

Visions

QUINSIGAMOND COMMUNITY COLLEGE

*Layout, Editing by Paul Connell
Photos by Dan LaMarche*



Reception for New Employees

On November 2, at 2:00 p.m., in Room 107A, The Staff Development Committee sponsored a reception for new employees. President Kurtinitis gave a brief welcome speech following a sumptuous spread of refreshments and hors d'oeuvres.

On this page, we have some photos of the reception. Page two contains pictures of some of our new employees with a brief narrative accompanying them.



Next Deadline
December 1

Publication Date
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**Inside: More Pictures
of New Employees** 

New Faces at QCC

Cheryl Fortin

Clerk III Administrative Services

“I received my Associates Degree in Administrative Office Management in 1997 from QCC. I am a single parent living in West Boylston with my two children, Kevin age 8 and Lindsay age 5. Before coming to QCC I worked for State Mutual (now Allmerica). I enjoy the “challenge” of trying to keep up with Kenny and Ray. For those of you who don’t understand what that means, I invite you to spend the day with the three of us in our small, cramped and cluttered office. Any takers? Nah, I didn’t think so.”

photo by Paul Connell



Curt Broderick

Tech-Support: SABES



Curtis Broderick is the new Central Massachusetts field technologist for the Support for Adult Basic Education System (SABES) program housed at QCC.

Curt’s background is a mix of Education and Technology. He graduated from the QCC Electronics Technology program in 1983 then went on to receive a BA in Mathematics from Walla Walla College and an MS in Educational Technology from Lehigh University. He previously worked as the multimedia center supervisor at Holy Cross College. Curt lives in Worcester with his wife Joan and their three young children.

Curt’s job will be technology support and training for the various Adult Basic Education programs in Central Massachusetts.

photo by Paul Connell

Ellis Paakkonen

Assistant Director of Human Services

Ellis Paakkonen, our new Assistant Director of Human Services has an M.A. and C.A.G.S. in Rehabilitation Counseling from Assumption College.

Ellis’ background includes nearly twenty years experience as a Human Resource Director in manufacturing, retail distribution and community mental health.

Ellis states that he is “addicted to weekend and vacation golf.”

photo by Paul Connell



At least from my point of view, the New Employee Reception was an opportunity just too good to miss. Good food, friendly people, good time of the day, no loud music to drown out the conversation, plus I had nearly all the people that I needed to photograph for the next few issues of *Visions* under one roof, at one time.

I decided it would be a working lunch.

While talking to Barbara Macaulay, *and* trying to juggle my Nikon, *and* reach over for the most sinful and dark piece of chocolate pastry I could find, I managed to drop a big gooey piece between the eyepiece of my camera and the surface of my favorite shirt. As I moved around, of course, the camera, swinging against my body, ground it in. I was having such a good time that I didn't even notice

it until I brought the camera up to shoot a photo and couldn't see through the eyepiece.

Egad! It was everywhere! In my eye, all over my camera eyepiece, my shirt, my sweater, my pants. Every time I tried to non-chalantly clean it up, it migrated somewhere else, proliferating. I had to stop compulsively rubbing it and making it worse.

You cannot look cool doing this. It is impossible to look like a serious professional with dark—well, chocolate—smears on your face and clothing. I knew I saw this in an old movie one time. Laurel and Hardy? Abbot and Costello? No, The Three Stooges. *Curly Wrestles the Chocolate Mousse*, nyuk, nyuk! "Pass the can-a-peas."

(continues next page)

Gloria Doherty
EDP Operator II, Registrar's Office



Photo by Paul Connell

"I was born and raised in right here in Worcester. I'm the mother of three children. I previously worked at imageMax/Spaulding Co. for fifteen years and I am now looking forward to working in the Registrar's Office."

Tony Nardella

EBE Support Specialist



Anita Bowden

Coordinator, Advisement and Accessing



Most of us know Anita. Here, she is pictured receiving well-deserved accolades from her colleagues on her new promotion.

Photo by Paul Connell

Tony Nardella, our new Experienced-Based-Educator Support Specialist comes to us from Employment Options, where he was an Operations Manager. He has a background of 20-years' management experience in human service organizations.

He is also a home base therapist MSPCC, and the President of Relate Consultation and Training Services.

Tony received his Master of Science from Marywood University in Humanistic Education Counseling.

New Faces at QCC (continued) *by Paul Connell*

But one can't dwell on these things forever. Bring on the Caraway Munster cheese. I ate dessert first!

The reception was a success. With Dan laMarche's capable assistance, we managed to get photos of most of our new employees.

I asked the newcomers to send me some short biographies, or profiles, and I would put them under your pictures. I debated over that idea. Maybe I should write the biographies? Indeed, some of your verbal sketches seemed very brief to me. But, I finally decided to go with it because there's a kind of authenticity that you add, that offers a real verbal picture of you. Participatory journalism 101. Thanks for sending them.

If you've been here for a while, and were honored at the reception for a promotion or a job upgrade, I didn't bug you for a bio. Most of us know who you are. If I missed your photo, though, I'll be around to get it over the next few months.

If you were there, and got photographed, and your photo isn't in here, then I'm waiting for your bio. Don't be bashful. Tell me who you are. Where did you grow up?

What do you do here? What's your favorite food, pet, activity, movie-star? What you like about the job. Where do you like to go on vacation? Do you secretly *wish* to drive a Harley? Do you *drive* a Harley? Do you ever smear chocolate on yourself, too. Well, no. Maybe we better leave that one alone.

Read the little sketches that the people sent to me and do one on *you*. Have fun at it. No one says you can't enjoy yourself. Don't worry about grammar and spelling. I certainly don't. (just kidding—I'm an English Teacher. I can fix those kinds of things for free). Besides, any misspellings or apparent grammatical errors you see in this publication are really just experimental tests of new modes of language.

I'd like to see every new employee in one issue of *Visions* between now and June, and I'd like your help. If you're a supervisor, and you have a too-bashful supervisee, who doesn't want to write, then you too can become a correspondent. Send it in. We'll give you a byline.

Send it to pconnell@qcc.mass.edu, or drop it in my mailbox, MB 37.

The Faculty Development Committee presents the first of it's Brown Bag Luncheon Series:

Male/Female Communication:

A Biologist Looks "Behind the Curtain"

presented by Professor Bob Prior

Wednesday, November 18th
12:00 - 1:—

Room 110A

ALL ARE WELCOME!

Refreshments will be served



Results of the Holiday Survey

The Staff Development Office sent out 350 Holiday Surveys, and we received 64 responses.

The results were as follows:

- 42 - Worcester Science Center
- 29 - Dinner and dancing in a restaurant
- 7 - QCC gym
- 1 - Worcester Art Museum

There were some people who chose both the Science Center and the restaurant, so we gave each a vote. It seems no doubt that the majority chose the Worcester Science Center, and the date is for Wednesday, December 16th.

Details to follow...

Nursing Conference Refocuses Education *by Ruth Pelkey*

NLN (National League For Nursing) CONVENTION Chicago, Illinois September 24, 1998-September 26, 1998

This convention titled “Refocusing the Lens: Nursing Education for the New Millennium” was held at the Hyatt Regency Hotel, Chicago.

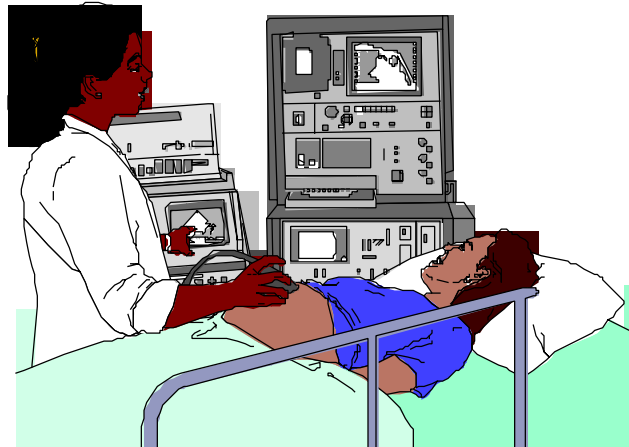
I arrived at the hotel on Thursday, September 24, 1998 at 11 a.m. and was off running. The first meeting of the Educational Summit started at 1:00 p.m. with a meeting of the NLNAC (The National League for Nursing Accrediting Commission). At this meeting the 1200 members present, were given a historical perspective of the NLN and why this Organization with an accrediting committee for each Constituency (LPN, Diploma-RN, ADN, and BSN Programs) was changed to have a completely independent entity named the NLNAC. The NLN bylaws change was ratified in July 1996, and the NLNAC began operation in January 1997.

The remainder of this meeting was held as a town meeting, moderated by Dr Geraldine Felton, executive director of the NLNAC. This woman spoke to the mandates of the Department of Education and the changes made in the NLNAC’s revised Standards and Criteria to accommodate those mandates. This was possibly the best attended meeting of the entire summit; and many questions from the membership related to procedural alterations because of the separation of NLN and NLNAC with subsequent alterations of Bylaws. The meeting adjourned at 5:30 p.m.

Friday, September 29, 1998 began with a Keynote Address from Dr. Edward O’Neil, PhD, Director, Center for Health Professions, titled “The Health System of the Next Century and the Challenges to Nurse Educators”. Dr. Edward O’Neil is a major player of the Pew Commission. The Pew Charitable trusts donated 8 million dollars for the development of the Pew Health Professions Commission with the mission of reducing professional education and practice barriers to health reform. Dr. O’Neil started with the market facts stating” 14.9% of the GDP is Health Care Cost; yet 41,000,000 people in this country are uninsured.

Dr. O’Neil spoke to his vision of the future of nursing and nursing education and stated a need for shifting paradigms as stated below.

Current	Need
Specialized care	Primary care
Cost unaware	Cost accountability
Technically driven	Humanely balanced
Professional governance ...	Managerial
Care of Individuals	Care of Population
Acute care	Chronic care
Treat illness	Prevent illness



Individual provider Team providers
 Competition Cooperation

Dr. O’Neil gave an excellent keynote address; and was not reticent when making statements that he knew the audience did not want hear. He backed his speech with data and rationales for change. In closing, Dr. O’Neil spoke to the need of nursing to be sitting at the table when determination of future health care changes are made because nurses will articulate needs from the perspective of the patient. He added that to do that, nurses must be well educated, articulate leaders.

Concurrent sessions that I was able to attend during the educational summit included:

Innovation at Our Front Door—Spoke to bringing the ADN nursing student into the community for clinical practice.

The Healing Community—Spoke to creating a future for nurse graduates to seamlessly articulate toward upward mobility.

Collaboration and Cooperation: Cornerstones of Mobility in Nursing Education—self-explanatory.

Clinical Learning In a Risk-Free Environment—The audience learned about STAN a human patient simulator with a price tag of \$175,000.

Classroom Technology Is Not For Sissies—Spoke to the need for educators to become technologically adept to enhance classroom work and communication with students.

A Comparison of ADN and BSN Student Responses to a Video-Simulated Home Visit—Did show some significant differences relative to community services knowledge.

Shepherding Growth—Spoke to a course in the last semester of an ADN program that focused on providing more clinical practice in today’s high-acuity acute care hospitals.

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Portfolios—Authentic Assessment in an Early-Childhood Classroom

by Karyn Kachadoorian,
Teacher, Quinsigamond
Children's School

There has been an increase in public attention during the latter 1980's and 1990's in the methods in which we assess young children. The emergence of a method of natural or authentic assessment was developed as an alternative to standardized testing, and is used as a method of assessment in the Worcester Public Schools.

Authentic Assessment is a system that provides documentation gathered from multiple sources over a period of time in the child's natural environment. It is a meaningful assessment that portrays development of the "whole child" and is developmentally grounded in that it demonstrates what children know and can do. Authentic Assessment is a record of the child's process of learning and not only shows what the child has learned, but how the child has gone about learning.

Portfolios are a way of compiling, organizing, and making sense out of the various kinds of information and documentation about a child for the purpose of assessment. The collection of children's creative work is called "work samples". Work samples must be more than unrelated pieces of paper, as an unstructured collection provides no data for analysis. Portfolios are not for the purpose of comparing one child with another. The intended purpose of a portfolio is to reflect the child's own unique learning style. Developmental milestones are recorded through various methods in all areas of development (7 domains) that are central to personal and social development. Information is recorded and collected two to three times a year to measure progress along the developmental continuum. Information is compiled at year's end and used for the purpose of evaluation through summary reports.

There are guidelines for appropriate assessment. Assessment should be based on fairness in that there should be a cultural, linguistic, and developmental understanding of individual differences among children. Multiple sources of information should be collected that should include all the domains of development. Context should be within the realm of children's experience in accordance with developmentally appropriate curriculum. The setting should be natural, non-threatening and familiar. Assessment should involve regular, periodic observation over time and these observations should be used to plan for maximizing the child's learning through individual planning. Finally, assessment should be a collaborative process involving children, teachers and parents

Authentic Assessment of the "whole child" involves looking at development in seven domains.

- 1 Personal and social development
- 2 Language and literacy
- 3 Mathematical thinking
- 4 Scientific thinking
- 5 The arts
- 6 Social studies and
- 7 Physical development.

The collection of work samples should be a shared approach. Appropriate assessment of young children should involve the children themselves, parents and teachers. When children are involved in the selection of samples, they become invested in the purpose and process of work sample collections. Children also become involved with the process of evaluating their own growth in learning. Through involving children in the process information can be provided pertaining to their emotional or intellectual involvement with a learning experience. Teachers also add work of relevant importance.

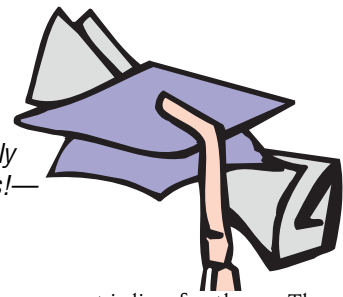
There are many advantages of Authentic Assessment. Beside the obvious, in portraying development of the "whole child", authentic assessment shows progression of development over a period of time which systematically addresses all areas of development in a manageable way. This method follows the child's success rather than his failure. It meets the need for accountability, while recognizing and supporting individual progress in development. It enables the teacher to know your children well, illustrates a child's interests and what he/she is able to do. It insures that individual needs are being met when reviewed periodically. It serves to evaluate and improve curriculum. It facilitates a satisfying parent conference, and demonstrates that your program is fulfilling its mission to children.

There are a few disadvantages in the use of methods associated with Authentic Assessment. I like to think of them as nothing more than obstacles in which we must learn to work around. One disadvantage is that the collection of work samples may make a child overly conscious of producing a product. The teacher may make erroneous conclusions from creative work and finally the process of collecting data and samples is time intensive.

At year's end, a child's portfolio can provide precious moments for families. But the intended purpose is to pass this information on to the next teacher enabling a teacher to evaluate each child based on concrete evidence of what the child has learned in the previous year, specific acquired skills, and the child's individual process of learning (individual learning style).

What College Freshmen Don't Know

[Caveat: I got this off the internet, but if even half of it is true, it gives most of us, especially faculty near retirement age, a lot to ponder—no wonder they look at you with blank stares!—



The people who are starting college this fall across the nation were born in 1980. They have no meaningful recollection of the Reagan era and did not know he had ever been shot. They were prepubescent when the Persian Gulf War was waged. Black Monday 1987 is as significant to them as the Great Depression. There has only been one Pope.

They can only really remember one president. They were 11 when the Soviet Union broke apart and do not remember the Cold War. They have never feared a nuclear war. "The Day After" is a pill to them, not a movie. CCCP is just a bunch of letters. They have only known one Germany. They are too young to remember the Space shuttle blowing up, and Tianamin Square means nothing to them. They do not know who Momar Qadafi is. Their lifetime has always included AIDS. They never had a Polio shot and likely do not know what it is. Bottle caps have not only always been screw off, but have always been plastic. They have no idea what a pull top can look like. Atari pre-dates them, as do vinyl albums. The expression "you sound like a broken record" means nothing to them. They have never owned a record player. They have likely never played Pac Man and have never heard of Pong. *Star Wars* looks very fake, and the special effects are pathetic. There have always been red M&M's, and blue ones are not new. What do you mean there used to be beige ones?

They may have heard of an 8-track, but chances are they probably have never actually seen or heard one. The Compact Disc was introduced when they were 1 year old. As far as they know, stamps have always cost about 32 cents.

Zip codes have always had a dash in them. They have always had an answering machine. Most have never seen a TV set with only 13 channels, nor have they seen a black and white TV. They have always had cable. There have always been VCR's, but they have no idea what Beta is. They cannot fathom not having a remote control. They were born the year that Walkman were introduced by Sony.

Roller-skating has always meant inline for them. They have never heard of King Cola, Burger Chef, *The Globe Democrat*, Pan AM or Ozark Airlines. *The Tonight Show* has always been hosted by Jay Leno. They have no idea when or why Jordache jeans were cool. Popcorn has always been cooked in a microwave.

They have never seen and remember a game that included the St. Louis Football Cardinals, the Baltimore Colts, the Minnesota North Stars, the Kansas City Kings, the New Orleans Jazz, the Minnesota Lakers, the Atlanta Flames, or the Denver Rockies (NHL hockey, that is). They do not consider the Colorado Rockies, the Florida Marlins, the Florida Panthers, the Ottawa Senators, the San Jose Sharks, or the Tampa Bay Lightning "expansion teams."

They have never seen Larry Bird play, and Kareem Abdul-Jabbar is a football player. They never took a swim and thought about Jaws. The Vietnam War is as ancient history to them as WWI, WWII or even the Civil War. They have no idea that Americans were ever held hostage in Iran. They can't imagine what hard contact lenses are. They don't know who Mork was or where he was from. They never heard the terms "Where's the beef?", "I'd walk a mile for Camel", or "de plane, de plane!". They do not care who shot J.R. and have no idea who J.R. is. *The Cosby Show*, *The Facts of Life*, *Silver Spoons*, *The Love Boat*, *Miami Vice*, *WKRP in Cincinnati*, and *Taxi* are shows they have likely never seen.

The Titanic was found? I didn't know it was lost. Michael Jackson has always been white. They cannot remember the Cardinals ever winning a World Series, or even being in one. Kansas, Chicago, Boston, America and Alabama are places, not groups. McDonalds never came in Styrofoam containers.

Do you feel old now? Remember, the people who don't know these things are in your courses this year.

Nursing Conference, continued

SCOPE: Students in the Community: Opportunities for Practice & Education—Self-explanatory.

Distance Learning: Cheers and Fears—Spoke to modifying Teaching methods for Distance Learning.

Last but not least, I was able to attend the First National Faculty Meeting. This was another session with strong attendance. I would estimate that at the very least 3/4 of those attending (1200) were at the faculty meeting. Can you imagine an 800-1200 member faculty meeting? Well let me tell you, it was great. LPN, Diploma, ADN,

BSN, MSN Educators, Practitioners, and Nurse Administrators sat at the same faculty meeting and were able to develop a sense of community, speak to a need for cooperation and determine methodologies to best mentor our novices to proficiency and empowerment.

I came from the conference exhausted; yet, challenged to work toward those visionary paradigm shifts in nursing education to produce outcomes that will continue to have our graduates ready to meet patients needs in our ever-changing health care environment.