology, Chemistry and Environmental Studies
  35 Years Being Lost on a 6 Mile by 10 Mile Island or: Into the Woods We go on San Salvador Island, the Bahamas

- Laura Candelaria, FNP, Assistant Professor of Nursing
  The Lived Experience of the Human Milk Donor

- Eric Cimino, Ph.D., Assistant Professor of History & Political Science
  Disaster Relief for Survivors of the Titanic New York City, 1912

- Eileen McGann, ATR-BC, LCAT, Adjunct Instructor of Art
  Cross Cultural Collaborations in Art Therapy

- Marcia Caton, Ph.D., Professor of Nursing
  Factors Affecting Nurses’ Use of Electronic Medical Records (EMRS): A Pilot Study