



CONTENTS

1 A Note From Your Coordinator

Dr. Coleen Weil
Wor-Wic Community College

2 Wor-Wic Allied Health Faculty Hold 2nd Annual Disaster AFACCT Simulation

Dr. Coleen Weil
Wor-Wic Community College

4 24th Exemplary Initiatives Awards Competition

List of Winners

5 New AFACCT Members

Biographies

A Note From Your Coordinator

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Now that a new academic year is upon us we can reflect on the past and look forward to the future. The 23rd Annual AFACCT Conference was hosted by Frederick Community College on the 10th and 11th of January, 2013. We made it through January again with warmer weather and no threat of snow. Despite the amazing weather, if rain in January is amazing, this year was an unusually difficult flu season, impacting about a dozen of our presenters. The conference came together without a hitch, undoubtedly due to the outstanding organizational skills of our site coordinators Maria Ammar and Ted Taft; thank you so much!

The theme this year was “Flipped, Blended, Mobile, Collaborative & Flexible Approaches to Teaching and Learning.” There were 87 presentations on all aspects of our theme, and something new could be gleaned from each presentation. The collaboration in presentations seems to get better each year.

There were several groups of faculty and government agencies, science agencies and foundations, and faculty working with graduate students. Interdisciplinary collaboration can expose us to opportunities for our students we may not have been aware of otherwise.

Thursday’s keynote speaker was Jayme Adelson Goldstein of Lighthearted Learning. Jayme used her vast knowledge of collaborative and interactive teaching and learning to share a multitude of ideas and strategies with us. She engaged the audience in her presentation and demonstrated how to engage an audience of almost 400 people in productive small group activities, providing many examples of activities that could be useful in the classroom.

Friday’s keynote speaker was Evan Evans of Frederick Community College. Evan shared his experiences with the flipped classroom and gave us hands-on examples of ways to bring this method of teaching to life. Using his iPad, Evan demonstrated

continued on 2.....



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We invite you to submit articles on your classroom teaching/learning successes, current educational topics that you want to share, and your professional achievements. Send photos related to your article and one of yourself for publication. We invite articles from all disciplines.

continued from 1.....

multiple features and apps to produce podcasts that students can view at home while using class time to work on problems. This type of technology offers multiple methods for flipped, blended, mobile, and flexible learning. His engaging presentation motivated us all.

In addition to these presentations, there were four meetings held in conjunction with the AFACCT Conference. The Developmental Education Association of Maryland (DEAM), The Maryland Mathematics Association of Two-Year Colleges (MMATYC), a planning meeting for the National Endowment for the Humanities (NEH), and The Maryland Council of Community College Chief Academic Officers (M4CAO) met during the conference.

The 2014 conference will be held at Prince George's Community College on the 9th and 10th of January. The theme for the 24th Annual AFACCT Conference is "Fusing Educational Strategies: Past Successes and Emerging Opportunities." AFAACT offers the perfect forum for sharing your expertise and ideas with other faculty, as well as networking with colleagues. I look forward to seeing the proposals for the upcoming conference.



**Wor-Wic Allied Health
Faculty Hold 2nd Annual
Disaster Simulation**

The Nursing, EMS, and Radiology Technology departments collaborated to hold an Allied Health Disaster Simulation. The main objectives of the drill were communication and handoff, priority assessment and management, and patient teaching. The disaster was a simulated shooting with first year nursing students playing the role of victims. Victims were given signs in page protectors that they pinned to themselves. The front of the sign contained all the objective information the EMS providers would need when assessing their patient. The side of the sign that EMS couldn't see held the subjective information for the victim, such as pain level, sensation, movement, medical history, and other subjective information. The victim did not provide information to EMS unless the providers asked the appropriate questions. In addition to the signs, victims were provided appropriate wounds that were found online and printed in color on transparency sheets so they could be taped over clothes with clear packing tape. Not all victims had survivable injuries, and some had non-threatening injuries requiring a critical cursory assessment by EMS. The disaster occurred in an area separate from the patient care areas requiring EMS to properly transport all victims.

At the beginning of the
continued on pg 3

simulation the beds in the three nursing labs were full of patients (mannequins) that also had signs pinned to their gowns. The signs contained the medical history and reason for admission as well as pertinent current information and vital signs. The students manning this room were responsible for assessing their current patient population and deciding who had to stay and who could be discharged or transferred to a tertiary facility. Second year students in this room were either staff nurses or supervisors. Two to three first year students served as family members. The supervisors had preprinted information related to patients and their current condition. The students playing the role of family member were given preprinted information with helpful hints or questions to ask of the discharging nurse. When the staff nurse decided who could be discharged, the nurse called in the family member and provided the appropriate discharge teaching. Discharged mannequins were then placed in the storeroom to make room for emergency admissions.



Victims were transported to triage, a group of second year students who received report from EMS and made the decision for bed placement. The triage nurses had preprinted orders that matched numbers on the signs the victims wore. The appropriate

orders were pulled, and triage called the nurses staffing bed board to request a bed number. The second year nurses staffing the bed board had a white board containing all the names of patients currently in the three labs. They called the patient care areas (labs) and communicated the need for beds. Once patients had been discharged from the labs, the supervisors communicated the information to bed board, who, in turn, notified triage. The triage nurses reported to the patient care nurse, and EMS transferred the victim. The patient care nurses had the preprinted orders to work from and a cart in the storeroom containing all required supplies. Two of the victims were mannequins that needed admission to the intensive care unit (ICU).

The separate simulation labs acted as the ICU's. Students working in this area already had a patient in the ICU with acute pancreatitis, sepsis, and disseminated intravascular coagulation on vasopressors. The two admissions were a chest wound and a pregnant woman with premature labor. Victims with non-threatening injuries were transferred to the "walking wounded" area staffed by second year students who dressed wounds, taught crutch



walking, splinted and applied slings, managed post-traumatic psychiatric issues, and provided discharge teaching.

As victims were received in triage, some required radiologic intervention. When orders contained X-ray requests, the triage nurse called the radiology technology (rad tech) department to request the film. The rad tech student received the order and was responsible for asking the appropriate questions of the triage nurse before receiving the victim. In some cases the victim needed multiple films requiring special positioning or films with immobilization related to possible neck or back trauma. Rad tech students then used their X-ray mannequin to position and obtain films with required precautions, working in groups of two. The rad tech faculty had requested a certain combination of injuries and used the exercise as an assessment for their students.

In addition to arranging bed placement for victims, bed board had the added responsibility of handling victims' relatives or friends and the media (first year students with non-survivable injuries became media or family following EMS triage). They communicated information to relatives and prepared a media statement for the press.

This was our second simulated disaster. Following

continued on pg 4

the event a debriefing session was held. Students were broken into five groups for the debriefing session, which was run by students provided with a facilitation question sheet. All comments were collated to use on a future simulation. The main feedback from students was from the nurses working in the patient care areas. The subjective information on the victim signs was designed primarily for EMS. The nurses in the patient care areas asked that they have outcomes on the subjective signs so they would know if the appropriate actions were taken. For example, if they interceded properly for hypotension in a timely fashion, the subsequent vital signs on the sign would improve. If they were too slow in their responses, the victim's condition would worsen.

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LINCOLN (NE) – The National Council of Instructional Administrators (NCIA), headquartered at the University of Nebraska—Lincoln, has selected the winners in its 2012 Exemplary Initiatives Competition.

NCIA is a professional organization affiliated with the American Association of Community Colleges (AACC). The awards recognize outstanding ways to enhance the quality of higher education provided at two-year institutions in the United States.

Each year, community colleges submit a variety of “Best Practices” that correspond to annual award categories. This year, the 24th for the Exemplary Initiatives Awards competition, NCIA solicited entries in five broad areas: Professional and Organizational Development; Curricular and Program Innovation; Student Success, Persistence, and Competition Initiatives; Teaching and Learning Strategies, and Innovations Meeting Community and Workforce Needs. A panel of

community college practitioners from across the country evaluated the submissions and selected five institutions for recognition. NCIA congratulates the following institutions whose exemplary initiatives reflect innovative and effective approaches to fulfill the instructional mission of community colleges.

Curricular and Program Innovation

Winner - Modular Reading Program
Carroll Community College

Honorable Mention

Adult Basic Education Innovation Grant
Amarillo Community College

Professional and Organizational Development

Winner - Leadership Academy
Moraine Valley Community College

Honorable Mention

Teachership Academy
El Paso Community College

Student Access, Persistence, and Completion Initiatives

Winner – Finish What You Start
Snead State Community College

Honorable Mention

Paralegal Program Alumni Mentoring Network
Kankakee Community College

Teaching and Learning Strategies

Winner – Buffalo Robe Project
Metropolitan Community College

Honorable Mention

continued on pg 6



New AFACCT Members

Ron Krug

Ron Krug (Business) has 28 years of full-time college teaching experience. Prior to joining the Allegany College of Maryland business department in 2006,



Mr. Krug taught for 15 years at the State University of New York at Oneonta and for six years at the University of Pittsburgh at Johnstown. He also spent four years as an adjunct faculty member at the State University of New York at Binghamton. Mr. Krug has a BS from the State University of New York at Old Westbury, an MBA from the State University of New York at Albany, and an MS in Accounting from the State University of New York at Binghamton. He is a Certified Public Accountant in Maryland. Mr. Krug has private sector management experience from Eastman Kodak, R.H. Macy, and U.S. Silica.

Cathy J. Jones

Cathy Jones is an Assistant Professor of Nursing – Course Coordinator Foundations for Nursing at AACC. She joined Anne Arundel Community College in 2009 after graduating with a Masters of Science in Nursing Education (MSN) from Walden University. She holds a BSN from College of Notre Dame, 2006, and a Nursing Diploma from The Union Memorial Hospital School of Nursing, 1995. Cathy is currently pursuing a Doctorate of Nursing Practice at Walden University. She has experience



with Emergency Nursing, Labor and Delivery, and Psychiatric Staff Development nursing. Cathy lives in Pasadena, Maryland with her husband and three adult children.

Michele Dickson

Michele Dickson has been at Prince George's Community College (PGCC) for nine years. During the first six years, Michele



served as full-time faculty as the visiting professor from Doctors Community Hospital. During the school year 2010-2011, Michele became full time faculty in the nursing department. She volunteers at the International Educational Center, represents the nursing department on the Professional Development Committee and the Division of Health Sciences and Human Performance, and is a representative for Academic Council. Michele serves as chair of the outcomes committee for the nursing department. Michele served as a board member for the Maryland Nurses Association District 5 and currently serves as the coordinator for continuing educational activities. She has served as the National League of Nursing (NLN) Ambassador for PGCC for eight years.

During her tenure at PGCC, Michele obtained her Masters of Science (Nursing): Leadership in Health Care Systems from Regis University, Denver, Colorado in 2004, obtained her Certified Nurse Educator certification (CNE) in 2010, and will complete her Doctorate in Nursing Practice in August, 2013.

In April, 2012, Michele became the PGCC representative to AFACCT. PGCC hosted the February, 2013 board meeting and will host the November board meeting as well as the January 2014 AFACCT Conference, Fusing Educational Strategies: Past Successes and Emerging Opportunities.

Michele has been married for 25 years, has two girls pursuing Masters Degrees, and three dogs to keep her busy.

Alketa Gjiguria

Alketa Gjiguria is an Associate Professor of Mathematics at Cecil College. She obtained an MS from Florida Atlantic University in 2005 and a BS



from Salisbury University in 2003. Alketa has taught mathematics at Cecil College since 2007 and previously was an instructor at Salisbury University. She has presented at academic conferences throughout the country.

Steve Horvath

A member of the English faculty, Steve Horvath is currently serving as Associate Vice President of Academic Affairs at Howard Community College.



He is responsible for the Teaching and Learning Services Division, which includes the library, instructional media, AV services, faculty development, the Teaching and Learning Institute, curriculum management, the IDEA course evaluation system, and the college archives. Evaluating the

effectiveness of learning spaces has become a major emphasis at HCC with flexible technology-enhanced classroom and “learning commons” areas emerging as strategic projects with which he is involved. He is a proponent of honors education and is currently the managing administrator for both the Frederick K. Schoenbrodt Honors Program and Phi Theta Kappa.

Maria Ammar

Maria Ammar has a BS in print journalism and an MS in Teaching English to Speakers of Other Languages. Overseas, she has taught English as a Foreign Language (EFL) in Japan and the United Arab Emirates. In the U.S., she has taught English as a Second Language (ESL) in Florida and Texas. She is presently Assistant Professor of ESL at Frederick Community College in Frederick, MD.



Deanna Kenney

Deanna Kenney, MS, RN, is an Associate Professor of Nursing at Wor-Wic Community College. She teaches at both the Practical Nursing and Associated Nursing levels. Deanna’s areas of specialty are critical care nursing, maternal child nursing, and medical surgical nursing. She received a BS in nursing in 1998 and an MS, Clinical Nurse Educator, in 2010. She is currently enrolled in a Doctorate of Nurse Practice program. Deanna has three children, two girls and a boy, ages ten, eight, and seven.

Jason S. Spiegelman

Jason S. Spiegelman is an Assistant Professor of Psychology at the Community College of Baltimore County, where he has worked for 11 years. He has served on the Board of Directors for the American Association of Suicidology as well as for the American Psychological Association, Division 12, Section VII (“Clinical Emergencies and Crises”). His second career involves writing, editing, and revising supplements and ancillaries for psychology textbooks for major publishers in the United States, and to date he has worked on over one hundred such projects. He spends his spare time with his wife and three young sons.



continued from pg. 4.....

English “Bucket” Course
Lower Columbia College

**Innovations Meeting
Community and Workforce
Needs**

Winner – Partnership for
Advanced Manufacturing
William Rainey Harper College

Honorable Mention

Advancing Health Care
Education
Parkland College

These institutions were recognized at the awards luncheon of the International Conference on College Teaching and Learning on April 10, 2012, in Jacksonville, FL.

