

FALL 2016

Signature

THE OFFICIAL NEWSLETTER OF
SAINT PAUL'S SCHOOL OF
NURSING

STATEN ISLAND

VOL. 2 | ISSUE 3



IN THIS ISSUE:

Appointments & Promotions
President's Message
Industry Changes
Constitution-Election
Spotlight on: Students, Alumni, and Faculty
Health Literacy Month
New Books
Career Services Corner
Events
Academic Awards



APPOINTMENTS & PROMOTIONS

DENTAL PROGRAM

Dr. Mohammed Hakim is temporarily overseeing the Dental Assistant Program. Dr. Mina Fouad and Dr. Sarah Gebrail are currently pursuing American Dental Association licensure. We wish them both success.

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FACULTY-STAFF

We also welcome the following new faculty and staff: Dr. Prabhpreet Singh, B.D.S, Adjunct Instructor in the Dental program; Sondra Rivera and Cara D'Alessandro, Nursing Clinical Instructors; Laura Ryan, Admissions Department- Medical and Dental program representative; Maria Caras, Psychology and Sociology; and Michael Santiago, English-Literature. We wish them all good luck.

WELCOME NEW DEAN OF NURSING, DR. COLEEN KUMAR



Saint Paul's welcomes and congratulates our newly appointed Dean of Nursing, Dr. Coleen Kumar. Dr. Kumar holds a PhD in Health Sciences-Leadership from Seton Hall University, an MS in Nursing-Adult Health from CUNY the College of Staten Island and a BS in Nursing, also from the College of Staten Island. She is a Registered Professional Nurse, State of New York, and a Certified BLS instructor. Prior to her appointment, Dr. Kumar served on the faculty at SUNY Downstate College of Nursing and is an esteemed member of many professional nursing and health-education organizations.

FROM THE DESK OF...

ERIC J. JACOBS CAMPUS PRESIDENT

Saint Paul's School of Nursing recently completed its annual certification review with the New York Department of Education. This required visit is of major importance because it determines whether or not the school is meeting academic requirements and standards, and providing quality education and other support services to our students. For three consecutive days, state examiners sat in on classes and met with department chairs, as well as student and alumni groups to get a sense of our educational approach and hear firsthand what can be accomplished with a Saint Paul's School of Nursing degree.

Although we won't receive the official report until December, early remarks indicate that the visit went well and we are excelling in multiple areas. We are particularly proud to have produced a record number of students passing board and certification exams on the first try in recent months. A lot of time and energy went into preparing for the state visit, and there are many who deserve recognition for their hours of hard work:

Thank you to our Admissions team for coordinating the visit and agenda, and for their preparation of student records. Thank you Lynn Salvage, Director of Career Services and Cheryl Lafer, Career Services

Advisor, for coordinating our alumni group, making calls to verify test results - and much more. Thank you Director of Student Services & Externships, Louis Rotondo, for assisting all. Thank you to our work study students who assisted faculty and staff and served as "ushers". Thank you to our Program Deans for instituting standards of excellence prior to the visit. Thank you to our department heads for speaking about your respective departments to the accreditation team. Thank you Aleksey Strogach of IT and Judy Lee, LRC Manager, for updating the campus' print and online resources. Thank you to all faculty who met with the team, and especially those instructors who agreed to be evaluated - you demonstrated your expert subject knowledge and passion for teaching. Thank you very much to our building maintenance personnel, aided by Marie Forlenza, Cheryl Lafer and her husband, who worked literally overnight and over weekends to beautify the campus - painting walls, hanging photos and art. It has made a huge difference. Thank you to all students and alumni who voluntarily participated. We appreciate your candidness about your experience here.

And lastly, a huge thank you to Dr. Ann Lubrano, Director of Education, for overseeing the overall effort.

There are many more people to thank and please know I have not forgotten your contribution! We could not have pulled this off without everyone's help. We worked together and I am incredibly proud of what we accomplished. I look forward to sharing the results with you and making any changes needed.



AS ELECTION NEARS, STUDENTS CHALLENGE CONSTITUTION

Saint Paul's held its annual Constitution Day Celebration in a two-part event (one for day students and one for evening students) on Sept. 12 and 13, respectively.

Constitution Day is an opportunity to reflect on our government, our liberties, and our obligations as citizens in this democracy. This year's fell during a heated election season. It highlighted the importance of having a governing document to protect us, and voting for our local, state, and national representatives of choice.

Students watched videos about the history of the Constitution to understand its importance. They received brochures on the voting process and pocket-sized constitutions from the National Constitution Center, as well as copies of fascinating facts about the US Constitution. During the daytime session, students played Constitution trivia and put their "John Hancock" on copies of the document. Evening students evaluated whether not specific scenarios- like search and seizure- were protected under the Bill of

Rights, and also worked together to write their own Constitution governing the student body. Students in each session won gift bags with various goodies, for their excellent participation. And ALL students were encouraged to vote and showed how to use online voter resources (see right). While there were certainly some political differences, there was fun to be had! Everyone enjoyed popcorn, snacks, and donuts and took selfies with our red, white and blue decorations.

A special thank you to Library staff Judy Lee and Karelisa Kimmel who led each session. (Fun Fact: Ms. Lee actually traveled to Philadelphia before the event to see a copy of of the Constitution at the National Constitution Center, and take her photo with 'Alexander Hamilton' in Signer's Hall). Thanks also to the Career Services Department, Dr. Lubrano, all of our work-study students for helping and most importantly our brilliant and diverse students who thoughtfully debated challenging issues.



CHANGING WITH THE HEALTHCARE INDUSTRY

With the healthcare industry evolving so rapidly, we asked Program Directors of each of our three programs - Nursing, Medical Assisting, and Dental Assisting - what changes have been most significant and how do we prepare our students.

Dental Assisting

There have been plenty of advancements not just in dentistry, but in medicine in general in the last ten years, that make our job much more significant and impactful. The most profound is the innovation of the dental implant. The practice of placing dental implants is one of the most effective treatments for multiple reasons.

A decade ago if you were missing a tooth you had to wear an improperly fitting denture to compensate for the missing teeth. It would need constant readjustment, looked unnatural and was almost always uncomfortable for the patient for a few weeks. The alternative, crowns and bridges, was also not an ideal choice because it could compromise adjacent teeth because they have to be prepared (shaved).

The dental implant has been incredibly successful in alleviating such negative impacts of restorative treatment. Not only does a dental implant look great (if properly done), but it can last longer than your actual teeth! This allows the patient to feel confident, eat and talk as they please and not worry subconsciously that they look abnormal in front of other people! Implants are a bit pricey because it is a technique-sensitive procedure, however the benefits, especially long term, outweigh the few negative aspects.

All things considered, the Dental and Medical field are essentially amorphous in that they are constantly changing, adapting, and evolving. Our focus here in the Dental

program is to understand the different potential conditions a patient may have and anticipate several different modalities that can be undertaken to best suit them. Not everyone is a good candidate for dental implants for one reason or another, so it is important that students learn to recognize and manage patient expectations and come up with a treatment plan that suits their individual needs. Our work as educators is to equip them with the knowledge to confidently make good decisions at work using all of the information and best-practices learned here as well as their own critical thinking skills, which we try to strengthen during their two years here.

The dental profession requires many skills, the most important of which in my opinion is empathy. Many healthcare professionals have become so callous to the multitudes of people entering their practice from one day to the next that they almost lose the 'humanity factor'. One of the largest, if not the largest, duty of a healthcare professional is to be empathetic to their patient. Acknowledging that they are in pain, or managing their expectations with certain treatments, certainly makes the whole dynamic between everyone much more effective and efficient. It is absolutely important to be empathetic because patients are people too! Out of 7 billion people worldwide they have trusted YOU to take care of them.

-DR. MOHAMMED HAKIM

Medical Assisting

The medical assisting industry is much more high-technology based than it was ten years ago. This is especially true when it comes to health informatics as well as clinical procedures. For example, there is increased use of digital interventional procedures such as interventional radiology. Hospital related facilities, including outpatient departments are now heavily using the laboratory information system (LIS) as well as the overall hospital information system (HIS).

These changes mean we need to update our classroom technology. We would like to incorporate larger computer screens into our program and update both our EHR and Health Information Systems classes. Also, we want to simulate medical procedures and to have a simulation laboratory similar to the Nursing department.

There are three core parts to the Medical Assisting program here: clinical, administrative, and general education (psychology, sociology, etc.). These three core contents continue to be the basis for the ultimate national certification processes, however, the emphasis is on clinical, followed by administrative and general ed. We constantly revise and update our course content to reflect those changes in the industry.

-DR. ABDALLA SAUDI



Nursing

These words have never come out of my mouth- “Nursing Industry.” Although I am aware that health care is a business, and nursing operates within the confines of a budget, I have never thought of nursing as an industry. I became a nurse when it was a calling. I have been working in hospitals since I was sixteen years old, and for me breathing in the air of a hospital corridor is like walking the hallway of my own home. I am at home in the hospital. In this lifetime I may have made some mistakes, but there are two things I know I did right: I became a nurse, and I became a mom. I have been a nurse for forty-one years and have been teaching nursing for

the last nine. Let me share with you what changes I have experienced in the last ten years.

Who is becoming a nurse? That has changed. We have more men, and more people coming to nursing as a second career after a failed attempt on Wall Street, in real estate, or accounting. People are coming to nursing school because they believe they can get a job after school and make money. Nursing was not necessarily their first choice when it came to make a living but now circumstances have led them to it.

But what is it really like to get a job? Well that depends on your education. In the last ten years it has become increasingly difficult to get a job unless you have your Bachelors of Science in Nursing and your RN. As more hospitals seek to have an excellent rating

for nursing care in their institution by having Magnet Status for Nursing, they will only hire RN's with a BSN since this is a prerequisite for achieving Magnet status. Nurses graduating from Associate Degree Nursing Programs today are getting jobs in Nursing Homes, Community Hospitals, Doctors' Offices but cannot gain entry to major medical centers or teaching university medical centers. In addition, I know many older nurses who are still working today because of the cost of living, single parenthood, and college costs.

Nurses are not retiring like they used to, they need the money and tend to stay in the workforce until a later age today. If we work in the hospital we are taking care of sicker patients who will spend less time in the hospital than they used to since insurance will not pay for a lengthy stay. We will have to assess their needs and educate them much



quicker today because they will be discharged as soon as they are stable. We will have to gain their trust as soon as we meet them because there will not be time to develop a relationship. We need to have excellent skills in communication, assessment, delegation, infection control, safety, quality of care, documentation and technology.

We live in a technological age today and nurses must know how to operate the technology that assists in caring for the patient. Today's nurse cannot dispense patient medication without knowledge of the computerized medication administration system specific to the institution they work in. Documentation of patient care in the patient chart (which is a legal record) is entirely computerized now, and if patient care is not documented in the computer because you do not know how to operate the health information system, then legally you did not perform the treatments or give the medications to the patient. With technology comes the responsibility to protect patient information. Today, a nurse must know about HIPPA Guidelines and work within those, or risk heavy financial and legal penalties.

Emphasis today is on keeping the patient out of the hospital and today nurses will find themselves employed in larger amounts in community, outpatient, ambulatory care and home settings. Nurses in community and home care settings may be working independently and may often be the primary health team member interacting with a family to provide screening and education, well visits, and immunizations.

In the last ten years we have seen an increase in nurses specializing in specific practice

areas. There has been a great increase in Pediatric, Geriatric, Psychiatric and Family Nurse Practitioners who have their own patients. We have also seen an increase in those receiving their Doctorate in Nursing Practice.

Nurses today increasingly refer to the people they are working with as clients. But I always worked with patients. People have many experiences in life- mother, father, daughter, patient. Lawyers have clients, nurses have patients. Nurses need to have the greatest respect for their own professional area of expertise with its own language and process and diagnostic ability. We need to have working knowledge of the Patient's Bill of Rights and realize that patients have always had rights and responsibilities and do not need to be referred to as clients in order for this to be the case.

A student nurse today may give a bed bath without water, may never have to mix an IV antibiotic drip, write a nursing note using a black pen, or use a stethoscope to evaluate a B/P. All is a reflection of technological advances and research in the health care industry. But, no matter how technology changes the delivery of care to patients, some things remain the same. There is no technology that can replace the eye contact between the patient and nurse, the touch of hand to hand, the time spent listening at the bedside, answering questions or simply being in the PRESENCE OF THE PATIENT. I always stress to students that they are the most important tool they have when they are caring for patients, not the high-tech machines.

-MARY LOU WHALEN, MAN, RN, LCCE,
LBC, MSN

STUDENT SPOTLIGHT

SPOTLIGHT ON OUR LIBRARY WORK- STUDYS

Noelle Peluso,
Medical Assisting

What made you want to work in the Library?

I love books and I love to read, so this was a natural fit. I always have a book on me and read during the down time. Lately I've been reading vintage comic books.

Speaking of books, what are some of your favorites?

I like to do research online on various psychological and behavioral issues - I find that fascinating. I am also obsessed with the Walking Dead and have read the entire Walking Dead compendium (a graphic novel series).

What made you want to enroll in the Medical Assisting program?

I cared for my grandma while she was in and out of the hospital and observed the importance of caring hospital staff. That experience had a big impact on me becoming an MA.

What do you like to do in your free time?

Outdoor sports especially anything to do with water

What are your plans for the future?

I'm completing my externship now. I plan to start my career as a Medical Assistant and possibly pursue an advanced degree. I might like to consider teaching at some point too, maybe in Psychology.



(Pictured wearing pink in support of Breast Cancer Awareness Month)

Alyssa Catherwood, Nursing

Why did you select nursing as a career?

Choosing nursing is making a commitment to carry immense responsibility. You will come into people's lives and make a difference, you may get frustrated at times but you will never be bored. You will see people at their best and their worst but it is up to you to determine how they leave from your care. A nurse will see life begin and end, there will be crying, and laughing but nursing is a unique career where you get to interact with people and give them an experience that they will remember for the rest of their lives.

What did you do previously?

In my past life I was a singer/songwriter who loved to perform when I got the chance. I designed my own clothing line, as well as enjoyed drawing and painting in my spare time. I cannot say that I have thrown in the towel with all of these things but they are definitely on the back burner as I am in nursing school. This is not an easy program to get through without hard work and dedication, so I have made a promise to myself that while I am in school I will focus on what is important - which is learning how to be the best nurse I can possibly be.

What are some of the challenges that you have faced at Saint Paul's?

This is a very demanding program that that requires a lot of studying. It is not just about learning the material but understanding it so you can apply it in the workplace once you pass your Boards. Time management has been difficult between juggling two jobs, and spending time with the people I love as well as trying to keep my mental state sane by getting to the gym as often as I can. It has not been a walk in the park but it is something that will build my character and make me a stronger and sharper individual which I am thankful for.

What are your future plans?

At this point on my path to becoming a nurse I am unsure what the future has in store for me.

Being in my third semester, I have not yet had the opportunity to see that many different areas of nursing so I am definitely looking forward to finding what specialty I am going to choose.



ALUMNI SPOTLIGHT

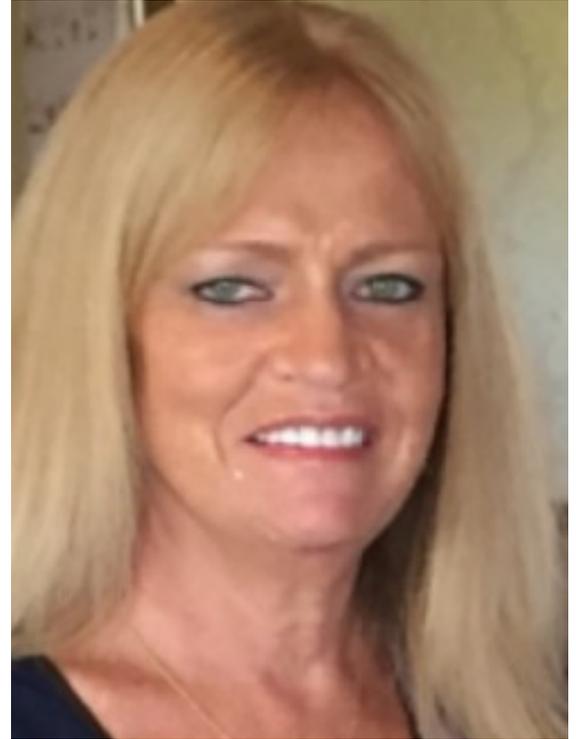
Eileen Re,
Dental Assisting
Class of 2016

Saint Paul's School of Nursing has helped me to fulfill a promise I made to my father over 30 years ago to obtain my college degree. It has also allowed me to evolve from a stay at home mom of three sons (I married soon after graduating from high school) into a career professional. I have "practiced what I preached" - showing my children that I was willing to work hard to obtain a degree and become employable.

I wasn't quite sure I would be able to sit in a classroom again after all these years, but the staff at Saint Paul's thought my age would work to my advantage, and they were right. I was more appreciative of the value of time. It made me tackle each task with focus and give it my all.

Dr. Mina Fouad (Dental Assistant Program Director), Dr. Sarah Gerbil (Dental Assistant Faculty), and Dr. Sakina Durani (Dental Assistant Faculty), along with all the other Instructors, were very helpful and I found the classes informative and enjoyable. I knew I made the right choice in deciding to become a Dental Assistant as I grew more interested in the many aspects involved in the profession.

The classroom experience prepared me for the next phase of my journey which was my Externship. The Externship enabled me to put a year and a half's worth of book learning into practice at DiBona and Scamardella Dental Studio in Staten Island.



I am now working as an Assistant for Dr. DiBona and Dr. Scamardella. The Doctors and their staff continue to provide support and guidance as I apply what I have learned at Saint Paul's to the challenges of working with patients on a daily basis now.

If I could offer any advice to the present and future students in the Dental Program it would be to take advantage of all the school has to offer. The time goes faster than you think. Take advantage of lab time, study hard, and take the exams as soon as you can while the information is still fresh.

It is never too late to pursue your goals even after raising a family. I am proud to say that I am both a Dental Assistant and the mother of three accomplished sons - a doctor, an accountant and a soon to be senior in high school.

FACULTY SPOTLIGHT

Maria Caras,
Psychology



Tell us about yourself?

I'm a therapist with a Masters in Mental Health Counseling and 5 years experience working with children, teens and adults dealing with various issues. Currently I work with children and teens. I wake up every morning grateful to know that people can come to me and pour out their issues and feelings and that I can make a difference in some way. Outside the workplace, I enjoy spending time with my family and friends. I love to dance and listen to music, especially hip hop and dance/disco music. I am really into retro video games – the older classic games like Super Mario, Mortal Kombat, etc

What do you specialize in?

Nothing specific right now, but I would like to eventually do grief counseling for people who have lost loved ones or are dealing with terminal illness. I have experienced grief and loss myself and want to help those who share similar emotions. I want to provide relief to families and help them to keep their deceased loved ones “alive”.

What are you teaching this semester?

I teach Psychology 101 to the Medical Assistant and Dental Assistant students and Introduction to Psychology to the Nursing students, as well as Introduction to Sociology (co-taught with Chelsea Claire). I enjoy teaching these courses very much because I find psychology so fascinating and I would hope that students would gain more knowledge about the human mind and behavior. I'm always available when the students need to talk and need help with their studies.

What has been the most rewarding experience of your career?

I found it really rewarding when I worked in a camp for children with special needs. It's something I will never forget. Although it was challenging, I enjoyed every minute because the kids had big smiles on their faces and had an awesome summer.

What challenges have you faced in your career and what advice do you have for students starting their careers?

Definitely confidence has been an issue throughout my academic journey. Don't be too hard on yourself – all you can do is your best, you are only human. When you experience doubt or feel like giving up, tell yourself that this is only fear and that you will keep going until you get where you need to be!

What are your long term goals?

My long term goals are to become a licensed mental health counselor and to build my own private practice. Also, I would love to continue teaching Psychology to college students. I've always thought about becoming fluent in American Sign Language and would hope to pursue that and be more involved in the deaf/hard-of-hearing community. Besides my career goals, it would be cool to travel to more places I haven't visited such as California, Chicago, and Japan. In time, I would hope to share my life with a wonderful husband and to be a mother.

Nicole LaMassa, Psychology & Microbiology

How would you describe yourself?

I would describe myself as a driven and goal-oriented professional. I have spent the last decade of my life focused on building my skills and obtained advanced degrees, so that I can have a successful career as a professional.

Where did you receive your education and training?

I obtained my Bachelor's Degree in Biology and Psychology from CUNY the City College of New York, and my Master's in Neuroscience at the College of Staten Island. I anticipate joining a PhD program in Neuroscience.

What are you teaching this semester?

I'm currently teaching General Psychology, Developmental Psychology, and the Microbiology Lab for Nursing students at Saint Paul's School of Nursing. I also engage in research at the College of Staten Island, where I use biochemical, cellular, and molecular biology techniques to gain a better understanding about current dilemmas in the field of science.

What's been the most rewarding experience of teaching?

I have had several rewarding experiences throughout my career. These include having successful research findings published. Also, I enjoy watching my students succeed and become professionals.

What's the toughest part of your job?

Time management is a challenge that I have faced throughout my career. If you stay focused and motivated, you can manage and accomplish anything.



HEALTH LITERACY IMPROVES PATIENT OUTCOMES

October is National Health Literacy Month. The Patient Protection and Affordable Care Act, Title V, defines health literacy as “the degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions.”

Nursing and Allied Health students should work toward health information empowerment (awareness, knowledge, communication, and other skills) so that patients can be informed and more involved in the decision-making process. Individuals with low health literacy are less likely to participate actively in healthcare decision making and more likely to struggle with health management tasks and to face significant challenges navigating the health system. They are also more likely to cost the healthcare system: the average annual healthcare costs of those with low health literacy levels are 4 times greater than that of the general population, and poor health literacy costs the U.S. healthcare system \$30-\$73 billion annually.

Nearly 9 of 10 adults have difficulty using the everyday health information that is routinely available in healthcare facilities and in the media. Approximately 9 of 10 U.S. adults (88%) cannot calculate an employee's share of health insurance costs using a table based on income and family size. And in 2006, 3 million Americans reported being seriously harmed, or knowing someone who has been seriously harmed, by following health advice or information found online. For these reasons, health literacy is actually a better predictor of one's health status than age, income, employment, ethnicity, or education level.

Literacy and health literacy are NOT the same. A patient may have very strong literacy (reading comprehension) and numeracy skills, but have trouble making sense of complex health information, health jargon, and an increasing reliance on electronic healthcare delivery systems and portals to access their healthcare information. Often individuals with lower health literacy hide their challenges from medical practitioners due to a perceived stigma associated with low health literacy.

The biggest challenge in preparing college students to become health literacy educators is that health curriculum traditionally focuses on specific diseases, health outcomes, health conditions, health disparities, minority populations, or specific situations. Students are underprepared in critical areas such as: being able to search and

use medical databases to their fullest capabilities; having reliable, trustworthy websites that they can point consumers toward; speaking toward budgeting for healthcare costs; explaining evidence-based information in a consumer friendly way; discerning patients' preferred source for health information (e.g., Internet, physician, family member, etc.).

The Library is a great campus resource for overcoming this gap. We have numerous books devoted to health literacy as well as staff trained specifically in health information. Come in and speak to us about a challenge in health literacy that you could be better at, and we will help you locate quality information. Along with that, here's what we suggest:

Recommended reading:
Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co.

Practice activity:
Spot the nearest health education poster, brochure or similar. Evaluate it from a consumer's perspective. Write down 5 changes you would make.

KARELISA KIMMEL,
LEARNING RESOURCE CENTER

NEW STUDY & READING MATERIAL

The Library recently completed a major purchase order which added many new and in-demand titles to our collection of Nursing and Allied Health books. These include latest edition review books, several illustrated guides, as well as fascinating fiction reads. Come in and check out these select new titles:

- Illustrated Dental, Embryology, Histology, and Anatomy
- Test Success (7th edition)
- Med-Surg Success (3rd edition)
- Saunders Comprehensive Review for the NCLEX-RN Examination (7th Edition)
- NCLEX-RN Secrets Study Guide: Your Key to Exam Success
- NCLEX- Fundamentals of Nursing
- The Immortal Life of Henrietta Lacks, by Rebecca Skloot
- AACN: Essentials of Critical Care Nursing – 3rd Edition
- Barron's NCLEX-RN Flash Cards – 2nd Edition
- Core Curriculum for Oncology Nursing – 5th Edition
- Human Body Coloring Book: Human Anatomy in 215 Illustrations
- Human Body (The) Identification Manual: Your Body & How It Works
- Lippincott's Concise Illustrated Anatomy: Thorax, Abdomen & Pelvis
- Manual of Critical Care Nursing: Nursing Interventions and Collaborative Management – 7th Edition
- Medical-Surgical Nursing: Concepts and Practice – 3rd Edition
- Medical Terminology for Dummies – 2nd Edition
- Nursing Diagnosis Manual: Planning, Individualizing, and Documenting Client Care – 5th Edition
- 30-Second Anatomy: The 50 Most Important Structures and Systems in the Human Body, Each Explained in Half a Minute
- Hope in the Midst of Despair: The Other Side of Complicated Grief, by Rhonda O'Neill RN

COMING SOON....E-BOOKS!



The Library is excited to announce that the next book additions will be largely e-books (electronic books). Soon you will be able to access full-text books from your personal computer or laptop and mobile devices.

E-books will also feature helpful study support tools such as word 'look-up' to learn definitions, an in-text highlighter, and some have easy cite buttons for use in your APA or MLA style research papers.

CAREER SERVICES CORNER

FIRST IMPRESSIONS MATTER!

- Make good eye contact and smile
- Be excited
- Exhibit confidence
- Show personality
- Practice good communication skills, sometimes small talk matters
- Be aware of body language
 - have good posture
- Come prepared with your portfolio and references
- Do your homework about the job and company
- Be ready with questions that show you are interested and engaged



MOCK INTERVIEW PANELS

Career Services helps prepare students for the job process by holding each semester a Mock Interview Panel with PDC 200 (Personal Development Course) students (a required course for all MA and DA students). Students prepare their resumes, consider questions likely to be asked, and brush up on professional skills like communication and attire. Students are asked to dress appropriately for a healthcare job interview. Playing the role of the Employer, Career Services "interviews" each student and provides positive critique to prepare them for success in future hiring situations. Students learn the necessity of being prepared and professional. Here are some tips to help you pass the Mock Interview Panel, and beyond.

How would you respond to these practice questions?

- Tell me about yourself?
- Tell me what your previous employer would say about you?
- What are your strengths and weaknesses?
- What makes you different from the next candidate?
- Where do you see yourself 5 years from now?

EVENTS

Oct. 13 - TBD

FALL ART SHOW

Featuring artworks by students, faculty & staff.
(Presented by the Library).

Wednesday, Oct. 5: Art-making workshop for students

Thursday, Oct. 13: Opening reception. 6-8 pm.

Sunday, Oct. 16

MAKING STRIDES AGAINST BREAST CANCER WALK

Midland Beach (829 Father Capodanno Blvd, Staten Island) Registration: 9 a.m. Walk: 11 a.m.
Join our team, come out and support, or donate to the American Cancer Society. Team Contact: Cheryl Lafer, Career Services.

Oct. 17-21

MEDICAL ASSISTANT RECOGNITION WEEK

MA pizza party celebration (Wed. Oct. 19), joined by guest speaker from Beacon Community Health Center in Staten Island and Saint Paul's MA graduates.

Monday, Oct. 24

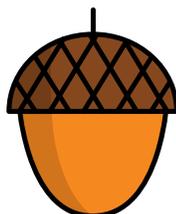
HALLOWEEN COSTUME PARTY

\$5.00 donation requested to benefit St. Jude Children's Research Hospital. Faculty contact: Louis Rotondo

Tuesday, Nov. 1

FOOD DRIVE KICKOFF

Please donate canned and nonperishable food items, especially for Thanksgiving, for the Food Bank of New York City. Box located in the Library.



Tuesday, Nov. 8

ELECTION DAY

Thursday, Nov. 17

2nd ANNUAL MA/DA THANKSGIVING FEAST (potluck style)

Friday, Nov. 18

FACULTY-STAFF THANKSGIVING LUNCH 12- 2 PM (potluck style). Sign-up requested.

Thursday, Nov. 24-Friday, Nov. 25

THANKSGIVING BREAK - NO CLASS

*Makeup classes are Dec. 13th (for Thursday class) and Dec. 14th (for Friday class)

Monday, Nov. 28

TOY DRIVE

In partnership with Staten Island's Fire House 154, benefiting kids at Staten Island University Hospital. Toy bins located in the Library and Admissions. Pick up dates: Nov. 12th and 19th.

MA & DA NEW STUDENT ORIENTATION:

Friday, Dec. 9

FIRST DAY OF CLASS: Wednesday, Dec. 14

NURSING NEW STUDENT ORIENTATION:

Friday, Jan. 6, 2017

FIRST DAY OF CLASS: Monday, Jan. 9, 2017

Save the date:

CLASS OF 2016 GRADUATION
THURSDAY, JANUARY 12, 2017 at
the Hilton Garden Inn, Staten
Island

ACADEMIC HONORS



MEDICAL ASSISTING, August 2016

PRESIDENTS LIST

Karina Bernal
Nidia Capistran
Fabiana DiSanto
Serita Edward
Ellen Graham
Koon Lai
Erica Lopez-Spota
Alyssa Marshall
Stephanie Martinez
Susan Moussa
Jennifer Sosa
Maria Scardigno
Berenice Soto
Clarissa Vale

MOST IMPROVED

Nicole Cutaia
Chazzy Escobar
Stephanie Gangidino
Kristine Houshmandrad
Liza Ortiz
Shaneka Perry

DEANS LIST

Carla Alejandro
Jessica Andino-Lee
Celia Bear
Madea Brewer
Jennifer Coughlan
Larissa Covais
JoAnna Cronin
Raisa Delgado-Yee
Amanda Deluca
Ediff Diaz
Quincy Dockery
Anna Dracun
Jasmine Edwards
Lauren Ganz
Jeanine Gentile
Mary Gentile
Anelise Gonzalez
Theresa Gucciardo
Felicia Huber
Fatimah Jackson
Robert Kinard

CONTINUED...

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The mission of the nursing and allied health programs at Saint Paul's School of Nursing is to serve the needs of the community by offering an excellent education exemplifying the highest standards for healthcare. The core values of respect, integrity, compassion and excellence are embedded throughout the curriculum as the foundation for providing care to all.



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