DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP AND TECHNOLOGY

8th ANNUAL

PRACTICAL RESEARCH SYMPOSIUM

PROGRAM AND ABSTRACTS

SATURDAY, APRIL 6, 2013
8:30 am to 1:00 pm

BROOKHAVEN CAMPUS
Room B201
8th Practical Research Symposium Schedule
Saturday, April 6, 2013
Brookhaven Campus

08:30 AM – 09:30 AM Breakfast: Room B201

09:00 AM – 09:15 AM Welcome: Room B201
Dr. Diane Impagliazzo, Director
Dr. Albert Inserra, Chairperson
Dr. Elsa-Sofia Morote, Professor
Dr. Robert Manley, Professor

9:15 AM – 10:00 AM Keynote Speaker: Room B201
Dr. Kathleen Gallo
Sr. Vice President & Chief Learning Officer

10:00 AM - 10:15 AM Networking, Coffee break

10:15 AM- 11:45 AM Conference Sessions Rooms
Room B201 – Health Care
Room B207 – 21st Century Technology
Room B209 – 21st Century Trends in Schools

11:45 AM - 12:00 PM Coffee Break

12:00 AM- 1:30 PM Conference Sessions Rooms
Room B201 – Health Care
Room B207 – Diversities in School
Room B209 – 21st Century Educational Trends

1:30 PM – 02:00 PM Closing Remarks
8th Practical Research Symposium Schedule

Saturday, April 6, 2013
Brookhaven Campus

Room B201
Health Care

10:15-11:45
Moderator: Dr. Robert Manley

Janet Milanese - Doctoral Candidate
Relationships Between Direct Care Registered Nurse Perception of Empowerment, Occupational Commitment and Intent to Stay in an Acute Care Hospital

Edward L. King, RN, J.D., Ed.D. and Christine O’Reilly, RN, Ed.D.
The Effectiveness of Computer Adaptive Testing (Prep-U by LWW) in Raising Standardized Test Results of Minority/ESL Nursing Students

Jacqueline Witter, EdD, MSN, FNP, RN
Bridging the Gap: Mentors Creating a Culture of Safe Practice for Novice Nurses

Deborah Ambrosio Mawhirter, EdD, RN
Nursing Students’ Ethical Practice

11:45-12:00
Break

12:00-01:30
Moderator: Dr. Robert Manley

Janice Alves Ed.D.
Nursing Students Ethical Practice

Catherine D. Zarate, Ed.D.
Cultural Awareness Training in Death and Dying for Medical Staff: An Exploratory Study Emphasizing Visual Arts for Issues That Concern Christian African-American and Catholic Hispanic Patients and Families

B207
21st Century Technology

Moderator: Dr. Elsa-Sofia Morote

Marie Esposito, Ed.D.
Joanne O’Brien, Ed.D.
A Description Of Secondary School Teachers’ Technology Integration Recommended By ISTE’s National Educational Technology Standards For Teachers And School Principal Support For Teacher Technology Efforts

Nasrullah, Doctoral Student
Effectiveness of Multimedia Tutorials in Distance Education

Daniel Stein, Director of Technology Initiatives
The 21st Century Living Syllabus: Increase learning with an interactive learning document

B209
21st Century Trends in Schools

Moderator: Dr. Richard Walter

Linda A. Catelli, Ed.D.
John Anastasio, Brittany Dzus
Kelly Murphy, Meghan Nocella, Tina Vrachnas
Comparing Observational Practice Rubrics: Do the Ratings of Classroom Teaching Effectiveness Differ With the Use of Different Observational Instruments? A Video-Based Action Research Study

Michael Catapano - Doctoral Candidate
The Mathematics Self-efficacy, Mathematics Anxiety, Attitudes Towards Mathematics of Tenth Grade High School Students, and Their Performance on the New York State Integrated Algebra Regents Examination

Maryann Ambrosini - Doctoral Candidate
The Relationship of Stress Experienced by Special Education Administrators and Burnout

Karen Lessler, Ed.D.
Examine the Impact of High Stakes Testing on Student Advanced Placement Exam Scores

Georgette Grier-Key, Ed.D.

Diversities in School

Barbara A. Solomon, Ed.D.
HowIntermediate Teachers’ Culturally Relevant Beliefs and Practices Contribute to Mastery Achievement for African American Students

Dil Angaiz - Doctoral Candidate
Implementation of Quality Assurance Systems at Karakoram International

Joanne Dacek - Doctoral Candidate
School Psychologist Skills, Importance of Skills and Competency to Participate in Response to Intervention Initiatives

Korto Scott, Ed.D.
Primary Native Languages and the Development of Cultural Competence among Community College Nurses in the New York Metropolitan Area

Jennifer Chiu – Doctoral Candidate
Effects of Simulation Training on Critical Thinking Skills and Self-efficacy

Lisa Otero – Doctoral Candidate
Innovating MD/PhD (Medical Scientist Training Program - MSTP) Recruitment: Incorporating and Aligning Values and Competencies to Get the Most Bang for Your Interview Process Buck!

Lisa Otero – Doctoral Candidate
University, Pakistan: Relevancy and Practicality

Geraldine Maurice - Doctoral Student, Joanne Udaze - Doctoral Student, Derrick Sepaul - Doctoral Student
Incorporating and Aligning Values and Competencies to Get the Most Bang for Your Interview Process Buck!

Geraldine Maurice - Doctoral Student
Do They Still Count? Race, Social Economic Status, and Parental Involvement

Hamid Ikram – Doctoral Candidate
Introduction of Servant Leadership and its Development and Practical Research Applications in Education

Jennifer Economos - Doctoral Candidate
Graduate Student Attitudes Towards Professor Pedagogical Content Knowledge, Transformational Teaching Practices, Student-Professor Engagement In Learning, and Student Deep Learning In Worldwide Business and Education Programs

Jennifer Economos - Doctoral Candidate
Graduate Student Attitudes Towards Professor Pedagogical Content Knowledge, Transformational Teaching Practices, Student-Professor Engagement In Learning, and Student Deep Learning In Worldwide Business and Education Programs

01:30-02:00 Closing Remarks
Dr. Albert Inserra
Key Note Speaker

Kathleen Gallo, PhD, MBA, RN, FAAN

North Shore-LIJ Health System

Dr. Gallo is senior vice president and chief learning officer for the North Shore-LIJ Health System. Under her leadership, the Center for Learning and Innovation—North Shore-LIJ’s corporate university—and the Patient Safety Institute were created to transform the health system into a learning organization by strategically focusing on workforce development.

Dr. Gallo is responsible for leadership development throughout the organization, the creation and implementation of a comprehensive learning strategy, and the development of a new human resources (HR) architecture that transformed HR into a strategic business partner.

Within North Shore-LIJ, Dr. Gallo has served as system director for emergency medicine and vice president for emergency medical services. She has more than 25 years experience in emergency nursing, having held a variety of clinical and administrative positions in tertiary care hospitals on Long Island.

Dr. Gallo serves on the advisory boards for the Executive Program in Work-based Learning Leadership at the University of Pennsylvania and the IHI Open School for Health Professions. She chairs the Quality Committee for the Council for Accreditation, Society for Simulation in Healthcare and serves on the editorial board of the Journal for Applied Nursing Research. Dr. Gallo is an associate professor of science education at the Hofstra North Shore-LIJ School of Medicine and an associate adjunct professor at the Frances Payne Bolton School of Nursing, Case Western Reserve University. She was an examiner for the Malcolm Baldrige Quality Award Program from 2003-2005 and served on the advisory board for the National Center for Healthcare Leadership (NCHL) from 2004-2010. In addition, she has held several regional posts for emergency medical services and emergency nursing.


Dr. Gallo is a board member of the American Nurses Foundation Board of Trustees and was inducted as a Fellow into the American Academy of Nursing in 2011. She was also inducted into the 2005 Hall of Fame at Adelphi University School of Nursing, and received the 2005 Distinguished Alumni Award from the State University of New York at Stony Brook.

Dr. Gallo received her Bachelor of Science in Nursing degree from Excelsior College, University of the State of New York; a Master of Science (Nursing) degree from the State University of New York at Stony Brook; a PhD (Nursing) from Adelphi University, Garden City, New York; and a Master in Business Administration, also from Adelphi University.
Nursing Students Ethical Practice  
Janice Alves Ed.D.

ABSTRACT: The purpose of this paper was to examine nursing students’ awareness of their ethical practice based on the American Nurses Association Code of Ethics. This paper was based on a mixed methodology study of 228 entry-level nursing students. Participants responded to a survey addressing seven dimensions of ethical principles. The findings indicated that students agreed with the need for familiarization with ethics and ethical principles to patient care. Participants believe it is their obligation to do what is beneficial for the patient and that patients are entitled to truthful communication, respect for their beliefs, cultural values, religion, and lifestyle.

The Relationship of Stress Experienced by Special Education Administrators and Burnout  
Maryann Ambrosini - Doctoral Candidate

ABSTRACT: Given the challenges faced in ensuring the needs of students with disabilities are met in the midst of fiscal constraints, increasing litigation, meeting adequate yearly progress and compliance with State regulations, special education administrators are now more than ever at risk for burnout. Burnout is characterized by a high degree of emotional exhaustion and depersonalization and a diminished sense of personal accomplishment.

The present study was conducted to investigate the relationship of administrative stress experienced by special education administrators and their influence on the dimensions of burnout. Special education administrators reported a high level of emotional exhaustion, a low level of depersonalization and a high level of personal accomplishment. Task-based stress was found to bother special education administrators most often. Based on the results of a correlational analysis, significant relationships were found between the stresses experienced by special education administrators and the dimensions of burnout. A regression analysis revealed that depersonalization and administrative stresses are strong predictors of emotional exhaustion. Further, decreased depersonalization is a strong predictor of increased personal accomplishment.

The study emphasizes the need to recognize the stresses that influence burnout and to continue to foster feelings of personal accomplishment to mediate emotional exhaustion and administrative stress.

Nursing Students’ Ethical Practice  
Deborah Ambrosio Mawhirter, EdD, RN

ABSTRACT: The world is embracing the new territory of social media. Methods of communication are evolving and the use of technology is enhancing nursing practice. “Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people” (ANA Statement of Social Media 2012). Nurse educators are obligated to understand the risk and benefits of social media.
Social media has become a powerful tool, individuals, organizations and Institutions must examine the benefits and the potential consequences of participating in social media.

Nurse educators must discuss social media in the context of professional behavior with students and colleagues. It is imperative that nurse educators have input in developing policies regarding students’ use of social media in clinical setting to protect the client, the nurse and the institution.

This study examines nursing faculty’s knowledge of the ANA policy on social media, their use of social media and their perception of nursing students’ use of social media in the clinical settings. Descriptive statistic from the faculty’s’ responses revealed lack of knowledge regarding social media. The findings of the study support the development of social media policies in schools of nursing and health care institutions as well as continued education to embrace social media and technology.

Implementation of Quality Assurance Systems at Karakoram International University, Pakistan: Relevancy and Practicality

Dil Angaiz - Doctoral Candidate

ABSTRACT: This research study will explore implementation of Quality Assurance Systems in terms of their relevancy and practicality at a public sector university in Pakistan. A Case Study research method will be used to identify the views of Director Quality assurance cell and his office personnel about how quality is assured at Karakoram International University (KIU) and, how does the new quality assurance system cater the practical and contextual needs of KIU. Data collection tools will be semi structured interviews. Documents will be analyzed to gain an insight about the work on quality assurance. The study will be significant to identify gaps between plans and implementation. The study will help Karakoram International University to generate contextually relevant and practically applicable quality assurance systems.

The Mathematics Self-efficacy, Mathematics Anxiety, Attitudes Towards Mathematics of Tenth Grade High School Students, and Their Performance on the New York State Integrated Algebra Regents Examination

Michael Catapano - Doctoral Candidate

ABSTRACT: The purpose of this study was to examine tenth-grade high school students’ mathematics self-efficacy, mathematics anxiety, attitudes towards mathematics, and performance on the New York State Integrated Algebra Regents Examination. Relationships among the affective mathematics variables as well as gender, race, and overall grade point average were examined. Linear regressions were also calculated to determine which variables were the best predictors of student performance.

The results of this study demonstrated and supported the importance of mathematics self-efficacy, mathematics anxiety, and attitudes towards mathematics on mathematics performance. The results also indicated that the variable attitudes towards mathematics is a unique and valid predictor of mathematics performance more precise than both
mathematics self-efficacy and mathematics anxiety. This study demonstrated that strong mathematics self-efficacy beliefs, low levels of mathematics anxiety and positive attitudes towards mathematics continue to be important constructs of increasing student performance in mathematics.

**Comparing Observational Practice Rubrics: Do the Ratings of Classroom Teaching Effectiveness Differ With the Use of Different Observational Instruments?**

**A Video-Based Action Research Study**

Linda A. Catelli, Ed.D.
John Anastasio
Brittany Dzus
Kelly Murphy
Meghan Nocella
Tina Vrachnas

ABSTRACT: The purpose of this session is to present the fourth in a series of video-based action research studies of Phase II of a research project focused on effective classroom teaching. The overall goals of the project are to change and improve classroom teaching and the clinical aspects of the teacher education program in Dowling College’s Professional Development School (PDS) Partnership settings. Phase II studies are aimed at investigating teaching effectiveness and the important linkages between observable classroom teaching actions and student achievement. This study, the fourth in the series, seeks to compare the mean scores and ratings of classroom teaching performances obtained with the use of two different observational instruments: *Danielson’s Revised Practice Rubrics* (Teachscape, 2011) and the revised version of the *New York State United Teacher’s Teacher Practice Rubric* (NYSUT, 2012). Preliminary findings will be presented by Dowling’s 9th cohort of five graduate-student action researchers and the principal investigator of the study.

**Effects of Simulation Training on Critical Thinking Skills and Self-efficacy**

Jennifer Chiu – Doctoral Candidate

ABSTRACT: Radiography is an essential part of the healthcare continuum and ensuring the competency of each technologist is essential. A clinically competent technologist is vital in achieving quality diagnostic images to accurate diagnosis disease and pathology and develop treatment plans leading to increased patient outcomes.

The purpose of this study was to investigate the relationship among radiographers perception of their self-efficacy, their critical thinking skills on image evaluation, their critical thinking skills on patient assessment and clinical competence measured by answers to multiple choice situational questions and a self-reported ARRT examination score. Additionally, the study compared radiographers’ perception of their self-efficacy, critical thinking skills on image evaluation, and critical thinking skills on patient assessment by level of simulation training received as a student. Radiographers were contrasted across four levels of simulation using rubric descriptions to obtain self-reported distinctions in their simulation training levels as a radiography student.
School Psychologist Skills, Importance of Skills and Competency to Participate in Response to Intervention Initiatives

Joanne Dacek - Doctoral Candidate

ABSTRACT: Both the reauthorization of the Individuals with Disabilities Education Act (IDEA) which removed the requirement for an IQ-achievement discrepancy in the diagnosis of learning disabilities and New York State’s regulation that Response to Intervention (RtI) systems be adopted beginning with the 2012-13 school year will potentially change the role of school psychologists. Although they traditionally held the primary responsibility to diagnose learning disabilities under the previous system of regulations, school psychologists will need to conduct more educationally relevant evaluations and devise evidence-based interventions, problem solving models and progress monitoring techniques in order to effectively participate in RtI systems.

The purpose of this study was to examine the current competency of New York State psychologists employed in elementary schools as related to RtI initiatives through the framework of the National Association of School Psychologists (NASP) Practice Model. This study specifically explored the psychologists’ present level of skills and perceived importance of those skills in the areas of 1) data-based decision making and accountability 2) consultation and collaboration and 3) academic supports to promote learning as they related to their self-assessment of competence.

Graduate Student Attitudes Towards Professor Pedagogical Content Knowledge, Transformational Teaching Practices, Student-Professor Engagement In Learning, and Student Deep Learning In Worldwide Business and Education Programs

Jennifer Economos - Doctoral Candidate

ABSTRACT: Graduate student perceptions were compared to determine the professor behaviors that influence deep learning in business and education programs in the United States and other countries. This study investigated the relationships between professor pedagogical content knowledge, individualized consideration, student-professor engagement in learning, intellectual stimulation and deep learning. The findings revealed that pedagogical content knowledge was the strongest predictor of deep learning in a graduate business and education programs, and that pedagogical content knowledge, individualized consideration, student-professor engagement in learning, intellectual stimulation all share positive relationships with deep learning. A significant difference exists between graduate business and education students on student-professor engagement and deep learning. Overall, education students reported more positive perceptions than business students did. Further, the results indicated that non-traditional learners did not feel as strongly on individualized consideration as traditional learners, and part-time students are not as intellectual stimulated as full-time students. Finally, the study showed that age, years in program, enrollment status; gender and parental education attainment do not negatively or positively influence student deep learning.
A Description Of Secondary School Teachers’ Technology Integration Recommended By ISTE’s National Educational Technology Standards For Teachers And School Principal Support For Teacher Technology Efforts

Marie Esposito, Ed.D.
Joanne O’Brien, Ed.D.

ABSTRACT: The National Educational Technology Standards for teachers (NETS-T) has been adopted by New York State, and is critical to the development of students entering a global society. This study examines teachers’ use of technology as aligned with NETS-T and is based on a questionnaire submitted to secondary teachers in school districts in New York.

The study revealed teachers use digital tools in teaching from sometimes to often on different dimensions of NETS-T. Based upon this study, recommendations were made to policy makers, teacher preparation programs, and school administrators. They include professional development, including the NETS-T in teacher preparation programs, and for school administrators and teachers to work collaboratively to develop programs that allow for teachers to collaborate with colleagues in support of technology integration. Further study could include replication with secondary teachers in the entire state of New York. A mixed methodology could provide for a deeper understanding of teachers’ descriptions of technology integration.


Georgette Grier-Key, Ed.D.

ABSTRACT: Seventy-seven cultural/art leaders from museums, historical societies and cultural centers that are chartered by New York State Board of Regents responded to a survey that investigated level of education, training and preparation of directors and gender differences toward dimensions of contemporary management. This study also examined relationships between leader behavior, advocacy, not-for-profit finance skills, human resource management and their institutional sustainability practices.

After a factor analysis, the dimension of social relationships at work evolved into a more precise descriptor of human resource development. The study found that cultural/art leaders trained traditionally and formally trained in the arts scored higher means in all dimensions of contemporary management. Directors with formal education in the arts had significantly higher mean scores than directors with non-formal education in the arts for advocacy (p = .010), leader behavior (p = .016), not-for-profit (p = .006), human resource development, (p = .009) and institution sustainability (p = .000). Directors with training in history, art history, art education, anthropology or fine arts as master’s of fine art or applied art, had higher scores in advocacy (p = .007), leader behavior (p = 000) and institution sustainability (p = .025). Directors with nontraditional preparation including bachelor’s degree in English, social science, liberal studies or finance scored higher means in two dimensions of leader behavior (p = .031), not-for-profit finance (p = .016).
Directors with an apprenticeship and other facets of on-the-job training reported greater mean scores \( p = .007 \) for advocacy.

In addition this study found direct correlations between advocacy, leader behavior, not-for-profit finance, human resource development, and formal art education at \( p = .000 \) and traditional preparation at \( p = .035 \) with institution sustainability. A comparison between male’s and female’s revealed gender differences in leader behavior. The female directors reported significant higher mean scores \( p = .014 \) for leader behavior than their male counterparts. A Stepwise model revealed advocacy and not-for-profit finance predicted institution sustainability. The first predictor of the model was advocacy which accounted for 32.5 percent of the variance for institution sustainability. The second predictor in the model included not-for-profit finance which accounted for 8.5 percent of institution sustainability.

**Introduction of Servant Leadership and its Development and Practical Research Applications in Education**

Hamid Ikram – Doctoral Candidate

ABSTRACT: This theoretical research article begins with the emergence of the concept of the servant leadership and concludes with its practical applications in the organization. Moreover, the criticism on the servant leadership has also been provided at the end. Since, the major contribution in literature is from Greenleaf and Spears; their writing has been quoted. This research, while talking about the practical application of servant leadership, proposes empirical research in the area of servant leadership. Similarly, to cope with the loopholes in organization especially in schools, the practical application of servant leadership is also suggested.

**The Effectiveness of Computer Adaptive Testing (Prep-U by LWW) in Raising Standardized Test Results of Minority/ESL Nursing Students**

Edward L. King, RN, J.D., Ed.D.
Christine O’Reilly, RN, Ed.D.

ABSTRACT: Hostos Community College is part of the City University of New York and is located in the South Bronx. Its Allied Health Department serves the economically deprived population and helps prepare them as Professional Registered Nurses. The college sought to improve its RN NCLEX Examination pass rates as it was falling below the national average. A grant was obtained and Computer Adaptive Testing (CAT) was introduced into the curriculum in the evening RN program. The results were positive and easily noticeable within one class. This paper shows the improvement that the evening RN program had after the introduction of CAT.
Examine the Impact of High Stakes Testing on Student Advanced Placement Exam Scores

Karen Lessler, Ed.D.

ABSTRACT: The purpose of this research was to determine whether the high-stakes policy No Child Left Behind improved academic achievement among high school students. The research was strictly based on archival data gathered by the AP College Board. The first phase of the research was to graph out five years of Advanced Placement scores in several content areas: history, math and English among fifty states. The high school students that were evaluated fell under the No Child Left Behind policy of high stakes testing for a period of at least five years. The study also included the evaluation of AP College board sub-groups to determine how students within certain sub-groups were affected by high stakes testing. The findings of the study reinforced prior research that high-stakes testing does not improve academic achievement. However the research came upon additional information that proved noteworthy: highly qualified teachers had high test scores especially among several sub-groups. The results of this information certainly warrants further research and policy considerations. Teachers whose degrees are in the content area they teach prove to have higher test scores as opposed to teachers who have been waived for lack of license and /or content area degree. The subject of highly qualified teachers has been the centerpiece of the national policy, Race to the Top mostly addresses teacher evaluation, therefore the correlation of teachers educating students within their content area and student achievement warrants further discussion and research.

NASP’s Self-Assessment for School Psychologists (2011) was adapted for use in this study. The survey was completed by 141 New York State school psychologists who were currently employed in elementary schools. The results indicated that psychologists believed they had the skills necessary for participation in RtI initiatives although they rated their overall competence as low. There was a negative relationship between their self-reported data-based decision making and accountability skills and their self-assessment of competence. Qualitative analysis of two open-ended questions revealed that psychologists reported many benefits to participating in RtI systems that ultimately related to better outcomes for students. Reported drawbacks to participation included issues related to availability of all types of resources and special education eligibility.

The results further suggested that the inverse relationship between skills and competence may be an indication of limited self-efficacy in the areas relating to RtI participation. It is possible that the psychologists perceive that they have well-developed skills in discrete RtI-related tasks and they believe they lack the global competence required for effective participation in overall RtI systems. Professional development that is continuously focused on the wide set of competencies required for participation in overall RtI initiatives should be provided to psychologists.
Do They Still Count? Race, Social Economic Status, and Parental Involvement

Geraldine Maurice - Doctoral Student
Joanne Udaze - Doctoral Student
Derrick Sepaul - Doctoral Student
Craig Unkenholz, Ed.D.
Elsa-Sofia Morote, Ed.D.
Albert Inserra, Ed.D.

ABSTRACT: This study examined the relationship between race and ethnicity, social economics and their relationship to five types of parental involvement: parenting, communicating, support for learning at home, volunteering, and collaborating with the community. 192 parents of students who took the NYS Grade 3, 4, or 5 ELA assessments in a suburban school district in Long Island, NY were surveyed. The analysis showed a significant difference amongst two of the five variables: volunteering showed a difference only with race/ethnicity while support for learning at home showed difference between race/ethnicity and socioeconomic status. This study contradicts previous studies that have found less parental involvement in minority parents.

Relationships Between Direct Care Registered Nurse Perception of Empowerment, Occupational Commitment and Intent to Stay in an Acute Care Hospital

Janet Milanese - Doctoral Candidate

ABSTRACT: This quantitative study examined the relationship among direct care registered nurses perception of empowerment structures based on the dimensions of opportunity, information, support, resources, formal and informal power; their disposition towards occupational commitment based on affective commitment, normative, accumulated cost and limited alternatives commitment; age, nursing education, years as a nurse, years in this hospital, nursing unit of work and intent to stay in this hospital. Additionally this study determined which dimensions of empowerment, occupational commitment and involvement in decision making predicted the direct care registered nurses’ intent to stay in this hospital.

The study revealed no significant differences by nursing unit of work on the empowerment structures, commitment dimensions, work status or education level. However, the empowerment dimensions of support, resources and opportunities were strong predictors of intent to stay with support being the strongest predictor. Additionally, affective commitment was the strongest commitment dimension that predicted intent to stay.

Effectiveness of Multimedia Tutorials in Distance Education

Nasrullah, Doctoral Student

ABSTRACT: The researcher conducted the study in Allama Iqbal Open University Islamabad, Pakistan to learn the effect of multimedia tutorial on learning in distance
education programs. One hundred and twenty graduate students were selected as a sample for the research. The researcher divided the sample into two groups, experimental group and control group. Students of both groups used conventional printed learning material of the university during their study. However, the experimental group, along with print material, watched multimedia tutorial of educational psychology (edupsych840). Results showed that students in the experimental group performed better than the students in the control group. The researcher found that multimedia tutorial increased learning. The study recommended that multimedia tutorial techniques may replace face-to-face tutorial (tutorial meeting between distance learners and teachers) in distance education programs.

**Innovating MD/PhD (Medical Scientist Training Program - MSTP) Recruitment: Incorporating and Aligning Values and Competencies to Get the Most Bang for Your Interview Process Buck!**

Lisa Otero – Doctoral Candidate

**ABSTRACT:** The dramatic increase among Hispanic students in public schools has changed the face of the American student body. However, the rapid growth of the Hispanic student population has not been reflected in their educational attainment. This study will identify high school teachers’ knowledge of culturally diverse content, culturally relevant pedagogy, characteristics of a culturally responsive teacher, personal teaching efficacy and teaching efficacy in High Growth and Low Growth schools. The participants were from eight high-need and high Hispanic representative high schools located in Suffolk, Nassau and Westchester Counties in New York. Teachers in these high schools were asked to respond to a 50 item survey instrument. Knowledge of culturally diverse content, culturally relevant pedagogy, characteristics of a culturally responsive teacher, personal teaching efficacy, and teaching efficacy was examined to determine a relationship with Hispanic student graduation growth rates in High Growth and Low Growth schools.

**The Effectiveness of Using Educational Software to Develop Critical Thinking Skills and Assignment Performance in Pre-Service Teachers**

Muhammad Riaz, Doctoral Student

**ABSTRACT:** The purpose of this study is to evaluate the impact of using tutorial software on the preservice teachers’ critical thinking skills and their performance in assignments. I will conduct this study on The Master's degree Program- Educational Technology class in Dowling College, Long Island, New York. 30 graduates and two faculty members of the program will be invited to take part in the survey.

**Primary Native Languages and the Development of Cultural Competence among Community College Nurses in the New York Metropolitan Area**

Korto Scott, Ed.D.

**ABSTRACT:** Providing quality health cares for diverse a population of patients is vital and because of the changing demographic landscape in the United States healthcare
professionals need to be culturally competent. A survey that included an open-ended question measured the development of cultural competence attitudes of 156 registered nurses who graduated from associate degree programs. This paper focused on the development of cultural competence, areas of influences where these influences were acquired classroom, laboratory, clinical setting and community, and primary spoken languages. The results indicated that there were differences between the languages groups with regards to where the development of cultural competence influences were acquired. Emergent themes and patterns from the open-ended question revealed factors that helped and hindered the nurses’ ability to provide culturally diverse competent nursing care.

How Intermediate Teachers’ Culturally Relevant Beliefs and Practices Contribute to Mastery Achievement for African American Students

Barbara A. Solomon, Ed.D.

ABSTRACT: The major purpose of this study was to ascertain how intermediate grade teachers’ culturally relevant beliefs and practices might contribute to mastery proficiency for African American students on New York ELA and Mathematics assessments. The study measured how intermediate grade teachers in similar high need suburban elementary schools in New York State described their culturally relevant beliefs and practices. A survey instrument was administered to 66 teachers that taught predominantly African American students. The majority of schools had over 50 percent high poverty status determined by free and reduced lunch status. The study categorized the schools into two groups determined by high and low mastery proficiency scores on the New York State ELA and Mathematics assessments. The research examined how teachers differed in their descriptions of Conceptions of Knowledge, Students’ Cultural Assets, Social Relations Inside the Classroom, Social Relations Beyond the Classroom, Conceptions of Self and Students and Students’ Needs and Strengths academically.

The 21st Century Living Syllabus: Increase learning with an interactive learning document

Daniel Stein - Director of Technology Initiatives

ABSTRACT: Educators acknowledge the need for new teachers to be familiar with current and emerging technologies for use in their classrooms to produce graduates experienced with 21st Century technology skills. The author suggests that a redesigned interactive college course syllabus can be an effective tool to acquaint pre-service teachers and faculty with the power of technology, increase student engagement during a course and increase course student learning outcomes, in both face to face and online course formats. Included in the digital version of this paper, are hyperlinks to a video demonstrating the simple click and learn features of an interactive “Living Syllabus” and to a sample document to experience the immersive learning environment. Touro College, Graduate Education has converted to the Living Syllabus courses. (http://tinyurl.com/LivingSyllabus1). The Living Syllabus format is created in Microsoft Word is commonly used by faculty. Switching to this syllabus format should be easily accepted with pragmatic results.
Bridging the Gap: Mentors Creating a Culture of Safe Practice for Novice Nurses

Jacqueline Witter, EdD, MSN, FNP, RN
Elsa Morote, PhD. Dowling College

ABSTRACT: Nurses who practice in today’s healthcare environment must be experts and leaders who collaborate with other professionals in helping to address current issues and simultaneously shape reforms in the 21st century. Nurses are pivotal in the change process; newly hired nurses are expected to transition into new practice roles with a cursory orientation process and minimal support. This study explored the relationship between nurse mentoring and cultural competency, assessment of patients, clinical decision-making, commitment to professional nursing standards, positive feelings towards nursing at the hospital, and willingness to remain in the profession.

Study participants were 50 medical surgical nurses from an acute care hospital in New York with less than three years nursing experience. Participants volunteered to participate in an eight-week mentorship program. Twenty-five registered nurses were assigned alternately to the mentor program and 25 were assigned to the control group, both groups completed pre-and post-tests. Additionally, fourteen experienced medical surgical nurses who volunteered to be mentors had five years or more of nursing experience and they received an 8-hour mentorship-training workshop.

The National League of Nursing (NLN, 2004) endorsed the need for mentorship in terms of a socialization/development process whereby individuals learned the intricacies of the new role they would assume. Socialization into the nursing profession occurred through formal education mentoring and on-the-job experiences, and whenever an individual prepared to move into a new role as a registered nurse, nurse manager, faculty member, advanced clinician, or researcher (NLN, 2004). Benner (1984) claimed that fostering a mentor-mentee relationship and assisting in the learning process of new graduates from nursing schools were significant factors for the clinical advancement of nurses from novice to expert. Roy (2001) defined Adaptation Theory as four major categories: physiological-physical mode, self-concept group identity mode, role function mode, and interdependence mode. Roy underscored the importance of adaptation through an interdependence mode that addressed the relationship of mentorship in nursing.

For nurses who were mentored, there were significant correlations between their willingness to remain in the nursing profession on the dimensions of clinical decision making, \( r = .61, p < .01 \); commitment to professional nursing standards with \( r = .48, p < .05 \); and positive feelings about nursing at this hospital \( r = .75, p < .01 \). The outcomes of this quasi-experimental study emphasized the impact of mentoring relationships in the nursing profession and the significant influence on the quality of the clinical experience.
Cultural Awareness Training in Death and Dying for Medical Staff: An Exploratory Study Emphasizing Visual Arts for Issues That Concern Christian African-American and Catholic Hispanic Patients and Families

Catherine D. Zarate, Ed.D.

ABSTRACT: Doctors’ and nurses’ knowledge of cultural awareness in end-of-life treatment preferences for Christian African-American and Catholic Hispanic patients and their families were examined in this mixed methodology study. Visual imagery was utilized to influence medical staff’s conceptual change in the dimensions of Caring, Family Relationships, and Ritual Knowledge as significant to end-of-life treatment. Additionally, the relationships of medical staff’s conceptual change and demographic information including age, gender, ethnicity, birth country, years employed in medical profession, percent of correct responses, trainability score and the perceptions of medical staff on Caring, Family Relationships and Ritual Knowledge were investigated.

A pre- and post-test survey with two open-ended questions measured participants’ conceptual change on end-of-life issues. Cultural awareness training, using visual imagery, was developed to disseminate end-of-life information. Interviews were conducted 1 month following training with six participants to assess the usefulness of visual imagery. All 32 participants volunteered and were employed at one suburban hospital in New York State.

Findings included deeper understanding of caring, rituals and family relationships of Christian African-American and Catholic Hispanics and increased appreciation for cultural differences. Arts-based learning method was effective for cultural awareness training for medical staff. Nursing students, medical schools, and hospital administrators might gain cultural awareness on death and dying treatment preferences from several cultures. Recommendations for future study included provision for professional development and a larger sample size.