



COMMUNICATION STUDIES AT TCNJ:

A NATIONAL LEADER IN
STUDENT-FACULTY
ENGAGEMENT

Fall 2015 Volume 8 Issue 1



Folake Ayiloge (center) and Prof. Lorna Johnson-Frizell (right). (Photo courtesy of Lorna Johnson-Frizell)

Professor Lorna Johnson-Frizell and student Folake Ayiloge Presented a Video Collaboration at UPenn Conference

By Lorna Johnson-Frizell

Communication Studies faculty Lorna Johnson-Frizell and Communication Studies student Folake Ayiloge presented a video collaboration at a conference hosted by the University of Pennsylvania Netter Center for Community Partnerships on October 23rd, 2015. The conference, Making Home in the City, brought together colleges and universities collaborating with community groups to discuss strategies for successful community engagement.

Student Folake Ayiloge screened a video documentary produced within the department's Radio, Television, and Film concentration, highlighting challenges faced by the city of Trenton. She also addressed the power of media to spotlight issues and impact perspective. Professor Johnson-Frizell presented a documentary and discussed strategies for community engagement, targeting specifically work with Jaime Parker of Trenton Area Soup Kitchen. Community Engaged Learning is among the college's signature experiences and students in our department learn that theoretical concepts can be applied practically. Students are thereby able to gain a broader and more in-depth perspective of how communication strategies and communication tools, in this case video documentaries, can impact communities.

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Magical Oxford Enchants Communication Studies Visitors

By John Pollock

What do Lewis Carroll, C.S. Lewis, and J.R.R. Tolkien have in common? They all taught at Oxford University, where communication studies professors Paul D'Angelo and John Pollock were two of seven US professors invited to present papers at an international conference September 16-18, and where senior Lauren Longo spent summer 2015 as a study abroad student. Attending sung Anglican evening daily chapel services, the communication studies travelers visited Christ Church College, where architect Christopher Wren designed a tall "Tom Tower," and Lewis Carroll wrote "Alice in Wonderland" in the early 19th century. They also viewed the crenelated battlements, deer park, and beautiful landscaped gardens of Magdalen College, where C.S. Lewis (of "Narnia" fame) taught, as well as Merton College, home of J.R.R. Tolkien, author of the "Hobbit" and "Lord of the Rings" series.

Both student and faculty also benefited from a special "Marks of Genius" exhibit at Oxford's Bodleian Library, where they viewed exhibits of the Gutenberg Bible, the first draft of Handel's "Messiah" in his own hand, original paintings of American birds by James Audubon, sketches by Jane Austen, calligraphy by Elizabeth I, and even one of the few remaining copies of the Magna Carta, the forerunner of all subsequent assertions of individual rights curbing state power. The two TCNJ professors dined the first night they arrived at Wadham College, where John Locke taught, and whose "social contract" theory deeply inspired America's founding fathers.



Drs. D'Angelo (left) and Pollock (right) at Magdalen College, Oxford



Tom Tower at Christ Church College, Oxford University

Studying medical ethics and the philosophy of religious worldviews, Lauren's TCNJ communication studies background helped her thrive in an Oxford tutorial setting. She created 20-minute presentations for each class meeting, tackling ethical dilemmas that often involved theories of persuasion and message framing analytical techniques, applying communication techniques in an academic context that adheres to the "classics." "Pollock, D'Angelo and Woodward's courses taught me how to apply communication theory to challenging, real-world contexts, especially relating to international, health and political issues. The foundation they provided helped me create ideas that allowed me to engage my Oxford tutors, I think they found the perspective I brought from TCNJ to be refreshing," Longo said. Over the summer as an associate member of New College, Longo



Lauren Longo at Oxford.

the Turf Tavern, a favorite haunt of Bill Clinton while a Rhodes Scholar, as well as the Eagle and Child, a pub Lewis and Tolkien used to frequent.

Thanks to Longo's advice, Pollock and D'Angelo visited the same colleges and pubs, adding excitement and mystery to a prestigious, invitation-only gathering of the world's leading political communication scholars at a conference sponsored by the Reuters Institute of Oxford University, where the two TCNJ scholars presented an innovative analysis of HIV/AIDS coverage in six of the leading newspapers in as many sub-Saharan countries. The paper was the outcome of two MUSE summer projects, including several student (now alumnae) participants: Kristen Kiernicki, Amanda Burd, and Janna Raudenbush, all of whom subsequently earned master's degrees in such fields as health communication (Kentucky), public affairs (Maxwell School, Syracuse), and public relations (Maryland). A previous paper from the same MUSE project senior-authored by D'Angelo was published in *Politics and the Life Sciences* in 2013. For the conference Pollock and D'Angelo created three original "media system" categories, arranged according to different levels of government control of the press (low, medium and high), and compared the influence of levels of press freedom with levels of AIDS prevalence (low or high) on variations in coverage of AIDS progress and responsibility/agency (government or society) in six countries in sub-Saharan Africa.

Although Longo loved her studies with a personal tutor/don at Oxford, and although D'Angelo and Pollock were delighted to exchange ideas on comparative political communication with so many distinguished colleagues, the TCNJ visitors, student and professors alike, were enchanted with the castle-like colleges and spires of Oxford, the omnipresent students and faculty bicycling, and the informal comradery and joy in the pubs. For the visitors from the TCNJ communication studies department, their voyage to Oxford was truly a magical mystery tour.

National Communication Association 101st Annual Convention: Embracing Opportunities



Lydia Huang (left) and Marc Trotochaud (right)

By Marc Trotochaud

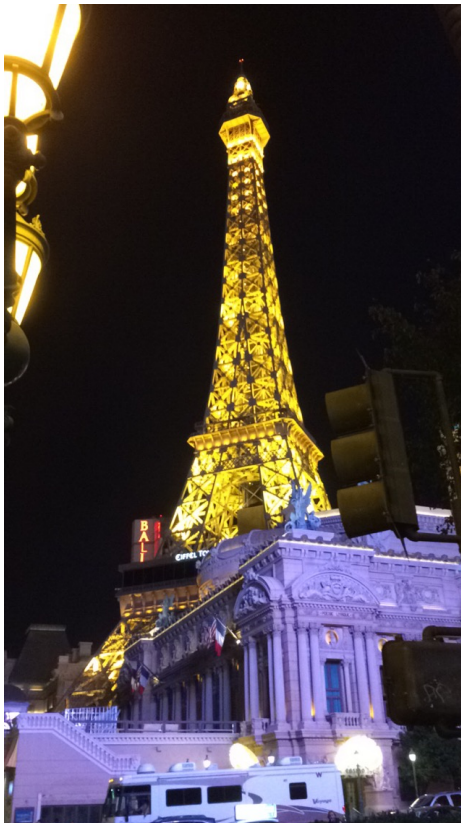
The theme for the National Communication Association 101st annual Convention was “Embracing Opportunities”, and that is exactly what Lydia Huang and I attempted as we boarded a flight to Las Vegas, Nevada on November 18th, 2015. We were lucky enough to have our student research accepted for presentation within the Lambda Pi Eta division of the conference, so we both took it as an opportunity that we couldn’t miss. After a 6 hour flight to Las Vegas, we arrived in the over-the-top city and prepared for the conference activities the next day. On the docket were listening to others present their research, meeting various scholars in the field, and networking with some of the best communication studies grad schools in the country. All of these options were wildly intimidating, but also exciting for someone who had never been in such an intense academic setting before.

Thursday morning, my co-author and I walked to the Rio Hotel & Casino conference center, where the conference was held. We arrived at the main conference area and almost immediately were surrounded by hundreds of conference attendees, all here for slightly different reasons, but with one common goal: to appreciate and advance the field of communication studies. The day went by quickly from that point, after a welcoming meeting, a break for lunch, and a grad school fair, I was tired, better informed, and ready to see what the rest of the conference promised.

My co-author and I were not presenting until Saturday morning, so I took the opportunity on Friday to make sure I went to as many presentations as possible, on as many topics of communication studies that I found interesting. The goal was to see if anything really caught my attention, looking for something I would possibly want to study in the future. I attended a talk on environmental communication, two talks on health communication, and the Carroll C. Arnold Distinguished Lecture given this year by Arvind Singhal, an internationally known expert on Entertainment Education who visited TCNJ two years ago. This talk was possibly the high point of my entire conference experience. Dr. Singhal has an amazing ability to express his point in an entertaining, genuine, and enlightening manner. His work on “positive deviance” was refreshing to hear and I would recommend any of those unfamiliar with it to consider taking a look at some of the important research he has done.

The last day was dedicated to Lambda Pi Eta (LPH). I am so honored to have been able to present my research at this conference and I became enamored with the organization itself throughout the day. After my presentation, I stayed for the LPH business meeting to hear what was going on with the organization and to see the national influence that LPH has on the collegiate communication environment

Throughout the entire NCA convention, I was able to face new challenges in communication studies, meet people with inspiring research, and catch a glimpse of what the future may hold. I still have trouble verbalizing all of the amazing experiences that happened at NCA this year, but I am convinced that the experiences I had will stay with me for a long time.



Sightseeing in Las Vegas



An Inside Look at Dr. D'Angelo's First Semester as Department's New Chair



New Department Chair, Dr. D'Angelo

Professor Lorna Johnson-Frizell handed over the reigns as the Department of Communication Studies welcomed Dr. Paul D'Angelo as the new Chair over the summer of 2015 and into the Fall semester.

The Chair serves a three-year term, advocating on behalf of the department's faculty and students, and acting as the interface between the department and the college administration. Dr. D'Angelo's duties include, but are not limited to, scheduling and assisting with classes, facilitating and running faculty meetings, hiring adjunct faculty, and interacting with, Dr. John Laughton, Dean of the School of the Arts and Communication, in many matters concerning the department, including teaching and curriculum, program assessments, and proposed renovations to Kendall Hall's classrooms, labs, and television studio.

A member of the Communication Studies faculty since 2003, Dr. D'Angelo teaches courses in mass media institutions and theory, political communication, and research methods. He regularly conducts research with students on news coverage of politics. Internationally recognized for his scholarship on media framing, he is the co-editor of *Doing News Framing Analysis: Empirical and Theoretical Perspectives*. That edited volume has achieved a high level of popularity among scholars worldwide who study news. As a result, Dr. D'Angelo was asked by its publisher to edit a second volume, titled *Doing News Framing Analysis II: Empirical and Theoretical Perspectives*.

Reflecting on his role as department chair, Dr. D'Angelo said, "This position gives me the opportunity to get behind the scenes and see *how* decisions are made pertaining to things like hiring new faculty and improving the department's physical facilities. This is a perspective you don't really have when your main role is teaching."

Given the difficulty of transitioning from a full-time professor to department chair (and still professor), and the stress that comes with this transition to chair, Dr. D'Angelo continues to stay positive and optimistic. He states, "I feel that I can make a difference because I now have the opportunity to advocate for the Communication Studies Department."

Dr. D'Angelo plans to continue working with the department's Student Advisory Board at the College throughout the next semester.

Dr. Susan Ryan and Professor Terry Byrne Present at the University Film National Conference in Washington DC

Dr. Susan Ryan and Prof. Terry Byrne participated in a panel discussion on the future of film/television education at the University Film and Video Association's national conference in Washington DC in August, 2015. Other panel members were Prof. Roy Cross from Concordia University in Montreal (chair) and Prof. Melanie LaRosa from Pace University. The discussion concerned changes to technology and industry structures, student aspirations and expectations, and working conditions in modern universities.



Dr. Susan Ryan and Prof. Terry Byrne participate in a panel discussion.

Inevitably, the discussion extended to differing approaches to film education (and working conditions) between the US and Canada. The UFVA is the organization representing film and television programs in colleges and universities throughout the US and Canada, and is affiliated with CILECT, the international organization for teachers of film and TV. The annual UFVA conference is a weeklong event that provides a venue for screening faculty and student work, discussions of issues pertinent to filmmaking and film/TV education, and cinema/media studies. The conference also provides opportunities for script readings and workshops, equipment demonstrations, and exhibits of new publications in the field. TCNJ faculty and students have screened work and presented papers at the UFVA conference for many years. The first student work screened there was a video piece by Christine Collins shown at the 1998 conference at the North Carolina School of the Arts.

Radio, Television, and Film Students Attend the Philadelphia International Festival



Professor Johnson-Frizell and her students

Students within the Radio Television Film concentration attended the Philadelphia International Film Festival in October, screening two films selected for the festival's American Independent section. As many of our students are interested in careers within the film and television industry, our curriculum encourages attendance at screenings and events as well as scholarly conferences. At these functions our students are often able to interact with industry professionals and network. During the trip to the Philadelphia Film Festival, students were able to meet the film's composer and cast a vote for the festival's Audience Award winner.

From Classroom to Conference: Conducting and Presenting an Ethnographic Study

By Lucy Obozintsev, '16

On October 17th, 2015, I was given the opportunity to participate in the 73rd annual New York State Communication Association (NYSCA) conference held at the Villanova Resort. With the help of Dr. Yifeng Hu, a mentor and former professor, my paper—“*Stereotypes and Sisterhood: An Ethnographic Study of Greek Life at The College of New Jersey*”—was chosen to be part of the “Are You In Or Are You Out? Aligning Ourselves with Communication” panel, along with papers by three other undergraduate and graduate students. The process of revising, editing, submitting, and then, eventually, presenting this paper at the NYSCA conference was a novel experience, and although it was a bit challenging at times, it proved a rewarding professional experience.



Lucy Obozintsev presents at the 73rd New York State Communication Association Annual Conference. (Photo courtesy of Yifeng Hu)

I conducted this ethnographic study in Dr. Hu's Intercultural Communication class. This project aimed to examine the dynamics of Greek life culture on the TCNJ campus and to either confirm or debunk negative stereotypes perpetuated by the media about Greek life. Through observing, participating, and interviewing, I discovered that unlike many popular stereotypes, TCNJ Greek life organizations actually promote quite positive values among their members by putting exceptionally strong emphasis on intimacy, respect, friendship, and camaraderie. Throughout the course of this study, I have learned how challenging and time-consuming it is to fully study and appreciate a culture other than one's own; investigating and immersing oneself into another culture requires patience and understanding, and I am grateful for the experience.

When Dr. Hu contacted me over the summer suggesting that I submit my paper to the NYSCA, I was excited as well as a bit terrified. The opportunity to present a paper for NYSCA is undeniably one that could not be missed. While I was enthusiastic about this chance to bolster my resume and interact with professionals in the communication field, I was also nervous. However, I knew that I had to put my nerves aside and commit to this fantastic opportunity, and I was fortunate to have my paper accepted for the conference.

Before I knew it, it was suddenly October and time for me to present my research at the conference. Feelings of excitement and terror consumed me on the night before my panel. Since this would be my first time presenting at a conference, I didn't know what to expect. However, I had time to attend other panel presentations, and by seeing how positively audiences reacted to each of the presenter's passionate research discussions, I was, fortunately, able to get rid of the latter emotion by the time of my presentation.

During my panel, I gave a fifteen-minute overview of the purpose of my research, my methods of data collection, the results I obtained, and what they indicated. The audience that I had imagined would be daunting was anything but; they weren't there to judge me or the other presenters, they were there because they were genuinely interested in learning about our research. In fact, they seemed excited about the work of the presenters, offering valuable critiques and posing questions about the work discussed.

A member of the audience posed a question about my research, wondering if there were any possible limitations to my study, or if I had experienced any ethical qualms during my data collection. I was flattered that she wanted to learn more about my study, and I happily answered her question.

All in all, the experience of conducting an ethnographic study, as well as proceeding to present this research in front of an academic audience, proved to be challenging, yet extremely rewarding. Not only was I able to experience a culture different from my own, but also I was also able to share these experiences with a group of people who were genuinely interested in these findings. Although it seemed a bit nerve-wracking at first, presenting at the NYSCA conference was an incredible opportunity and overall fulfilling experience.



Dr. Yifeng Hu (left) and two of her student presenters: Ashley Attinello (center), and Lucy Obozintsev (right). (Photo courtesy of Yifeng Hu)

You Do What?

From the Blog of Dr. Woodward

Can having a few of us spread around in various American universities possibly be a good thing?

I usually leave puzzlement in my wake if I tell acquaintances that my job involves teaching rhetoric and working as a rhetorical critic. It's as if I announced that I'm officially the Resident and Redundant Professor of Pomp and Pomposity who also holds the Bernie Madoff Chair of Lies and Lying. Use the "R" word just once and people aren't sure they really want to know any more. The faint bewilderment seems to hint at the hope that I might someday take up a more useful line of work. After all, isn't *rhetoric* always preceded by the word "mere?" Can explorations of its nature tell us anything we must know? And can having a few of us spread around in various American universities possibly be a good thing? Indeed, after showing up in England on an academic exchange I was promptly told to go register with the police. You can't be too careful.

It helps to set the record straight if I can add that most of what humans say to each other falls into the purview of rhetorical scholars. Even though the term *rhetoric* suggests inflated and eminently disposable prose (never ours, of course; always other's) it actually has an impressive lineage that runs at least from Aristotle to Marshall McLuhan to John Stewart.

RHETORIC / RHĒTORIKĒ
—THE ABILITY IN EACH CASE TO
SEE ALL THE AVAILABLE MEANS
OF PERSUASION
—ARISTOTLE



Peitho taking Eros to Venus and Anteros

Wikipedia.org

In fact we are *all* rhetorical beings. Talk is our link to the worlds inside and outside our heads that matter. The only way to avoid coming to terms with the centrality of language is to render yourself mute. We are not only the most loquacious of animals, we draw a finely adjusted bead on the word choices others make. As rhetorician Kenneth Burke observed, we are all critics. It's something of a bonus that studying how we go about the tricky business of influencing each other is enormously rewarding. Only after learning the secret handshake and passing the necessary exams did I begin to realize what a bracing enterprise rhetorical analysis could be.

We think in language. We judge others in the words we choose. And what we know about the world is largely filtered through the evocative language embedded in narratives we tell ourselves.

The characteristic work of human existence *is* communication. The goals we seek in our daily lives do not always terminate in movement, but in rhetorical action. Communicating through language *is* the meaningful thing we do. Ask a business or civic leader what their job is, and it frequently comes down to effectively connecting with others. Someone examining the rhetoric of science, or health care or religion is engaged in discovering how these distinct realms of discourse create identity, acceptance and support for their sources.

Because our rhetoric is less photographic than additive—language use is more a projection of the self than a “perfect copy” of reality—we use it to bend impressions to match our unique view of the world. It’s little wonder that a person’s stories about a vacation are almost always more interesting than their pictures. The stories are more fully *them*.

- This general idea of worlds verbally created suggests a whole host of questions that point to the primacy of rhetoric. Some examples:
- **There are about 15 minutes of actual play in a nearly three hour-long football broadcast. In fact, the narrated game itself is the rhetorical spectacle. If that seems impossible, why did so few who watched an experimental presentation on NBC a few years ago avoid the game that was broadcast *without* commentary?**
- **Why are we compelled to describe the motives of others, even when they have not disclosed them?**
- **Pick a social context (i.e., wedding, funeral, a party you’re attending with work associates). Do you find yourself rehearsing what to say and what to suppress?**

- **Every field has its tropes: routine patterns for expressing ideas. What are the most common ones that reappear in real estate marketing? Popular music? State of the Union addresses? Romantic fiction?**
- **What effect does it have on readers when journalists “mark” their subjects by inserting adjectives in front of the names of certain newsmakers?**
- **Why are we so frequently the intellectual captives of metaphors like the “war on drugs” or “social media”?**

All of these questions suggest why rhetorical analysis can be so useful.

Besides, how many fields of study can claim their own goddess? You can’t say that about accounting, electrical engineering or computer science. *Peitho*, the goddess of persuasion was the companion of Aphrodite. It comes as no surprise that the mythology of love has long been entwined with the mythology of rhetorical seduction. Both represent forms of human action that define our species.

Check out Dr. Woodward’s blog at:

<http://theperfectresponse.pages.tcnj.edu>

Comments: Woodward@tcnj.edu

Professor Tom Hipper Brings Reinvigorated Course to Kendall Hall

By Rebecca Mamrosh

Communication Studies students were treated to a unique public health course this semester. Professor Tom Hipper, MSPH, MA, TCNJ alumnus, returned to Kendall Hall during the fall semester to teach a course on public health risk communication campaigns.

After completing his bachelor's in communication studies with a concentration in health communication and a minor in marketing at The College of New Jersey, Professor Hipper went on to obtain his Master of Health Communication from Pennsylvania State University and later a Master of Science in Public Health at Johns Hopkins University. In a disaster communication course at Penn State, Hipper witnessed the way in which urgent, disaster situations aligned with health communication goals. Hipper says that this course showed him a "potential to save lives and infrastructure just by conveying information clearly," which piqued his interest in the crisis communication area of public health.

When nearing completion of his degree at Penn State, Hipper applied to a number of PhD programs, but only one MSPH program- at John's Hopkins. Though he was interested in the field of health communication, he was attracted to the applied nature of public health communication and chose to work towards his second master's degree instead of entering straight into a PhD program.

At Johns Hopkins, Hipper's coursework included courses in health behavior education, as well as a built in 6 months of full time field placement experience. He completed his fieldwork at the federal level at the Office of the Assistant Secretary for Preparedness and Response (ASPR). It was here that he was able to really grasp the difference between public health preparedness and emergency management, and truly began to see how events can impact people's health.



Professor Hipper discussing drug resistant bacteria.

Currently, Hipper works full time as Program Manager at Drexel University's Center for Public Health Readiness and Communication. He and his team listen to the problems that are conveyed by health departments, emergency management agencies, and other stakeholders; and they work to solve these issues and better integrate these stakeholders into community preparedness. His department is funded annually by a number of grants, so every year there is a new and unique focus. As part of his position, Hipper conducts training sessions across the state of Pennsylvania and carries out practice-oriented research in relation to that year's focus. He has also created a social media library with pre-crafted messages tailored to different disasters and social media platforms, in order to assist health agencies in sharing accurate information in a timely manner during a disaster.

Both his academic and professional experience play major parts in course assignments. Students learn about theory through readings and lecture, but they also have the opportunity to experience the applied side, as well. Even in his selection of class readings, Hipper tries to choose those that demonstrate how the concepts in class are being applied in the real world- though he says after collecting articles over the past seven years it is difficult to narrow it down to just two or three! The semester-long group project assigned by Professor Hipper, in which students are asked to create their own disaster scenarios and develop communication plans around them, emphasize the importance of theory-based research in communicating with the public during a crisis.

As part of their projects, students think through the communication challenges they will face throughout different phases of their disaster scenarios. Examples of these scenarios include the intentional release of a harmful agent, natural disasters, and accidental chemical spills. Hipper teaches students how to design message maps tailored to unique and vulnerable populations to ensure that necessary information be shared in a timely manner with all populations at risk in these scenarios. Students craft press releases and learn the nuances of working with the media. Creation of fact sheets related to their scenarios is also included in the final projects. The fact sheets are created and evaluated in accordance with the Centers for Disease Control and Prevention (CDC) Clear Communication Index, which Hipper learned about at a workshop presented by the CDC and later replicated for the class.

Hipper's hope is that the semester-long project can become part of a portfolio for students, similar to the public relations projects produced by students by the end of Professor Farbman's Strategies of PR course and Dr. Pollock's Communication Research Methods, International Communication, and Health, Communication, and Development classes. In class, students learn to identify audiences, develop and evaluate messages, and take scientific information and make it understandable to audiences with varied levels of health literacy. Hipper believes that these are marketable skills that students can take away from this course and apply to a broad range of positions in and even outside of public health.

"We not only learn theory, but we learn skills that professionals in public health use, such as how to create an effective message map to improve the communication of reliable information during a crisis," says student Kevin O'Brien. "It's a class where you can transfer the skills you learn to the real world."

Students appreciate the new skills they are taking away from the class. As for Professor Hipper, the best part of what he does is "applying theory to the real world, seeing the work come to life and knowing that it made an impact."



Professor Hipper and students in class.

Professor Jake Farbman Guides Students Down the Path for Success

By Veronica Steele



Professor Farbman explains the facets of successful Cover Letters.

Though we as TCNJ students are vastly different from one another, we share one thing in common: we all want a career. We studied hard, wrote many papers, and stayed up all night to pursue our dreams of finding that perfect job. But what comes next and how do we actually get the opportunity we want? Professor Farbman has some answers to the questions many college students are asking. At a presentation on November 12th titled "Getting the Job You Want," Professor Farbman spoke to students about resumes, cover letters, interviews, and dining etiquette. He instructed students how to dress successfully, follow up with the company, and answer general interview questions appropriately. Professor Farbman teaches strategies of public relations here at TCNJ and is also an award-winning public relations practitioner who represents New Jersey's 19 community colleges.

He has been in the public relations field since he was fresh out of college and offered many personal examples of his own interview experiences. He shared with students a personal encounter he had with a very common interview question (one that can even be seen in the last Republican debate), "What is a weakness of yours?" Farbman advised that in order to answer this question you must choose a skill, not listed in the job description, that you are lacking. You should also be creative with your weakness and choose something that you could improve and use to potentially benefit the company. On the job interview for his current position, Professor Farbman told his future boss that he did not have the technological capabilities for web design he desired. With this question strategically answered, Farbman was hired for the position and granted the opportunity to enroll in a web design course. What was once a weakness has now become a strength as he currently uses this skill to benefit his company. His informative speech not only provided real-life examples of interview experience, but it also taught students many important lessons on work ethic and attitude. Professor Farbman forcefully told the audience, "You have to go beyond expectations." He pointed out that students he notices and supports are the ones who go above and beyond what is expected of them. The same message can be applied to any job search. In order to get the job you want, you must go the extra mile towards preparing yourself and go beyond prospective companies' expectations.

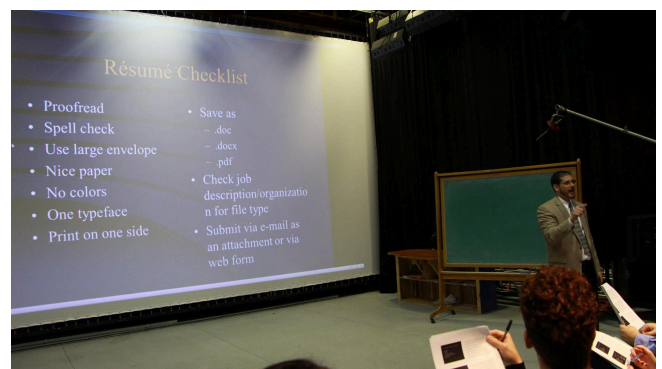


Photo courtesy of Folake Ayiloge.

WTSR: Approaching a 50-Year Milestone

By Jillian Santacroce



The College's radio station, WTSR, is proving to be more than the average college media facility. With twenty different genres and specialty terrestrial programming shows, along with "WTSR Underground" live video performances, meeting with bands while they are on tour, live streaming, a TuneIn phone application presence, and giveaways, it's no surprise WTSR was one of four stations nominated for Station of the Year by CMJ. "We are here because we want to be here," said Thomas Moore, the operations manager for the radio station. Daily operations are completely run by students and are volunteer-based, meaning that everyone who's there has a passion and dedication to the radio industry.

"We focus on treating this as a legitimate business... That's what transformed our station from what it was a couple years ago," said Madison Ouellette, the station's music director. "We have really made a push to have a stronger web presence so that's why we are nationally known." Though the CMJ nomination was in October and the College's station did not win, members were happy to be recognized for their commitment to putting on true programming.

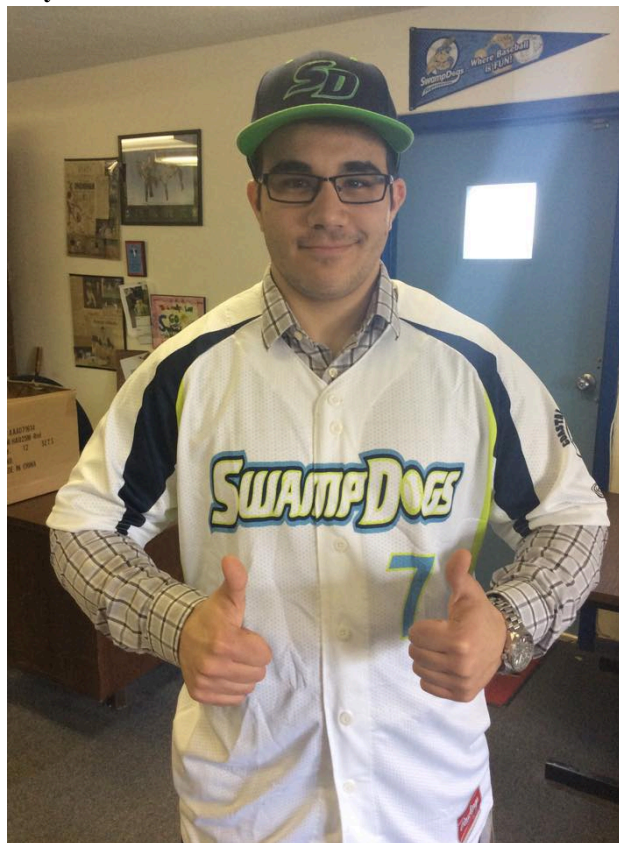
This coming year will mark WTSR's 50th anniversary as a licensed FCC FM station. "We are one of the few organizations on campus to hit this milestone... We get to celebrate not only the ground we've covered as a station in the last seven years, but in the last five decades and to celebrate the people who helped get us there," said Ouellette.

For those interested in joining WTSR, it holds interest sessions at the beginning of each semester. Before getting certified, students must take classes about the FCC's rules, take part in a written exam, are required to shadow current talent, and are required to take a practical exam.

Approaching the milestone anniversary, for many, is a time to reflect on humble beginnings -- broadcasting from Travers and Wolfe Halls — that got WTSR to where it is today.

Alumnus Joe Vasile Wins Awards for Broadcasting

By Jared Sokoloff

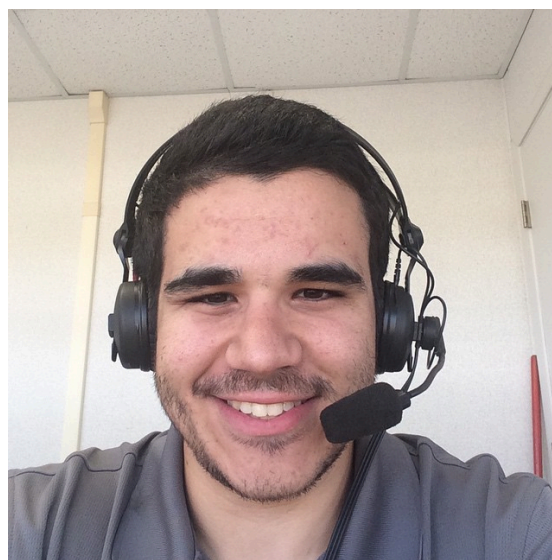


TCNJ Alum Joe Vasile

It never ceases to amaze me just how many negative articles about the current job market always end up on my Facebook feed. Thankfully, a status from Joe Vasile will typically pop up to give me some hope for my own future. Having graduated in December, 2013, when I was a sophomore, Joe has quickly built a successful and gratifying career. Joe is currently the Assistant General Manager and Radio Broadcaster for the Fayetteville SwampDogs summer collegiate baseball team, as well as a football and baseball broadcaster for UNC-Pembroke. In addition to broadcasting radio play-by-play of the games, he also runs social media, cuts commercials and press releases, helps develop marketing strategies, and sometimes even helps sell hot dogs.

His hard work over the past two years has won him a deserved a great deal of recognition. In 2014, he was awarded the 2014 Coastal Plain League Broadcaster of the Year Award for his work with the SwampDogs, as well as the Best Sports Play-by-Play Category for the 2014 Pennsylvania AP Broadcaster's Association Awards for his work with Wilkes University.

I sent him a few general questions in preparation for this article (over Facebook, ironically), and ended up over my page limit with just his answers alone. After carefully cutting down his answers, I'll let him speak for himself.



Joe Vasile at work

JS: What do you enjoy most about broadcasting for the SwampDogs & UNCP?

JV: It's so hard to narrow it down to just one thing, but at the end of the day what I love is that I get to watch sports for a living. There's a whole lot more that goes into it than just that, but at its core I get paid to watch sports and talk about them, something I'd be doing for free anyway. I get to wake up every day and go to work at a baseball stadium or football stadium or a basketball arena – you really can't beat that. Also, I've met so many different people from all different parts of the country and the world that I never would've met, and seen so many places I'd never have seen because of this job.

JS: How did TCNJ prepare you for your work in broadcasting?

JV: By going to TCNJ, I got experiences that I wouldn't have gotten at many other schools. I was able to be on air with a show on WTSR and get on-camera experience with LTV as a freshman. If I would have gone to a broadcasting super-school like Syracuse, Northwestern, or Arizona State, the opportunities to broadcast as many football and basketball games wouldn't have been there. I got my first professional football broadcasting job as a junior in college, and being at TCNJ helped me get to the point where that was a reality. Also, the experience I was able to get on the production side of things has come in handy a lot when things have gone wrong. I met a fellow broadcaster in the Coastal Plain League this year who didn't know how to tell between a mono and a stereo audio cable. When things have gone awry, I'm able to troubleshoot on the fly and make do, which I'm finding out is not always the case with some others who are doing what I am doing, because they haven't learned enough to know what to do.

JS: What advice would you give to students entering the job market?

JV: Develop a diverse skill set and cultivate relationships. Having a lot of different skills will make you incredibly marketable and a more attractive candidate for jobs, and will make your life easier when you are actually on the job because you understand how everything works and is intertwined together. For me, broadcasting and writing are the two main things people look for because that is what most of the job is, but for me to be able to say that I am capable of doing everything from pre-production to post-production in both audio and video, graphic design, effectively manage employees, maintain the back end of the website, and sell advertising is a huge bonus that only helps me.

In terms of relationships, find people who are working in positions where you want to be and just reach out. Ask them for a little bit of their time to talk about how they got to where they are, and if you have any work for them, you'd like some feedback on it. Then once you've gone through that process, make sure you periodically keep in touch – an email saying that you wanted to say “Hi,” a quick update on what you've been up to, and asking how they've been will go a long way toward keeping you front-of-mind. If you do that, they can help you find jobs they've heard about that you wouldn't, and if they're in a hiring position, the familiarity with you will swing the odds in your favor. I've made the mistake of letting contacts go cold – do not let that happen.

TCNJ Alumni Discuss Fascinating Experiences and Success in the Public Health Field

By Lucy Obozintsev

The *New Careers in Public Health and Communication Alumni Panel*, sponsored by the School of Arts & Communication and the Public Health Communication Club, took place on October 23rd at the Mayo Concert Hall, featuring three accomplished alumni authors of various chapters in Dr. John Pollock's latest book, "Journalism and Human Rights: How Demographics Drive Media Coverage." These alumni discussed how they were able to learn how to write publishable work as undergraduate students, as well as the various, exciting opportunities that they have experienced in the health communication/public health field after graduating from TCNJ.

The alumni speakers included Jordan Kohn ('14), Kyle Bauer ('15), and James Etheridge ('15), all of whom spoke very highly of the Communication Studies program at TCNJ, and of the courses and internships they took that not only aided them in becoming published as undergraduate students, but also helped shape their future career paths. The alumni all acknowledged that when they first enrolled in the Communication Studies program, none of them had a particular interest in health communication or public health. Etheridge, who was a double major in both Communication Studies and Biology, started out on the RTF track in the Communication Studies Department, but became increasingly interested in health behavior theory. Likewise, Bauer, who transferred to TCNJ his junior year, admits that he was more interested in technological aspects of communication, but after taking COM 487 (Health, Communication, and Development) with Dr. Pollock, he began to take interest in HIV awareness and traditional healers and realized that the work he was doing could make a difference in the public health field. Kohn, who also was a transfer student, just happened to take COM 390 (Communication Research Methods) with Dr. Pollock, and this course inspired her to take yet another research course (COM 415: International Communication), which eventually led to her paper on cross-national coverage of child labor as the only undergraduate



Dr. Pollock, Jim Ethridge, Dean John Laughton, Kyle Bauer, and Jordan Kohn

paper in the world to be accepted at the International Communication Association conference in Shanghai in 2013. All the alumni travelled with Dr. Pollock to Durham, South Africa, in the summer of 2013 or 2014 for a health communication internship, helping students learn Entertainment-Education techniques to fight gender-based violence and AIDS.

The futures of these three alumni are indisputably very bright, given their surpassing commitment and dedication to their fields of study. Kohn has been doing an internship in the health education field, and is currently engaged in a 6-month placement at Rutgers University conducting research, while Etheridge is implementing the concepts he learns in his Columbia University master of Public Health classes in a campaign advocating for male circumcision (intended to attack HIV/AIDS at its roots) that he is developing at McCann. Bauer is currently engaged in pharmaceutical marketing and advertising at his firm, where he is forced to think globally and strategically about health literacy.

This panel was extremely interesting. The stories of these three alumni are truly inspiring, and they show that hard work, dedication, and a passion for the field one is working in will surely lead to success. Their accounts of the interesting research that they have conducted (as well as currently engaging in), the immense support that they've received, and their multiple successes should certainly motivate TCNJ Communication Studies students to become more involved in the health communication/public health courses and the new public health major offered at TCNJ.

Dr. Catona's Dissertation of the Year Award

By Katherine Caratenuto



Dr. Danielle Catona

TCNJ Alumna, Danielle Catona received the Dissertation of the Year Award from the Communication and Aging Division of the National Communication Association. Her Dissertation, titled “Active Involvement: Developing an Intervention that Engages Older Adults in Fall Prevention,” examined the best ways to reach older adults when discussing fall prevention tactics.

Dr. Catona first became interested in the topic while researching her thesis, looking at quality of life issues in senior citizens living in assisted living facilities. Through her research, it was determined that a serious fall is what caused many seniors to be unable to live independently. This research is what led Dr. Catona to decide the best solution to prolonging independent living was fall prevention. Dr. Catona explained that by 2030, nearly 71 million people in the United States would be age 65 and older, drastically increasing the number of serious injuries sustained by falling. Fall prevention strategies typically include strength and balance exercises, checking medications for side effects, and making homes safer through the use of gripping devices.

Dr. Catona's research into “Fall Prevention in Older Adults” revolved around the Theory of Active Involvement, which states that the learning process is focused on the individuals, rather than an instructor. The goal of Active Involvement is to change the norms and behaviors of learners through self-reflection.

The results of her study showed that older adults respond best to a combination of idea generation and message

planning, when attempting to change subject's perceptions in relation to fall prevention. Catona's dissertation is a relevant study, as fall prevention strategies become more prevalent, and as falls are the leading cause of death from injury in older adult Americans.

Catona's research team consisted of professors Kathryn Greene who acted as the chairperson, Jennifer Theiss, Itzhak Yanovitsky and Jon Nussbaum. Dr. Catona received a Ph.D in Health Communications from Rutgers University in 2015, after earning her MA in Health Communication from the Pennsylvania State University and finishing her undergraduate degree at The College of New Jersey in 2008.

Dr. Catona hopes her research will bring attention to a public health issue that is largely preventable by sharing her dissertation results with community partners able to distribute the information to current senior centers to help with their own message programming.

Dr. Catona has been recognized numerous times for her excellent research in the health communications field. She received a Top Four Paper Award in the Applied Communication Division from the National Communication Association two years in a row and also received a Project Management in Development Certification from APMG International in 2015. While studying for her master's degree at State University of Pennsylvania, her thesis was recognized as thesis of the year by the National Communication Association's Communication and Aging Division. Dr. Catona's streak of excellence was recognized early, when she received the Stephen A. Smith Award from Lambda Pi Eta while an undergrad at TCNJ. Communication students may be interested to know that Catona also received the Department of Communication Studies Health Communication Award for best undergraduate paper in the nation from TCNJ upon graduating in 2008.

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Dr. Catona currently works as a research associate in the Health and Human Development Division at the Education Development Center in New York City. Catona creates activities to advance mental health for older adults and increase those willing to seek help for mental issues. In the fall of 2015, Dr. Catona also joined Ramapo College of New Jersey as a temporary assistant professor of Communication Arts. Students can learn more about Dr. Catona's continuing research and contributions to the health communications world on her website: daniellectatona.weebly.com



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The Roar is the student newsletter for the Department of Communication Studies at The College of New Jersey.

Its goal is to foster a sense of connection among all those involved with the department and to celebrate our solid record of accomplishments at the local, state, regional, national, and international levels.

Read past issues of The Roar

<http://issuu.com/theroartcnj>

OR

<http://communicationstudies.pages.tcnj.edu/vibrant/roar/>

Therapeutic Communication in Healthcare

By Selena Senachai, Nursing major

As a patient, it can be intimidating to communicate with a health care team. However, it is the responsibility of the health care team to communicate effectively, efficiently, and respectfully to all patients encountered. One of the health care team members who spends a great amount of time with patients in the hospital is a nurse, simply because nurses are continuously tending to the patient at the bedside. Nurses not only perform interventions to treat the patient's diagnosis, administer medications, advocate for their patients, and collaborate with other health care personnel, but very importantly, nurses converse with their patients therapeutically.

Therapeutic communication, according to *The National Commission on Correctional Health Care* (2011), can be best understood as the interaction between a nurse and a patient in a dignified manner that focuses on a patient's physical and emotional health. The following are examples of how nurses can use therapeutic communication:

- Use silence, and not interrupting the patient as they talk
- Use broad statements to allow the patient to continue talking
- Restate, reflect, and clarify to demonstrate understanding
- Explore more in depth something that the patient said
- Provide recognition when patients do something noteworthy
- Never ask "why?" because that puts the patient in a defensive position
- Focus only on the patient instead of adding personal thoughts
- Tell the patient the truth instead of using false reassurance



Selena Senachai

Therapeutic communication is imperative in order to properly care for a patient's individual needs, facilitate patient education, and allow the patient to express their desired goals and concerns. Therapeutic communication establishes a foundation for a successful patient outcome. All therapeutic communication takes is to be present and to allow the patient to direct the conversation.

Voluntourism with MEDLIFE

By Adrian Diogo, Public Health major

The paved road turned into a narrow and steep dirt road. Mud houses lined the streets with stray dogs working their way through traffic. The old bus rattled along the dirt roads to our destination: Pamplona Alta, Lima. I stepped out of the bus, along with thirty other college students volunteering with MEDLIFE (Medicine, Education and Development for Low- Income Families Everywhere). We set up to prepare for our daily mobile clinic, where MEDLIFE brings clinical health care access to communities that would otherwise not have access to these resources. It was my first time travelling alone to a foreign country and my first experience with extreme poverty. What I remember most was everyone's smiles. Despite the circumstances these people faced, the hope in their smiles left a lasting impression, and it became a defining experience of my volunteering brigade. I became part of a growing trend of students travelling abroad during semester breaks to volunteer: voluntourism.

Speaking with the doctors and the brigade leaders, I learned about the deeply rooted chronic health issues that this community suffered because of poverty. I wanted to help all I could because I grew to admire these people, who showed such awe-inspiring hope and determination to improve their living conditions by accepting aid from others. At the end of each mobile clinic, the patients would always stop to thank us with the sincerest smiles. As I was humbled with each new patient whom I met, I couldn't help but ask "What happens to these people after I leave? Is this it?" Even when the volunteers received their last meeting and were congratulated on the thousands of patients treated in the mobile clinics throughout the week, I wondered about the sustainability of this health care access.

MEDLIFE provides continuous care to patients with illnesses requiring more direct and intensive care than can be provided at mobile clinics. MEDLIFE tackles the fundamental causes of these health issues. The close relationship with the communities allows the organization to effectively target the issues that are the root of the problems in the community. During my 2-week brigade in Peru with MEDLIFE, I assisted in the building of stairs for a community in the desert mountains, on the outskirts of Lima, that improved access to the local school and assisted in the building of a theater for an orphanage in Cusco. The emphasis on a multilateral approach, as is captured in MEDLIFE's name, makes the organization's efforts more effective and sustainable.

Throughout my experience with MEDLIFE in Lima, I could not help but feel that those I helped during my two weeks were not going to be forgotten. The continued health care provided to the low income communities of Cusco and Lima by MEDLIFE reassured me that I was a part of something impactful. I hope to return to those same people one day, who I admire so, and help them realize the hope that they carry in their smiles.



Photo credit to MEDLIFE

Blogging is the New Pamphlets

By Alyssa J Freitas, Business major

Throughout history, written word has been an essential form of communication. Due to the longevity and mass circulation of the written word, it has continually been the preferred method of sharing ideas and of persuasion.

In recent years, blogging has developed as a platform utilized by millions to express opinions on subjects as varied as politics, fashion, and literature. The ease with which one can create a post, publish, share, and engage in discussion with others from across the globe makes blogging one of the most influential and accessible mediums of communication.



20. Studious. Decorous. College student.
Wishes she were a better speller.

To truly understand the impact of blogging, one only has to look at comparable developments in history. For example, before and during the Revolutionary War pamphlets (short essays or collections of essays published in small booklets) were utilized to persuade the population that separating from England was a necessity and inevitability. The discussion surrounding these widely read pamphlets encouraged and spurred actions that led to the formation of the United States.

The power of pamphlets derived not only from the content, but, perhaps more importantly, from the newfound speed of printing and from the sheer volume of pamphlets produced. The populace was now informed to a previously unattainable degree, leading to greater public involvement in what would prove to be momentous and historical events.

Furthermore, mass publishing allowed for the communication of independent thoughts and opinions, as well as spurred debates and conversations in the public eye. It was not uncommon for two authors to pose questions and objections to each other and write responses in pamphlets.

Just as pamphlets encouraged conversation, speed, and spread of ideas, blogging does the same. Using an online platform ensures that millions of people have access to the thoughts and theories of others while also creating the perfect environment for conversation through comments on posts.

Due to the accessibility of blogging a greater variety of opinion is available to readers and thinkers than ever before. No longer is one only exposed to the ideas of those deemed worthy of being published in major media outlets. Blogging has made everyone an author and everyone a critic, carving its place in history as an undeniably important form of communication.

Check out Alyssa's blog at:

<http://www.alyssajfreitas.com>

Take Part in the #eye4acure Campaign

By Mariagrazia Buttitta '15

Born and raised in Sicily, Mariagrazia Buttitta was born with a rare eye disorder called, Cone Dystrophy.

The TCNJ Graduate student further explains, "This condition is pretty rare; it affects about one out of 30 thousand people in the United States. It forces me to wear sunglasses because of a defect in my cones. I have no control over being born this way. But for most of my life I have felt 'different' from everyone else."

Mariagrazia hopes that her campaign effort can help her educate thousands of people about her blindness.

She says, "Blindness has never let me to feel different, but how people perceive my blindness has. We need to start accepting differences in our campus whether it's mental or physical—we need to accept and help one another."

She concludes with, "I want to end stigma, I want people to feel comfortable with who they are."

To learn more about Mariagrazia and to find out how you can take part in her campaign visit her website:



#eye4acure

Follow Mariagrazia on Instagram:
embracingdifferenceseyeonacure

WHY MAJOR IN COMM STUDIES?

By Jenna Kirby

Communication studies is a multidimensional field that offers numerous opportunities. During my time at The College of New Jersey as a communication studies major I have taken many classes that have benefitted me as well as completing internships.

Strategies of Public Relations with Professor Farbman taught me and many other students, a lot about, not only public relations, but also business and professionalism as a whole. His class has changed the way I present myself in a professional environment and has given me a lot of insights on the dos and don'ts of interviewing. Besides this, I was able to apply a lot I learned in his class to a summer internship I had at a start up. In this internship, I ran all the social media and drafted numerous press releases for publication. I would not have the skills to do this without that class.

Writing is a skill I have developed through being a communication studies major. Interpersonal Communication with Dr. Fazio, Theories of Persuasion with Professor Kiernicki, and Methods of Communication Research with Dr. Pollock have all enabled me to write better than I could have ever imagined. Other classes I take outside of the department and assignments I obtain at jobs and internships that I hold are always easier because of the skills I developed in these classes.

Being a communication studies major has given me so many opportunities and will help me find a job after graduation. So many amazing things can be obtained with a degree in communication studies.

**Become a member of Lambda Pi Eta,
TCNJ's Communication Studies Honor Society**

Contact information:

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