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Hugh Gelabert
Thomas Jefferson University

Martin Getzow
Thomas Jefferson University

Rich Freeman
Thomas Jefferson University


Lauren Thornton
Thomas Jefferson University

Lenny Gessner
Thomas Jefferson University

See next page for additional authors

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Authors

Hugh Gelabert, Martin Getzow, Rich Freeman, Lauren Thornton, Lenny Gessner, Paul Walton, Saul Helfing, Sam Markind, and Kevin Hardy

Ariel



Holiday
Greetings

May your holidays be
sweetened with love
and laughter. Enjoy
all that this season
brings.

Vol. XI No. 4

The Thomas Jefferson University Student Newspaper

December 12, 1980



Photo by Todd Demmy

Hank Smith ('83 NS Coordinator), Tim Heilman ('83 NS Treasurer), and Steve Edmundowicz putting together the note packets.

THE DUKE'S MAGIC

by Rich Freeman

"May the Duke be with you", a familiar litany around exam time, asks for a favorable curve to be conjured by the wizard of statistics, Dr. Hyman Menduke. The magical mysterious process of grade adjustment, often bringing new life to those of us for whom death seems eminent, compels this intrepid explorer toward the Emerald City of statistics in order to learn more about "the Duke" (and to ask him for a brain). Dr. Menduke came to Jefferson from Penn in 1953 after earning his BA in Math and his MS and PhD in Economic Statistics. He entered graduate school in Eco-Statistics, "only because there were no other programs in this field". After serving full time on the faculty there for several years, Dr. Menduke saw the light and came over to Jefferson. "Actually", he says, "they made me a very attractive offer". He was appointed to Jeff's faculty in 1953 as Assistant Professor of Biostatistics Department and no other faculty members with such a title at that time. (Even today, no such Department exists). The idea behind this was to keep Dr. Menduke's services open to

everyone and not to concentrate his duties in any one Department. Dr. Menduke now holds joint appointments in both the Department of Pharmacology as well as Professor of Biostatistics.

The Duke teaches Biostats to freshman medical students in the Cell and Tissue block and additional statistical wizardry to second year medical students in Pharmacology. Graduate students also have the opportunity for enchantment in two, more detailed courses, taught by Dr. Menduke. Originally, biostats was only taught to Grad students because there was no room in the medical students curriculum. Then the Department of Medicine decided that a working knowledge of Biostats was necessary in the clinical years and called upon Dr. Menduke's expertise. The Department of Pharmacology followed suit which brought the Curriculum Committee to decide a more extensive biostatistical education was needed in the first two years of medical school. But, in style true to form, the Department of Medicine's lectures were removed, leaving no continuing education for

medical students during their years of applied learning. Dr. Menduke says, "I would like some input in the third and fourth years so that students can better appreciate the application of the first two years experience", but, he adds, "its not in the cards."

"I don't kid myself", the Duke continues, "that the students (freshmen and sophomores) love the course, I know that every course competes for students' time, and that students are pragmatists. I don't care how the students get the information." However, when asked about the note service, he said, "I think med students cheat themselves when they don't go to class; there may be some lectures which can be appreciated fully from the notes, but most have something to offer that is lost in the translation. I correct the notes as presented to me, I don't add any information, but I do correct any mistatements. I think the notes are best used as an adjunct to class attendance, students should rely on class notes for all the gory details and get the important facts from the lecturer's emphasis."

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When The Notes Didn't Come Out

by Hugh Gelabert and

Martin Getzow

In an unprecedented and somewhat surprising move, Tim Heilman, the treasurer of the Second Year Note Service (NS '83) announced during the first days of the Microbiology-Pharmacology block that no notes would be distributed to people who were not up to date in their payments. Quite a few members of the Class of '83 were shocked to find their mail boxes empty when they searched for the first Micro-Pharm note packet and found none. Never before had NS '83 withheld notes.

The primary reason for the decision to withhold notes from those who had not payed for them was that NS '83 found itself low on funds. Several factors led to this situation: unexpected bills at the end of the Spring Pathology block eliminated most of last year's surplus; Note Service officers received minor salary increases in their second year; the second year note service traditionally orders supplies for both itself and the first year note service, then bills them for whatever they use; finally, because of the asynchrony of the first and second year academic schedule, the first year class can't always pay immediately when ordering the supplies. As a consequence of these factors, the Class of '83 Note Service found itself faced with an increased demand for cash and a tight cash flow at the year's end.

In addition to the tight cash flow, social pressures and apparent abuse of the note service were involved in the decision to hold the notes. Last year, when money was not as tight, people were given the benefit of the doubt when they presented excuses for not being

able to pay for their subscription. When the excuses dragged into this year, and it was discovered that certain people had been bragging of not paying for their notes since the Cell and Tissue block of Freshman year N.S. '83 officials decided that this was abusive and should be stopped. All told, about 25 people were in debt, most of these owing money for one or two blocks, and only a couple who had been behind in payment since Biochem.

The timing of the decision to withhold the notes was a function of the academic calendar. Made during the Fall Pathology course; it was not immediately implemented for fear of possibly placing people in academic jeopardy. The beginning of the Micro-Pharm block was a convenient time to act since everyone would have fair notice, and the distribution lists could be more conveniently amended.

The effect of the announcement was dramatic: normally it takes three to four weeks to collect most of the subscriptions, this time 90% of the class had renewed by the end of the first week and a half. Only two people decided that they did not need the notes, everyone else is up to date.

Concerning the present cash flow of N.S. '83, Tim Heilman assures that there is "no reason to think that scribes won't be paid or that there isn't money in the account. We have enough for the entire block with, hopefully, some surplus". He plans to run the note service accounts in the black until the end of the Clinical Medicine block. In the event of a surplus there will be a choice between a party or refunds. In the previous year, Class of '82 decided on a party.

(See related story on p. 8)

Student Representation?

by Lauren Thornton

Members of the medical school classes of 1983 and '84 recently had the opportunity to voice their opinions regarding student representation on the medical college student Promotion Committee, in the form of a questionnaire distributed to every student. The Promotion Committee, headed by Dr. Frank Gray, is composed of 12 faculty members, one from each of the six basic science and six clinical departments. Dr. Robert Mackowiak represents the Dean's office, and there are two student representatives, one each from the junior and senior medical classes. Meetings at the conclusion of each graded course are primarily for the purpose of approving grades submitted by the respective departments and for designating notices to be sent to those students who have failed courses. There are also interim meetings, used to discuss policies and other related topics. Any student receiving a notice from the Committee is entitled to a hearing before the Committee, should he or she desire one.

Presently, the two student representatives to the Committee are invited to most of the Committee meetings and are involved with and free to speak on matters regarding general policy. However, they are asked to leave when matters concerning individual students are discussed, and they have no voting power, unlike their counterparts on the admissions and curriculum committees. According to junior representatives Lorraine Palos, Drs. Gray and Mackowiak have considered the possibility of asking for a change in the role of the student representatives, but felt it would be helpful to know the general feeling of the student body about the matter before proposing a radical change in the by-laws of the medical college. These by-laws presently do not permit student representatives to vote on Committee decisions. Their overriding concern is that such a charge might reduce the level of confidentiality which now exists as the Committee strives to deal with each student with an academic problem on an

individual basis. On the other hand, the hope is that increased involvement by the students on the Committee would provide a healthy and varied perspective on the cases, as well as a more comfortable atmosphere for a student coming before the Committee. In addition, it is reasonable that junior and senior medical students should be respected and deemed trustworthy enough to maintain confidentiality in matters related to fellow students.

Lorri Palos designed the questionnaire together with student council vice president Ron Brockman (also a junior). The format was short and simple, yet the response rate from the 1st and 2nd year medical students was a very disappointing 10% return. Of those who did respond, 10% firmly wished not to have a voting student representative on the Promotions Committee. 90% were in favor either of having a student with voting power on the committee at all times or of have the option left to the

cont'd p. 5

POLITICS & MEDICINE UNDER THE GOP

by Lenny Gessner and

Paul Walton

This year's Republican landslide ushered in the first GOP senate majority in 25 years, and a president-elect with a clear public mandate for a more conservative government. Defeated in the 1980 election were many democratic politicians who were powerful in federal health care planning. Among the senators defeated were Warren Magnuson (D-Wash), Herman Talmadge (D-Ga), Birch Bayh (D-Ind), and Russell Long (D-La), all members of the senate appropriations subcommittee on health. The defeated House members included Al Ulman (D-Ore), John Brademas (D-Ind), and Andrew Maguire (D-NJ).

The Republican Party platform called for no comprehensive national health insurance, and a

marked decrease in federal regulation of hospital cost containment programs. President elect Reagan instead has called for increased private sector health insurance; particularly for an extension of coverage to include those currently uninsured.

Under the Carter administration, the Department of Health, Education, and Welfare has been restructured to the Department of Health and Human Services, while retaining Patricia Harris as Secretary. Reagan is expected to announce Ms. Harris' replacement, along with the other cabinet appointees, in the next few weeks.

Mr. Reagan has a big job ahead, and the attention that health care receives will probably go mainly to

dismantling federal regulation of the health care industry. There is some indication that a federal catastrophic health plan has a better chance of being enacted than before the election, because labor groups and Senator Kennedy now realize there is no hope for a comprehensive plan in the next four years. This may lead them to support a catastrophic plan as a best alternative. Also, Senator Bob Dole (R-Kan) who will become the new chairman of the Senate Finance Committee, has stated recently that he plans to push for catastrophic coverage.

Mr. Reagan has made it clear in recent interviews that he considers national health insurance a polite euphemism for "socialized medicine," and therefore is strongly opposed to any form of it. In addition, Mr. Reagan was notably the only major candidate opposed to abortion and in favor of traditional family values. The important impact of these political stands will be apparent when appointments are made for the Supreme Court. The well known power of judicial review is likely to be flavored by the new judges' particular values,

reflecting those held by Mr. Reagan.

There is much speculation about the upcoming administration's policies and effectiveness. We would be most grateful if our next president and his administration, as they have promised, would interfere less with the practice of medicine and deflate the importance and power of the federal bureaucracy over the lives of the American people.

The next Ariel will present a more detailed account of what the federal catastrophic health insurance involves and how it will affect the average citizen.

New Commons Policies

by Saul Helfing

Since the beginning of the academic year, the Commons Governing Board (CGB) has taken a new direction by focusing attention on student needs. As Chairman of the Board, Dr. Harry Smith has worked hard to open up the governing body to student input. In addition, the Board selected a committee of 22 representatives consisting of fourteen students and eight faculty members. Mark Rubin

(JMC '80) was chosen as committee president. The function of the committee is to make policies for the Commons and auxiliary services, including housing and parking.

Recent actions of this committee include the redefining of Commons' membership and the updating of the Board's constitution. Of interest to many people is the Board's action of initiating a fee for the gym towel service. In the past it has cost the Commons \$14,000 per year to provide a free towel service to Commons members. Now, in an effort to encourage members to bring their own towel to use, the Commons charges 25 cents per towel. Special towel cards are available in the Commons Office (M-63) for those who use the service a lot.

The CGB did vote to discontinue a deposit charge imposed for towels and weight pins due to the decline in towel usage and the suggestions made

by those who currently use a Commons towel.

As a result of the Board's action, towel usage has decreased to only 20% from previous years. With a reduced usage and a 25¢ towel fee, the savings to the Commons is evident. Membership feedback to the Board's action will be highly appreciated, in addition, it will play an important part in the reconsideration of the towel policy.

In an effort to return control of Commons' activities back to the student body, the CGB has created the Student Commons Activity Committee (SCAC) which will be responsible for all Commons events including TG's, Coffeeshouses, Cushion Concerts, films, recreation and special services (trips, travel and ticket discounts). The SCAC is currently in the organization phase with Chairman, Saul Helfing (JMC '83), working with Commons *cont'd on p. 5*

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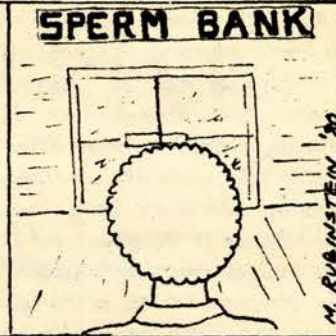
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As far as grading procedures, Dr. Menduke claims he is less than all powerful. "Not every department comes to me", he explains, "with some departments, what you earn is what you get." He also indicated that some departments do their own grade adjustments and do not consult him. Those departments that do take advantage of his services only do so to make sure that any adjustment is mathematically defensible. Dr. Menduke stressed "the course coordinator establishes what is a minimal performance and my job is to respond to course coordinator's questions and to set up scores that are mathematically consistent with the coordinator's decision." These adjustments must be just indications of each raw score recorded. Calculation of the Standard Error of Measurement (SEM) is done strictly by formula for every exam given. The result is returned to the department that prepared the test; it is at this stage that any decisions are made. Dr. Menduke discussed the use of the SEM at Jefferson, "I would think twice about any student who earned a 68 in Biostats, however, courses with large numbers of questions on each exam may have such small SEM's that even a 69 doesn't pass. "I am opposed", argues the Duke, "to the way the SEM is used at Jefferson, I think it puts the burden of proof on the faculty to demonstrate that a student doesn't know enough to pass. A much better case can be made for putting the burden on the student to demonstrate beyond reasonable doubt, even to two SEM's above the mean, that he or she has a possible command of the material." When questioned about how often a

student is "saved" by the present SEM policy, Dr. Menduke replied, "I don't know but, I do know that the formula is very specific, you can't fudge it."

I am for the numerical grading system", continues the Duke, "I think its to the student's advantage." He believes that the pass/fail system does not tell the student enough about where he or she stands. Says he, "as a former student, it was important for me to know where I stood."

In addition to the above duties, Dr. Menduke is Director of Sponsored Programs. In this guise, Dr. Menduke oversees all grants and funds derived from sources outside the University. All faculty research projects, educational programs, and activities not solely funded by Jefferson pass under his scrutiny. Data on each project is collected and compiled by his office and made public in the yearly report to the Dean. This report is a good place for students to start looking if they are interested in summer research. Dr. Menduke invites anyone interested in borrowing his copy of the report to stop by his office (there is also one available in the Library). Presently, Jefferson has a five year grant from the NIH to subsidize 24 first or second year students per summer in various research projects. Faculty members are requested to submit proposals for student work, each is evaluated and only those which are well conceived for a short term project, managable for one student to complete in one summer, are chosen. Then students can select from these accepted proposals. Last year, the first for this grant, every interested student received a



spot, however, this year, demand may be greater than supply. This may cause a student selection process which will select students with some previous research experience or those with some special reason for being considered. In addition, some individual faculty members may have positions available in their own ongoing projects. Traineeships are also available in Psychiatry and Radiation Therapy. All of this information is obtainable from Dr. Menduke and he is most willing to assist.

Finally, the good Duke discussed Jefferson and its education. "I think the Jefferson Education is good. It provides a complete education, more complete than some give us credit for. Jefferson's reputation is for turning out good solid practicing doctors, but there are many other things that Jeff does well."

The Duke may not be a wizard, and he doesn't have the power to give us a diploma (like another wizard did) but he is genuinely concerned for students and welcomes those who seek his guidance.



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NURSING FACES A PERIOD OF TRANSITION

ARIEL: The phase-out of the Diploma Nursing Program at Jefferson is not an isolated event, but a reflection of change in nursing today. What trends are currently affecting nursing and how have they contributed to the phase-out of the Diploma Nursing Program?

Ms. Bowman: I think, in the first place, we're in a degree-bound generation and young people today graduating from high school expect to enroll in a college for a Baccalaureate degree, so that programs granting less than a Baccalaureate degree face a declining pool of qualified applicants. There's more financial aid available for the student who at one time couldn't afford to go to college for a degree. In addition to this, our own professional nurse's association, the American Nurse's Association, recommended that by 1985 all professional nurses hold the Baccalaureate degree. Unfortunately, this recommendation was circulated to high school counselors who, in turn, inferred various connotations from the recommendation. For example, there was nothing in the communication describing the recommendation which indicated that according to the recommendation Diploma graduates would still have a place in nursing but would be identified by a different title. Therefore, high school counselors advised students that Diploma schools were closing and that, in their (students') best interests, they should be attending colleges for a Baccalaureate or Associate degree. Therefore, we were not getting the same number of qualified applicants to our Diploma program as we had in the past.

Q: Could you briefly describe how the decision to phase-out the Diploma Nursing Program at Jefferson was reached.

A: As I mentioned, we had a depleted pool of qualified applicants to the school. This, in addition to the various repercussions from those (ANA) recommendations, led us, as a faculty, to review the situation and to come up with the recommendation that we phase-out the program by 1982. I'm not sure that our recommendation would have been made quite as soon as it was had we not had another professional nursing program on campus — that is, the Baccalaureate Nursing Program. And to us it appeared rather costly and not necessary to have on one campus two professional nursing programs. We then recommended to the Dean that our program be phased out by 1982. The recommendation was then submitted to the President and subsequently to the Board of Trustees who approved the recommendation.

Q: What is happening to other Diploma Nursing Programs around the country?

A: Other Diploma programs have faced the same problems we have. Some are remaining open to satisfy the nursing service needs of their own institutions; some are including more college credits, through affiliation with

The decision to phase out the Diploma Nursing Program at Jefferson focuses attention on changes occurring in nursing today. In order to gain a greater appreciation of these changes, the Ariel's Sam Markind spoke with Ms. Doris Bowman and Mrs. Mary Naylor, Directors of the Diploma and Baccalaureate Nursing Programs, respectively.



degree granting institutions, to give their students more opportunity for career advancement; and others have closed. The Diploma schools are on the decline and showing no rate of growth, while the Associate degree and the Baccalaureate degree (programs) are showing an increase in numbers. I wouldn't be surprised, however, if we see a decline in Associate degree programs in view of the 1985 proposal that only the Baccalaureate graduate be identified as the professional nurse and that this (degree) be the requirement for entering the profession.

Graduates of all three programs are now considered professional nurses and they all write the same State Board examination. However, there is every indication that the graduates of the Associate program, as well as of the Diploma program, will not be identified as professional nurses in the future. For years they've been trying to label our graduates as technical nurses in spite of the very loud opposition to this term.

Q: Will Baccalaureate nurses be able to assume all of the functions of Diploma nurses or will there still be a place for the Diploma nurse in the future?

A: Organizations such as The National League of Nursing and The American Hospital Association, as well as the federal government's Department of Health, Education, and Welfare, have indicated that there's a need for professional nurses at all levels in the future (Diploma, Baccalaureate, and Associate degree graduates. The movement toward the Baccalaureate degree as the entry level requirement by 1985 merely spells out the entry level requirement for the professional nurse; the literature and the recommendations are much less clear about the roles and the titles of the graduates of the other three programs. While the need is identified by these various groups and we all know that a nursing shortage exists now in many sections of the country, I think the greatest task in solving the current dilemma is to clarify how the graduates of the other three programs will be identified, what their functions will be and how they will be licensed. After this is identified the acceptance by these groups of the titles given to them is going to be another problem.

ARIEL: Nursing is presently in a state of significant transition. Here at Jefferson, the phase-out of the Diploma Nursing Program seems to be indicative of change in nursing education. What changes in health care delivery are responsible for these changes in the practice of nursing and in nursing education?

Mrs. Naylor: I think there are several responses to that question. First of all, within acute care settings, advanced technology has resulted in the fact that we are now dealing with patients with very complex health care problems. Advanced technology has allowed them to live longer and therefore the nursing needs of these patients have proportionately increased in complexity. With Medicare, Medicaid, and the Utilization Review, the average length of patient stay in the hospital has decreased significantly and the degree of acuity has increased which is, again, creating a need for rather clinically competent nurses to deal with increasingly complex patient needs.

In addition, there has been a movement, or pressure, from consumers themselves. Employers, government agencies, and consumers are mandating that patients receive much higher quality care (and you need to document that, etc.) and the care that they're getting needs to focus on their total needs. No longer are we talking about making sure so-and-so's dressing is taken care of; we're now talking about making sure that Mr. so-and-so who has this kind of problem is fully informed about his problem, his regime, etc., and we participate very actively in that.

As patients are discharged from hospitals in an earlier stage in their recovery, this calls for a need for a sophisticated type of home-care nursing. We're not talking about nursing care in the home as it was a few years ago, we're talking about patients with increasingly complex problems in the home setting.

And I think society's investment in the promotion of health and prevention of disease and illness has resulted in a dramatic increase in the need for health care providers who focus on primary care, keeping people healthy. And nursing is a large segment of those health care providers.

Q: Has the women's movement

had any effect upon nursing?

A: I think that it has had a definite impact on nursing. Women now have multiple career options — very attractive career options — from which to choose. In the past, nursing was traditionally a woman's position (as was teaching) but now we've moved into a situation where, with women having access to multiple options, nursing is not viewed as attractive an alternative. Therefore, we really have a need to upgrade the image of nursing, to really advertise ourselves, to sell ourselves. To publicize, for example, that the roles and opportunities for nurses are increasing significantly, to advertise that nurses are increasing the amount of authority that they have in decisions relating to patient care. I really think that we have to do a real promotion business so that we become a viable alternative in what is now an absolute potpourri of choices for women.


Q: In view of the fact that the Baccalaureate program at Jeff is two years, compared to the three year Diploma program, how do the clinical skills of Baccalaureate graduates compare to those of Diploma graduates?

A: Before discussing the clinical skills component, I'd like to focus first on what the Baccalaureate Nursing Programs does. I think that the Baccalaureate Nursing Program maintains a very good balance between scientific knowledge and humanistic practice. In attempting to maintain that balance, we are very secure in the fact that we need to have an excellent foundation in the arts and sciences. We also need to provide students with the opportunity to learn about all of the nursing roles in both health care settings (illness settings) and in long-term care settings. Here, we do provide the emphasis on that type of foundation: the base that students will need in knowledge and clinical skills to become really effective practitioners. I believe it's unrealistic, however, to assume that upon graduation from the Baccalaureate Nursing Program we have finished products; we are talking about beginning practitioners. Research has shown, in comparing Baccalaureate programs with three year

Diploma programs, that the Diploma graduate does have more adeptness in clinical skills upon graduation. But it has also been shown through research that after a period of time, after the Baccalaureate graduates have had time to get acclimated to the environment, they are just as adept in the clinical skills and have an added emphasis upon decision making.

Q: What role should nursing education play in fostering greater collaboration between nurses, physicians, and other health professionals?

A: I think that nurses need to take a very active role, many times they will need to take the initiator role, in attempting to build bridges between nursing, medicine, and other health professions. The fact that we are assuming increasing responsibility in decision making authority, and attempting to gain more authority as it relates to patient care, should really reflect the fact that we're trying to improve the quality of care delivered to people. The fact remains that there are many individuals in our society that are receiving no health care at all, that there are pockets of people for whom health care is minimally adequate or inadequate. And I think what we're talking about is working as a member of a health team to provide the best quality care that we can. Nursing education, I think, is the base upon which we should be looking toward building collaborative relationships with physicians and with other health professionals. There ought to be shared educational experiences at the nursing student-medical student-allied health student level. There ought to be sharing of resources. Faculty from the College of Medicine ought to be communicating and interacting with faculty from the Nursing Department and sharing what is going on in each others' endeavors even to the point of teaching each other. I think that those kinds of sharing are very important to promote the attitude of interdependence. The fact is that the patient is dependent upon us and that we each, as a profession, have something unique to offer but there is interdependence in that we must work together to provide the patient with the best care.



ARIEL
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THEY NEED YOUR HELP

Four days out of a year doesn't seem like much but those four days can mean a lot to a handicapped child. It takes about four days of your time to volunteer as a surrogate parent for a child whose natural parents are deceased or unavailable; right now, there are 198 handicapped children in Philadelphia waiting, and the volunteer list is exhausted.

What is a surrogate parent? It's someone 17 years or older, who reviews the educational program planned for a

handicapped student, and helps to decide if the plan is written in the student's best interest.

Usually, this is the role a parent would play...making sure that the school was doing its best for the child. But, sadly, there are many handicapped children in the city whose parents have died, or are unknown, or who are unavailable because of serious illness or some other circumstance. They have no one to be solely responsible for reviewing their educational program, to make sure it's exactly what they need.

Take the case of Ralph, a special child. Because of a birth defect, he can't walk like other children, and he has an abnormally large head. Even though he's 11 years old, his vocabulary is that of a first grader. Ralph can print his name, but he's limited in academic skills.

Right now, Ralph lives in an institution. He receives his education in a Philadelphia public school. And, since he's only 11, he has the right to nine more years of education.

Ralph's natural parents are cont'd on p. 7

Lox and Bagels

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Orlowitz Basement

Sunday, December 14

GUEST SPEAKER: **Dr. Laird Jackson**
Will Speak On Tay-Sach's Testing

TIME: 11:00

Cover Charge: \$3.00

COMMONS

cont'd from p. 2

Director, Ms. Brenda Peterson, to develop various student sub committees to handle budgeting, planning, and presentation of activities. The committee is hoping for strong student support. Therefore, any student (from any field of interest) interested in working on any phase of Commons activities, and being a member of the SCAC should contact Saul Helfing (923-5239) or Ms. Brenda Peterson (M-63) and/or attend a general SCAC meeting to be held on Monday, December 15, at 4:30 in JAH (room to be announced).

Recently, the Commons Board warned that the bookstore will soon be closed in order to make room for the proposed Eakin's Museum thereby enabling his famous painting, "The Gross Clinic", to be housed within its walls instead of hanging in the Eakin's Music Lounge. The CGB has formed a committee in an effort to save and relocate the bookstore elsewhere in Alumni Hall. Chairman, Dr. Ronald Jench (Anatomy) needs student feedback and response in order to save the bookstore and redesign its operation to serve the students better. Immediate support by all of us will be beneficial to our needs for a book store.

The Commons Governing Board is working at developing stronger ties with the student body at large. Any feedback is highly appreciated since the CGB is in business to serve its members. Therefore, any ideas or comments should be directed to the student representatives, faculty members, or officers.

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- Julius Guarino
- Benjamin Hopkins
- Andrea Jordan
- Marshall Jordan
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ACADEMY

The Academy of Music will resound in song with the "Hallelujah Chorus" when music lovers join the **4th Annual Messiah Sing-In** Thursday, December 18 at 8 p.m.

Participants in the **Messiah Sing-In** may bring their own "Messiah" scores or they may purchase them at the door the evening of the performance. Tickets are \$7.25 and \$9.00 and are available at the Academy of Music box office, Broad and Locust, Philadelphia.

Promotion Co.

cont'd from page 1
student appearing before the Committee; he or she could choose whether or not the student representative would be present at his or her individual case. Because of the poor response, the questionnaire will be repeated in the near future. Students with questions are encouraged to contact Lorri Polas: junior student representative, Diane Gillum: senior student representative, or Dr. Robert Mackowiak. Now that you freshmen and sophomores know more about it, do take time to respond; it may be important to you.



ULTIMATE

The Jefferson Ultimate Frisbee Club finished out the fall season with a loss to the Trenton Disc Devils in a tournament held at Bucknell University. The 11-10 final score barely tells the story as the Trenton team had to come from behind with the weather conditions being at their worst. A steady cold rain persisted throughout the game making play very difficult. Still, Jefferson's 10-6 lead could not hold.

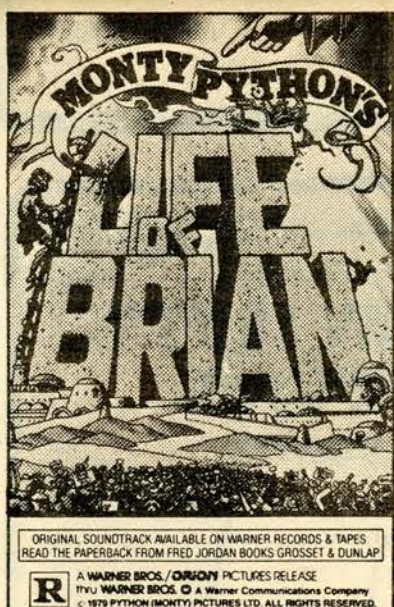
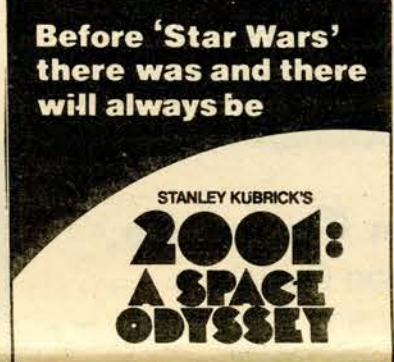
The loss added to a season of losses (0-7) for the Jefferson team. (The last two being at the hands of Haverford and Swarthmore Colleges). However, most of the games were quite close and the team is still encouraged considering that most of the players were rookies this fall.

Come spring, the frisbee season starts again. Hopefully, the wins will come, too!

Jefferson Commons' Film Series

15 MOVIES on Fri., Sat., Sun. at Solis-Cohen Auditorium — ALUMNI HALL —

Dec. 12, 13, 14	TIME AFTER TIME
Dec. 19, 20, 21	BLAZING SADDLES
Dec. 26, 27, 28	Vacation
Jan. 2, 3, 4	Vacation
Jan. 9, 10, 11	No Movie
Jan. 16, 17, 18	LIFE OF BRIAN
Jan. 23, 24, 25	AN UNMARRIED WOMAN
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Feb. 6, 7, 8	No Movie
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26 SPECIAL PARTY	27 SPECIAL PARTY		NEW YEARS EVE! THE DANCE (10:00-1:00)	COMING... FRED FRITH	JAN. 9 (FRI)



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Note Service

cont'd from page 8

chuse the Class of '84 officers in unison.

The positions of recorder and corrector are appointments made by the coordinator on the basis of intent to attend all classes, and willingness to correct the notes, respectively. Scribing, typing, and printing are open to all those who consider themselves competent and want to participate. All persons involved in the production of the notes are salaried, and unlike some other note services at other allopathic and osteopathic schools, no one is obliged to participate.

Learning the Ropes

Once selected, the new officers of the Note Service are given a run down on the mechanics of the service, shown how things run, and left to their own resources. Much of the training is on the job, by means of trial and error. This is the traditional training procedure, and it includes no written documents outlining

duties and responsibilities of the officers, relations between the note service and the student council or the University.

Some consequences of this oral tradition are that inaccuracies can be perpetuated and further distorted. What little knowledge existant is progressively distorted from year to year. One case in point is the operation of the printing. According to Hank Smith: "We never knew how to really operate the machines until this year. In fact, we didn't even have an owner's manual until we got the guys who repair the machines to give us one and show us how to operate them. Now things have changed."

Payscale

The weekly paycales of the note service varies with the jobs: the coordinator gets \$20 (raised from \$19), the scribmaster \$20 (raised from \$18), the treasurer \$20 (raised from \$17), and the recorder \$15. The

corrector is paid \$10 for each week that there are corrections. Scribes work for a flat fee of \$15 for each lecture. The typists receive an average of \$1 per page and are paid by the scribes who hire them. The printers are organized into teams, and each team is paid for the packet it prints: \$1.00 per single sided page, \$1.50 per double sided page.

Duties and Responsibilities

It is the responsibility of the coordinator to organize and schedule the printer teams, to keep inventory, to order supplies, to appoint the reorders and the corrector, to ensure the proper maintenance of note service equipment, to order new equipment if needed, and to make sure that all notes are printed. Hank Smith, the coordinator of NS '83, is also responsible for addressing the queries of the faculty, and ensuring the delivery of the notes to the mail room.

The function of the scribmaster is to organize and schedule the scribes, assigning one to each lecture, conference or reading whenever necessary. Marcale Sipski, the scribmaster of NS '83, also maintains a list of typists, finds old exams (for inclusion in the note packets), and tries to make sure that there is a scribe at each lecture.

The treasurer of NS '83 is Tim Heilman who is responsible for managing the note services' financial affairs from drawing the payroll to paying for supplies and maintenance of the equipment. He also estimates the cost of notes for each block. In drawing up this estimate he

accounts for the number of lectures, the cost of scribing these (\$15 each), the cost of ink (about \$316 per block), the cost of stencils (about \$387 per month), the cost of the paper (about \$350 per month) the weekly salaries, and an extra \$400 to \$1000 to cover emergencies. This is added up, divided by the number of students in the class, and rounded off.

The responsibility of the recorder is that each assigned lecture or conference be recorded. Thus, Boris Karaman and Dean Sloan, who work alternate weeks, must ensure that these are sufficient tapes, and that the tape recorders are working.

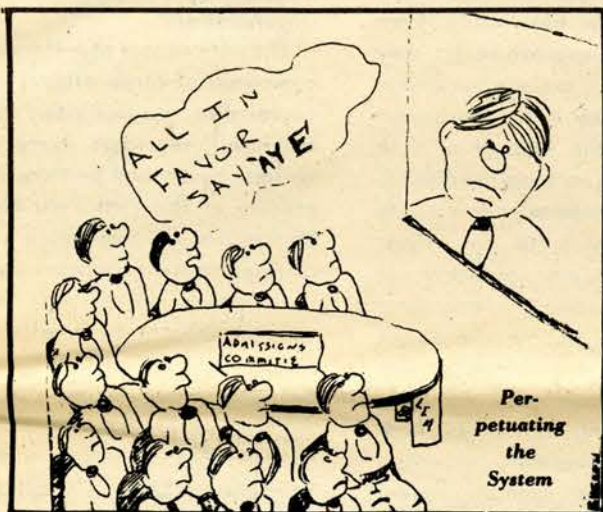
The job of corrector has evolved over the last year. Initially, the corrector sought errors in the notes and printed these in each note packet. Presently NS '83 corrector, Mary White, receives and compiles the corrections submitted by the scribes, or anyone who notices errors, and prints these as the need arises.

The duties of scribes include taking notes on the lectures, offering a copy of their notes to the lecturer for correction, and

making sure that a copy of their lecture notes is typed on a stencil and delivered to the note service mail box. Most scribes also use the tape recording of the lecture to fill in the gaps in their notes, once finished with the tapes, the scribes are supposed to return these to the recorders. Some scribes also make use of typists in order to save time, although this is at their own expense.

The printers are in charge of collecting the stencils of the lecture notes, printing, number and assembling the note packets and delivering the notes to the mailroom. University mailroom personnel place the notes in the mail boxes.

As evidenced by this evaluation, the note service of the Class of '83 has improved substantially over the past year. The note service management are to be commended for these positive changes. However, if it weren't for the scribes and printers whose efforts far surpass their compensation, the notes themselves would never reach the mailboxes. Indeed, the note service of the Class of '83 despite its minor difficulties, has become an integral and beneficial part of our medical education.



Handicapped Children


cont'd from p. 5

dead, so the administrator of the institution acts as his guardian. But the Administrator has forty other handicapped children in his care, too. Ralph needs someone else...someone who will focus attention just upon him, and who will work to make sure he gets an appropriate education. Ralph needs a surrogate parent.

If you are willing to serve as a surrogate parent, please call the Rchool District. A training session is provided for all volunteers, to acquaint them thoroughly with the role and responsibility of a surrogate parent. Then, if you still want to be a volunteer, a special child will be assigned to you.

The Surrogate Parent Coordinator will take you to the child's school, introduce you to the teacher and the child, and will review the child's records with you, so the right decisions can be made. If you're not sure if you want to participate, the Coordinator can put you in touch with other volunteers, so you can ask questions and find out how other volunteers fulfill their responsibilities.

A brochure about the Surrogate Parent program is available upon request. Call the Division of Special Education 341-6188. Say "YES" I'm interested in becoming a surrogate parent."

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NOTE SERVICE: Trials and Tribulations

by Hugh Gelabert and

Martin Getzow

What had been a festering disillusion with the note service during the '79-'80 academic year broke into open dissatisfaction at the beginning of the '80-'81 academic year when the early note packets were again behind schedule, and it was learned that only one of the printing machines was working. The Sophomore Student Council representatives took up the matter with NS '83 officers on September 26 in a meeting which addressed the following problems: printers and scribes were not showing up for their jobs; the printing of notes was somewhat sporadic and their quality uneven; old exams were being printed at the eleventh hour and were thus useless as study aids. Furthermore, the student council representatives wanted information concerning the purchase of new tape recorders (which would involve some student council money), and the rumor that some people were receiving free notes. Finally, the student council representatives asked the NS '83 officers to place a notice in the notes explaining the finances of the note service, and why there was only one machine available for printing at the beginning of the school year.

As a consequence of this meeting the student reps were told that NS '83 was looking at new tape recorders to improve the quality of the taping, but that none had been decided upon. Furthermore that allegations concerning free notes were categorically false. Regarding the printing and scribing problems Hank Smith explained that new solutions were in the works and time would be needed to implement them. The machines, he explained, were supposed to be picked up and overhauled at the beginning of the summer, but the company which holds the service contract delayed doing so until very late in the summer. During this time Hank had been calling the repair company, and they had been reassuring him that the machines would be back by September 2. The first machine didn't return till later. Not until the third week of September did the note service actually have two properly working machines.

Since the meeting with the student council representatives, the organization and scheduling of scribes and printers has also changed.

Formerly scribes were assigned by Marcalee Sipski, who posted their assignments on the class bulletin board about two to three weeks before they were due to

scribe. Many scribes however, failed to check the bulletin board and did not show up for these lectures. The present means of notifying the scribes is by printing in the first note packet a list of scribe assignments for half of the teaching block. The new system seems to be working better because the scribes are being notified, and also because some of the less reliable scribes have dropped out of the scribe roster.

Changes have also been forthcoming in the management of printers. Formerly, Hank Smith would draw up a list of printers and their assignments, and post them on the class bulletin board. With this method, however, printers frequently did not show up on schedule either because they forgot, or their were not notified. In the present system, printers are assigned as teams, and they are notified of their assignments via the first note packet of each block, much like the scribes. The main factor affecting the performance of the printers is that there has been a considerable attrition in the number of printers between now and last year. This has eliminated those who were not really interested in printing and has given the remaining printers more experience with the machines, and the potential of making more money since they now print more frequently. This, together with the new knowledge of how to optimally operate the printing machines, and the heightened state of repair of the machines has generally improved the quality of the printing. Finally, the acquisition

of a collating machine has helped speed up the printing process, making the job more palatable to the printers. The incorporation of the collator itself has caused some problems; initially some notes packets were not delivered because of its misuse, and still one finds occasional blank pages in some note packets because the collator can not identify and cull them on its own.

The quality of the tape recording of lectures and the management of the supply of tapes remain problems which NS '83 has yet to solve. To date, no decision has been made regarding the purchase of new tape recorders. Problems regarding the durability of the tapes have been corrected by purchasing better quality tapes. There is yet to be devised a means of controlling the distribution of the tapes. More precisely, the problem is that scribes forget to return the tapes once they have finished scribing the lectures and this produces a chronic shortage of tapes. One attempted solution was to impose fines on the scribes who were

derelict in their duties. This failed however, when it became evident that many of the fined scribes didn't even notice that some of their pay had been docked.

Ultimately many of the complaints regarding the content of the notes, their accuracy, clarity, timeliness, and clarity rest upon the quality of the work produced by the scribes. Here lies the greatest inequity of the note service, scribes are all paid the same wage regardless of the quality of their work. Note Service officers are in a bind, however, in that aside from suggesting improvements, they lack a means to discipline scribes since the pay is not commensurate with the amount of time required for scribing. In addition, the work is generally perceived to be a service to the class. Furthermore, many scribes resent criticism, assuming it originates largely from people who do not scribe, and are unfamiliar with the demands of the job. Compounding the situation, high attrition rate has paved down the pool of scribes from an original 90 to a present 59, and

consequently the remaining scribes are scribing more frequently and feeling more pressure.

In an attempt to address these inequities, some note services have resorted to compulsory participation for all those who subscribe to the service. This concept has not been tested at Jefferson where it is feared by some that compulsory participation would lead to a deterioration of the notes, would require complicated and difficult regulation, and would be more trouble than it is worth.

Organization

The note service at Jefferson is composed of three officers (the coordinator, scribe master, and treasurer), recorders, corrector, scribes, typists and printers. The officers of the First Year Note Service are selected from a pool of applicants in a process which varies from year to year. Last year the Class of '82 coordinator chose the Class of '83 coordinator, the treasurer chose the treasurer, and the scribe master chose the scribe master. This year, the Class of '83 officers cont'd on page 7

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