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Foster Parent Project Initiates National Child Welfare Training Program

The estimated 500,000 children nationally in foster care may soon feel the impact of Nova University's Foster Parent Project. Dr. John M. Flynn, Director of the Behavioral Sciences Center and Ronald D. Simon, newly appointed Director of the Foster Parent Project, have announced that a National Child Welfare Training Program, developed at Nova University will soon be offered to private and public agencies throughout the country.

Nova's National Child Welfare Training Program is not only aimed at foster parents, but at the numerous other participants that are essential to success in the delivery of foster care services. These include foster care staff, protective service workers, approval/licensing personnel, community leaders, supervisors and key agency administrators.

The training program will offer 16 coordinated workshops, in addition to diagnostic, evaluation and consultation services, all of which are designed to enable a child welfare agency to move step by step through the various stages inherent in the development of an effective foster care delivery system. (Additional stories on the Foster Parent Project including an interview with its new director can be found in the centerfold of this issue.)

Nova's Institute for Retired Professionals is the Last Thing from Retired!

by Jennifer P. Meriam

What do you think about when you think about senior citizens? If you think about leisure days spent poolside, on the golf course or at the card table, then you're not thinking about the retired persons who come to Nova University for daily classes.

Marion Bell, Director of the Institute for Retired Professionals, stresses that the program is serious business for the number of persons, many of them couples, who belong. "Serious intellectual business as well as a place for social interaction. One look at the course schedule for the months of October and November would be enough to convince anyone of that point. "Exotic and Exoteric Aspect of Religion", "Religious Organ Transplants and the Rights of the Dead", "Verbal Dueling and Other Games", "What is Real" is certainly enough to convince me. Sitting in on a recent morning class, I listened intently and marveled at all there was to discuss and learn even after completing full professional lives. If these people are to be considered "retired", I doubt that they know it. As Bell says, the question and answer sessions that come after the morning and afternoon classes, held Monday through Thursday in the Parker Building on campus, are never dull. There is none of the ho-hum attitude here. These people are not here for college credit, although by being members of the Institute they are entitled to audit college courses for credit. They are sitting in on these heavy lectures simply because they have the desire to learn and grow, even as their hair silvers. They are here for no other reason than because they want to be. Former congressmen, doctors, lawyers, school teachers, bankers and more ... are so content. (Cont on Page 2)

Mrs. Mary McCahill, Chairman of the Board of Trustees at Nova University, right, is shown here with the Honorabe Clare Boothe Luce when Mrs. Luce spoke on November 11.

Alumni Association — International News on pages 4-5 and 9 inside.
---News Briefs---

Nova University To Offer Master’s In Psychology In Melbourne

Nova University began offering the Master’s of Science degree in Counseling Psychology in the Melbourne area November 6.

The 36 credit hour program is offered in the week-end format of Friday evenings and Sunday classes. This offering is designed to greatly aid graduate students who are employed full-time.

This marks the first time that a graduate program in psychology has been offered in Broward County by Nova University. Similar programs are being offered in West Palm Beach and Coral Springs and will continue to be offered in those areas as well as on the main campus in Fort Lauderdale.

For further information, contact Jim Raikobad, Program Coordinator, at 1800-432-0521, ext. 7618.

Florida Early Childhood Conference Chaired by Nova Faculty Member

Nova’s commitment to children was again evident at the annual FACU conference (Florida Association for Children Under Six). The conference was held in Orlando on October 22nd and drew over 1000 participants. Among them were many Nova faculty, students and graduate assistants.

Presenters representing Nova included Joanne Kauer, Bill Caldwell, R. Glynn Smith, and Joyce Barber, who is a graduate of the Ed.D. Early Childhood Program. Richard Goldman, Johanne Peck, Wendell Mast, Susan Taljany and Polly Ebbis. In addition to the fine presentations, Nova had an exhibit booth and 10 members of our more prolific faculty were invited to the Authors Party.

Adrienne Rule, Cluster Coordinator in the Ed.D. Early Childhood Program, was the program chairperson. Pat Smith, a graduate of the Ed.D. Program, is the current FACU President.

Community Singers Announce December Concert Dates

The Nova University Community Singers, comprised of 125 members from all walks of life in Broward County, will present four concerts in December. Following are the dates and locations:

- 8:15 p.m. - Dec. 1st - St. Anthony's Church, 901 N.E. 2nd St., Ft. Lauderdale
- 8:15 p.m. - Dec. 4th - Parkway Christian Church, 201 N.W. 46th Ave., Plantation
- 3:00 p.m. - Dec. 6th - Church of the Little Flower, 1866 Pierce St., Hollywood
- 4:09 p.m. - Dec. 13th - "MESSIAH" Sing In (3rd Annual), First Presbyterian Church (Bring your own copy of "Messiah"), 401 E. Federal Ave., Fort Lauderdale

Director for the group is Peggy Joyce Barber, and Dana Davis is the accompanist.

International Students Need Local Housing

The international students who are studying in Nova’s Intensive English Program would love the opportunity of living with American families in the Davie, Plantation, or Hollywood areas. This would facilitate their learning about American life, and also provide an opportunity for them to improve their English. More information about this will be provided by the Nova’s International Coordinator, Susan Caldwell, who has several families interested in the program.

For more information, call 475-7430.

Institute

(Included from Page 1)

with the program that when summer arrives, they demand a summer program to support them in their preparation for classes and special events.

To become a member, a person would have spent at least 15 years working in a job or job which required responsibility and initiative. It is then assumed that the applicant must be responsible and semi-retired and be prepared to devote time in preparation for classes and discussion groups.

There is an annual tuition fee. For those interested in becoming members, the number to call is 475-7380 or 475-7257.

By Betty Leverenz

Coming up on the weekend of December 3rd is Jean-Luc Godard’s brilliant comedy, EVERY MAN FOR HIMSELF. After a long absence from filmmaking, Godard shows us he still has the genius to put his own stamp on a film, and the creativity to do it innovatively and succinctly. The story, such as it is, is about Paul, Denise, and Isabelle, as well as amor­

- Beautiful, patient pimps, lecherous businessmen, opera singers who won’t shut up, and numerous other characters. But it is more a story of this particular time and place in history as reflected in a series of veiled epiphanies and paradoxes. Paul is a successful anchorman on TV, separated from his wife and 13­

- Employed full-time. Oshima’s Project includes what is considered the most beautiful, thoughtful set design of Godard. Though the main character of the story, such as it is, is about Paul, Denise, and Isabelle, as well as amor­

- The intense, insistent, and tragic struggle between the need to make a living and the need to make a movie. The struggle between the need to make a living and the need to make a movie.

- In the REALM OF THE SENSES, is a film that will startle, amaze, and bewilder. It is a film that rocked the film world when it was first released in 1979, this true story of a young woman, by Oshima, raised a furor in Japan when it happened, and forever changed the face of Japanese film. Oshima has created what is considered the most beautiful, thoughtful set design of Godard. Though the main character of the story, such as it is, is about Paul, Denise, and Isabelle, as well as amor­

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Gold Circle Meets

The setting for the fall meeting was a lovely penthouse overlooking the ocean. The hostess was re-elected Gold Circle President, Mrs. Robert A. Steele (Millicent). Other officers for the coming year are: 1st Vice President, Mrs. William J. Holland (Pat), 2nd Vice President, Mrs. Thomas M. Clark (Midge), Secretary, Mrs. Sheldon J. Scheinberger (Bobbie) and Treasurer, Mrs. Saul J. Nitzeberg (Mildred).

 Newly appointed officers for the organization are as follows: ADVISORS: Mrs. James Farrar (Nan), Mrs. Joseph H. Fowler (Mary Anna), Mrs. Francis T. McCaill (Mary), Dr. Ruth L. Schmidt. PARLIAMENTARIAN: Mrs. John Baldwin (Julie), Mrs. Ambrose L. Oshoff (Fric). WAYS AND MEANS: Mrs. H. Wayne Huizenga (Maril), Mrs. Anita C. Pauls, Mrs. Sherwood Spencer (Jean). MEMBERSHIP: Mrs. Carl Lee Mayhew (Fern), Mrs. Betty Mayhew Waters. HISTORIAN: Dr. Anna Mae Burke, Mrs. Jack P. LaMarr (Paula). SPECIAL EVENTS: Mrs. Eugene F. Main (Jane), Mrs. William S. Maurer (Yolanda), Mrs. George R. Frederick (Dottie). Honorary.

Date of the 1982 Florida Derby Ball, which ties in with the Florida Derby at Gulfstream Park and which benefits Nova University, has been set for Monday, March 29 and again will be held at the Fort Lauderdale Marriott Hotel and Marina.

Chairmen for the event are Mr. and Mrs. Thomas M. Clark (Midge), Co-Chairmen, Mr. and Mrs. Dale Ledbetter (Mary). Under discussion at the meeting were plans for other projects to raise money for the university.

Left to right, Florida Derby Ball chairman — Midge Clark. Co-Chairman, Mary Ledbetter.

Left to right, standing, Dr. Abraham Fischler, addressing the group with an update on the University. Seated, Board Chairman, Mary McCaill, Ina Reed, Betty Campbell and Rosalind McLaury.

GOLD CIRCLE OFFICERS — 1982/1983

Left to Right: Bobbe Schlesinger, Secretary; Midge Clark, 2nd Vice President; Millicent Steele, President; Pat Holland, 1st Vice President; Mildred Nitzeberg, Treasurer (not present).

Workshop Series for Social Service Agencies, Civic Organizations and Small Businesses

"Presenting your Services/Image to the Public", a 7 day workshop hosted by Learning Technology, will be held on the Nova University campus beginning Wednesday, Feb. 3 and continuing for six consecutive Wednesdays. Workshops topics include copywriting, fliers, pictures/posters, displays, newsletters, radio/TV spots, tape/slide presentation and more. Participants holding a bachelor's degree will be eligible to take the series for 3 graduate credits if they so desire.

The workshops will be held at the T.V. studio, Mainland Hollywood building. There is a $190 fee for the entire series, or $30 per Workshop. For further information, contact Dr. Ethel Raddox at 475-7676 or Hal Hochhauser at 475-7679.

We wish all our friends Happy Holidays and Health in the New Year

Advertise in... The NOVA NEWS

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The American Society for Public Administration (ASPA), South Florida Chapter, has for several years been guided by local Nova graduates. This past summer the chapter leadership used the "Nova connection" to arrange a special seminar in the Bahamas. For the past two years the chapter has sponsored a weekend cruise aboard the Sunward II, one of the many fine cruise ships based in Miami. Through the efforts of Nova graduates and participants Eric Bowers, DPA ’78, Lois Symonette, MPA ’79, Vernice Symonette and Ethelyn Isaac, MPA ’78, a seminar and social hour were arranged by Mrs. Albertha Byer, Director of Training, Several top officials of the Bahamian government were present for a panel discussion of problems of mutual interest. Commodore Daniel L. McVie, Head of the Defense Force, and Neville Smith, Director of Legal Affairs, discussed immigration, drug and criminal justice issues. Walter Anders, DPA ’77, Jerry O’Neill, DPA ’77 and Douglas Yoder, DPA ’76 co-authored the seminars. Professor John di Bella, South Florida viewpoints on these issues.

Next year the ASPA cruise is tentatively set for a week aboard the Holland America Line’s Amsterdam cruise ship. It is hoped that the interaction with Bahamian officials will continue.

REGIONAL

JERRY J. SWITTS, Ed.D. ’75, Director of Elementary Placement and Retirement, School Board of Pinellas County, Clearwater, Florida has written an article which was featured in School Business Affairs Magazine, August, 1981, titled "Benefits Discrimination Against the Male Executive.

MORTON F. MELTZER, DPA ’77, the information manager at Martin Marietta Corporation, Orlando, Florida, is author of a new book, Information — The Ultimate Management Resource, published by the American Management Association. The book is a look-back at the month selection in the September issue of "Management Bookshelf," a monthly newsletter issued by AMACO, the publishing division of AMA. Dr. Meltzer is also the author of the Information Imperative and The Information Center: Management's Hidden Asset.

REGION I

STEPHEN R. MYERS, MS ’81, has become the principal of Lemon Bay High School, Charlotte County, Florida.

REGION II

DOUGLASS E. FENWICK, Ed.D. ’81, has been appointed director of Community College of Philadelphia’s Division of Life Sciences and Allied Health Services.

REGION III

JOSEPH R. AUSTIN, Jr, MS ’79, has been appointed principal of Whittsville Christian High School, Whittsville, MA.

REGION IV

TIMOTHY W. WRIGHT, Ed.D. ’80, has been named director of marketing at Lakeland Community College.

REGION V

EVIE G. DENNIS, Ed.D. ’76, executive director of human relations and student advisory services for the Denver Public Schools has been elected to the board of the Denver Board of Health and Hospitals. Dr. Dennis is the first woman, and the first member of a minority group, to be elected to a high-ranking office in the National Amateur Athletic Union. She has achieved a similar breakthrough in the ranks of the U.S. Olympic Committee, where she also serves as 2nd vice president.

REGION VI

DONALD E. MYERS, Ph.D. ’72, has been named rural education coordinator for the University of Alaska’s Galena Center. Myers’ was formerly a research and planning associate for UA’s Office of Institutional Planning.

Before moving to Alaska, he was director of research at Miami-Dade Community College’s Open College and later coordinator of educational research at Miami-Dade Community College South.

HELEN R. RICE, DPA ’76, has joined Leon A. Farley Associates, a San Francisco based executive search firm with offices in Washington, D.C., and London. As an associate, Dr. Rand will be responsible for executing search assignments in a variety of industries, both private and public.

Dr. Rand has held a number of positions, including a White House internship responsible for developing and evaluating Federal Manpower Programs; Staffing Specialist with Civil Service Commission; Director of Research and Consultation Division, Greater Miami Coalition; in Miami; Executive Director of the Volunteer Action Center in Dade County, Florida; and Associate Executive Director of the National Conference of Chaplaincies, Inc., Southern California Region.

JOHN ELLIOTT, Ed.D. ’80, has been named Dean of Instructional Development and Services of Yuba College, the Fergus Community College without a campus, offering classes in several hundred community and business sites throughout Northern Alameda County.

PUBLICATIONS

OLIVER O. WAINWRIGHT, DPA ’91, corporate security manager for SCM Corporation, New York City, designed and conducted a four day Corporate and Industrial Security Conference held recently in Jacksonville, Florida which is to be televised by NBC.

The main objective of the conference was to provide additional knowledge in the concepts, techniques and trends in security management and analysis to those having security management responsibilities within SCM Corporation. The underlying assumption of the conference was that modern management techniques in team building, action research, data collection, comparative analysis and program management play a role in corporate and industrial security strategies.

Dr. Wainwright credited the idea of the conference to his applied research project in the DPA program.

CHARLEY VAN-ESQUIRE, HART, DPA ’80, wrote an article featured in the August/September issue of “The Analyst Exchange”. The article Selecting/Documenting Statistical Samples is a follow up to his article on sampling techniques called Simple Sample featured in the February/March 81 issue of the same publication.

RAYMOND J. GARRITANO, DPA ’78, Superintendent of Schools, Mokena School District, Mokena, Illinois, wrote an article What To Do Before Buying a Computer. It was originally published American School Board Journal, September, 1981 issue.

L. DOUGLAS YODER, DPA ’76, co-author of an article entitled “Dade County’s Plan for Aquifer Management” to be published in the December issue of the Journal of Environmental Engineering.
Online MAKING NEWS......

COMING EVENTS

The Third Annual Dance will be held at the Gulf Ocean Mile Hotel on Friday, February 26, 1982 at 8:00 p.m. A Breakfast/Supper will be served at 11:00 p.m. Have your coctails by the pool or by the ocean.

Alumni, Faculty, Staff, Students and friends of Nova are invited. Mark your calendars now and plan to join in the festivities.

ALUMNI REPRESENT NOVA

F. JOSEPH THOMAS, DPA '80, represented Nova University at the inauguration of William Rankin Dill College, Wellesley, MA on October 2.

DAN R. MARTIN, JD '77, represented the University at the inauguration of Ralph E. Christoferson, Colorado State University, Fort Collins, Colorado on October 3.

RICHARD H. MOORE, Ph.D. '80, represented the University at the inauguration of John Lafayette Glass, Jr., the eleventh president of Washburn University, Topeka, Kansas on October 11.

JAMES E. BARKSDALE, Ed.D. '78, represented the University at the inauguration of John Anthony Caputo as the twelfth president of Millersville State College, Millersville, PA on October 24.

SARA A. WHITE, Ed.D. '79, represented the University at the inauguration of S. Dallas Simmons as the fifth president of Saint Paul's College, Lawrenceville, Virginia on November 8.

Dear Graduates:

This is the last issue of the Alumni News for 1981 and I would like to congratulate you on the excellent record of achievements, successes, etc. which you have reported during the year. The Alumni News has been well received around the country but I know there is much more for you to report. Let us double the size of the Alumni News next year and really make an impact.

When you receive the membership brochure, which has been mailed bulk-rate, you will note that the membership year is now January through December. Alumni who have membership cards dated 1981/82 will be pleased to know that they will remain in good standing until January 1983.

A second brochure, a catalog of Alumni Store items, is being prepared. However, until it is completed and mailed do not hesitate to call the alumni office for either a price list or the cost of particular items.


Sincerely,

IN MEMORIAM

MARC EDWARD KIRK, JD '77, aged 32, died on September 19 after a brief illness. Mr. Kirk won the Energy Law Essay Competition sponsored by the National Energy Law and Policy Institute at the University of Tulsa. His paper evaluated the effectiveness of government controls to protect the public from overexposure to radiation generated by nuclear power plants.

HONORS and AWARDS

MARILYN SEGAL, Ph.D. '70, has been named Woman of the Year by the Fort Lauderdale Chapter, Business and Professional Women's Club.

The Woman of the Year Award is designed to honor outstanding business and professional women who have distinguished themselves in their careers and community.


Here, Nova faculty, staff and students gather on campus wearing the various style Nova tee shirts. Zygmunt (Ziggy) Jablonski, right, chats with Terry VonAchen, left.
The Nova Foster Parent Project: An Impressive Past And An Important Future

By Eileen Mayers Pasztor

Over the past 10 years there has been considerable state and federal funding for the development and implementation of child welfare training programs such as the Nova Foster Parent Project. Our Project, along with many others around the country — took on the task of finding answers to such questions as:

• How can social welfare agency staff be trained to prevent unnecessary foster care placements and replacements?
• How can foster parents be recruited, selected and trained to work as a team with social workers?
• How can child welfare supervisors be trained to reinforce the skills developed by their workers and foster parents?
• How can hard to find adoptive parents be located and supported?
• How can foster parents help in the process of making long range plans for children in substitute care?

The answers to these questions were developed after a great deal of research, development, testing and retesting — and these resources were developed just in time.

Now federal funds for curriculum development and training are increasingly scarce. Child welfare agencies across the country face staff cutbacks, turnover and increasing caseloads. Sadly, many of the training projects developed by their workers and foster parents have lost their funding.

Yet, the Nova Foster Parent Project — known in the child welfare field as the Nova Project — continues on. Despite the efforts of others (his social worker, teacher and school counselor) have changed the life of a one small boy. Bobby’s foster parents, Jim and Betty Faulkner, maintain that it has not been for the Nova Foster Parent Training Program they would have lacked the skills and understanding to reach Bobby emotionally and to have worked with him as successfully as they have during the past year. “In training,” Mrs. Faulkner adds, “we learned to support Bobby’s family ties and reconnection. Above all, we learned how Bobby’sIQ, his language and his behavior were affected by his mother’s emotional and physical health and her subsequent neglect of Bobby. When he was in first grade, Bobby was diagnosed as mentally retarded. Hopefully, by the end of this school year, Bobby will have learned enough self control and self sufficiency to return home to his own family.

A Nova trained foster home, together with the efforts of others (his social worker, teacher and school counselor) have changed the life of a one small boy. Bobby’s foster parents, Jim and Betty Faulkner, maintain that it has not been for the Nova Foster Parent Training Program they would have lacked the skills and understanding to reach Bobby emotionally and to have worked with him as successfully as they have during the past year. “In training,” Mrs. Faulkner adds, “we learned to support Bobby’s family ties and reconnection. Above all, we learned how Bobby’s IQ, his language and his behavior were affected by his mother’s emotional and physical health and her subsequent neglect of Bobby. When he was in first grade, Bobby was diagnosed as mentally retarded. Hopefully, by the end of this school year, Bobby will have learned enough self control and self sufficiency to return home to his own family.

There are many reasons for training foster parents and social workers. The ultimate reason, of course, is to provide better care and services to the children and families who come in contact with the foster care system. The following is the story of Bobby Engles. His name is Bobby, but his birth name is Bobby. Fortunately, Bobby’s foster family, whom he adores, and his mother, with whom he’s working together with the efforts of others (his social worker, teacher and school counselor) have changed the life of a one small boy. Bobby’s foster parents, Jim and Betty Faulkner, maintain that had it not been for the Nova Foster Parent Training Program they would have lacked the skills and understanding to reach Bobby emotionally and to have worked with him as successfully as they have during the past year. “In training,” Mrs. Faulkner adds, “we learned to support Bobby’s family ties and reconnection. Above all, we learned how Bobby’s IQ, his language and his behavior were affected by his mother’s emotional and physical health and her subsequent neglect of Bobby. When he was in first grade, Bobby was diagnosed as mentally retarded. Hopefully, by the end of this school year, Bobby will have learned enough self control and self sufficiency to return home to his own family. That knowledge has helped us find the strength to be consistent and patient in helping Bobby resolve those feelings.” The trainers were always honest with us about the difficulties and the rewards of fostering,” Mr. Faulkner adds. “Without the training we would not have known what to expect and wouldn’t have known how to deal with it. Above all, we learned how important a child’s family is to him and how we could be supportive of getting that family back together again.

Today, Bobby’s future looks brighter than it has ever looked before. Nova’s foster parent training havn’t provided the solution to all of Bobby’s family problems, but it has provided the basis for a stable, nurturing environment in which Bobby can live on the road to foster care’s most critical goal — that of reunifying families.
A Nova Interview: A Frank Discussion With The Director Of The Foster Parent Project

Jennifer Meriam, Nova News Editor, interviewed Ronald Simon, recently appointed director of the Foster Parent Project. The interview took place at Project's main office located on Nova University's Fort Lauderdale campus.

Mr. Simon, let me first wish you the best of luck in your new position.

A: Thank you very much. It is a great pleasure to be here.

Q: In what ways has the Foster Parent Project evolved over the years?

A: The Foster Parent Project has existed for six years now, since 1975. During this entire time period, we have worked directly with child welfare agencies. Instead of burying ourselves in the academic community, we went out into the field and worked hand in hand with front line child welfare staff. What emerged from this process was a comprehensive and intensive training program that works – that work in the real world and not just on paper.

Q: Those familiar with child welfare training have no doubt heard of the Foster Parent Project. What is it about the Project that accounts for such an enduring reputation?

A: We’ve built a fine reputation because of the Foster Parent Project has a widely disseminated curriculum and is fine-tuned for this proven product. It’s as simple as that.

“GIVEN THIS ECONOMIC CLIMATE IT IS NOT EASY FOR AGENCIES TO INVEST IN TRAINING – BUT THE TRUTH OF THE MATTER IS THAT THESE CUTBACKS ARE THE BEST THINGS THAT CAN HAPPEN TO MAKE NOVA TRAINING EVEN MORE ESSENTIAL THAN BEFORE.”

Q: Then why has the Foster Parent Project succeeded where other programs have failed? Is it because you work so closely with local agencies?

A: Again, in my belief, it is just not feasible to design an effective child welfare training program unless you can work closely with agencies in the process. Working with agencies, we have discovered there are also other equally important components that a project must incorporate to be successful. In our particular case the Project would have never, never grown to what it is today had we not recognized the importance of applying a scientific method to our inquiries. Yes, we left the university and went into the real child welfare world, but we took with us a strong scientific and methodological approach. As our programs start with creative and innovative ideas but are never able to go beyond what they have originally conceived. This is a great tragedy. It is more important than ever before that we adopt a proper scientific methodology toward problem solving than it is to try a haphazard and initial attempt to prove successful.

Q: In what ways has the Foster Parent Project approach on earlier attempts?

A: Interesting enough, the Project was requested to develop a foster parent training curriculum was not successful.

Again it goes back to the fact that first attempts are important as the development of a strong research/evaluation component. When the Foster Parent Project opened shop in 1975, its staff were primarily psychologists who, while experienced in dealing with disturbed adolescents, had little direct exposure to child welfare. In the Project’s first year, you must remember that there was a major push for “parenting education.” These psychologists hit on the idea that if they could start with a basic parenting curriculum and modify it with some of the methodological techniques, contracting and other treatment strands, that this could be an effective training tool for foster parents. It seemed like a plausible approach. Our curriculum approach developed and training began.

The concept of training foster parents at that time was new and the other small foster parent training programs across the nation were using a similar training approach. Because of our strong evaluation component we knew within months of implementing a modified parenting curriculum approach that we were headed in the wrong direction.

Q: Well, what was wrong with a modified parenting curriculum?

A: Nothing was wrong per se with a parenting curriculum. It does not hurt any parent to learn more about child development, parent-child interaction, and so on. These things are fine, accessories, but they are not the most important ingredients for foster parents to master.

Basically, what we learned in that first year of the Project was that there are major differences between “parenting” and “foster parenting.” In foster care you do not have one set of parents that must interact with the child three or more. The foster child must not only deal with his or her parents, but must also relate now with more than 20 workers and an assigned set of foster parents. In general parenting you are working with a single individual, with these massive problems, and combine that with that, in most cases, the agency’s major objective of foster care in temporary and that, in most cases, the agency’s plan, is that the child have a permanent home. In foster care, you are working with a permanent lifelong arrangement. In foster care you are working with a tenuous and temporary situation. In foster care many of your children have been abused and/ or neglected, are disoriented and experiencing separation trauma and a variety of emotional problems.

This is hardly the normal parenting environment. The fact is, other than name, the similarities lies between “foster parenting” and “parenting” are few and far between.

Q: Then what is it that foster parents need to be trained in?

A: Nova believes that foster parent training should be given prior to licensing. There are many reasons for this which I will relate later. Your question, then, I would like to expand a little to include whether the proposed or applicant foster parents should be trained in.

First of all, let us consider the facts. Foster care should possess a realistic understanding of the foster care system. Foster care applicants must have a well-developed understanding of foster care and possess realistic expectations of foster care. Foster care applicants must have a well-developed understanding of the foster care system.

For example, many foster parents believe that the role of a foster parent is to save some unfortunate child from subhuman parent types who addiction destroy children. Agency attempts to recruit foster families by presenting such images, and media who periodically run such horror stories are largely to blame for this misconception.

Sure there are the deeply psychotic and schizophrenic parents who are extremely dangerous, but objective study will show that most majority of parents whose children enter foster care are just overwhelmed by their life predicament. These parents usually possess a whole array of problems - emotional, financial, housing, interpersonal, and health problems that combined together to produce a confused and often poorly functional individual. You take such an individual, with these massive problems, and combine that with that, in most cases, the agency’s major objective of foster care in temporary and that, in most cases, the agency’s plan is that the child have a permanent home. In foster care, you are working with a permanent lifelong arrangement. In foster care you are working with a tenuous and temporary situation. In foster care many of your children have been abused and/or neglected, are disoriented and experiencing separation trauma and a variety of emotional problems.

This is hardly the normal parenting environment. The fact is, other than name, the similarities lies between “foster parenting” and “parenting” are few and far between.

Turning a child to a less than adequate situation is also the least detrimental alternative.

Q: Well how can you reduce the psychological scarring when a child must be placed in foster care?

A: Ah, how we are back to the crucial question of the child's emotional well-being that must be taught to foster parents – which are important and relevant to our child at the moment. Even if it is felt return is not possible for years and years, then it behooves the foster care agency to not leave the child in this limbo. The agency must understand that the very difficult decision to determine what is in the best interest of the child – to remain in foster care, to move toward termination of parental rights, and consequently adoption, or to return the child home, despite the fact that the environment is unacceptable. These, of course, are any difficult decisions which must be made considering the particulars of each individual case. This is part of our social worker training program – to train child welfare workers how to make such decisions. As far as your question concerning what foster care is designed to accomplish, in a training program, the important point here is that they must understand the fact that foster care in temporary and that, in most cases, the agency’s plan is that the child have a permanent home. In foster care, you are working with a permanent lifelong arrangement. In foster care you are working with a tenuous and temporary situation. In foster care many of your children have been abused and/or neglected, are disoriented and experiencing separation trauma and a variety of emotional problems. This is hardly the normal parenting environment. The fact is, other than name, the similarities lies between “foster parenting” and “parenting” are few and far between.

Q: Who are the potential foster parents returning a child back to his parents, let’s say where he has been neglected or abused, when you know the home environment is still unacceptable – particularly when a healthy nurturing foster home environment is available? Isn’t it an obvious decision?

A: No, it is not. When you decide to remove a child from his parents, you are making a very serious decision. A child welfare worker must recognize that these decisions are often far between. Sometimes, no, in most cases, it is the better part of wisdom not to remove a child from an unacceptable home. Report.

“THE FACT IS, OTHER THAN IN NAME, THE SIMILARITIES BETWEEN ‘FOSTER PARENTING’ AND ‘PARENTING’ ARE FEW AND FAR BETWEEN. TURNING A CHILD TO A LESS THAN ADEQUATE SITUATION IS ALSO THE LEAST DETERMINANT ALTERNATIVE.”

(Continued on Page 2)
non-emergency placement situations. We strongly discourage placement visits, that is, where the foster child, perhaps even with her parents, is escorted to dinner with the foster family prior to the actual placement. This can greatly reduce the trauma of abrupt placement into an unknown situation. A pre-placement visit however, is always possible. During training, we ask foster parents to take a family picture, including pets of course, and to write a letter to the foster child, describing the family members in this photo and welcoming him into their home. Even in an emergency placement situation, the social worker can show the family picture and read the letter. You would be surprised — even this small planned step can reduce a child’s fear and trepidation.

There are many other things we train foster parents and social workers to do to make foster care less damaging. These include how to provide the family and environment for the child’s arrival; how to deal with the grieving process foster children face when entering care, working with the foster child to understand, at his own level, why he is in foster care; providing continued family contact between the foster child and his parents through visitation and phone contact; how to provide support to the child and his parents in building and maintaining a closer relationship which is so important in reversing the damage caused by separating the family. This list can go on for some length — we’ve had six years to perfect this material.

Q: You mentioned a grieving process. What do you mean by this?

A: Again, you touch on a very crucial concept. Both foster parents and social workers must understand. We’ve talked about the damage that can be done to a child from his family. I cannot stress the range of emotions that occur when children and their parents are separated. In training, you can come close to understanding how these emotions are powerful simulations we conduct. It is not unusual to have social workers and supervisors cry together as the child is taken from the end of these simulated experiences. It is hard to keep your emotions intact at that time when you understand what I am trying to convey.

Each child who is taken from his parents produces an emotional reaction that is nearly identical to what his own parents would have if his own parents were taken away. They will not understand his feelings at that time. This is why we train foster parents in how to deal with each stage of the process, to act in this adjustment process and thereby minimize the psychological damage to the child.

Q: We’ve talked primarily of foster parent training and the importance of it. We have touched on social worker training, but have never fully touched on it. Can you outline how Nova approaches the training of social workers?

A: The Project originally did not have a separate social worker training program. We did recommend that foster care workers go through foster parent training so we could both acquaint them with and ultimately gain their support for the program. Other than that, we did not direct much attention toward the training of social workers. In 1978, however, the Project began to pick up attention to these serious problems. Central to these problems was the fact that not all of the agency foster care workers and supervisors were buying into the Nova child welfare philosophy. We have approximately half of the foster care workers strongly supported Nova concepts and adopted the professional practices advocated in our foster parent training, the remaining half of the workers continued in their separate and often individualized approaches to foster care.

Q: You can imagine what hap­pened when trained foster parents had the misfortune to be assigned to non-supportive foster care workers. These foster parents soon became highly critical of both the agency and staff, and consistently complained that we were not doing enough to involve the parents of foster children. We had one foster family actually arrange their own independent visitation between the foster child and his parents without the knowledge or consent of our social workers. There were other problems too.

Trained foster parents, who were familiar with Nova’s technique for matching foster children with foster family capabilities exercised greater selectivity in accepting placements than did their non-trained counterparts. This created many problems, and the list goes on. The moral of this story is simple, you can provide a very good foster parent training program and turn out exceptionally fine foster parents, but if you ignore the other segments of the child welfare system — live staff, supervisory and administrative personnel — the effect on the total system is likely to be nil.

We have learned since, that only through the development of a comprehensive child welfare training program can we positively impact agencies in a lasting way.

Today, the Foster Parent Program offers a 21 step model train­ing program consisting of workshops, consultation and diagnostic­/evaluation services. This program enables an agency to move step by step through the various stages inherent in the develop­ment of an effective foster care delivery system. We presently offer 16 workshops, of which only 3 are exclusive to foster parent training. In our remaining workshops we help agencies to clarify and further define their philosophy toward foster care. We work with appropriate agency staff in developing an effective recruitment program and we train licensing/approval staff in Nova procedures and techniques for the selection, training and retention of foster parents.

Agency personnel who are selected to provide foster parent and staff training also attend a series of workshops where we acquaint them with the Nova curricu­lum and provide the training skills they will need to effectively utilize this material. We also provide workshops to protective service personnel which is coordi­nated and completely compatible with our foster care and parent training. And finally, after the agency has completed operation­alization this program, we come back 6 months or a year later and provide team building workshops to assure that all segments of the child welfare system are working in a single and unified direction.

In essence, we provide a complete child welfare training and consultation program.

Q: You have obviously accomplished much. Are there still areas which the Project has not succeeded with, that remain as a sense of frustration to the program?

A: Everyone in child welfare experiences frustration. It’s the condition of the job. There is never enough or appropriate re­sources, you are overloaded with work, and you can’t do justice to the time to each that they deserve. Frustration to our staff is not something new. We try things and sometimes they work and sometimes not. Our evalua­tion program is strong enough so that when we don’t succeed we learn why and correct it. So even when we fail, we know that we are still moving toward an im­proved product. That is not a problem. I believe that the most frustrating thing to our staff is when we lose the confidence of a foster parent training program that has been started and has failed. We meet social workers who tell us our agency hasn’t been involved with and naturally the conversation eventually turns to the failure of foster parent training. These agency people say, “Oh, you’re involved with foster parents, yeah, we tried that a couple of years ago and it didn’t work.” Agency people sound like a big deal, but when you hear the same thing from different people once a week, every week, it has an impact. It is frustrating because we know that and we want them to know that we know of this program, we could have worked with that agency and used our expertise to help it succeed. The design and implementation of a quality foster parent training program is a highly complex undertaking. There is a science to it. It is hard to come up with this fact — on the surface it just looks too simple. This is the frustration that is hard for people to understand.

Q: As we enter this period of Reagan economics, with large funding cutbacks in social service programs, will child welfare agencies be able to afford to invest in a comprehensive training program?

A: Federal cutbacks to social service programs are a tentative impact. I’ve spoken with many social service adminis­trators and have heard of thousands of social service positions are being taken away from existing programs. Given this economic climate it is not easy for agencies to invest in training — how can a person make a case that these cutbacks make Nova training even more essential than before. If social workers should respond to these cutbacks in an organized and systematic fashion designed to increase their efficiency and effectiveness. To do this, inappropriate placements in foster care can be reduced. Specialized foster homes should be recruited and trained to allow

"There is just no question that investment made in Nova training will not only increase the quality of our services BUT WILL, IN A VERY FEW YEARS, PAY FOR ITSELF AND MORE, WE CAN SHOW YOU WHERE IT HAS."
Healthscripts by Richard F. Gerson, Ph.D.

Someone once described it as being like the air. It is always around us, yet you really do not pay attention to it, except when there is not enough of it or there is too much of it. Either situation causes us to make some form of adjustment. If the adjustments are made rapidly and easily, and the imbalance is corrected, then we continue to function in the face of it. If the adjustments are not properly made, it can cause mental and physical breakdowns. What is this entity that has such a great effect on us? STRESS!!

Stress has about as many definitions as there are authors who spend time writing about it. The key to understanding stress and its effects lies in comprehending it as a concept. Too often, stress is defined as a stimulus, a response, or a systemic reaction. It is this multiplicity of definitions that causes the confusion that revolves around stress. To alleviate that confusion and any other misunderstandings, stress is conceptually defined as a perceived discrepancy between a person's capabilities and the demands and any other misunderstandings, stress is conceptually defined as a perceived discrepancy between a person's capabilities and the characteristics of a given situation. The larger the perceived discrepancy, the greater the stress. Additionally, since people possess different perceptual abilities, stress affects everyone differently.

The effects of stress on behavior is not always negative. Most people are aware that continued stress can lead to anxiety, depression, failing health, and even major illnesses, such as heart disease and ulcers. However, you must also be aware that stress is vitally necessary for your existence. It adds spice to your life. Stress can be very beneficial when perceived and acted upon in a positive manner. Just ask any athlete who has played "in the zone", or "out of his/her head". They were at their optimal stress level for that particular task, and they perceived the discrepancy between the situational demands and their capabilities as a challenge they could overcome.

That is the first step toward making stress work for you. Believe you are its master, and use stress in a positive manner. An effective program of stress management must begin with you taking responsibility for your behaviors in stressful situations and then developing a positive mental attitude regarding your ability to perform under that situation. Proper nutrition, regular exercise, and daily relaxation will also help you manage stress. You must write your personalized Healthscript for stress management every day.

Future Events

On to Honolulu! The national ASPA conference will be in Hawaii this year, beginning March 21st. This should offer an opportunity for Nova staff to make connections in a very pleasant surroundings. David Swain, DPA 1978, Professor of Public Administration at Edward Waters College in Jacksonville, Florida, is convening a panel on future funding of human services programs. Professor Edward Flash, Jr., of Cornell University, the founding preceptor of the "Program Mover" sequence, DPA Program, will chair a panel on the characteristics of public policy decision-making. If you plan to go, be sure to look up National Council members Walter Anders, DPA, Jerry O'Neil, DPA, and South Florida Chapter President Doug Yoder, DPA.

Interview

(Continued from Page 8) Can you quantify your results? The previous study was of considerable interest, but no quantifiable results were reported. We have made a study that will appear in the months ahead in Child Welfare, entitled, "The Effect of Nova Foster Parent Training and Placement on Agency System Operations". In this study, we compared the performance of trained and untrained foster parents in Northwest Florida (HRS, District I), over a considerable period of time to determine if we could measure any appreciable differences. We found that when Nova's foster parent training program was introduced, a 21 percent increase in licensing rates occurred. We found that trained homes, in their first year after licensing, accepted twice the number of placements and provided more child care days of service than did their untrained counterparts. Placement into trained homes were considered more difficult, and placements in untrained homes were only half as likely than trained homes to have foster children placed outside their home because of their inability to control the child; to have placements classified as failures; to initiate requests, or demands, for the agency to remove a particular child. There is just no question in my mind that an investment made in Nova training will not only increase the quality of services but will, in a very few years, pay for itself and more. We can show you where it has paid off.

Thank you, Mr. Simon. I have enjoyed talking with you and I am sure our readers will find this discussion both illuminating and interesting. Best of luck with your program and your new position.

Foster Parent

(Continued from Page 6) parents; while continuing child welfare related research studies. If you are interested in learning more about the Nova Project or would like to talk with one of our enthusiastic and energetic consultants, please let us hear from you.

Rivka Meyers Pasztor joined the Nova staff in 1976 and today manages the Project as a curriculum and training consultant. She has traveled extensively throughout the country providing Nova training and giving workshops and addresses at regional and national conferences. Ms. Pasztor lives in Washington, D.C. and is a doctoral student in the social work program at Catholic University. Look for her article on foster family recruitment and retention in an upcoming issue of Children Today.
Frida y, October 30 marked the end of the first nine-week term for this year's Day Division students. For nine spirited and ambitious students, this day signified not only the completion of their psychology and composition courses, but also the conclusion of a month of campaigning for four positions in the Day Division's Student Government Association.

Running for the position of President were Hector Figueredo, Lance Laiken, and Larry Leben. The candidates for Vice-President were Mark Belcastro, Dori Kordansky, and Ver non Lewis. Pam Weir and Robin Adler campaigned for the office of Secretary.

Much to his delight, Gary Becker ran uncontested for the position of Treasurer. All must be given recognition for their enthusiasm and participation. What made choosing only four out of the nine exceptional ly difficult was the support each gave to the Day Division program. All stated in their speeches that even if not elected, they would still try to take an active role in the planning and organizing of activities, offering suggestions and assistance to those elected.

Congratulations to Larry Leben, Mark Belcastro, Gary Becker and Robin Adler, the Day Division's new SGA. The student body can look forward to many more activities, including Jimmy Cricket's Christmas Party at Walt Disney World and a Caribbean cruise in February. We wish the SGA continued success.

Suncoast Learning Center
Clearwater, Florida

Here they are -- Nova's first softball team! BACK ROW (left to right): Scott Limoseth, Dick Zammuto, Jim Wilks, Gary Sullivan, Earl Dodge, Steve Fox, Rocky Bowes, Nick Hardy. FRONT ROW (left to right): Lou Zammuto, Tony Ando, Mitch Braun (coach), Ron Zammuto, Bobby Ward.

NOT PICTURED: Doug Menchise, Nick Hardy, Mitch Braun. Doug Menchise serves on the Board of Governors for the Suncoast Learning Center/Nova University. NOTE: (As the paper went to press, our team was tied for Division Champions.)
Dr. Anna Mae Walsh Burke, Director, Center for Science and Engineering, was a guest on WAVS with Stella Taylor, the noted long-distance champion swimmer. Ms. Taylor invited Dr. Burke to visit on the air for her hour-long program "39 and Counting," a program designed for active persons over the age of 40. Dr. Burke spoke about the many avenues open to women today and discussed her book, *Are You Ready? A Survival Manual for Women Returning to School*.

Dr. Mary Ann Douglas, Dept. of Psychology, presented a paper at the American Psychological Association in September in Los Angeles on "Procedural Issues for Observational Assessment." Dr. Douglas is Director of the Family Violence Clinical Research Project at Nova.

Dr. Richard Gerson, adjunct professor, Center for the Advancement of Education, is busy conducting a two-week seminar for the Criminal Justice Institute at Broward Community College on "Police Stress." Dr. Gerson also is giving weekly "Stress Management" seminars at the Palm-Aire Spas for a national and international fitness program.

Cade Gervais, member of the Atlanta II cluster Ed.D. program, has been appointed Administrative Assistant to the Fulton County Superintendent of Schools. Gervais was formerly public relations director of the school system.

Senior law student Steven Greenspan has been appointed to the Dade County Sports Authority. He will serve on the baseball and basketball franchise committee and will be an associate member of the Sports Authority.

Coy L. Hodges has been appointed Director of the Griffin, Georgia Area Vocational-Technical School. Hodges formerly served as assistant director. He is also a member of the Atlanta II Nova cluster in the Ed.D. program.

Dr. Dinesh Khosla, Law Center, attended the annual meeting of the International Sociology Association Research Committee on Sociology of Law in conjunction with the Center for Socio-Legal Studies at Wolfson College, Oxford University, England, September 22-27, 1981.

Dinesh was nominated by the Research Committee to coordinate an International Working group on "Comparative Studies of Legal Systems and Social Systems." The first meeting of the group will be held in August, 1982 in Mexico. The group on Comparative Studies and Social Systems is the only other research group approved by the International Sociology Association. The first group on Comparative Studies of Legal profession has been functioning for the last two years under the leadership of Professor Richard Abel, UCLA — School of Law. The purpose of the group is to produce an edited volume within a period of five years.

Shirley Phillips has been appointed Special Assistant to the Superintendent for School Community Relations in the Fulton County School system. She formerly served as an elementary principal, and is a participant in Atlanta II Ed.D. cluster.

Dr. Barry Schneider, Director, Master of Science Programs, Psychology Department, spoke recently about psychological testing before the Broward County Youth Development Division in Hollywood.

Dr. Marilyn Segal, Director, Manhattan Family Center, was interviewed by WPTL reporter Andrea Ellinot recently on the topic of "How to Welcome Children Home from School when parents Aren't There." Dr. Segal gave many useful tips to parents, among them, the idea of leaving notes that say, for example, "Hi! I'm glad you're home!"
The Behavioral Sciences Center of Nova University honors the first recipients of the Doctor of Psychology Degree

Pamela J. Long-Dugan
Dade County Dept. of Youth & Family Development

Clifford A. Fairbanks
Indian River Community Mental Health Center

Diane L. Hoffer
Institute for Human Potential

Felicia F. Romeo
Mailman Center for Child Development

Helen Marie Gavilo
Florida Diagnostic & Learning Resource System—South

Robert P. Ludwig
Psychiatrist for Dade County Public Schools

Michael F. Waleczak
Broward County Court Psychologist

Barbara A. Serko
Southeast Biosocial Institute

Diani P. Blank
Broward County Court Psychologist

Not present at graduation were: Francesca Hayes, Camden County Health Services Center and Lloyd Bennett, Clinical Psychologist for Dade County Juvenile Court.