

# Visions

QUINSIGAMOND COMMUNITY COLLEGE



## Mentor Program Begins



Photos by Paul Connell

Article by Nancy  
Donohue-Berthiaume

cluded various forms, procedures, and vital information for a successful transition to the QCC

The Faculty-Unit Professional Mentoring Program was developed by the Faculty and Unit Professional Development sub-committee (FUPS) of the Staff Development Committee to provide practical ongoing peer support for new faculty and staff.

We all know that many new faculty and staff feel isolated in their first year of employment. The *Mentor Program* was established to decrease those feelings of isolation by providing seasoned role models who are nurturing, patient, and passionate about teaching and learning. We hope to help new employees experience a sense of belonging and satisfaction from this experience.

The program embarked on its maiden voyage with a reception in the Monk's Room on Thursday, September 28th. Following greetings by President Kurtinitis, Dean Pat Toney, and me—the FUPS Committee Chairperson—new employees received an extensive package of QCC Survival Skills Materials entitled, "Everything You Needed To Know About QCC But Didn't Know Whom To Ask". The package in-

culture. New members had the opportunity to hear from seasoned colleagues whose combined QCC experience totaled more than 150+ years.

Both full time staff and faculty, and adjunct faculty, have agreed to serve as mentors. Rather than assign mentors to new faculty and staff, we encouraged individuals to select one or several mentors from the collection of volunteer mentors.

To provide new employees with a sense of historical perspective, we showed them Paul Connell's video, *QCC, a Millennium Retrospective*.

Following the initial reception, the first of one-month-check-up luncheons was held on October 25th for program participants. The agenda topic for this meeting was Relationships. Although the intended topic was to focus on student-faculty-staff relationships, the discussion expanded to include other types of QCC relationships including committees, departments, work areas and how they relate to one another.

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Edited by Paul Connell  
(and Mr. G4)

## Mentoring *(continued)*

The informal discussion provided an opportunity for new employees to ask specific questions and request particular information regarding their QCC introductory experience. While some individuals have selected mentors, others are using the entire group for resources.

Following this well-attended event, mentors and new employees decided to meet formally on a monthly basis to provide support and answer questions. Individual mentors and new employees will meet according to their needs and schedules.

Among those who volunteered to be mentors are Al Anderson (Business, Health and Safety), John Bish (Psychology Sociology, Human Services), Sheila Booth (English and all-around-computer guru), Frank Canosa (Math), Karen Cox (Counseling), Nancy Donohue-Berthiaume (Psychology, Sociology), John Driscoll (Political Science, Business Law), Sarah Hovsepian (Career Counseling), Marion Kaletski (Alumni Affairs), Thomas Lerra (Business), Marilyn Martin (English), George McDermott (Psychology), Carol Rinaldi (math), James Slevin (Fire Science), Ed Socha (Business), David Vilandre (English), Liz Woods (Student Life), Stan Peromsik (Languages), Fred Kolb (English, Humanities, Languages)

If you are a new, or relatively new, employee and would like to participate in this program, or if you are a seasoned colleague interested in serving as a mentor, please contact Marion Kaletski at extension 4309 or Frank Canossa at ext.4252.



**Staff Development Wishes**  
**Happy Holidays**  
**to the QCC Family**

# Steeling Ourselves: Two-Year College Composition Studies in Pittsburgh

photos and article by Kathy Frederickson

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The annual conference of the *Two-Year College Association of the Northeast (TYCA)*, a national group of two-year college English instructors, was sponsored by the Community College of Allegheny County and held at the Westin William Penn in Pittsburgh, PA this past October. The conference theme, “Where are We Going, Where have We Been” plays off the short story by Joyce Carol Oates, “Where Are *You* Going, Where Have *You* Been” that most, if not all, of us attending have taught or continue to teach regularly. The conference title also echoes our literary grounding while suggesting our collaborative efforts to be always already the inquiring students and the self reflective critics/ assessors of our own work and our working together—our field and how we teach.

Speakers included Lynn Quitman Troyka, known for her insightful, studentcentered advocacy and extensive publications. Her lively, spirited “On Shedding Skins and Growing Rings: Where Are We Headed?” asked participants to try some interactive activities they might take back into classrooms. Kevin Bowen, poet, translator, Viet Nam veteran and teacher at UMASS/ Boston, read from his work—both war poems and new poems about Ireland. One of Kathy’s ENG 102 students, Mike Olson, writing about Viet Nam war poetry has since been e-mailing Kevin for Kevin’s authorial comments as outside documenta-

tion in Mike’s analysis. The Keynote, though, delivered a powerful, gorgeously crafted, richly allusive talk about the erasure of reading in our culture. John Leonard, known for his twelve years as media critic on CBS News’, *Sunday Morning*, verbally seduced his audience with his sharp critique of popular culture as it propels itself into politics. As Studs Terkel notes, “John Leonard is our most stylish commentator in the world of fine and lively arts. What lends a touch of grace to his reflections is his compassionate witness.... In no way does it soften his zingers aimed at the butlers and footmen euphemistically called critics. He doesn’t have to bite a forty-cent piece to know it’s fake. He may not be our diving rod, but he’ll do.” Leonard’s long list of texts include the popular *Smoke and Mirrors: Violence, Television and Other American Cultures* (1997); *The Last Innocent White Man in America* (1993); and the most current *When the Kissing Had to Stop: Cult Studs, Khmer, Newts, Langley Spooks, Techno-Geeks, Video Drones* (1999).

The conference offered numerous sessions that focused on a variety of teaching English related topics, for example, *Enhancing Research Papers with Oral Discourse*, *The Genre Game: Trying to Tie the Butterfly*; *Outward Bound: Writing Assignments that Extend Beyond the Classroom* and a host of other presentations focused on timely concerns for all educators, but especially inspiring to us English folk. A technical workshop sponsored by Pearson, Blackboard CourseInfo and Academic Systems offered afternoon-long hands-on sessions, but technology did not rule the program: it certainly was a running subtext to most presenters’ work, but plenty of literary topics were offered—one by Kathy Frederickson and Susan McPherson.

They highlighted their collaborative work on teaching David Mamet’s play, *Oleanna*, into an informal session that duplicated group activities they designed to enhance critical thinking. Mamet’s play is a highly controversial drama that captures the political tensions of the late eighties, spurred by the Anita Hill/ Clarence Thomas case—the invasion of the public workspace by near ubiquitous publicizing of sexual harassment accusations and cases. Mamet’s play is particularly provocative for students since its setting

Continues next page 

## Pittsburgh *(continued)*

is a college campus and one of the primary themes is what the terms “teaching and “learning” mean, at least in this context, at this historical moment. A white male forty-five-ish teacher is accused of rape by a young white female student who, Mamet suggests, has worked to overcome what would historically have been barriers—class status and sexual orientation. From the Conference catalogue:

In addition to its portrayal of powerful thematic threads—(abuse of) power, linguistic manipulation, failed communication, political correctness, gender polemics, authorial elusiveness, historical contextualization—Mamet’s play *Oleanna* offers a rich text for teaching close reading, discussion and analysis, critical thinking and values clarification. Since its release on videotape, class viewing of specific moments—especially the visceral concluding climax—complements the reading and, for two of us teaching the play at the same time, precedes two group activities designed to stimulate student-centered inquiry. This workshop will present our approach to teaching this drama: first we introduce a “forced ranking” list of observations that students must come to consensus on within their groups. Then we ask them to brainstorm specific arguments in support of the hypothetical positions of four groups: the “tenure committee,” Carol’s “radical” support group, a “defense” for John and a “defense” for Carol. Enthusiasm for this “acting out” suggests to us that the tension in the drama speaks to students’ sense of current conflicts, not only between teachers and students, but people generally, universally.

Allegheny County CC boasts some gorgeous classrooms, many located in converted mansions on Millionaire’s Row. The conference was a spirited foray into that morass of peda (andro)gogical philosophy, without which, we lose our



*ABOVE: Allegheny County CC boasts some gorgeous classrooms, many located in converted mansions on Millionaire’s Row.*

*LEFT: U-Penn also has its own version of opulence, but expressed in a grand institutional style.*

# QCC Online Courses in 2001

by Paul Connell

*Tempus fugit.* Just when we're getting used to writing "2000," it's suddenly going to be 2001. Remember Kubrick's film. Well, QCC is having its own version of *Space Odyssey, 2001*, except that the "space" is virtual—on the internet. The *Odyssey*, however, is real.

Last year, Ken Dwyer, Wally Swett, Ken Wong, Sheila Booth, Kathy Frederickson, and Steve Zona participated in a pilot initiative to set up online courses for the college. As I write this, we are involving more faculty in this project. To get a sense of what this is all about, and what courses are available visit QCC's website and have a look.

Although it may look easy (after all, it's the web, right?), we all know that putting together courses—especially prototype online courses—demands a huge time commitment, as well as no small amount of forethought. The first participants in this program invariably report that they had to do a lot of re-thinking about course content, student interaction, and delivery. They also indicated that they felt professionally empowered and that it was a positive experience, as well as a benefit to students.

Next semester, *Visions* will do a detailed two-part series, with photos, sharing the insights of these faculty. We will cover such topics as:

Do you need to be a technogeek to design and present online courses?

What does it do for students?

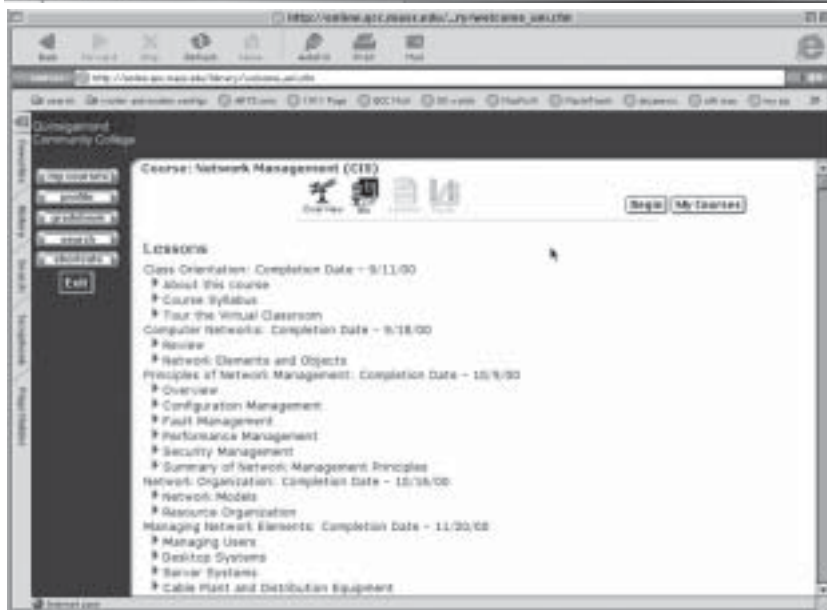
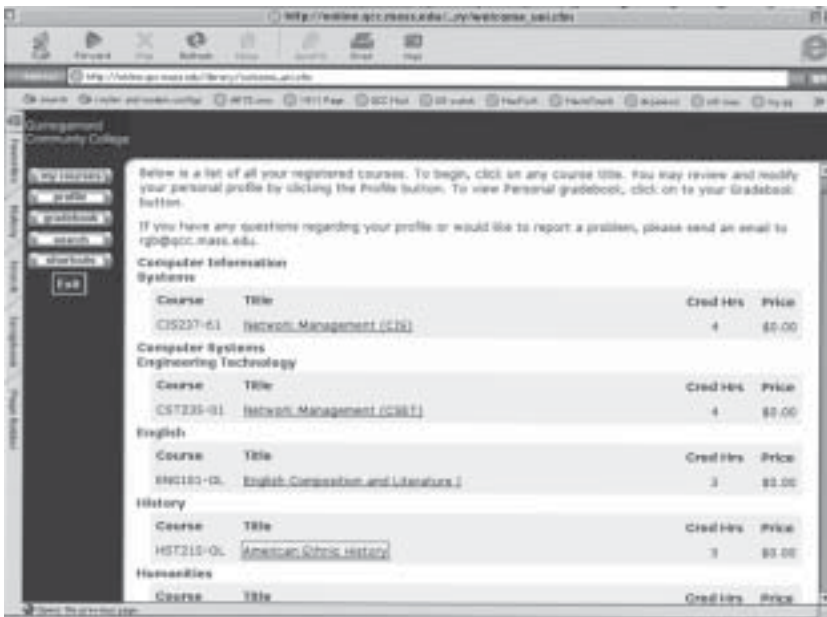
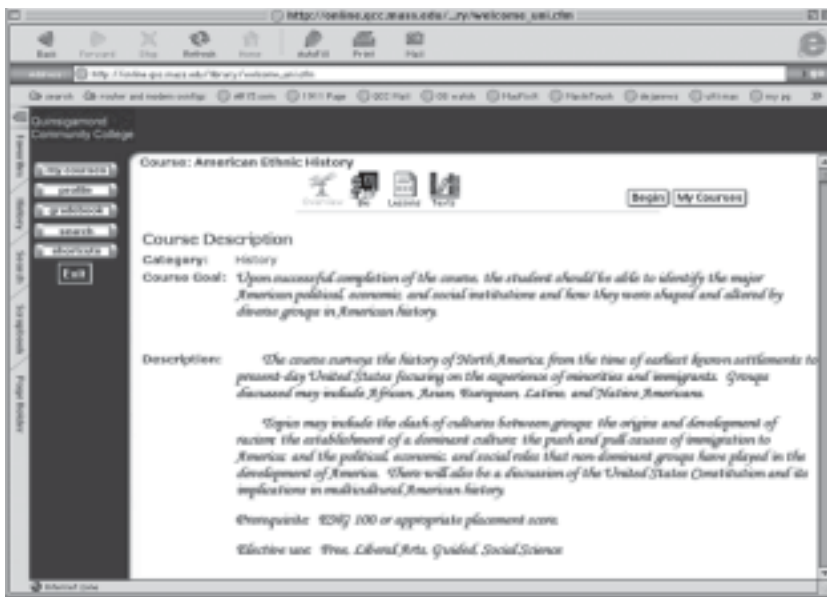
What are the pitfalls?

Where are the rewards?

How would you do it differently, next time?

Can you just "pour" your current course content into the new web-based container?

So, stay tuned for all the good stuff.



# My First Online Conference

by Stephen Zona

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On November 17 and 18 I attended the International Conference on Technology in Collegiate Mathematics in Atlanta. Since I am teaching an online course and I now have a homepage, I was hoping that this conference would be perfect for me. The focus of the many workshops and minicourses were on the graphing calculator, MathCAD, Java, and other new software packages to use online.

A number of my workshops focused on real-life data used with the graphing calculator. At the lowest level of math at one college, students were required to purchase a graphing calculator. Students could plug in programs for drill and practice, solve equations, or have the calculator solve equations for them.

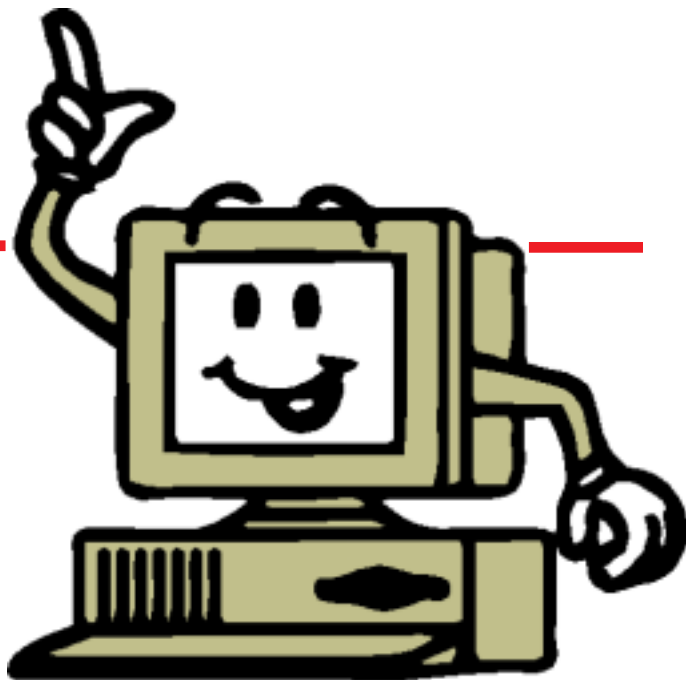
Other workshops required students in intermediate algebra and precalculus to use the graphing calculator to solve real-life math problems created from data found in *The New York Times* and *USA Today*. Students would collect data, solve problems algebraically, graph results usually with the graphing calculator, and then write/explain the results of their findings.

MathCAD was an important software application at this conference. Since this is one of the applications that is compatible to use for my online course with the Intralearn platform, I took in whatever information I could to help me create interactive graphs and books filled with activities.

During my minicourse on MathCAD, the focus was on creating electronic books. I quickly found out that I was over my head here. Nonetheless, the written package gave step by step directions which I could follow and, perhaps, I will be able to use it in a year from now when I have a better understanding for more of the online process.

My next minicourse was comprised of three presenters from Utah State who received an NSF grant to develop online software for a number of different courses. I have already emailed math faculty the homepage of the presenters. Their online graphing calculator is a nice substitute for the \$85 real thing. More importantly, it is free. This online graphing calculator could prove very useful in a math class held in a computer room.

The final minicourse was on Java, which I know nothing about. I quickly found out that I cannot learn Java in a few hours. However, it was interesting.



In between workshops and minicourses I spent some time in the ballroom talking to the sales reps. Addison Wesley sponsored this conference and, thus, they took over a large area in the ballroom. They are quickly becoming a leader in multimedia software in all forms to support their textbooks. With their software, I recently added some pretests to my homepage which gives the students immediate feedback on their responses to the test questions.

One of my afternoon presentations on the second day was on LiveMath, another software package which is useable through Intralearn online courses. The presentation was impressive. We all received a demo CD which will give us 30 days to preview the software package. What will sell this software package is the fact that anything created for the Web can be interactive, allowing the students the ability to tweak any problem and then visually see the results.

The last workshop on the second day was at 5 PM. Although it was a long day, this workshop was worth the wait. A kid who created a lot of MathCAD activities and works for MathCAD, stood up in front of the room and dazzled all of us. This program is very powerful and, hopefully, with some of the inexpensive tutorials that anyone may register for, I will be able to create some of these interactive activities.

On my return flight I reflected on the total conference. This was my first time attending this specific conference and I realized that a lot of the information would be new to me, especially since this is my first time teaching an online course. There is just so much out there. Clearly, this was an excellent exposure to what is, indeed, out there. I look forward to next year's conference in Baltimore where, by that time, I will have a little more online knowledge under my belt.

# **WOMEN AND POWER: *Psychoanalytic Perspectives on Women in Relationships, Groups and Hierarchies*** by Vicki Kirsch

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Gathering several hundred psychoanalysts, psychiatrists, psychologists and social workers together, mostly women, from all parts of the country to discuss "Women and Power" created an atmosphere of connection, excitement, and creativity. The conference (2/24 - 2/26/00), sponsored by the International Psychoanalytical Committee on Women and Psychoanalysis, the Emory University Psychoanalytic Institute, Emory Psychoanalytic Studies Program, the Atlanta Foundation for Psychoanalysis and the American Psychoanalytic Association, was the first conference of its' kind in the United States and involved plenary presentations and panel discussions with some of the foremost theorists and analysts in the field including Phyllis Tyson, Ph.D., Nancy Chodorow, Ph.D., Elisabeth Young-Bruehl, Ph.D., Otto Kernberg, M.D. and Ethel Person, M.D.

In addition to these large audience presentations, each day included time for panels of invited speakers and small discussion groups with the faculty. The first full day I attended a fascinating small group discussion with analyst Elisabeth Young-Bruehl about power relationships in the Academy and the Analytic Societies/Institutes. Participants also spoke about their own interests in relation to the conference, and we met people with whom we quickly developed solid professional connections.

The second day I participated as an Invited Speaker on a panel titled "Cultural Practices, Psychoanalysis and Gender." My paper, "The Transference, Eros and the Sacred: Two Women" focused on the narratives of power, possibilities and trauma in which eros in the transference and counter-transference comes into the site of therapy shared by the presence of the sacred. With increased theoretical license and encouragement for psychotherapists to discuss and utilize spiritual and religious values and beliefs within the therapy hour, as described in the current literature within the fields of Social Work, Psychology, Psychiatry, and Psychoanalysis, the possibility for spiritual abuse within the frame of therapy is increased as well. The paper focused on two central questions: First, how are the power dynamics in woman-to-woman therapy experienced in the context of relational theory? Secondly, by claiming the

presence of the sacred, are we inviting the overt or covert religious beliefs of the therapist to have a voice in the therapeutic alliance and what will the impact of this voice be on the power relationship?

This case history described the experiences of a young Jewish woman who was emotionally and spiritually abused by her psychiatrist culminating with the psychiatrist taking her to a Jews for Jesus Church and then continuing with her in treatment. Because the psychiatrist was a woman with a woman patient, the eruption and interruption of eros and the dynamics and content of the therapy alliance and abuse are unusual within the current literature on therapy abuse.

The interpretive and analytical discussion that followed brings the ethical questions of self-disclosure and mutuality as articulated in Relational Theory into dialogue with dilemmas of conflicting religious beliefs and the professional mandate of confidentiality and professional boundaries. Because the patient was Jewish and the psychiatrist was in the process of "finding her Christian self" within the Episcopalian Church, the unspoken articulation of the sacred within the therapy hour is revealed to be of central importance in the interpretation of eros and connection in the therapeutic alliance.

The paper ends with a look at the need for training in the helping professions around the presence of eros and spirituality within and without the transference/counter-transference dynamic and the powerful significance of including and monitoring these dynamics within the therapeutic frame.

The panelists and audience participants had much to say in response to my paper, particularly concerning the power of the transference/counter-transference connection and disconnection in the course of the therapy.

The culmination of the conference was on Saturday evening when all of the invited speakers and faculty had a gala dinner in downtown Atlanta. It was a time for informal discussions, agreements to read each other's work and opportunities for future publication. There will be a book forthcoming containing the papers presented.

# Whatever Happened to Cherry Ames?

by: Ellen Vangel-Brousseau, Kathleen Coggins and Elaine O'Keefe

It was the ideal opportunity to enjoy each other, learn about each other and to rejuvenate our nursing education practices and strategies. Art—Delegation—Writing Narratives—Torts—Cherry Ames and our history. What do all of these things have to do with nursing? When people think about nursing, they think about the science of what we do (at least that is the perception that we nurses have). This conference led us on a journey to delve into the patient's perspective of illness and health conditions. Narratives of their feelings/thoughts about what is going on with them during the process of health challenges are valuable tools for nurses. As nursing faculty, we can use these tools to assist our students to "learn" about the heart of the profession they have chosen. Studying the arts through books, theater, paintings, sculpture...all teach us to see things through a different eye. This change in perspective leads us to view and assess our patients and families in a different, more holistic manner. We are faced with the legal ramifications of our actions in providing care to our patients/families and in delegating aspects of care to others. All of these things were touched upon at a conference in Kennebunkport, Maine from May 22-24, 2000 entitled *Towards Excellence in Promoting Productive Learning*.

We have chosen to practice and teach in a rewarding and challenging profession. The demands are many, and the rewards may be intangible but are priceless. As nursing faculty our job is to communicate and role model the essence of our profession to our students. We rely upon the steps of the nursing process and critical thinking to begin teaching our students about clinical judgment. Teaching critical thinking and clinical judgment is not an easy task. The theoretical and clinical practice knowledge acquired by the student during the course of their studies here at QCC + the individual student's disposition toward critical thinking + their intellectual and technical skills = the critical thinking ability and clinical judgments they begin to make during the program and will continue to expand upon throughout the course of their professional nursing lives after graduation.

## ***What Ever Happened to Cherry Ames? Standing at the Crossroads of Nursing***

On Tuesday, May 23', we were entertained by Gloria Donnelly, Dean of the School of Nursing of Hahnemann University in Philadelphia. The title of this presentation "What Ever Happened to Cherry Ames?" encouraged all of us to look back at our "roots" in nursing, why we originally chose this profession and how we can maintain professionalism in an era of health care chaos. This was an engaging, fun and important

session for all of us as we traveled down memory lane.

*Cherry Ames* was a series of 27 books written about a nurse and her career between the late 1940's and early 1960's. The series influenced many who were not senior in their careers to enter the profession. While *Cherry Ames* was written for pre-pubescent and adolescent girls much in the genre of the *Nancy Drew* mysteries, the books contained some important images and values for nurses that are enduring and that can be of great use in health care.



There was much laughter, camaraderie and important discussion in this session. We were encouraged to hunt for these books and to display them on our bookshelves, a testimony to the spirit and power of history and nursing. We'll be searching on e-bay for these books. Does anyone have any in their attic?

From Lay Person to Beginning Nurse: Strategies for Teaching Critical Thinking

In this engaging session of the conference, Dr. Christine Tanner, PhD, RN, FAAN, discussed strategies for teaching critical thinking with a focus on teaching in the clinical area. She used the analogy of the clinical teacher as the clinical coach, assisting students to bring together theoretical knowledge with beginning observations of patient conditions. Learning in the clinical arena can only take place in an atmosphere of trust within which students are encouraged to "think aloud" as a strategy for developing the critical thinking skills which are the core of nursing practice.

Dr. Tanner stressed the role of the nursing instructor as model of the learning process—assisting students to link concepts to new situations and providing interpersonal collaboration between student and instructor. Providing a rich and frequent feedback (not discipline) is a stimulus to student learning and is clearly a responsibility of the clinical instructor. The opportunity to reflect on clinical events using the "WIGOH" approach (what is going on here?) promotes analysis and interpretation of clinical events that influence future action.

Dr. Tanner provided many ideas which encouraged those of us present to rethink our clinical teaching strategies, perhaps bringing new energy to the always challenging task of providing safe care and enhancing student learning in the current health care environment.