

ABNF, Inc.

A newsletter for members of the Association of Black Nursing Faculty, Inc. Vol. 4, No. 2 - Winter, 2011

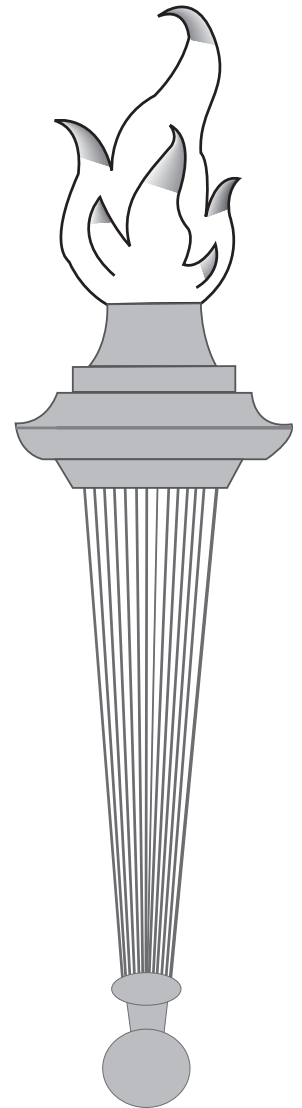
ABNF President's Message

The Long-Lasting Benefits of ABNF Membership: Join Us in Hawaii

Last June, ABNF celebrated its 24th anniversary during the Annual Meeting & Scientific Conference in Arlington, Virginia. Dr. J. Taylor Harden, Assistant to the Director for Special Populations at the National Institute of Aging, kicked off the conference with an outstanding presentation elucidating the research funding opportunities aimed at cultural competency, cultural diversity, and health disparities in the Affordable Care Act. Dr. Jana Pressler, a recipient of over \$2 million in Health Resources Service Administration (HRSA) funding, conducted a unique "What you need to know about writing a successful nursing education HRSA training grant" workshop. Dr. Gloria McNeal, Dean of the Mervyn M. Dymally School of Nursing at the Charles Drew University and Leadership Institute speaker, gave a dynamic presentation based on her experience as a leader in nursing education and community organizing for underserved minority populations. At the awards luncheon, Dr. Audwin Fletcher challenged the participants to increase their knowledge and involvement in accessing funds from the Affordable Care Act to facilitate healthcare for minority and underserved populations. In addition to the invited speakers, nursing educators and students from across the United States presented papers focused on teaching clinical nursing and conducting research in an era of healthcare reform. At the conclusion of the Annual Meeting and Scientific Conference, we were fire-up with a renewed energy to go forth and serve our respective communities and organizations. Providing members with buffer and a positive energy booster is the essence of ABNF.

For the past 24 years, ABNF has been committed to excellence using a variety of initiatives. As an illustration, ABNF serves as a center for communication for nursing faculty through the ABNF Newsletter, the ABNF Journal, and the ABNF website. In addition, we have a long and proud tradition of mentoring members with their professional and career development. For example, our support of the research development among the members is enhanced by three key strategies. First, the grant writing workshops provide first-hand information from funded scholars. Secondly, the ABNF Research Small Grant offers members the opportunity to receive a review from ABNF members who have served on National Institutes of Health Grant Review Committees and receive funding from ABNF sponsored grants. Thirdly, the funding from ABNF provides money for preliminary studies.

Our policy statement and support of advanced practice nursing is an exemplar of our commitment to acting and speaking on health-related issues on behalf of African American communities. As a response to our health advocacy mission, this academic year, ABNF will support the attendance of one ABNF member at the 2012 Nurse in



The ABNF Electronic Newsletter is the official electronic newsletter of the Association of Black Nursing Faculty, Inc. (ABNF). Members are invited to submit articles, ideas, experiences, passages, comments and updates to the editor or one of the following members:

Dr. Sallie Tucker-Allen, Editor
drsallie@gmail.com

Dr. Pamela Brandy-Webb,
pbwebb@pvamu.edu

Dr. Lucille Coleman, Assistant Editor
NUR577@clcollinois.edu

Judy Ogans, Member
judy-ogans@ouhsc.edu

Dr. Regina McFerrin, Member
rmcferren@usn.edu

...President's Message Continued

Washington Internship (NIWI) program, February 26-28 2012, in Washington, D.C. If you are an ABNF member and interested in this initiative, please go to our website, abnf.net, to obtain the application.

Lastly, as we press onward, we have an extraordinary team serving on the ABNF Executive Board. Our 2011-2012 Executive Board includes Dr. Sallie Tucker-Allen, Dr. Renee Williams, Dr. Patsy Smith, Dr. Bobbie Perdue, Dr. Rosie Calvin, Dr. Diana Jones, Dr. Barbara Broom, Ms. Barbara Washington, Dr. Voncella McCleary-Jones, Dr. Marjorie Fonza-Thomason, Dr. Gwenneth Simmonds, Dr. Lucille Coleman, Dr. Marie Pitts-Mosley, Dr. Alice Hill, Dr. Gloria McNeal, Dr. Bess Stewart and Dr. Maxine A. Adegbola. Currently, the Executive Board is working on the 25th Annual Meeting and Scientific scheduled in Honolulu, Hawaii, June 13-17, 2012. Be sure to check our website for the call for abstracts and plan Your engagement in ABNF is vital to us. If you have comments or questions, write me at abnf.kedwards@gmail.com.

Wishing you continued excellence and success,
Karethy (Kay) Edwards, DrPH, APRN, CNP
ABNF President
Professor & Co-Core Director
American Indian Diabetes Prevention
NCMHHD NIH
College of Nursing
University of Oklahoma Health Science Center
Oklahoma City, OK 73117

Membership Corner...

If you are interested in becoming a member of the Association of Black Nursing (ABNF), please complete the form in this newsletter and mail with your dues to:

Dr. Bobbiejean Perdue
1723 Central Street
Orangeburg, SC 29115

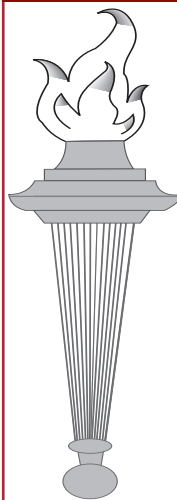
or send an e-mail to:
bperdue@scsu.edu

Dues are \$100 per calendar year (\$25 for students)

Calendar of ABNF Events...

June 13-17, 2012
24th Annual Meeting & Scientific Conference
Honolulu, Hawaii
Contact: Dr. P. Renee Williams
rwilliams@umc.edu

ABNF Journal Call for Board of Review Members



The ABNF Journal, official Journal of ABNF, Inc., has issued a call for members of the Editorial Review Board for 2012.

Send materials to:

Dr. Gloria J. McNeal
Editor, The ABNF Journal
Founding Dean, Mevyn M. Dynally
School of Nursing at the Charles Drew
College of Medicine & Science
Los Angeles, CA
Email: gjmcneal@netscape.net

Call Fors from Around the ABNF...

The **Association of Black Nursing Faculty, Inc. (ABNF)** has issued a Call for Manuscripts for its 25th Annual Meeting & Scientific Conference to be held in Honolulu, Hawaii from June 13 - 17, 2012. The theme of the four day conference is "ABNF: Celebrating 25 Years of Advocacy in Research, Teaching and Service." For more information, contact: Dr. P. Rene Williams at: rwilliams@umc.edu.

Sigma Theta Tau International Honor Society of Nursing has issued a call for abstracts for its 23rd International Nursing research Congress to be held in Australia. Deadline: December 7, 2011. For more information, go to: www.nursingsociety.org.

CALENDAR

The **Dermatology Nurses' Association (DNA)** is hosting its 30th Annual Convention from February 16 - 19, 2012 at the Sheraton Denver Downtown in Denver, CO. The keynote speaker will be Dr. Michael Bleich, dean of the Oregon Health and Science university. For more information, go to: <http://dnanurse.org> or [twitter@DNAnurses](https://twitter.com/DNAnurses).

SOCIAL MEDIA

The **Agency for Healthcare Research and Quality (AHRQ)** has several social media to highlight research findings. AHRQ uses Twitter to broadcast short health messages ("tweets") that can be accessed by computer or mobile phone. You can follow AHRQ's news releases on twitter at: [Http://twitter.com.AHRQNews](http://twitter.com.AHRQNews). To view all of AHRQ's social media tools, including e-mail updates, podcasts, and online videos, go to: www.ahrq.gov/news/socialmedia.htm. Health 411 is a free, online resource featuring AHRQ research in critical health care areas, such as: comparative effectiveness, patient safety, and preventive health care. One-minute consumer podcasts are available in both English and Spanish. Listen online or subscribe to have podcasts sent directly to you. For more information, visit: healthcare411.ahrq.gov.

Sharecare.com is an interactive forum to post health-related questions and receive expert, tailored answers from nurses, physicians, hospitals of excellence and best-selling authors. This website was created by Jeff Arnold, founder of WebMD, and Dr. Mehmet Oz, host of "The Dr. Oz Show," in partnership with Harpo Studios, Sony and Discovery Communications. Members of Sigma Theta Tau International (STTI) provide nursing-focused answers to Sharecare.com. become an STTI Sharecare nurse expert. Contact STTI at: sharecre@stti.org or visit STTI's website at: www.nursingsociety.org.

TRAINING OPPORTUNITIES IN CANCER SURVIVORSHIP RESEARCH

The **University of Pittsburgh School of Nursing** is offering an extraordinary opportunity for nurses interested in a career in cancer survivorship research. A T-32 entitled, "**Interdisciplinary Training Program for Nurse Scientists**

in Cancer Survivorship Research (NRO 11972) " will prepare Nurse scientists to lead independent programs of research in cancer survivorship. This award is funded by the National Institute of Nursing Research to support the training of both pre-doctoral and post-doctoral fellows.

Each fellow will participate in a rigorous training program in which they will work with oncology nurse scientists with outstanding records of conducting critical, multidisciplinary studies in cancer survivorship. They will also have the opportunity to work with training faculty from multiple disciplines from the University of Pittsburgh, Carnegie Mellon University, and the University of Pittsburgh Cancer Institute. In addition, fellows will complete individualized academic curricula comprised of coursework, seminars, journal clubs, and a Cancer Survivorship Scholar Speaker Series.

For more information, please call: Dr. Catherine M. Bender, FAAN at: 412-624-3594 or e-mail: cbe100@pitt.edu or website at: www.nursing.pitt.edu/research/t32grants/cancer_survivorship.jsp.

NURSE PRACTITIONER HEALTHCARE FOUNDATION

The **Nurse Practitioner Healthcare Foundation (NPHF)** invites all nursing students and licensed nurses to participate in an international nursing recognition and award program called Care Challenge, which is part of *Connecting Nurses*, an international initiative to champion the extraordinary accomplishments of nurses around the world. Care Challenge is seeking submissions in three areas: education, practice and research. To apply, go to: <http://care-challenge.com>, register and submit your innovation in three easy steps.

Announcements from Around the ABNF...

Jo Ann Allen, MSN, IBCLC, a staff nurse at the University of Chicago Medical Center in Chicago, IL, was a 2011 Nursing Spectrum Excellence Award winner in the Community Service category.

Debra I. Barksdale, PhD, Associate Professor of Nursing at the University of North Carolina - Chapel Hill (NC), has been appointed to the Board of Governors for the new Patient Centered Outcomes Research Institute (PCORI) of the U.S. Government Accountability Office. The purpose of the Institute is to identify national priorities for research and to establish a research project agenda for the United States.

Barbara A. Broome, PhD, FAAN, was the keynote speaker at the graduation ceremony at Kent State University at Kent State-Trumbull Campus in Warren, OH. Dr. Broome's presentation title: *Follow Your Yellow Brick Road* used the *Wizard of Oz* as an analogy to encourage the students to remain diligent in reaching their goals by remembering the events from the past to navigate the future. Dr. Broome received her baccalaureate and Masters degrees from Kent State University - College of Nursing, and her Doctorate from the University of Pittsburgh - School of Nursing. Dr. Broome is Associate Dean and Chair of the Community and Mental Health Nursing at the University of South Alabama College of Nursing.

Gloria Callwood, PhD, University of the Virgin Islands, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

Shirlee M. Drayton-Brooks, PhD, CRNP, FNP-BC, FAANP, Debra J. Barksdale, PhD, FNP-BC, CNE, FAANP and Kathryn E. Werner, MPA co-authored the commentary which appeared in the May/June 2011 issue of *Nursing Outlook* entitled, "An Alternative View of the Doctor of Nursing Practice."

Rowena Elliott, PhD, CNN-BC, CNE, Associate Professor in the School of Nursing at the University of Southern Mississippi and President of the American Nephrology Nurses Association, was one of four persons who served on the NIWI 2012 Scholarship Review Committee for Nursing Organization Alliance.

A.Y. Zhang and **Faye A. Gary, PhD, RN, FAAN**, had an article published in *Psycho-oncology* (Abstracts of the international Psycho-oncology Society 12th

World Congress of Psycho-oncology) entitled: Discord of Measurements in Assessing Depression of African American Cancer Patients.

Audwin Fletcher, PhD, ARPN, FNP-BC, University of Mississippi, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

Fannie Gaston-Johansson, PhD, RN, FAAN, faculty member at Johns Hopkins University School of Nursing, was featured in the inaugural issue of *Who's Who in Black Baltimore*, a publication highlighting more than 200 influential African Americans who have made an impact on the city. Dr. Gaston-Johansson was inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame in July 2011.

Allyssa Harris, faculty member in the Boston College William F. Connell School of Nursing, has had two articles published in 2011. One entitled, "Media and Technology in Adolescent Sexual Education and Safety" appeared in *Journal of Obstetric, Gynecologic, and Neonatal Nursing*. The second article entitled, "Sexually Transmitted Infections in Women" appeared in *Nursing for Women's Health*, Volume 15, Number 1.

Cheryl Killion, faculty member at the Frances Payne Bolton School of Nursing at Case Western Reserve University, had a chapter published in the book edited by Wykle & Gueldner entitled, *Aging Well: Gerontological Education for Nurses and other Health Professionals* (2010).

Terry Laidlow, DNP, Clinical Instructor at the University of Maryland School of Nursing and her team from Sinai Hospital of Baltimore won a 2011 Nursing IT Innovation Award. This national recognition acknowledges excellence and inventiveness in the use of information technology in the field of nursing to directly improve patient care and safety.

Jacqueline Mitchell, MS, CRNA, is a new Clinical Instructor in the School of Nursing at the University of Maryland.

Victoria Odesina, DNP, APRN, PHCBS-BC, APNG, CCRP, is a newly hired faculty member (Assistant Clinical Professor) in the School of Nursing at the University of Connecticut in Storrs, CT.

Announcements (cont)...

Janice Phillips, PhD, RN, FAAN and Marlene Z. Cohen, PhD, RN, FAAN, had an article published in the *Journal of Nursing Scholarship* (Volume 43, Issue 3 - September 2011) entitled, "The Meaning of Breast Cancer Risk for African American Women."

Shirley Powe Smith, PhD, CRNP, retired from her position as coordinator of the continuing education program at Duquesne University School of Nursing. Dr. Smith was honored with a scholarship endowed in her name, the Dr. Shirley Powe Smith Community Nursing Endowed Fund for Improving health Disparities.

Karen Robinson, PhD, CNM, assistant professor, Marquette University in Milwaukee, WI, was highlighted in the Marquette Nurse 2011. Dr. Robinson has given numerous speeches and presentations on Breastfeeding and African American Mothers. Dr. Robinson recently received the Midwest Nursing Research Society Childbearing Related research Section New Investigator Award, and received a \$4,470 award from the Marquette University Committee on Research for "Infant Feeding Decision Making among African American Women." In addition, Dr. Robinson wrote a review of the book, "Neither White nor Male: Female Faculty of Color" written by K.G. Hendrix which was published in *The ABNF Journal*, 21(3), 66-67 (2010).

Phyllis Sharps, PhD, RN, FAAN, chair of the Department of Community and Public Health, has been appointed the Associate Dean for Community and Global Programs at Johns Hopkins University School of Nursing, beginning January 1. Dr. Sharps will oversee the School of Nursing's community programs, wellness center, and the newly created Center for Global Nursing, which is responsible for the PAHO/WHO (Pan American Health Organization/World Health Organization) Collaborating Center, student study-abroad programs, school-school collaborations and special academic consulting and advising initiatives, such as those with NEWGIZA University and Malaysia. Dr. Sharps also writes a regular column for the *Heart & Soul* magazine entitled, "Hopkins Health Check Up."

Ida Spruill, PhD, LISW, Medical University of South Carolina, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

Doris Starks, PhD, RN, FAAN, retired Dean, Coppin State College in Baltimore, MD, wrote a chapter for the book, *African American Almanac*, 11th edition, entitled,

"Family and Health." It can be ordered on Amazon.com. **Ora Strickland, PhD, RN, FAAN**, has been named Dean of College of Nursing at Florida International University effective July 2011.

Loretta Sweet Jemmott, PhD, RN, FAAN, Professor at the University of Pennsylvania School of Nursing, has developed a one-on-one behavioral intervention for sexually active African American women ages 18 - 45 years who have male partners and attend a women's health clinic to screen for sexually transmitted diseases. At 20 minutes, "Sister-to-Sister" is the briefest effective intervention of its kind in the world.

Cheryl Taylor, PhD, Southern University and A&M College, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

Roberta Waite, EdD, Drexel University, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

Catherine Waters, PhD, University of California San Francisco, has been selected as a Fellow in the American Academy of Nursing and will be inducted at the Fall meeting of the AAN.

May L. Wykle, PhD, RN, FGSA, FAAN, Dean of the Frances Payne Bolton School of Nursing, Case Western Reserve University and the 24th President of Sigma Theta Tau International and a recipient of the National Black Nurses Association Lifetime Achievement Award has been designated a Living Legend by the American Academy of Nursing for 2011. Since the inception of the awards in 1994, only 82 nurses have been so designated.

Edilma Yearwood, Associate Professor at the Georgetown University School of Nursing and Health Sciences, received the University of Connecticut Distinguished Alumni Award for 2010.

Blacks have Worse Colorectal Cancer Survival Rates than Whites

Blacks have lower colorectal cancer (CRC) survival rates than Whites, Asians, and Hispanics, according to a recent study of Medicare patients. Asians had a lower risk of dying than Whites and Hispanics had a similar rate to that of Whites.

The researchers investigated the correlations between CRC survival rates and sociodemographic factors, tumor characteristics, diagnosis, treatment, and hospital characteristics. The greatest reduction in CRCV-specific mortality differences between Blacks and Whites was associated with socioeconomic status (5 percent), followed by tumor characteristics (3 percent), and coexisting illness (2 percent). The greatest reduction in mortality differences between Asians and Whites was related to tumor characteristics (5 percent), followed by treatment (2 percent), and socioeconomic status (1 percent).

For Blacks, poor survival may be caused by biologic features that contribute to aggressive tumor behavior or by inherited or acquired genetic abnormalities which may have an impact on response to therapy. Differences in tumor site distribution and genetics may explain the high survival rates observed among Asians. Relative to Whites, Asians have higher rates of distal colon cancer, which is associated with a lower risk of mortality.

The researchers identified patients with CRC from the Surveillance, Epidemiology, and End Results Program (SEER)-Medicare linked database. The sixteen SEER registries used in the study included selected geographic areas covering approximately 25 percent of the US population since 2000. Patient follow up ranged from 3 to 13 years. The study was partly supported by the Agency for Healthcare Research and Quality (HS 167430).

See “Racial disparities in colorectal cancer survival,” by Arica White, PhD, Sally W. Vernon, PhD, Luisa Franzini, PhD and Xianglin L. Du, MD, PhD in *Cancer 116*, p. 4622-4631, 2010. Taken from *Research Activities*, US Department of Health and Human Services, No. 369. May 2011.

Blacks Who receive Heart Transplants have Poorer Survival than Other racial Groups

Despite improvements in transplant procedures over the past two decades, a new study finds that survival disparities still exist between Black and White patients undergoing heart transplants. A group of Stanford University researchers analyzed national outcomes data for 39,075 patients who underwent heart transplants over a 22-year period. The 4,997 Black patients had a 34 percent higher risk of transplant-related death than the 39,993 Whites after adjustment for recipient, transplantation, an socioeconomic factors.

Other non-Black minority transplant recipients (2,118 Hispanics, 967 Asians, and patients from other non-Black racial groups) did not differ from Whites in adjusted risk of death. Overall, 16,880 patients died after transplantation during the period covered by the data. The rate of second transplants was similar for all of the groups (from 2-2.5 percent).

Blacks were more likely to die of graft failure or a cardiovascular problem than were Whites or other non-Whites (57.9 percent, 37.8 percent, and 44.1 percent, respectively), but less likely to die from an infection or cancer (19.9 percent for Blacks, 33.0 percent for Whites, and 28.2 percent for other non-Whites). Rates of hospitalization for graft rejection and noncompliance with a regimen of immunosuppressive drugs were higher for Blacks than for Whites or other minority groups. According to the researchers, the patterns in causes of death suggest that Black patients experienced inadequate immunosuppression. The findings were based on data from the United Network on Organ Sharing on adult patients who underwent heart transplant surgery between October 1987 and February 2009. The study was funded in part by the Agency for healthcare Research and Quality (HS 19181).

More details are in “Persistent Racial Disparities in Survival after Heart Transplantation,” by Vincent Liu, MD, MS, Jay Bhattacharaya, MD, PhD, David Weill, MD, and others in the April 19, 2011 *Circulation 123 (15)*, pp. 1642-1649. Taken from *Research Activities*, US Department of Health and Human Services, No. 373, September 2011.

EDITORIAL OBJECTIVES

The purpose of *The ABNF Journal* is to: (a) serve as a vehicle for publication of original research, and other health related manuscripts, materials and reviews written by minority and non-minority nursing faculty members in higher education; (b) communicate these research and other findings to the membership of ABNF and interested others; (c) serve as a linchpin for Black nursing faculty members with similar research interests; and (d) aid Black nursing faculty members in keeping current on research related to Black health care issues long neglected by other nursing publications.

EDITORIAL PROCEDURE

The ABNF Journal is published quarterly. Submission of manuscripts and other materials will be peer reviewed by at least three members of the Editorial Review Board.

When submitting manuscripts and other materials with multiple authors, please indicate the primary author who will receive all correspondence. In compliance with the Copyright Revision Act of 1976, transmittal letters accompanying materials should contain the following statement:

In consideration of *The ABNF Journal's* reviewing and editing my submission, the author(s) undersigned transfers, assigns and otherwise conveys all copyright ownership to Tucker Publications, Inc., in the event that such work is published in *The ABNF Journal*.

When submitting materials, please indicate whether the materials were prepared while the author(s) were employed by the U.S. government. Accepted manuscripts become the property of Tucker Publications, Inc. Although not required, query letters are welcomed. Manuscripts should be submitted as a Microsoft Word document to the Editor at gjmcneal@netscape.net

MANUSCRIPT FORM

Manuscripts should be typed or printed in standard manuscript form as outlined in the latest edition of the *American Psychological Association Publication Manual*, e.g., double-spaced; 1-1/2 inch margins. Abbreviations should be spelled out the first time they are used. Separate

Call for Manuscripts

The ABNF Journal, the official journal of the Association of Black Nursing Faculty, Inc. (ABNF), invites members and others to submit papers, ideas, experiences, case studies and book reviews.

Send query letters or manuscripts to:

Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN

Editor, *The ABNF Journal*

7851 West Ave E-12

Lancaster, CA 93536

609-747-1536 (cell)

e-mail: gjmcneal@netscape.net

www.abnf.net

pages should be used for the title page, the author(s) biographical sketch(es), the abstract with the key words, acknowledgment, references, tables and figures, typed one to a page, with legends. The title page contains the title of the manuscript, which should be short, and the name and address of the author(s), which should appear nowhere else on the manuscript.

A few important notes about your manuscript:

1. The **abstract** should never exceed 100-150 words
2. Up to five **index words** should be listed on the key words page following the abstract.
3. Each page should be **numbered consecutively**, beginning with the title page.
4. The body of the manuscript **should not exceed 14 pages** (3500 words).
5. **Please DO NOT utilize hard returns at the end of each line** - allow the word processor to perform default word/line wrapping. **This includes the References section of the manuscript.**
6. At the beginning of each paragraph, **please use a preset TABBED INDENT** (vs. spaces).
7. **Italicize references** in your reference lists and **do not underline**.
- Ensure that only the title page contains any reference to the author(s)

9. **All research studies must include a statement related to IRB approval**

10. Do not include tables within the body of the text. Place each table on a separate page

Letters to the editor are published at the Editor's discretion and should follow the guidelines for manuscript preparation. A transmittal letter containing copyright assignment should accompany the letter to the editor.

Letters of consent for publication of patient photographs must accompany the manuscript if patient identification is possible. Parental consent or consent of legal guardian must be obtained to permit publication of a photograph of a minor. Illustrations, tables, graphs, conceptual models or quotations must be fully identified as to author and source. If text material totaling 200 words or more is borrowed verbatim or if illustrations, tables, etc are borrowed, written permission must be obtained from both the publisher and author. **Letters granting this permission should be forwarded with the manuscript.**

MANUSCRIPT SUBMISSION

Please email the original manuscript as a Microsoft Word document to Dr. McNeal at gjmcneal@netscape.net. If you wish to submit a hardcopy please mail to the Editor at the address below.

Gloria J. McNeal, PhD, FAAN
The ABNF Journal
7851 West Ave E-12
Lancaster, CA 93536

J Taylor Harden named BAGNC Program Administrator

Expert in gerontology to join staff at the American Academy of Nursing

Washington, DC (November 15, 2011) – J Taylor Harden, PhD, RN, FAAN, currently the Assistant to the Director for Special Populations – at the National Institute on Aging of the National Institutes of Health, will assume the position of the Building Academic Geriatric Nursing Capacity (BAGNC) Program Administrator on January 9, 2012.

When Dr. Harden joins BAGNC at its coordinating center at the American Academy of Nursing, she will be leading the BAGNC initiative and advancing policy efforts to improve the health and nursing care for elders on behalf of the Academy.

Dr. Harden is nationally recognized as a leader in gerontological nursing. Her career accomplishments are many and include extensive research activities and grant awards as well as numerous distinguished presentations, written articles, commentaries, and book chapters. Prior to joining the National Institutes of Health in 1994, Dr. Harden taught undergraduate and graduate courses nationwide. A U.S. Army Nurse Corps and U.S. Air Force flight nurse veteran, Dr. Harden served at the Veteran's Administration Hospital in Washington, D.C., Walson Army Hospital at Fort Dix, New Jersey, and numerous Air Force bases across the U.S.

Dr. Harden is a Fellow in the American Academy of Nursing and an Elected Fellow of the New York Academy of Medicine and the Gerontological Society of America. She earned the NIH Merit Award for Women in Biomedical Research Careers from the NIH and is a Distinguished Alumnae of the University of Texas at Austin.

In a statement, Cheryl G. Sullivan, CEO of the American Academy of Nursing said, "Taylor Harden's commitment to the advancement of the field of gerontological nursing is unprecedented. The Academy will benefit greatly from her expertise as we continue to prepare nurse leaders in aging to advance health care policy and practice."

Patricia G. Archbold, DNSc, RN, FAAN, current Building Academic Geriatric Nursing Capacity (BAGNC) Program Administrator will retire at the end of 2011. Dr. Archbold's leadership has been instrumental in laying the foundation of the BAGNC initiative and its continuing success. Her dedication and leadership has contributed immensely to the field of gerontological nursing, and the country's aging population will benefit from her commitment to quality health care for decades to come.

"I am truly honored and humbled to take the helm of the Academy's BAGNC program supporting the preparation and leadership of nurses in geriatrics and gerontology," Dr. Harden said. "We have before us complex challenges and unprecedented opportunities in both policy and practice. I look forward to working with the leadership of the John A. Hartford Foundation Centers of Geriatric Nursing Excellence and want to thank Dr. Patricia Archbold for her leadership and service to the field of aging. "

The Building Academic Geriatric Nursing Capacity (BAGNC) program at the American Academy of Nursing began in 2000 with support from the John A. Hartford Foundation, and subsequently attracted additional funding partners in The Atlantic Philanthropies, Mayday Fund, and the Jonas Center for Nursing Excellence. BAGNC's main goals are to increase the cadre of academic geriatric nurses, build leadership capacity in academic geriatric nurses, and build national collaboration and excitement about geriatric nursing. For more information, see www.geriatricnursing.org.

Association of Black Nursing Faculty, Inc.
24th Annual Meeting and Scientific Conference • Arlington, Virginia
June 2011
ABNF Awards
Congratulations!

The Young Publisher

Pamela Brandy-Webb, MSN
Prairie View A&M University, Houston, TX 77030

The Young Researcher

Dr. Voncella McCleary-Jones
University of Oklahoma Health Science Center, Oklahoma City, OK 73119

The Lucille Davis Dissertation Award

Josie Veal, MSN
Marquette University, Milwaukee, WI

ABNF Honorary Member

Dr. Mary Ann Anderson
School of Nursing (Retired)
Howard University, Washington, DC 20059

Lifetime Achievement in Education & Research

Dr. Arlene Montgomery
Dean, School of Nursing
Hampton University, Hampton, VA 23668

Undergraduate Nursing Scholarship (\$500.00)

Antinesha Wyatt

In Memory Of...



Brigadier General Hazel Winifred Johnson-Brown, USA Retired, PhD, RN, FAAN, a dedicated and loyal ABNF member, died on August 5, 2011 in Wilmington, DE at the age of 83. Dr. Johnson-Brown was the first African American woman to be promoted to Army general in 1979, while at the same time the first to command the Army's over 7,000 nurses in the position of Chief of the US Army Nurse Corps.

Born in West Chester, PA on October 10, 1927, as one of seven children, Dr. Johnson-Brown aspired to be a nurse from a young age. After graduating from Harlem Hospital School of Nursing in 1950, she enlisted in the Army in 1955 after President Harry S. Truman barred discrimination and segregation in the military services. She received her bachelor's degree in nursing from Villanova University in 1959, a master's degree from Columbia University and her doctorate from the Catholic University of America. During the 1970's, Dr. Johnson-Brown was director of the Walter Reed Institute of Nursing. Her military decorations included the Distinguished Service Medal, the Legion of Merit, the Meritorious Service medal, and the Army Commendation Medal. She was twice named Army Nurse of the year.

After retiring from the Army as chief nurse of the Nurse Corps, she became the assistant dean of the University of Maryland School of Nursing, the director of the George Mason University's Center for Health Policy and the director of the American Nurses Association's Government Relations Department.

ABNF is saddened by the loss of Dr. Johnson-Brown and will treasure memories of her active participation in our early growth.

Student Disruption in a Global College Classroom: Multicultural Issues as Predisposing Factors

Abstract: *University and college faculty members may face inappropriate student behavior in a global classroom. This situation can complicate the maintenance of a positive effective learning environment. Student disruption is seen as disturbing behavior that interferes with the faculty member's academic or administrative ability to conduct class, or the ability of other students to profit from the class instruction. Disruptive behavior may threaten or endanger the physical or psychological health, safety or welfare of others. Various types of disruptive behavior and disrespect that university or college faculty are likely to experience include: **grandstanding** (use the classroom for themselves by monopolizing class discussion with no regard to relevancy to the discussion); **prolonged chattering** (small cliques of students who engage in private conversations or passing notes to each other); **noisy electric devices** (cell phones ringing in class, or students talking or text messaging during class time); **leaving and entering class** (frequently in the absence of notice to professor of illness or other extenuating circumstances); and **disputing the professor's authority or expertise** (students may be disappointed or unhappy over a grade and may debunk or devalue the professor's judgment, authority and expertise). This action may be in the form of comments in the class or memos to department chair or dean. **Persistent speaking without permission and verbal or physical threats to faculty members or other students** are also disruptive mannerisms. Working with a diverse student population can present unique challenges. Multicultural issues related to race, ethnicity, gender, physical, emotional or socioeconomic status and sexual orientation might require increased sensitivity, knowledge and self-exploration.*

Key Words: *Behavior, Disruptive Students, Global College Classroom, Multicultural Issues, Student Code of Conduct*

Introduction

In every college or university accredited in the United States, there is an educational mission, which establishes a Code of Student Conduct in the student disciplinary system. The Student Code of Conduct and related systems serve to educate students as to their civic and social responsibility to members of the college or university community as well as to provide them with opportunities for service and leadership; to resolve disputes in a cooperative, educational, and non-adversarial manner; to facilitate informed participation in the judicial process; and to increase awareness of and respect for differences in culture, gender, religion, race, sexual orientation, mental and physical ability.

The college or university also has the obligation to conduct its affairs in an orderly and efficient manner. Actions by individuals and groups that interfere with orderly functions or threaten the health or safety of others should not be tolerated. In prescribing the student judicial system, the rights and responsibilities of the individual are considered concurrently with institutional rights and responsibilities. In the classroom, faculty members have broad authority to manage the classroom environment. The college or university will take appropriate disciplinary action in cases of proven classroom disruption. According to **Wright State University (Dayton, OH)**, unacceptable behavior in a classroom or on a university campus is defined as disruptive, including, but not limited to physically confronting another, verbal abuse or threatening another, interrupting the educational process by making remarks out of turn, side talking during a lecture, dominating the class discussion, or constantly challenging the professor (<http://www.wrightsu.edu>).

Johnson C. Smith University (JCSU) (Charlotte, NC) (2011), has a zero tolerance for dishonesty, and disruptive student behavior in the classroom and surrounding community of the university. The Student Handbook and Code of Conduct are highly enforced. The expectation of classroom conduct and etiquette should be included in the class syllabus and discussed fully with the class on the first day of meeting (<http://www.jcsu.edu/student code of conduct>).

Minneapolis Community and Technical College (MCTC) (Minneapolis, MN) believes that every student is accountable for his or her individual behavior especially as it imposes on the freedom, rights and safety of another individual or to the extent that it impacts upon the atmosphere and environment conducive to the educational mission of the college community. Within this context, specific kinds of behavior including disruptive behavior judged to be unacceptable and may serve as a basis for expulsion from the college. Disciplinary action against individual students or a group of students must be administered in the context of a unified and coordinated set of campus regulations and processes to ensure fair, equitable and legal outcomes. The Code of Conduct exists to guide the behavior of all MCTC students. Students participating in on-site orientation shall be provided a hard copy of the Student Code of Conduct (http://www.Minneapolis.edu/collegepolicies/policy.cfm?policy_id=59).

The **University of Utah in Salt Lake City (September, 2007)**, developed guidelines for faculty and staff in managing difficult student behavior. According to documents of the university, many faculty and staff have faced student behavior that was troublesome to them in their roles of maintaining an effective and safe learning environment. Various student services that were used to support faculty and staff established included a Counseling Center (Consultation Resources); Dean of Student Office (Administrative or Judicial Concerns and Academic Status); Referral and Intervention Resources (Department Chair); Dean of Students; Office of Equal Opportunity; University Public Safety or the Local Police Department, Student Health Center; Disability Services and Hearing Enhancement Programs. The Relevant Resources of the University of Utah include the Code of Student Rights and Responsibilities; Faculty Code of Rights and Responsibilities; Sexual Harassment Policy, Student Academic Conduct, Violence in the Workplace and Academic Environment (<http://www.uutah.edu>).

Students of the **University of Utah** are considered members of an academic community that is committed to basic shared ethical principles and concepts of civility such as integrity, autonomy, justice, respect and responsibilities that follow. The university also endeavors to maintain an education and working environment free from violence and intimidation.

The Bridgewater State College (BSC) (Bridgewater, MA, 2009) deals with student behavior strictly through the Student Code of Conduct. This code engages the significant element in the college mission in educating students “to act responsibly within a context of personal and professional ethics.” The behavior of any student may bring either benefit or detriment. The BSC Student Code of Conduct identifies the rights and responsibilities of students in order to establish behavior standards whether in the classrooms or college community. This code encourages students to act in ways respectful of the personal dignity and rights of all members of the community. Violators of the Student Code of Conduct are dealt within a manner to preserve the rights of both the individuals and the community and to foster adherence to established responsibilities (<http://www.bridgew.edu>)

The University of Delaware (Dover) (2009), suggests that the course syllabus is a vital part of any class because it provides a framework for the instructor and the student on what is expected from each party. This document should be given on the first day of class, and should contain information pertinent to the instructor (s) policies, curriculum and references to the Office of Student Conduct regarding academic honesty, disruptive classroom behavior and absenteeism (<http://www.udel.edu/studentconduct/syllabustats.html>).

Harvard University (Kennedy School) (HKS) (Cambridge, MA) (2011), regards its Code of Conduct as a mission to strengthen democratic governance around the world by preparing people for public leadership and by helping to solve problems of public policy. Achieving this mission requires an environment of trust and mutual respect, as well as a commitment to truth, learning and freedom of expression. The following principles to accomplish this mission include: respect for all members of the community and for the space shared; professionalism in all things, including the pursuit of intellectual and academic excellence; recognition of the value of different opinions in the “free marketplace of ideas;” individual accountability for actions inconsistent with the Code of Conduct; and members of the community have a personal responsibility to integrate this code into all aspects of their experience.

Rules of Classroom Conduct is an important part of the Code of Conduct document. Success in managing a class, especially in a course that relies heavily on class discussion, depends in large part on establishing clear rules of operation. Violating school rules and behavior norms other than academic can lead to disciplinary action. If a student has been charged with misconduct in disruption or obstruction of teaching, he or she may be subject to disciplinary sanctions. The following rules were codified by a member of the Kennedy School Faculty and have been recommended by the Degree Programs Student Affairs Office as an appropriate code for all HKS courses. After the Administrative Board (AB) has heard the case, the charge against the student may be dismissed or admonition (a formal rebuke which does not become part of the student’s official record); a reprimand; a probation; requirement to withdraw; dismissal; or complete expulsion (student may not be readmitted) (<http://www.hks.harvard.edu/degrees/registra/procedures/conduct>).

Brown University in Providence, RI (2011) does not tolerate any behavior that disrupts or materially interferes with the basic rights of others and the educational functions of the University, which is a major defense. According to the Student Handbook and the Code of Conduct, students will be dismissed from class, but still be responsible for class content and all assignments. Depending on the offense, total expulsion from the University may be the appropriate action (http://www.brown.edu/student_services/office_of_student_Life/judicial_affairs/randr/conduct_standards.html).

Central Piedmont Community College (CPCC) (Charlotte, NC) (2011) has a zero tolerance to disruptive behavior of a student in the classroom setting and surrounding community. In the Preamble, freedom to teach and freedom to learn are inseparable facets of academic conditions in the classroom, on the campus, other college sites, and in the community. Students are subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws and college regulations, they may incur penalties prescribed by legal authorities, and are subject to disciplinary action by the college. All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the State of North Carolina apply to all students. The Code of Conduct and Disciplinary Procedures document expresses Students’ Rights and Responsibilities, which is quite complete, and each student gets a copy when admitted to the college or has access to the document online. This publication discusses the Jurisdiction of the Student Code of Conduct; Rules of Conduct (Academic Honesty, Behavior, Use of College Property, Drugs, Alcohol and Other Substances; Use of Technology, Weapons, Gambling and Games, Parking, Forgery, Probation, Financial Responsibility, Violation of CPCC Policy, Rule or regulation, and Violation of Law); Disciplinary Procedures and the hearings; Sanctions, and the Appeals Procedure. A syllabus must be given to each student during the first meeting, and it must note where students may obtain additional information pertaining to the college policies and procedures concerning student conduct and classroom behavior (http://www1.cpcc.edu/student_handbook/conduct).

According to the Student Code of Conduct at **Princeton University (2010)** in **New Jersey**, there is no tolerance for disruptiveness in the classroom setting. Actions not settled in the classroom must come before the Administrative Academic Board for solutions. The incident must be written and if necessary, the student may be expelled permanently from the University. Leading and facilitating discussions on dealing with difficult students can be located on the university’s web site <http://www.princeton.edu/-aiteachs/handbook/facilitating.html#dealing>.

Preventing Disruptive Student Behavior

Other universities that have web sites with attempts to prevent and dealing with disruptive student behavior include **Cornell University (Ithaca, NY)**. Faculty member Virleen M. Carlson, PhD has written about conducting a classroom presence with issues of control, power and authority in the college classroom presence with issues of control, power and authority in the college classroom (<http://www.cit.cornell.edu/campus/teach/grad/carlson/presence.html>).

Columbia University (NY) has suggestions in published works about beginnings, grading and classroom behavior in Teaching Tips: Dealing with Difficult Students (<http://www.columbia.edu/cu/tat/old/TEACHINGTIPSdifficultstudents.html>).

According to the **University of Hilo (Hilo, HI) (2009)**, to prevent disruptive student behavior in the classroom, behavioral expectations should be established at the beginning of the semester. Expectations should be stated in the course syllabus regarding attendance, lateness, class participation, dishonesty and appropriate conduct. These explicit statements provide an opportunity for the faculty to underscore the

importance of civility in the classroom and a reminder to students that the university expects respectful classroom behavior. The university has the prerogative to intervene and discipline when students behave disrespectfully and that students' rights and privileges to learn in the classroom are free from disruption and harassment, will be protected (<http://www.uhilo.edu/student/code/of/conduct>).

Gerald Amada PhD (1994) has written several books on college student conduct issues. Two very popular reference books include: **“Coping with the Disruptive College Student: A Practical Model”** discusses guidance and information on college administrators, instructors and mental health counselors involved in dealing with disruptive students, due process for disruptive students, disruption in residence halls, college mental health programs, student conduct codes and staff training; and **“Coping with Misconduct in the College Classroom: A Practical Model”** “discusses the practical answers that instructors and administrators need on common disruptive classroom behaviors, effective principles and strategies for dealing with classroom misconduct, and planning non-disciplinary responses. One of the chapters is titled *“Everything you’ve always wanted to know about classroom misconduct and were too afraid to ask your Dean!”* This is a guide that every college instructor needs to read in order to more confidently, fairly and safely cope with the many different disruptive incidents that are apt to occur when teaching in a college classroom environment (<http://geraldamada.com/Conduct-Books.php>).

Dealing with Disruptive Students

The Office of the Dean of Students at the **University of North Carolina at Wilmington** has made an assertive effort in dealing with disruptive students in a recent publication for the classroom: *Dealing with Disruptive Students* (<http://www.uncw.edu/stuaff/DOSO/documents/Disruptive.Students.pdf>).

At the **Florida International University (Miami)**, Karen A. Dihosh and Dr. Heidi von Harscher developed a useful document *“A Faculty Guide to Dealing with Troubled and Disruptive Students”* (<http://www.flu.edu/sccr/Disruptive%20Stud.%20Broc.%for%20Faculty%20rev.%2010-28-04.doc>).

In an effort to deal with disruptive college students, much information was obtained from a study done by two faculty members in 1998 at **Ferris University (Big Rapids, MI)**.

This work is considered the foremost accounting of college students' attitudes and behaviors in the 1990's. For this study, more than 9200 students, 270 Student Affairs Officers and numerous focus groups were interviewed across the country at 28 different college campuses. It is important to note that this research has shed some light on student behaviors. More students describe themselves in terms of their differences with others and not their commonalities. There is a wide spread of victimization on the part of the students because they are more socially isolated, and have less time for social relationships; and they may have been damaged psychologically by the time they reach college than any other time in history. They may also confuse hard work with being intellectual (*if I work hard I should do well because hard work is all I need to succeed*); high school grades are at the highest level reported; and students describe a mismatch that leads to confusion, existing between instructors/professor's teaching style and students' learning style. It was evident that most of the students like learning that is direct, concrete, moderate to high structure, and a linear approach being practical and immediate. Most faculty members preferred a global approach to particular concepts, abstractions and ideas, and felt that students need autonomy to learn.

Although, satisfaction with college today, is at an all-time high, some faculty members at the **Ferris State University** still feel that several differences do cause them to see students as being less prepared. Fifty-six percent of the students felt that civility has declined, ethnic groups tend not to socialize outside of their particular group, and sexual harassment is a major problem. Many students felt uncomfortable in expressing unpopular views or controversial opinions, and they were reluctant in discussing issues concerning gender, sex, and race. Students see themselves as victims on all levels. The wealthiest students often feel they pay more tuition so that less fortunate students get all the scholarships; poor students complain that wealthy students get into schools and programs even though they are not qualified; majority students see minority students (men and women) getting unfair advantages and others are profiting at their expense. Student worries include being victims of crime; paying tuition in this country's economic crisis; some students bringing more non-academic issues to college and trying to manipulate class time in discussion; inability of some to get along with others; and difficulty in formulating values and goals for life.

Other characteristics of importance include: 60% of most students work, while about 24% work full time; only 83% of the students consider themselves intellectual; students see time spent equaling achievement, making no distinction between quality and quantity in learning; faculty are disgusted by the students' lack of knowledge, and students are not satisfactorily prepared for most classes. Today's market place wants students to be skillful in critical thinking, continuous learning objectives and creativity (http://www.ferris.edu/HTMLS/academic/center/Teaching_and_Learning_Tips/Managing).

In dealing with disruptive students, faculty members should see all conflicts as an opportunity to educate students, especially those involved. The faculty should never attribute to malice what can be attributed to ignorance. Most of the time students are not trying to be malicious and often are not aware that they are being disruptive. More traditionally aged students exhibit behaviors that were acceptable in high school and went uncorrected. These students are often surprised that college teachers are bothered by these behaviors. If at all possible, the issues of disruption or disagreement should be dealt with in private. Faculty members should stay calm; if necessary declare a break; listen carefully and ask clarifying questions to get an accurate understanding of the issue at hand; think win-win, giving the student an opportunity to try to resolve the issue; ask the student(s) how would you handle the situation if they were the instructor; make certain your position is clearly defensible; be consistent as to how you handle each individual occurrence; offer the student the option of taking the issue to the next level; and by all means, keep notes on the conversation(s) you have with the student and all e-mails. This will help to protect you and make it clear to the students that you want an accurate record of the interaction(s) (doylet@ferris.edu). I often record class meetings, especially when I feel there is a growing problem, and I also allow the students to record any or all class meetings.

In handling specific disruptive behaviors, Linda Nilson (1998) at the **Vanderbilt University (Memphis, TN)**, feels if a faculty member encounters a discipline problem in the classroom, he or she must remain calm, count to ten, breathe deeply, and visualize a peaceful scene, anything to keep you from losing your temper. Nilson emphasizes that you should not lose credibility by lowering yourself to the student level. If you keep your composure, you win the empathy and support of the other students, who may start using social pressure to discipline

the offenders themselves. Nilson (1998) also feels you as the faculty member should never accept or tolerate any abuse. The following notes should assist you in response to disruptive behaviors.

Talking in Class Out of Turn: Chronic talkers bother other students and interfere with trains of thought. To stop them, try a long, dramatic pause. If necessary pause with an equally dramatic stare, and say something like *“I think you should pay attention, this may be on a test,”* or *“you are disturbing the class.”* Direct intervention and public embarrassment are strictly last resorts.

Packing up Early: Faculty members should routinely reserve some important points or classroom activities (quizzes, writing exercises, or distribution of handouts) until the end of class.

Arriving Late and/Or Leaving Early: State your policies clearly on these offenses in your syllabus and on the first day of class. Students should inform the faculty, preferably in advance, of any special circumstances that will require them to be late to class. Points can be subtracted, as long as you set this policy in the first class meeting.

Cheating: Academic dishonesty is a serious and widespread problem in higher education today, and should not be tolerated. Refer to each school’s *Student Code of Conduct Manual*.

Wasting Time: Students sometime habitually try to monopolize class time. If possible, ask the student to meet with you after class to clarify their questions. The discussion can be broadening by asking the rest of the class for the answers, or encouraging students to e-mail their questions, and answer the e-mails promptly.

Asking Problematic Questions: These questions may be ones you have already answered, and you want the students to critical think on their own. You may ask that particular student to research that question and be prepared to discuss it in class at the next meeting.

Showing Disrespect: Make it clear what you expect of all students in appropriate classroom manners clear from the start, and reinforce them continually by your exemplary behavior. Talk to the offenders privately and explain that their behavior is affecting their fellow students’ ability to learn. For deep-rooted emotional problems, refer such students to the institution’s counseling center or the Dean of Students.

Attending Class Irregularly: In general, attendance drops off as class size increases. It is lower in more lecture-oriented classes. To increase attendance, include more opportunities for student participation. From the beginning of class, inform them that extra points may be given for a perfect attendance and class participation in discussion, giving unannounced quizzes, covering different material in class from that in the readings, not allowing commercial production of lecture notes, conducting cooperative learning group activities for points, and other graded in-class activities. This information should also be included in the class syllabus.

Asking For Extensions and Missing Assignment Deadlines: In the syllabus, specify penalties for late work, or non-acceptance of late work, and the make-up or no make-up of missed examinations. If late work or missed examinations are due to illness, death of family members or a religious holiday, these exceptions should be on an individual basis, and should be worked out with the faculty member and the student.

According to Nilson (1998), the best strategy against all forms of disruptive behavior is prevention. As a faculty member, be aware of potential problems, and plan carefully to keep them from developing and to nip any stray weeds in the bud.

The **California State University (Northridge, CA)** is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

In classroom misconduct, instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the Student Conduct Code. Students who display disruptive, threatening or abusive behavior in class are subject to student discipline. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported in writing to the Associate Vice President for Student Affairs (<http://www.csun.edu/anr/soc/studentconduct.html>).

Classroom behavior at the **Yavapai College** at all campuses in the **State of Arizona** is integral to a positive learning environment. An instructor may remove a student for prohibited behavior for up to three class meetings. This action shall be immediately reported to the Division Dean and Student Conduct Officer through an incident report. The student must confer with the instructor and the instructional administrator before being readmitted to class. If a resolution is not reached the student may be removed permanently pursuant to disciplinary procedures. The student may be permitted to attend class pending the outcome. Examples of student disruptive behaviors include: persistent interruptions, excessive arguing/disputing/monopolizing class time, “side conversations,” coming to class late or leaving early without permission, using electronic devices, such as cell phones or Mp3 players, sleeping in class, eating or drinking in class, poor personal hygiene, and use of profane or obscene language. Guidelines, definitions, procedures and sanctions are included in the Student Code of Conduct. Faculty members must document all warnings regarding disruptive behavior, with the date and time of each occurrence. A report is filed and an informal hearing will be held with the student and Conduct Officer. If a resolution is reached and sanctions are agreed upon with the student, instructor and Conduct Officer, the student may return to class. The results and agreement are given in writing to the student with his/her signature and others involved. If the nature of the offense warrants permanent removal from class, and/or suspension from the College, conditions are outlined regarding future enrollment. In extreme cases, students are trespassed from campus for a period of time, or permanently expelled (<http://www.yc.edu/content/studentaffairs/scc/disruptive-behavior.htm>).

How Should Faculty Respond to Classroom Conflict?

Boice (2000) asserts, “*no experience of new faculty as teachers, is dramatic and traumatizing as when faced by unruly and uninvolved students.*” Interpersonal conflicts in college classrooms are common. These conflicts are disruptive and significantly affect how faculty and students feel about a particular course. Some forms of conflict are hostile and overt (Goss, 1999).

A Personal Approach

In my experience as long time college faculty, I have found the most common disruptive student behaviors include monopolizing classroom discussion, failing to respect the rights of other students to express their viewpoints, talking when the instructor or others are speaking, constant questions or interruptions which interfere with presentations, inordinate or inappropriate demands for time or attention, and refusal to comply with faculty direction.

In my class syllabus, I include all expectations and the major points such as: *accepting no late papers, all work handed in must be typewritten, no make-up examinations or quizzes (except with an official written reason or religious holiday), and notes of disruptive behavior, and the consequences according to school policy and/or the Student Code of Conduct.*

New Jersey City University (Jersey City, NJ) (2010), has instituted a Counseling Center that faculty members may contact to discuss dealing with classroom management concerns, particularly coping with difficult students in the classroom. This university feels that all behaviors that interfere with teaching and learning in the classrooms can be considered disruptive, and certain strategies for coping are in place. Strategies include knowing your students (get to know them by name as soon as possible); decide ahead of time what classroom behavior is acceptable to you; think ahead of time about how you are going to enforce your expectations; discuss your expectations on the first day of class; model what you expect; use de-escalating strategies to interrupt any disruption (keep a sense of humor); have various strategies to match the severity of the disruption (politely interrupt people who are speaking out of term); if students are disrespectful, politely but firmly remind that the class of the ground rules for discussion and the need to express themselves in a civil manner; and have a plan in case disruption persists (ask the student to leave the classroom for the remainder of the class period); acknowledge emotions if the student appears upset, angry or frustrated; and document what has happened (http://web.njcu.edu/dept/counselingcenter/content/handling_disruptive_students.asp).

The University of Wisconsin (Madison, WI) (Office of the Dean of Students) (2009), addresses “*Disruptive Classroom Behavior in A Guide for Instructors.*” Disruptive behavior includes yelling, being overly argumentative, and using inappropriate language. This behavior may persistently or grossly interfere with the academic learning environment, making it difficult for other students to learn and instructors to teach. The following guidelines are intended to assist instructors in dealing with these situations. They are not intended to provide information on classroom management or to tell instructors how to teach. The use of assertive language in a de-escalating fashion is effective in requesting of stopping disruptive behavior. Standards for classroom behavior should be implemented early in the course for all students, in accordance with principles of academic freedom; the instructor in a formal manner can deal with disruptive behavior by speaking directly with the student and setting clear expectations for further conduct in the classroom. Advice can be sought from the Department Chair, Dean of Students or other colleagues. Disruptive behavior can be discussed with University Student Counseling Center, or the Department of Student Affairs. Nothing in the university guidelines is intended to infringe upon the academic freedom of instructor or student. Two fundamental principles are observed: students have the right to express opinions germane to the subject matter of a course, and instructors have the right to guide classroom discussion and to set reasonable limits on the classroom time made available to students for the expression of their opinions (<http://www.students.wisc.edu/SAJA/misconduct.html>).

Documentation is a key element in responding to classroom behavior. The faculty member should document all incidents of disruptive, disrespectful, offensive and/or threatening behavior as they arise, even though they may appear to be minor at the time. This documentation needs to be objective, including date, time, location and persons involved.

For all faculty members, I feel, it is important to be a role model for the behavior he/she requires of students, including proper classroom attire, cell phone use, and the chewing of gum in public places.

Multicultural Issues (A Personal Experience)

Multicultural issues including cultural diversity may also be a major problem that occurs frequently in classrooms when the faculty member’s race is in the minority from the majority of class students. During intercultural communication, people bring the prejudices of their dominant culture to all interactions. From my personal experience, some of the students are truly ethnocentric in seeing and judging those in their worldview only from their own culture’s perspective. I have also found that students use stereotyping and certain words to refer to a particular race in a negative manner. When discipline is interjected, especially from the minority faculty member, confrontations elicit negative emotions, simply because the faculty member is educated, and those in the class receiving instruction feel they are in a better position to teach than that particular faculty member. My conclusion is that “stereotyping and prejudice” are often based on ignorance and past experiences. Because the United States is a highly regarded country of individualistic culture, valued are individual freedom, choice, uniqueness and independence.

Assessing intercultural communication in the classroom can be effective and may assist in avoiding potential problems. A couple of times, recently, I had students who exhibited some form of disruptive behavior in the classroom setting, and it was so disturbing that I felt the need to research the topic. I am not sure whether following the rules, precisely, was some of the problem. However, I do feel my race may have been a factor. I tend to strictly abide by all rules of the college or university and my classroom, as clearly stated in my syllabus. After conducting a personal assessment of my communication style and beliefs, I am using more supportive behaviors as empathy, encouraging success in all situations, being more sensitive toward diversity, and the awareness of the opportunity for learning with all persons involved. Among the students, I am constantly encouraging the avoidance of stereotyping, ethnocentrism; and encouraging descriptive feedback that

is immediate, honest, specific and clear. I also have encouraged open communication channels, and thinking ahead of how I would manage conflicting beliefs and practices. I asked students to do an anonymous assessment of me, and I received some surprising results. Many students said that I allow some fellow students to monopolize the time with questions about things they should have read, and I spend too much time explaining things over and over. I am now only allowing students to ask questions for clarification of information in the chapters they should have read before class, and I do not constantly repeat things I have clearly stated over twice. If a student does not understand, he/she must see me after class, call or e-mail me for further explanation.

Also, one of my master degrees is a Master of Arts in Organizational Communication, in which workplace communication is a major part, comprising of multiple communication networks. These networks are relationships through which information must flow. I have found in these networks, communication flows upward, downward, horizontally formally, and informally. It is important that everyone should understand and follow the communication networks within that particular university or college involved. This communication would assist in reaching the people who are able to provide proper guidance, give mutual support and the necessary resources.

Ethnicity Has Changed in the Workplace

According to the U.S. Census Bureau (2006-2008) (<http://www.census.gov>), the diversity in the United States has changed. In a population of just over 300 million, almost 51% are women. In the *2006-2008 American Community Survey 3-Year Estimates Report*, it is estimated that 74.3% of the population is white; 12.3 % is Black; 15.1% is Hispanic (of any race); 4.4% is Asian; and 0.1% is Native Hawaiian or Pacific Islander. About 0.8% of the population is American Indian, Eskimo, or Aleut (some people are counted in more than one category).

Differences among employees and students often lead to communication problems. There is a great need for people to be aware of their own values, beliefs, behaviors and the understanding that it has an impact on every situation in which they are involved. Today, being culturally competent is a “*must*” to function effectively. Cultural influences are evident in the expectations including the roles and styles in teaching relationships.

Summary

Faculty members must maintain responsibility for management of the classroom environment and enforcing appropriate behavioral expectations for their students. In performing this function, faculty members must focus on relevant issues, establish reasonable time limits, evaluate the quality of ideas and expression, and ensure that students are heard in an orderly manner.

After reviewing some university and college Student Handbooks and the established Student Code of Conduct, it is clearly noted that student disruptive behavior should never be tolerated in a learning environment. It is a consensus that disruptive behavior by a university or college student is defined as any act which denies others the freedom to speak, to be heard, to study, to teach or pursue research, based upon that faculty member’s personal judgment at the time. If that disruptive behavior progresses or is of a serious nature in its initial form, the school’s formal procedures shall be instituted.

Disruptive behavior falls within a continuum. It is more than strong emotions or opinions expressed during the course of academic debate. It is also more than the expression of controversial and/or extreme points of view. Individual faculty members vary in the range of behavior they tolerate in the classroom. Other factors that play a role are those dealing with gender, race, sex and cultural differences.

It is known that disruptive behavior in the classroom not only inhibits student learning, it also impacts student retention. All faculty members should become more familiar with regulations and codes dealing with disruptive students and not be afraid to take corrective action. It is simply the right thing to do. In order to foster a campus of respect and civility, it is also important for faculty and staff to articulate expectations, encourage discussion, and respond to problems consistently and in a timely manner.

There are special situations in the university and college setting that must be dealt with in the appropriate manner. These situations may include students with disabilities. Some disruption may occur as a result of emotional or mental disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act of 1973, they are expected to meet the same standards of conduct as any student. Counseling can be a helpful experience, but it is not a substitute for student conduct action.

Faculty members must try to deal effectively with the student who argues, the attention demander, bully, cheater, defier, destroyer, disrespectful, disrupter, do-nothing, fighter, homework hater, procrastinator, rebel and whiner. Consultation may be an avenue for students’ behavior that may seem bizarre, but not threatening. The instructor may need to discuss this behavior with other professionals at the university or college.

At the **University of North Carolina (Pembroke, NC) (2009)**, in the Code of Conduct, the handling of disruptive behavior in the classroom is left to the discretion of the individual faculty member. However, it is suggested that the faculty member make clear to the class in the syllabus or at an early class meeting that any behaviors that disrupt the teaching and/or educational process will not be tolerated. If a student displays such behavior, the faculty member should deal with it early and directly by speaking to the student. If it continues to be a problem, the faculty member may ask the student to leave the classroom and should report the student to the Vice Chancellor for Student Affairs. Written documentation should be kept, including how the situation was handled. At the faculty member’s request and with appropriate documentation, the Office for Academic Affairs will administratively withdraw the student from the class or classes as a result of repeated disruptions to the academic process (http://www.uncp.edu/sa/pol_pub/publications/disruptive_students.htm).

Multicultural issues may be affected by diverse communication styles. In many classroom settings, formal versus informal and direct versus indirect styles must be addressed. Although the US culture is becoming more informal with an openness in relationships and the acceptance of such. Sometimes this level of informality may be considered rude such as calling the professor by his or her first name, instead of Mr., Mrs., Ms, or Dr.; and the casual dress of the faculty. Many cultural groups may view a casual appearance as lacking in professionalism and

respect that often results in a vote of no confidence or trust. A more formal approach would be the faculty member being called by their last name, and the attire being of business type, which could indicate a role model or a person in authority.

Communication in the mainstream United States tends to be direct or low-context culture. This directness has a proper place in the college classroom because it indicates a clear and necessary pathway in spelling things out because explicit verbal communication enhances the way meaning is transferred. Direct eye contact is important. It denotes that the situation is business. Indirect communication in a classroom can be disastrous because this is noted as high context, meaning nonverbal communication as gestures, body movement, facial expressions, and the voice tone are distinct communication styles, that often times are misunderstood.

Cultural differences in work ethics and patterns in communication styles may influence the way messages are received. As college faculty, a need to develop sensitivity awareness and the tolerance of cultural differences will enhance and enrich the entire environment to bring about a variety of perspectives to learning. This will also create further ways to work together effectively in a multi-cultural society.

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Geraldine Brown, PhD, RN, is a private consultant in Washington, DC and may be reached at: Cell - (704) 451-6028.

Association of Black Nursing Faculty, Inc.

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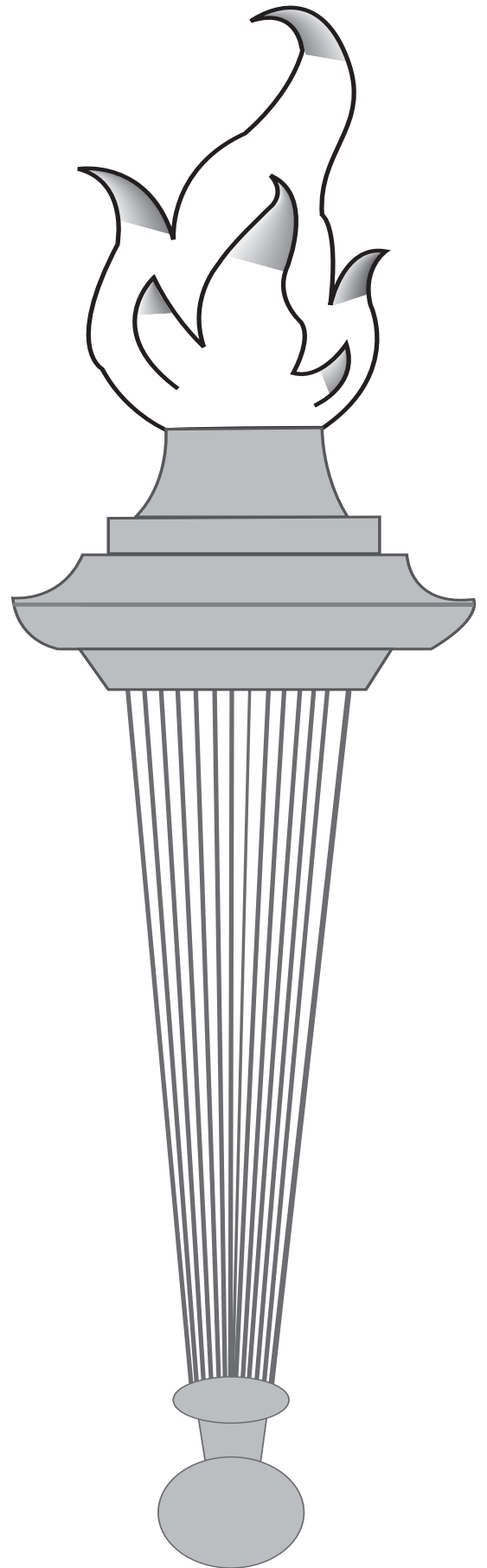
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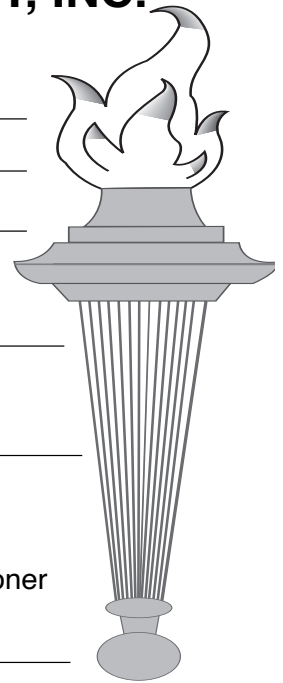
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HIGHEST DEGREE (check one):

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 01 PhD | <input type="checkbox"/> 04 Bachelors |
| <input type="checkbox"/> 02 EdD | <input type="checkbox"/> 05 Advanced Nurse Practitioner |
| <input type="checkbox"/> 03 Masters | <input type="checkbox"/> 06 Other: Please Specify _____ |

YEAR OF HIGHEST DEGREE: _____

AREA OF SPECIALIZATION (check one only):

- | | |
|---|--|
| <input type="checkbox"/> 01 Obstetrics | <input type="checkbox"/> 06 Medical-Surgical |
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| <input type="checkbox"/> 04 Medical | <input type="checkbox"/> 09 Fundamentals |
| <input type="checkbox"/> 05 Surgical | <input type="checkbox"/> 10 Other: _____ |

MAJOR RESPONSIBILITY:

- | |
|---|
| <input type="checkbox"/> 01 Undergraduate Program |
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| <input type="checkbox"/> 03 Other: Please Specify _____ |

ABNF COMMITTEES (please select no more than two):

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| <input type="checkbox"/> 01 By-Laws | <input type="checkbox"/> 05 Program |
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| <input type="checkbox"/> 04 Public Policy | <input type="checkbox"/> 08 Ad Hoc: Annual Meeting |

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- | | | |
|---|--------------------------|--------------------------|
| 1. Are you a member of the following organizations? | YES | NO |
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| National League for Nursing | <input type="checkbox"/> | <input type="checkbox"/> |
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| Chi Eta Phi | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Would you like to serve as State Coordinator for your state? | <input type="checkbox"/> | <input type="checkbox"/> |

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