
Perspectives Magazine

College of Health Care Sciences

Winter 2019

Perspectives Winter/Spring 2019

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

WINTER/SPRING 2019

Perspectives

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES



AMPLIFYING
LIFE

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PCHCS invites alumni

to share a class note or story idea.

Contact us at
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**DR. PALLAVI PATEL COLLEGE OF HEALTH CARE
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- ANESTHESIA
- AUDIOLOGY
- CARDIOPULMONARY SCIENCES
 - Respiratory Therapy
- HEALTH AND HUMAN PERFORMANCE
 - Athletic Training
 - Exercise and Sport Science
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 - Bachelor of Health Science
 - Cardiovascular Sonography
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 - Doctor of Philosophy
 - Master of Health Science
 - Medical Sonography
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- OCCUPATIONAL THERAPY
- PHYSICAL THERAPY
- PHYSICIAN ASSISTANT
- SPEECH-LANGUAGE PATHOLOGY



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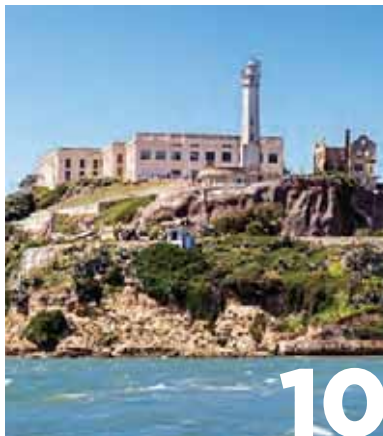
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Please update your contact information regularly by emailing us. We look forward to hearing from you.

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"You have not lived today until you have done something for someone who can never repay you."

—John Bunyan, English writer

Generosity, benevolence, altruism, and joyous appreciation are an array of terms that describe the best of the human spirit. Such expressions of thoughtfulness are vividly displayed on this edition's cover and truly depict words

in action. The touching demonstration of caring and compassion of the giver and the appreciative expressions of the receiver capture a distinctive characteristic to which we all strive in the Dr. Pallavi Patel College of Health Care Sciences.

In past issues of *Perspectives*, many of you splendidly responded to pleas for scholarship funds to assist our students. As important as it is to give to our students, it is equally important for us to give back to our community. To our employees, friends, and alumni who have unselfishly given of themselves and their means to causes and individuals who are in need, we are eternally grateful.

Such demonstrations of giving highlight NSU's Core Value of community. Thankfully, our employees take pride in adhering to that dictum. Serving our community is not always financial, as it also involves the provision of clinical services to the community at our audiology, occupational therapy, physical therapy, and speech-language pathology clinics.

Additionally, our faculty members and our students participate in service-learning projects and medical outreach trips, as well as provide health care screenings to underserved and uninsured communities across Florida. Essentially, service to others remains an important component of the fabric of our college's professional programs.

It is with tremendous appreciation that the Dr. Pallavi Patel College of Health Care Sciences celebrates the generosity of those who give to others in this edition of *Perspectives*, and abides by British politician Jeremy Hunt's saying that "philanthropy benefits the donor as much as the recipient."

Stanley H. Wilson, Ed.D., PT, CEAS

Dean

Dr. Pallavi Patel College of Health Care Sciences

Nova Southeastern University

BRAVING THE SHAVE

Students Dare to Lose Their Hair
for Cancer Awareness

BY TODD KING, PH.D., RRT, CHES, CPFT

The sound of clippers was not the only thing in the air at NSU's Palm Beach Campus promenade deck one balmy day in early September. There also was the scent of hamburgers, hot dogs, and veggie burgers being grilled. Respiratory therapy undergraduate students manned the station to feed the hungry horde of people attending the second Shave Your Hair if You Dare event.

The preparations began months ago and included 10 student volunteers from the class of 2019. The student committee members participated with the planning and



Terry Smith, left, and Leonardo Rodriguez get their heads shaved.

development process, affording them the opportunity for community service. (B.S. in Respiratory Therapy students must complete two community service projects per academic year.) Then the committee, along with the rest of the class of 2019, assisted with advertising efforts, collecting donations, and setting up on event day.

I challenged the students to raise \$300 and promised that, if their efforts were successful, I would shave my head. The students accepted the challenge and raised \$320, in addition to the donations received at the event. The class of 2019 greatly enjoyed watching me lose my hair, and some even broadcast my new hairdo on Facebook Live. As I laughed along with my students, I thought of my son.

[Three years ago], my son, Caeden, was diagnosed with a medulloblastoma brain tumor and underwent brain surgery and proton beam radiation treatments, as well as six months of chemotherapy. During his treatment, the Pediatric Oncology Support Team (POST) at St. Mary's Medical Center in West Palm Beach, Florida, provided emotional support, notification of resources, and sometimes a sympathetic ear. In gratitude for POST's invaluable support, I organized

the first Shave Your Hair if You Dare event in September 2016. My son was the first Patient of Honor.

The 2018 Patient of Honor was Emilio (Milo) Sanchez—a six-year-old boy battling a clear cell sarcoma tumor on his kidney. He is receiving chemotherapy and radiation treatments to his abdo-

men and lungs that will continue until early 2019. Unfortunately, Milo could not attend because of his monthly inpatient chemotherapy. However, his mother, grandmother, and other family members were able to be present.

Shave Your Hair if You Dare gives students, faculty and staff members, and the community the opportunity to bring awareness and support to pediatric patients battling cancer. It lets patients know they are not in the fight for life alone. Cosmetologists from Sports Clips in Jensen Beach volunteered their time and skill with haircuts and/or shaving.

The event, which was a huge success, allowed the students to learn about community service and the work that goes into planning events. Undergraduate student Josue Hernandez acknowledged it took a lot of work, but added, "Watching those kids smile is worth it. After it was over, I felt like I wanted to do more."

My son, Caeden, is now cancer-free, and the Department of Cardio-pulmonary Sciences wishes the same for Milo and all the little warriors fighting pediatric cancer.



Cancer survivor Caeden King relaxes during his Make a Wish trip to Bimini.

Milo's family members shed tears of joy and were appreciative that this year's festivities were held in his honor. In addition, POST was awestruck by the outpouring of support for its mission.

Organized in September as part of national Childhood Cancer Awareness Month, Shave Your Hair if You Dare raised an impressive \$3,100, and planning for the 2019 event is already underway. My son, Caeden, is now cancer-free, and the Department of Cardiopulmonary Sciences wishes the same for Milo and all the little warriors fighting pediatric cancer.

POST is a 501(c)(3) nonprofit organization that provides free, family-centered support to children with cancer and their families who live in Palm Beach, Martin, St. Lucie, Indian River, Okeechobee, and Hendry counties. Support includes counseling, social services, financial assistance, a fun place to go when waiting for a doctor, a food bank, and social events for the children. All children in cancer treatment who reside in one of the named counties are eligible to receive services from POST, regardless of where their treatment center is located. □

Todd King is a respiratory therapy assistant professor in the Department of Cardiopulmonary Sciences—Palm Beach Program.



The Shave Your Hair if You Dare male participants had their heads shaved, while a female student had about five inches of hair chopped off, to support pediatric cancer awareness. From left are Juan Colon Ramos, Meshaal Alonzi, Abdulrahman Atallah, Todd King, Johanna Herrera, Bruce Campbell, and Jean Rolex.

AMPLIFYING LIFE



Faculty Members, Students, and Donors Partner to Provide Hearing Aids

BY TERRY MORROW NELSON, PH.D.

On June 20, 2018, eight-year-old Makayla Young received her “new ears,” made possible due to a generous donation to the Jack Mills National Student Speech-Language Hearing Association (NSSLHA) Fund.

Young was born with a cleft palate. When she started her therapy at the NSU Speech-Language Pathology Clinic in 2015, she was unable to produce words. Her clinician also noticed that her hearing aids were almost six years old—which was affecting her speech—and that her insurance didn’t pay for hearing aids.

Today, Young speaks with clarity and enthusiasm as she brings joy to all those who know her. “Every student who works with Makayla wants to know when she is coming back so they can see her again,” said Erica Friedland, Au.D., chair of the Department of Audiology, a Jack Mills Fund board member, and the clinician who fit Young’s hearing aids. “At the end of our first appointment together, she told me, “Dr. Friedland, I don’t like you; I love you!”

PITCHING IN

Finding ways to serve people fuels the faculty and staff members in the Dr. Pallavi Patel College of Health Care Sciences (PCHCS). Through partnerships with friends of the college who generously provide financial resources, PCHCS faculty members and students use their expertise, networks, and resources to positively impact many lives.

Peter Taylor, Ph.D., associate dean in the PCHCS Office of Academic Affairs, is a prime example. He heard about a request from Wren Newman, SLP.D., chair of the Department of Speech-Language Pathology, regarding a need for donations to the Jack Mills Fund and decided to learn more about it.

“As Dr. Newman articulated about the work of the clinic and the patients it serves, I was humbled and realized how fortunate I am—how fortunate we all are—and all we take for granted,” Taylor explained. “The phrase “There but for the grace of God go I” echoed in my mind.”



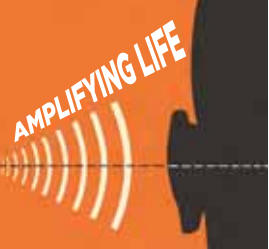
Tambi Braun, SLP.D., has a speech-language session with Makayla Young.

In a private conversation, Newman said the Jack Mills Fund was raising money to buy hearing aids for patients, and that even small donations could have an impact. Almost immediately, Taylor offered to pay for Young’s hearing aids.

A few weeks later, Taylor supplied the money for the hearing aids, and others began following his lead. Donations came from students all over the country—small donations that quickly added up. Within a few weeks, the college purchased hearing aids for three people.

Because of his generous donation, Taylor was invited to meet one of the lucky people who received help from his gift. As he walked into the Speech-Language Pathology Clinic, he met Young. Tambi Braun, SLP.D., associate professor and adviser to the PCHCS Student Government Association, who oversees Young’s speech treatment, suggested Young read aloud to Taylor from one of her favorite books—and a friendship was made.

“She has so many physical challenges, but her spirit is so positive, uplifting, and charming. She literally made me cry. We sat down together, and Makayla began to read while her mother watched. As she continued to read to me, I was overcome, and my eyes



“We sat down together, and Makayla began to read while her mother watched. As she continued to read to me, I was overcome, and my eyes welled up with tears.”

—Peter Taylor, Ph.D.

welled up with tears,” said Taylor, as he reflected on the memory.

“Makayla’s mother discreetly handed me a tissue. When Makayla saw me with the tissue, she stopped reading and came closer to me. She placed her arm around me and said, ‘Don’t cry, it’s okay.’ She was determined to comfort me,” he added. “I told her they were happy tears, and she said, ‘Okay, then you can cry.’ Suddenly, I needed more tissues!”

When Young was asked what her initial reaction was when she received her hearing aids, her response was both honest and humorous. “I felt surprised and speechless,” she said. “You get it? Speechless!”

SOUND WAVES OF SUPPORT

Two other people also received hearing aids. One was Anna Mullen-Kroll. In September 2009, while she was waiting for a ride, a car struck Mullen-Kroll, who was dragged through a store’s glass window. Because her injuries were so severe, she was airlifted to a local hospital to treat her second- and third-degree burns and hearing loss.

Mullen-Kroll, a PCHCS speech-language pathology master’s degree student, realized her hearing loss was an obstacle to achieving her dream. “I was expected to discriminate minute changes in sound production in children with cleft palate and craniofacial disorders. My ability to hear and identify the sounds a child was saying was only about 50 percent accurate after the accident,” she explained.

“Thanks to my hearing aids, I am able to identify speech sounds with approximately 90 percent accuracy. I’m currently in a rotation working with geriatrics patients. I am able to adjust the volume on my hearing aids to hear those with soft voices, and to have them use a personal microphone clip to transmit their voices directly to my aids,” she added. “The hearing aids have made a world of difference in assisting me to be a more effective clinician.”

Mullen-Kroll reflected on her NSU experience with gratitude. “Overall, professionals I’ve worked with have always been impressed with the quality of education I received as an online student. It’s sometimes difficult for distance education students to be involved on campus and connect with the faculty and peers as closely as on-campus students do,” she said. “However, being an active member and an online student representative for NSU’s NSSLHA chapter has given me ample opportunity to participate in community service, engage with peers, and receive a stipend to attend an American Speech–Language–Hearing Association convention to further educate myself on current topics in my field.”

OPPORTUNITIES TO GIVE

Since its inception, the Jack Mills National Student Speech Language Hearing Association Fund has provided nine people with hearing aids. The fund’s specific goal is to help hearing-impaired individuals with the costs associated with hearing devices or hearing-assistive devices. It pays for the cost of the devices, while faculty members in the college’s Audiology Clinic donate the cost of their professional services to fit the devices to a person’s specific needs. Everyone wants to have a positive impact and change a life through generosity. By partnering with NSU’s clinics, and the college’s exceptional faculty members and students, contributions go directly to individuals who benefit from each donation.

Please visit nova.edu/give/ and select any gift area under the Dr. Pallavi Patel College of Health Care Sciences tab if you would like to donate. Examples include the Jack Mills NSSLHA Fund, Medical Missions, and the Dean’s Discretionary Fund.

For more information on how to make a lasting difference, contact Terry Morrow Nelson, Ph.D., assistant dean of student affairs, at tmorrow@nova.edu. □

YOU'RE OFF TO GREAT
PLACES
Today is YOUR DAY
your mountain is
WAITING...
SO GET ON YOUR WAY!



SURVIVING



ALCATRAZ

A DARING SWIM BY A PA PROFESSOR

BY PAMELA JAFFEY, M.D., PA, FCAP

Stephen Andreades, M.M.S., PA-C, a physician assistant (PA) professor in the Fort Lauderdale PA Program, accomplished an amazing feat when he completed a daring swim around Alcatraz Island in July. The rocky island of Alcatraz, located within San Francisco Bay, is the site of a former maximum-security federal prison that existed from 1934 until 1963.

Notorious criminals, such as Al Capone, were confined there. The ultimate barrier to escape was the formidable waters of San Francisco Bay, which are bitter cold, with temperatures less than 60 degrees. In addition, there are strong currents and powerful tides. Furthermore, while rare, there has been documentation of great white sharks lurking in the waters and attacking prey. As a result, the waters of Alcatraz barred prisoners from swimming to freedom during the 29 years the penitentiary was operational.

Andreades' swim in Alcatraz waters occurred while he was participating in an annual 3.6-mile competition held in early July called Swim Around the Rock. Only 30 swimmers with qualifying parameters are accepted

due to the difficulty of the swim. Each year, many swimmers sign up, but almost a third cannot finish the race without assistance.

What was extraordinary was the fact that Andreades not only completed the swim, but finished in second place. It is astonishing that, while many of the contestants lived locally and had practiced the swim with extensive training, Andreades had never done the swim before.

Andreades, who was up for the challenge, had been involved in aquatics for most of his life, participating in water polo and swimming competitions, working as an advanced scuba diver, and working as an ocean-rescue lifeguard in South Florida. In November 2017, he committed himself to complete the swim and started training in the gym, the pool, and in the ocean. He worked rigorously for several months to prepare.

"It was a clear day starting on Saint Francis Beach, and it felt like we could reach out and touch the Golden Gate Bridge," said Andreades, describing the vivid images at the onset of the race. "The cold

“It felt like we could reach out and touch the Golden Gate Bridge. The cold water initially took my breath away.”

—Stephen Andreades



From left, son Luke, wife Lori, Stephen Andreades holding the map of the race course, daughter Ellie, and son Michael

water initially took my breath away, but after a few minutes, it improved.”

Andreades said he felt confident his wet suit would protect him from the frigid water, and that he was physically prepared for the race. He was concerned, however, about how the swift currents were going to affect his performance.

While successfully fighting the currents and staying on course, the next challenge was to get to a mid-way point before the strong tide reversed. He had 30 minutes to do so. Any swimmer who failed to accomplish this would be picked up by a rescue boat and be disqualified. To avoid this, Andreades increased his stroke tempo and carried on with the race.

Just as everything seemed to be going well, Andreades encountered another obstacle. He described

running into “more than 30 fishing boats on the back of the island that could not be seen or anticipated at the start of the race,” he said. “Besides the fishing lines in the water, I had to make a quick decision on how I was going to navigate either between them, or around them, which would make my swim even longer.” Fortunately, he was able to find a safe way to get through, while losing hardly any time.

While heading to the finish, there were yet a few more struggles. Andreades’ hands and feet, unprotected by the wet suit, were getting numb from the amount of time in the water. In addition, he recalled, “The current was pushing me from left to right, and it forced me to spot way left so I did not miss my entry point into Aquatic Park.”

As Andreades swam into Aquatic Park to complete his athletic endeavor, he described the final moments of his amazing feat. “I finished the final 200 meters into the beach. I stood up on the sandy beach, barely keeping my balance due to the numbness in my feet from the cold, and jogged up the beach to the finish. At the finish, I was told I had finished in second place.”

Although admittedly proud of his achievement, Andreades stressed that thoughts of his family made him determined to finish the race. “It was so meaningful to me to have my wife and children there at the start and finish of the race,” he said.

Upon reflection of the many barriers he faced during the competition, Andreades said, “Nothing has prepared me to overcome a challenge more than working in NSU’s PA Program. It has made so many other encounters manageable. As a faculty member, I understand even more the importance of what I experienced as a student and the need to continue to learn and challenge myself mentally and physically.” □

Pamela Jaffey is an associate professor in the NSU Physician Assistant—Fort Lauderdale Program.



PICKING UP SPEED

***NSU INVESTIGATES
RUNNING BIOMECHANICS***

BY G. MONIQUE MOKHA, PH.D., LAT, ATC, CSCS

How runners apply forces to the ground relates directly to performance and injury prevention. In 2018, I teamed up with fellow faculty members, athletic trainers, coaches, and undergraduate students who were willing to go the extra mile in the Exercise and Sport Science Lab to study the biomechanics of running.

Distance runners apply forces of 1.5 to 2 times their body weight at initial impact, with lower forces being desirable for injury prevention. Research from NSU's Exercise and Sport Science Lab supports low forces as also characteristic of those collegiate runners earning higher race finishes.

Ian McQuate, a 2018 B.S. in Exercise and Sport Science graduate, had a group of NSU distance runners come into the lab and run on an instrumented treadmill while their mechanics were collected by a 10-camera, motion-capture system. He then tracked their race-place finishes for the next three months.

McQuate presented his "Gait Pathomechanics as Differentiators of Performance in Collegiate Distance Runners: A Team Case Analysis" research in September at the International Society of Biomechanics in Sports (ISBS) Conference in Auckland, New Zealand. His research highlighted that top-performing distance runners did not produce the



Right: A football player takes part in sub-max sprinting on the instrumented treadmill that measures forces.

Below: Ian McQuate presents at the ISBS Conference and Expo in Auckland, New Zealand.



high-impact forces, nor did they have excessive hip, pelvis, and rear-foot motions like the bottom-performing runners. Better runners simply ran better.

In a study of lower-extremity injuries in collegiate distance runners, Dustin Gatens, M.S., LAT, ATC, former NSU athletic trainer for research and development, and I showed that runners who had greater hip adduction motion during stance were more likely to sustain a running-related injury. The research picked up speed when I teamed up with coach and adjunct faculty member Pete Bommarito, M.S., CSCS, and associate professor Corey Peacock, Ph.D., CSCS, CISSN, to evaluate running biomechanics of elite American football players.

Running is integral to football, and players across multiple positions are required to sprint in situations that directly influence the game's outcome. These

bouts are usually 15–20 yards, and players do not typically reach their top speed. Faster sprinters will apply greater maximum forces over small ground contact times.

Bommarito, Peacock, and I found that certain position players (i.e., lineman, tight ends) hit the ground harder than other positions (i.e., wide receivers, running backs) and keep their feet on the ground longer. They may be adopting some of the characteristics of sprinters, but not all.

Our findings, which may be useful for improving speed mechanics, also were presented at the ISBS Conference and Expo. The pace of running biomechanics research continues with ongoing projects involving collegiate distance runners and other field-sport runners. □

G. Monique Mokha is a professor in the Health and Human Performance—Exercise and Sport Science B.S. Program—Fort Lauderdale.

Career Connections

Two Research Certificate Programs Added

BY DEBRA A. DIXON, D.H.SC., RDH

The Dr. Pallavi Patel College of Health Care Sciences' Department of Health Science recently developed two new certificate programs in Clinical Research Associate and Clinical Trial Manager. The programs are being offered within the online Master of Health Science Program and are a joint effort between NSU and Biorasi—a leading, full-service global contract research organization.

These certificate programs will help prepare students to enter the rapidly growing field of clinical research and provide them with the practical skills and knowledge needed to achieve a well-paying career in the sciences. Designed specifically for health providers, administrators, and educators, the Master of Health Science Program also offers concentrations in sports medicine, higher education, forensic investigative technology, health care risk management, clinical research, bioethics, and health law.

The ultimate goal is to have students become knowledgeable about the functions performed by a clinical research associate during a clinical trial. Competent clinical research associates are needed to enable contract research organizations to fulfill their mission by conducting trustworthy clinical trials.

According to the Bureau of Labor Statistics, the 2012 to 2022 growth rate for clinical research associates is projected to be 36.4 percent. The Society of Clinical Research Associates also provided compelling information regarding certification. Specifically, the eligibility requirement of having 2 years of experience as a full-time clinical research professional, or compiling 3,500 hours of part-time experience in the past 5 years, can be reduced with an undergraduate or graduate certificate in clinical research with a curriculum of no less than 12 credit hours.

This Clinical Research Associate Program, which accepted its first cohort of students in fall 2018, exceeds the certificate-hour component and allows individuals to decrease the required experience hours in half to meet certification eligibility requirements.

CLINICAL RESEARCH ASSOCIATE CERTIFICATE

TARGET AUDIENCE: Professionals in health care and science disciplines who seek clinical research employment

CREDIT HOURS: 15

SAMPLE COURSES: Research Ethics; The Clinical Trial Process; Legal, Safety, and Regulatory Compliance; Reporting Clinical Trial Results; and Clinical Trial Conduct

BENEFITS: The understanding of various jurisdictional regulations, the guidance required of a practitioner in terms of clinical trials, and the knowledge of checks and balances put in place to ensure compliance

APPLIED SKILLS INCLUDE: The administration, coordination, and management of clinical research trials for the development of pharmaceutical drugs, medical devices, biologics, and treatment regimens

TARGET COMPLETION: 12 months



Rose Colon, Ph.D., associate professor, instructs students in the Master of Health Science Clinical Research concentration.

Clinical trial professionals are employed in a variety of settings, such as pharmaceutical companies, biotechnology organizations, medical-device companies, contract research organizations, hospitals, educational institutions, and independent contractors. The growth for clinical trial managers is projected at 23 percent for 2012–2022 according to the Bureau of Labor Statistics.

As a private, higher education institution in South Florida, the Dr. Pallavi Patel College of Health Care Sciences' Department of Health Science continues to enrich the graduate enrollment and number of programs offered within the college. With the limited number of clinical research associate and clinical trial manager certificate programs available in Florida, NSU has the unique opportunity of offering programs that will prepare students interested in pursuing this career path.

These certificate programs are providing the opportunity for further community relations with local employers, as well as global relationships. □

Debra A. Dixon is director and associate professor in the Master of Health Science Program, delivered online and on-site.

CLINICAL TRIAL MANAGER GRADUATE CERTIFICATE

TARGET AUDIENCE: Successful graduates of the Graduate Certificate in Clinical Research Associate Program, as well as those who have degrees in various disciplines in science who are seeking employment in the clinical research field

CREDIT HOURS: 12

SAMPLE COURSES: Enterprise Risk Management, Health Care Systems and Conflict, Clinical Trial Management, and Statistics

BENEFITS: Learn the theoretical knowledge in product development, regulatory compliance, and reporting and processes needed to conduct a clinical research trial; become familiar with the rationale for clinical trials, key terminology and processes associated with clinical trials, the design of clinical trials, and crucial plans and documents used in conducting clinical trials; and draw upon historical examples and codes, declarations, and other sources of regulation and trial conduct guidance, along with practical examples of trial design and management documentation

TARGET COMPLETION: 8 months



Simulation helps Bachelor of Science in Respiratory Therapy students gain valuable experience to better prepare them for clinical rotations.

Smart Mannequins

Improving Respiratory Therapy Education

BY MELISSA MORRIS, M.S.N., R.N., CPN, CHSE

Respiratory therapy programs practiced providing cardiopulmonary resuscitation (CPR) using the Resusci Anne mannequin in the 1960s to deliver hands-on training for intervening when a person's heart stopped beating. Fast-forward to 2018, where the health care professions are using computerized mannequins to teach skills, enhance patient care, and augment clinical and didactic courses without endangering patients.

Health professions and training programs around the world are using computerized mannequins that replicate human pathophysiology to provide immersive, active, educational experiences that create

strong foundational clinical skills and develop professional confidence.

The cardiopulmonary program at NSU's Palm Beach Campus purchased two HAL® S3201 simulators from Gaumard Scientific this spring. This increased the campus's computerized mannequin patient population, enhancing students' simulation experiences and allowing faculty members to increase the fidelity (realism) of the case scenarios delivered for student learning. By using the HAL computerized mannequins for clinical simulation experiences, student educational outcomes are better able to bridge the gap between the curriculum's didactic and clinical portions. □

Melissa Morris is director of the simulation and interactive technology department.

Going National

New Path Leads to Certification in Emergency Medicine

BY PRADEEP VANGURI, PH.D., LAT, ATC



From left, firefighter/paramedic Dionne Street; M.S.A.T. students Shelby Peterson and Shannon Stowe; and M.S.A.T. faculty member Megan Colas participate in an emergency medicine course.

During the inaugural Master of Science in Athletic Training (M.S.A.T.) class in the summer of 2018, students participated in the new Emergency Medicine course, which includes an important collaboration with the Broward Fire Academy in Davie, Florida.

Because athletic trainers typically face emergencies that occur on the field, the need for a course that provides emergency medical technician (EMT) certification to athletic training students prompted this development. This unique course provides students with the essential medical skills necessary for clinical practice in various athletic training settings. It also provides a strong, interdisciplinary introduction to patient care that transfers to evaluation and management skills throughout the program.

Students are exposed to patient interactions in real time during clinical experiences emphasizing recognition and initial management of both trauma

and medical conditions. These interactions are important for helping students appreciate the strategies involved in prevention and emergency planning.

Megan Colas, Ph.D., ATC, NREMT-B, an athletic training faculty member, and Serge de Winter, Broward Fire Academy lead instructor, taught the course to better prepare students for emergencies and to make them eligible to take the National Registry Examination for Emergency Medical Technician-Basic (NREMT-B). NREMT-B certification is nationally recognized, and the educational experience gained from the course supports students during their career development in athletic training.

“I never really gave much thought to the diverse levels of experience in emergency medicine until the paramedic instructors shared their experiences during lectures and labs to help us understand,” said M.S.A.T. student Shelby Peterson. “There is so much more to think about and consider during an emergency.”

Both programs have expressed continued interest in using this collaborative effort for research.

The collaboration provided a unique opportunity for Broward Fire Academy faculty members to better understand the athletic training profession. This partnership is so vital, according to de Winter, because athletic trainers know the body, muscles, and body processes in so much more detail when it comes to physical exertion.

“This course will help distinguish the [M.S.A.T.] program and give the students advanced medical training, leading to a certification within the first year of the program,” Colas said. □

Pradeep Vanguri is the athletic training program director and an associate professor in the Health and Human Performance—Athletic Training M.S. Program—Fort Lauderdale.



Changing Tides

The Lost Art and Benefits of Social Interaction

BY ROBERT C. GROSZ, ED.D., ACSM



We are riding a radical wave of behavioral change by traditional standards.

Our social existence seems to be less gracious as we transition from one way of life to another. There are so many names given to generations: Baby Boomers, Beat, Lost, Millennials, X, etc. However,

if we consider a generation to be around 25 years, we can see we are in a transitional, generational change of behavior covering the past 25-plus years.

Through the 1970s, we were more sensitive to how we conducted our social lives. Our social interactions were very important. The terms *personal contact* and *personal communication* had more meaning. There was more concern for the development of personal socialization, beginning with the education of children through early adulthood.

The first one or two grades focused on the social development of the child. Learning how to interact one-on-one or face-to-face was an important objective in these early grades. This quality of our relationships was important. Avoiding loneliness or avoiding being alone was a constant, universal objective. We were—and are—social animals.

In the mid-to-late 1980s, we started seeing a rise in depression, suicide rates, and children being born to mothers younger than 30 and outside of marriage. Coincidentally, we also started to see a rise in less concern for one-on-one, face-to-face contact and social development. The concern for a rise in loneliness and being alone was becoming a viable issue in health care, including messages from the Office of the Surgeon General.

Regimentation in activities and demand for academic performance were becoming increasingly prevalent in the introductory years of education. One of the “victims,” so to speak, was less opportunity for a child to make a choice, either in early schooling or in play.

By giving children from the ages of 4 to 16 more opportunities to select activities, we were encouraging them to experience deliberation, decision-making, evaluating a choice, and personal interaction. Children had to look at other children and make decisions.

This resulted in some rejection, to which some children were sensitive. However, it also encouraged coping, learning how to deal with adversity, and learning consequences of choices.

Unfortunately, around the same time came the development and increased reliance on electronic devices for communication. This allowed for faster communication and reaching more people in less time. The sacrifices, however, would be less face-to-face communication and fewer opportunities to learn how to deal with closer, more personal interaction.

Are we straying from one of our basic behaviors, which is social interaction? In doing so, are we creating more reliance on loneliness?

If children are becoming more dependent upon, and more comfortable with, less face-to-face social interaction, are they less exposed to role models or examples of social behaviors? We are seeing a rise in depression and in suicidal ideation, which happen to parallel a rise in smartphone use and social media. Is it possible we are entering into an epidemic of social isolation and loneliness?

The World Health Organization, as well as national agencies such as the Centers for Disease Control and Prevention, are suggesting there is an explosive rise in depression and suicide among the young. One of the observations gleaned from the Facebook Congressional Hearings is that there is an alarming increase in the use of social media, which is creating a decrease in face-to-face interaction.

Even in the classroom, relationships appear to be disintegrating. The peer-to-peer relationship, once so comforting, now seems to be a rasping experience. There seems to be less tact and more confrontation in dealing with classroom issues. This lack of tactful, personal interaction is manifested by overt and subtle bullying, by abuses within social media, and by the undertow of innuendo within the classroom.

Because of this radical change in behavior, there appear to be two concerns. One is the increased reliance on smartphones and social media, which may bring about loneliness and diminished social

interaction. The second is the increase in depression, which crosses paths with loneliness and diminished social interaction.

Either of these behavioral pathways may result in internal anger and/or frustration to the degree that an inability to cope means one becomes like a pressure cooker and erupts. The problem then is if the eruption results in violence toward self or violence toward others.

If we are designing early education—preschool through first and second grades—to be more academically oriented and challenging, perhaps we should put as much effort and ingenuity into how we might go about releasing stress at that age. Starting with such young, impressionable children, we seem to encourage the use of isolating techniques that can solve their academic needs quickly without the need for personal and/or social interaction. While children can solve their academic problems quickly, they are exposed to socialization that takes less effort, and, in a sense, offers more protection, since they can easily manipulate smartphones and social media.

Facebook Congressional Hearings report that there is an alarming increase in the use of social media, which is creating a decrease in face-to-face interactions.

We are astute enough to design surveys that analyze research, to experiment with results, and to hypothesize some common threads running through losing face-to-face behavioral skills, early technological dependence, loneliness, depression, and suicidal ideation. Consequently, why can't we devote similar resources to look into early behavioral development and design programs and/or curriculum that would help children implement behavior beneficial to their future, such as the importance of learning and maintaining the skills of personal and social interactions? Doing so would be a major step in helping them cope with obstacles. □

Robert C. Grosz is a professor and course director in the Physician Assistant—Fort Lauderdale Program.



Diversity Matters

NSU Anesthesiology Diversity Programs Lead the Nation

BY NATHAN WEIRICH, M.H.SC., CAA

Many universities around the country have pushed for their specific institutions or programs to increase the number of minority students. The reason? To become more diverse in hopes of reducing the stereotypes that may have been held by students, and to open a range of viewpoints they wouldn't have been exposed to otherwise.

Universities have argued that it was in the state's best interest to use racial affirmative action to build a critical mass of minority students—and to allow those students to have a positive campus experience and not feel isolated. In turn, some of these more diverse graduates would take the knowledge they gained back to the community, and, in many cases, supply much-needed care to those in underserved areas of the country.

When specific universities or governments mandated diversity, it was met with mixed results. Specifically, in the most high-profile case of *Gratz vs. Bollinger*, the University of Michigan would add points to an undergraduate's application just for being a minority.

The case eventually went all the way to the U.S. Supreme Court. In a 6-3 vote, the court ruled that the admissions policy was unconstitutional, because it violated the Equal Protection Clause of the 14th Amendment and Title VI. In another high-profile case, the University of Michigan Law School was adding points to a minority student's application, and this, too, was challenged and taken to the Supreme Court.

The NSU anesthesiologist assistant (AA) programs have always supported diversity in our programs and our profession. In fact, NSU's AA programs in Fort Lauderdale and Tampa Bay have the highest minority students' acceptance and graduation percentages in the country, when compared to the other 12 AA programs.

According to NSU's admissions office, the percentage of minority students accepted to the AA programs is roughly 40 percent annually. These students were not considered for acceptance based on race, but on their merits and skills.

Each student has proven to be a tremendous asset to our programs and profession. Graduates have gone on to hold committee positions within our national

organization and high-ranking leadership roles within the American Academy of Anesthesiologist Assistants. Additionally, NSU graduates have a nearly 100 percent pass rate on the National Commission for Certification of Anesthesiologist Assistants Board Exam and 100 percent job placement.

NSU supports diversity in its programs and promotes it from within as well. Evidence of this occurred in 2012 when Llando Austin II, Ed.D., RRT, CAA, was promoted to program director for the Tampa Bay Regional Campus, followed shortly afterward by Jermaine Leclerc, M.H.Sc., CAA, assistant professor at the Fort Lauderdale/Davie Campus.

It may seem like a normal process for faculty members to be promoted, but these moves were significant because Austin became the first minority program director in the country, again followed by Leclerc. The AA profession has been around for 40-plus years, but NSU's AA programs still have the only minority program directors in the United States.

It's clear that NSU's AA programs are exceeding expectations when it comes to diversity, and the diverse classes of students are surpassing the competition in job placement, board exam pass rates, American Academy of Anesthesiologist Assistant participation, and state component participation. Many universities are forcing programs to meet specific admissions numbers, but NSU's AA programs are exceeding those numbers, and the success of our students speaks for itself.

Our students and faculty members get to be a part of diversity at work. We are proud to be part of an effort that leads the country in every measurable category. All our students—no matter race, creed, culture, or religion—are in our program because the members of our admissions committee, faculty, and staff believe in them. We know they are outstanding individuals who will one day become excellent anesthesia providers and representatives of our profession, and NSU, at the highest level. □

Nathan Weirich is an associate professor in the Anesthesiologist Assistant—Tampa Bay Program.



Footprints of Hope

Helping Children Two Soles at a Time

BY BEATRIZ GALINDO, B.S.

In September 2017, I had the privilege of attending a medical outreach trip to Honduras to help the underserved population of San Francisco de Orica, about three hours from the capital of Tegucigalpa. A group of 20 health care professionals and volunteers from the Tampa Bay area participated, providing much-needed services to patients at the New Hope Clinic and the surrounding communities.

The Foundation for International Missions built the New Hope Clinic to provide sustaining medical services to the people in this region. The team, under the leadership of Martha Price, M.D., included physicians, dentists, physical therapists, and physical therapy students. The two physical therapists were alumni from NSU's Tampa Bay D.P.T. class of 2016—Michelle Sierra, D.P.T., PT, and Tatiana Barrett, D.P.T., PT, OCS.

These outstanding clinicians; my classmate, David Andino-Salgado; and I experienced the joy of providing much-needed physical therapy (PT) services.



An NSU Tampa Bay D.P.T. student adjusts the shoe for a child during the Jamaica medical outreach trip in June 2018.

Most of the residents we assisted had never had, or even heard of, physical therapy. We also helped distribute basic hygiene packs containing soap, washcloths, toothbrushes, toothpaste, and bandages. In addition, we used our bilingual skills to translate for the other health care providers.

When we arrived, I was overwhelmed by the large number of people who had untreated medical conditions because of the pervasive poverty in the region. I also never realized that, because of such poverty, most children and adults walk barefoot, or with shoes inadequate for the rough mountainous terrain. In fact, many people in developing countries do not have

proper shoes, if any at all, to protect them from any soil-transmitted diseases and the rough terrains they are required to walk on for miles every day. Upon returning home, I brainstormed ways to help the children who needed shoes.

After doing some research, I came across The Shoe That Grows. I reached out to this organization and requested a sample of its product. After receiving the



The variety of colors and sizes makes The Shoe That Grows both an affordable and fashionable option.

shoe and trying it on myself, I was impressed with the low cost and how comfortable it was to wear. The sandal-like shoes are specifically designed to grow five sizes and can last for many years, because the sole is made of compressed rubber similar to that of a car tire.

Since children require new shoes more often, I decided to concentrate my efforts on obtaining shoes for them. Children will outgrow an ordinary pair of donated shoes quickly, but this product helps solve that problem.

Knowing that NSU's Dr. Kiran C. Patel College of Osteopathic Medicine sponsors the annual Jamaica medical outreach trip each June and December, I brought up the idea of taking shoes to Jamaica. I presented the idea to Keiba Shaw, Ed.D., D.P.T., PT, associate professor, who wholeheartedly supported the idea.

Shaw, who is experienced in providing services to the underserved, volunteered her expertise after

Haiti's 2010 earthquake, as she does during the NSU Jamaica medical outreach trips. I thought this would be a great opportunity to help others, even though I could not attend the trip myself. My goal was to raise enough money to purchase 100 pairs of shoes in a variety of sizes.

The support I received from NSU and the PT community to make this goal a reality was incredible. Within a week of launching my campaign, I achieved my goal. While in Jamaica, the PT team donated more than 70 shoes to children in need, and the rest remain available for distribution.

I am thankful to belong to such a caring and compassionate community. We hope to continue to serve those who need basic necessities. Perhaps through sharing this story in *Perspectives*, others will be inspired to change more lives from the ground up. □

Beatriz Galindo is a class of 2019 student in the Professional Doctor of Physical Therapy (D.P.T.) Program—Tampa Bay.



Sounds of Summer

Research Training Opens Doors Across the Nation

BY KASIA BAGINSKI, B.A.

Once my application for the T35 short-term training program was submitted, I tried not to think too much about it. I hoped I would be chosen, but knew the competition was fierce, as I was competing against Doctor of Audiology students from throughout the country.

There were only four institutions with T35 grant money in 2018—and a very limited number of positions. Imagine my excitement when I received notification that I was chosen. Washington University School of Medicine in St. Louis, Missouri, is where I found myself—heading to the home of the Gateway Arch, Forest Park, a zoo, vibrant museums, concerts, toasted ravioli, and gooey butter cake.

The T35 short-term research training program with the Program in Audiology and Communication

Sciences at Washington University School of Medicine is a three-month, full-time research experience funded by the National Institutes of Health, and, more specifically, the National Institute on Deafness and Other Communication Disorders. The program allowed five other T35 trainees and me to be exposed to a research training experience that included working in an active laboratory, conducting research related to clinical application, and doing experimental research within the hearing sciences.

Lisa S. Davidson, Ph.D., and Rosalie M. Uchanski, Ph.D., served as my mentors and welcomed me into their labs with open arms. Both of my mentors were seasoned researchers who supported and guided me continually throughout the research process. They allowed me to take part in their weekly lab meetings



Kasia Baginski is pictured at the entrance to the Central Institute for the Deaf.

and taught me how to design and conduct an experiment, collect data, and expand my research foundation beyond what I was taught in my research methods classes. They invested in me, which helped me to be invested in my research project.

I spent my time as a T35 trainee investigating emotion identification for children with and without hearing loss. I am especially interested in the pediatric population, so this was a great project for me. We were specifically looking at the pediatric population with cochlear implants, and that population's ability to assess emotional content—angry, sad, scared, and happy—in spoken sentences.

We assessed 117 children with cochlear implants and 42 children with normal hearing over 2 time periods. We are still analyzing the data, but preliminary findings indicate both groups discriminate angry and sad easily, while children with cochlear implants perform more poorly than their age-matched, normal hearing peers, and greater acoustic exposure leads to better performance and outcomes.

I also spent my time with the other T35 trainees participating in local seminars, workshops, weekly journal groups, and a course in responsible conduct in research. Additionally, we had the opportunity to attend colloquia presentations by national and international experts in communication disorders. I met other medical professionals within audiology who gave me the opportunity to observe my first stapedotomy, cochlear implant, and cholesteatoma surgeries.

This program was a great opportunity for me to apply the skills I learned in a setting beyond the classroom. I found it enjoyable in the way we had to solve problems as they arose and answer questions that could potentially impact clinical care and standards for children with cochlear implants.

This experience has made me consider obtaining my Ph.D. In March 2019, I will be traveling to the American Auditory Society meeting in Scottsdale, Arizona, to present my research during a poster session.

The clinical NSU Doctor of Audiology Program offers an amazing educational experience that is scientifically based and places a strong emphasis on clinical practice. The incorporation of these dynamic clinical practices is what compelled me to attend NSU.

Throughout my academic coursework, I was fostered to think critically and incorporate models of best clinical practice. My professors challenged me with academic coursework through the readings and discussions of research articles and their questioning of our diagnostic assessment, methodology, and interpretation of results.

While my thinking was being challenged, my future as an audiologist was being nurtured and fostered. It was my academics and professors at NSU that helped me develop an appreciation and interest for evidence-based practice and research related to clinical and experimental audiology. □

Kasia Baginski is a class of 2019 student in the Audiology—Fort Lauderdale Program. Erica Friedland, Au.D., department chair and associate professor, contributed to this article.

Education PAys Off

Alumna Reflects on Becoming a Chief Operating Officer

BY KANDEE GRIFFITH, M.ED., M.S.H.R.M., PA, AND CHARLENE BOLTON, ED.D., PA-C

A benefit of being a physician assistant (PA) is the flexibility with which a person can move through the profession. The educational training the program offers allows graduates to move from one specialty to another without additional educational training. Leadership opportunities also are available for PAs, as is evident in the career path of Questa Tingler, M.M.S., PA-C.

Tingler, a class of 2012 alumna, began her health professions career as a registered nurse before becoming a PA. She is the chief operating officer (COO) of AppleCare in Georgia. Tingler came to campus for an interview to speak about her exciting and inspirational journey.

Q: Tell us about yourself.

A: I graduated from the PA program in Jacksonville in 2012. I am employed by Apple Care Immediate Care—an organization that has 12 clinics and an additional 3 of which AppleCare is the managing partner. As COO, I manage its clinical and administrative aspects. Prior to that, I was a labor delivery nurse before becoming a PA. While I was a nurse, I received a certification in legal nurse consulting. I also have a risk-management background, working closely with hospital general counsel and providing risk-management training opportunities.

Q: Why did you choose this area of medicine?

A: I found it interesting. I wondered why it was easy for health care professionals to be sued. Looking through medical records, it opens your eyes to what you should be doing, what you could be doing, and what you shouldn't be doing. I have always enjoyed teaching, so the job I have now gives me that opportunity, not just to teach, but also to develop teaching methods. I have influence in clinical, educational, and administrative areas.

Q: How long have you been with AppleCare?

A: I started in April 2013.

Q: Did you move from urgent care into your current position?

A: I started as a full-time PA. They opened a position called clinical director of risk compliance and nursing and offered me the position. Eventually, I became the director of operations, and then the COO. Every time I was promoted, I rolled the job I currently had into my new one. This has proven to be a blessing, because a non-physician who wanted to make a difference originally founded AppleCare. It was developed as a company that would be run by medical professionals, which is unique.

Q: Do you think the program prepared you to become a PA and for your current career path?

A: I think the program absolutely prepared me to become a PA. Honestly, while I was in PA school, and even after I graduated, I never thought I would be in the position I'm in now, because I didn't think those kinds of opportunities existed for PAs. I chose to become a PA instead of a nurse practitioner because I wanted to enter a program taught by a group of medical professionals, including physicians and PAs. I thought the collaborative relationship was important, and I wanted the support and nurturing of the physician. My mother-in-law is a cardiologist, and when I went home on the weekends, I would tell her what we learned, and she would be amazed and would say that the program was teaching a lot of "good stuff."

Q: Describe one of your most memorable moments while attending the program.

A: The White Coat Ceremony. My mother-in-law was the person who inspired me to become a PA. Knowing how proud she was of me made it even more special. I truly felt like it was the moment where all my work was starting to pay off.

Q: What do you find most rewarding about being a PA?

A: We have the opportunity to take care of people when they're at their worst. That sounds bad when you take it at face value. But, when they're sick and not in the best mood, they actively seek me out to make them feel better, which is a great honor. It means the patients I have established a rapport with trust me, appreciate the knowledge I have, and have faith that I am going to make them feel better. Just knowing that I have made a small difference means a lot. □

Kandee Griffith is an admissions counselor III, and Charlene Bolton is the program director and an assistant professor for the Physician Assistant—Jacksonville Program.



Right: Questa Tingler, class of 2012 alumna and AppleCare chief operating officer in Georgia





All-Star PAs

How Professional Athletes Enrich the Physician Assistant Profession

BY JANET SPARKER, ED.D., PA-C

The NSU Fort Myers Physician Assistant (PA) Program has been fortunate to matriculate professional athletes who cultivated skills over many years that undoubtedly contributed to their success as students. Below are the stories of two people of whom we are proud—one who has graduated, and one who is in his clinical year.



Class of 2018 alumna **Elizabeth Mulvey**, M.P.H., M.M.S., PA-C, is an excellent example of how growing up as an athlete contributed to her success as a PA student. Both her career as a professional figure skater on

a cruise ship and her subsequent science studies required sacrifice, dedication, and courage.

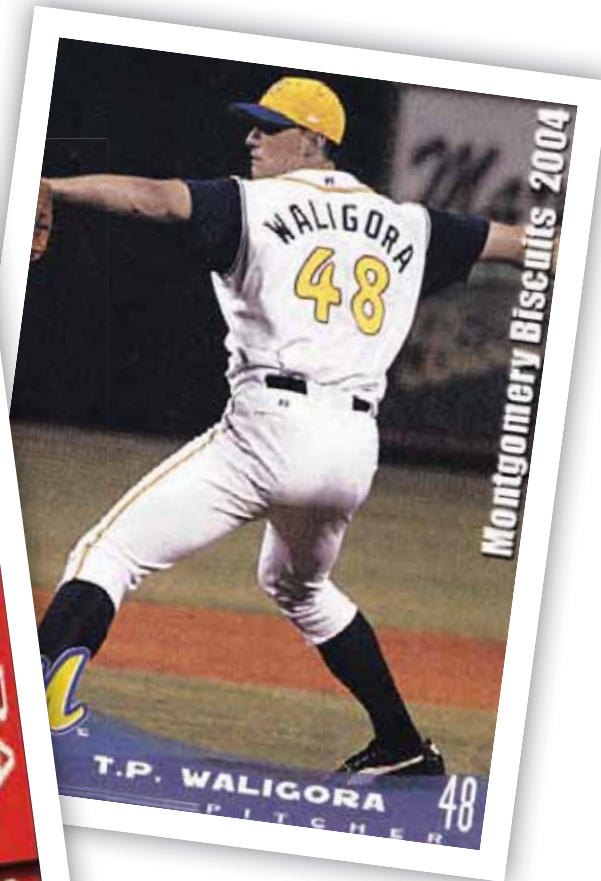
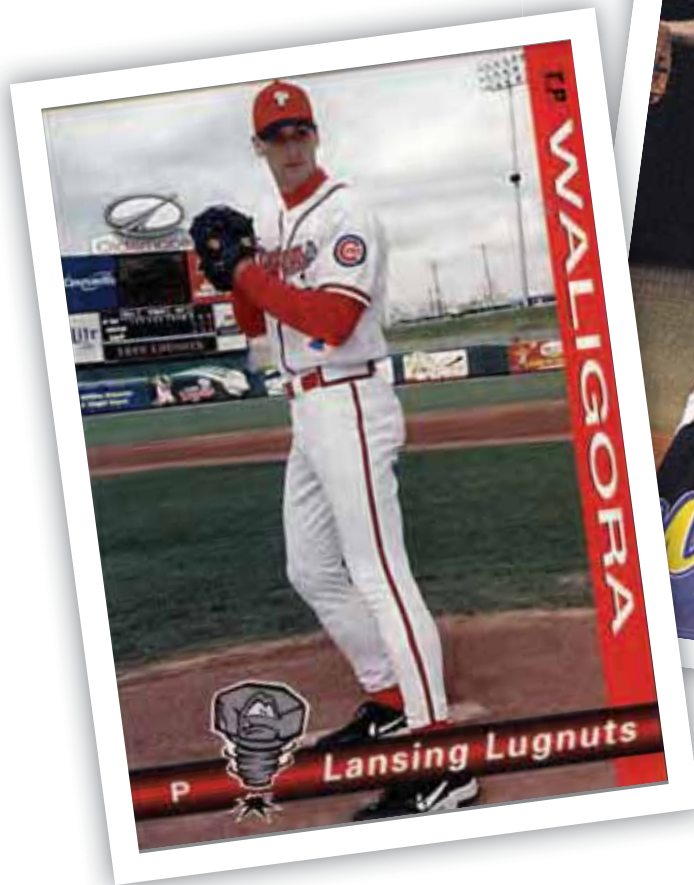
“Life as a figure skater was not always easy; there were times I slipped and fell in front of thousands of people, but I always got up and finished my routine,” she said. “The number of hours I spent perfecting my skills as an amateur figure skater in order to turn professional paralleled the amount of time I spent studying as an undergraduate student, and then again as a physician assistant student.”

Mulvey’s skating experiences cultivated the self-confidence she needed to pursue medicine despite her lack of a science background. Her determination only intensified after failing her first science test, reminding her of her reaction after falling on the ice. As a result, she characteristically advanced to tutoring students and graduating with high honors.

Not surprisingly, she shone in both didactic and clinical studies in the Fort Myers PA Program. Mulvey’s commitment to excellence in all endeavors also impressed her preceptor, otorhinolaryngologist Mark Montgomery, M.D., who recently welcomed Mulvey as a second certified physician assistant in his Bonita Springs, Florida, practice.



Earlier in her career, Elizabeth Mulvey played the role of Alice in *Wonderland* in the show *Mystery*, performing in Austria, the Czech Republic, France, Germany, and Switzerland.



Above: One of the teams Thomas Peter Waligora played for was the Montgomery Biscuits—a minor-league, Double-A affiliate of the Tampa Bay Rays.

Left: Waligora, a second-year PA student, plays for the Lansing Lugnuts—a minor-league, Class-A affiliate of the Toronto Blue Jays.



Class of 2019 student **Thomas Peter Waligora**, who is in the midst of completing his clinical year, credits more than a decade of experience as a baseball player to his successful transition as a PA student. Waligora played at the College of William & Mary; coached at Duquesne University in Pittsburgh, Pennsylvania; and played professionally for eight seasons with the Chicago Cubs, Pittsburgh Pirates, and Tampa Bay Rays organizations at various minor-league levels.

Like many applicants, his interest in the PA profession began through his contact with medical professionals—including physician assistants—who reconstructed his pitching elbow and assisted him in a 22-month physical therapy regimen. Waligora’s story, however, goes beyond the restoration of his health.

“As a child, I dreamt of pitching in the big leagues. As a young man, I pursued that dream and coached

others to do the same. The daily, demanding trials forged a certain perspective and perseverance. Each day was filled with successes and failures as I worked to build trust, foster team cohesiveness, and communicate on a personal level with teammates from various cultures who frequently spoke another language,” said Waligora, who went on to explain why he was motivated to become a PA.

“Achieving greatness as a member of a team, within the framework of individuals fulfilling their established roles, was one of my most rewarding experiences. Dealing with repeated injury and multiple surgeries strengthened my resolve, but eventually altered my goals,” he added. “Now, I desire to be a productive part of a different type of team, not one that wins titles and trophies, but one that saves and restores lives.” □

Janet Sparker is an assistant professor in the Physician Assistant—Fort Myers Program.



Leading the Way

Workshop Focuses on Patient- and Family-Centered Care

was the first to recognize that having parents participate in the care of their hospitalized child and providing families with 24-hour access to their children enhanced the child's medical and emotional status.

At that time, hospitals were designed for the convenience of the medical staff and didn't consider the needs of the child or family members. Currently, it is standard practice in the pediatric hospital world to have a patient family advisory council to collaborate with staff members to enhance systems.

Parents of children who are high-volume users of hospital services typically volunteer to serve on the council as family faculty members who educate incoming residents and nurses on PFCC. These hospitals have a paid director of patient- and family-centered care, and parents are considered partners in the care of their child—not visitors. In PFCC, professionals share their clinical expertise, but must relinquish control and recognize that families are the experts on their loved ones.

In the 1990s, secondary to high-profile medical error stories, Congress commissioned the former Institute of Medicine—now renamed the National Academy of Medicine—to examine the U.S. health care system. Two landmark reports from the National Academy of Medicine—*Crossing the Quality Chasm* and *To Err Is Human*—shed light on the needless deaths from medical errors.

BY ELISE BLOCH, ED.D., OT/L

In February 2018, the Center for Academic and Professional Excellence and the Dr. Pallavi Patel College of Health Care Sciences Interprofessional Education (IPE) Committee hosted the *Leading the Way: Incorporating Patient- and Family-Centered Care into Interprofessional Practice and Education* workshop.

Speakers included Michelle Barone, B.A., director of patient- and family-centered care for Memorial Healthcare System (MHS), as well as Lupe Collado and Karen Jones—parents of children with special health care needs who shared their hospital experiences. Additionally, Barbie Brunner, M.Ed., CHES, director of patient- and family-centered care, and Kathryn Neill, Pharm.D., an associate dean from the University of Arkansas for Medical Sciences, presented on the integration of a patient- and family-centered care (PFCC) curriculum from an IPE perspective.

Participants explored the context, legislation, and policies that have informed best practice for PFCC in hospitals today. In the 1960s, the nursing profession

These reports called for system change and family-centered care. In 2014, the Macy Foundation convened a conference with academicians, families, and medical providers that advocated including patients and families in all areas of training future and current health professionals. The National Academy of Medicine advocated for engaging families in all aspects of care throughout health care delivery systems in a 2017 position paper. How does this work and look in a hospital system?

Barone described the work done at MHS, elaborated on the tenets of PFCC, and discussed the role of patients and families in enhancing care throughout MHS. She also discussed the commitment MHS has to collaborating with families by providing PFCC education to families and staff members.

Joe DiMaggio Children's Hospital in Hollywood, Florida, recently obtained Planetree certification and was recognized for its patient- and family-centered excellence. Not surprisingly, PFCC is clearly stated in the hospital vision and mission statements. Additionally, MHS has patient and family advisory councils in each of its six hospitals and values their input on committees and hospital projects. One mechanism to educate students and health professionals about PFCC is through the power of stories.

Barone facilitated a family faculty panel where parents of children with chronic health issues shared their stories with the college's faculty members. These stories are a valuable way for students and health care professionals to understand the "lived experience" of families and learn how to talk, share bad news, and partner with them. Best practice in the academic world is calling for training in PFCC for all health professionals at the pre-service level.

Shifting to an academic lens, Brunner and Neill shared their institution's journey to integrate a patient- and family-centered care curriculum into an IPE curriculum for the entire study body at the University of Arkansas for Medical Sciences. This was a comprehensive endeavor with the support of every academic department within their university. Family faculty (former patients or caregivers) were involved in curriculum design, teaching, and program evaluation.

Right: Lupe Collado shares her experiences as a caregiver for her hospitalized daughter.

Below: Family faculty members stand with Collado, right.



Brunner and Neill discussed the challenges and strategies of implementation and the critical need for infrastructure and administration support. They also shared exciting, outcome-based research projects of students and families to improve systems. A robust discussion concluded the workshop, with faculty members sharing their experiences, questions, and thoughts regarding PFCC curriculum strategies.

What can we do at the college level to integrate PFCC education into curricula? How can we use family faculty to enrich our teaching? Are we providing experiences to foster partnerships with patients and families? What type of training is needed for our faculty? It is up to us to see that this discussion continues as we move forward with our IPE initiative throughout Nova Southeastern University. □

Elise Bloch is an associate professor in the Department of Occupational Therapy—Fort Lauderdale.



The NSU OT contingent is shown at the WFOT Congress in South Africa.

Medical Safari

Reflections from the 2018 International Congress

The World Federation of Occupational Therapists (WFOT) holds an international congress every four years to encourage professional fellowship, exchange technical and scientific information, and promote high worldwide standards of practice. The United States has been a member country since 1952, and scholarship at this congress is highly regarded within the profession.

NSU occupational therapists embrace every opportunity to engage in and observe the variety of occupations around them and in the world. A search for the meaning of the term safari results in multiple occurrences of the word journey. This article details the experiences of NSU occupational therapists in South Africa and at the WFOT Congress.

South Africa itself was an amazing landscape of people, history, flora, and fauna. The people were warm and welcoming, despite struggling with social inequi-

ties like the rest of the world. Several NSU occupational therapy (OT) travelers had the opportunity to experience South Africa before or after the congress.

Rebecca I. Estes, Ph.D., OTR/L, CAPS, department chair and professor, had the opportunity to observe the occupations of a safari driver and guide who could identify animals by paw prints and bent foliage, even in the dark at 5:00 a.m. She was fortunate to visit a Zimbabwe traditional home, view some quilted pieces, and have dinner with a family where the meal included numerous dishes not seen in the United States, such as fried caterpillars.

In his role as a master practitioner and teacher of ikebana (traditional Japanese flower arrangement), Ricardo C. Carrasco, Ph.D., O.T.D., OTR/L, FAOTA, program director and professor, was able to connect with the West Cape Ohara Association through an

A Zimbabwean woman displays a quilt that represents her village life.

informational tea event at the Company Gardens in Cape Town. During the congress, Carrasco presented a poster on neurophysiological effects of ikebana engagement among experienced and novice practitioners.

Thomas Decker, O.T.D., OTR/L, academic fieldwork coordinator and assistant professor, met with professionals from nine countries to discuss new and different opportunities for PCHCS students in the areas of international clinical education and fieldwork. Gustavo Reinoso, Ph.D., OTR/L, assistant professor, also joined a colleague to present a pre-congress workshop on structured observations in contemporary sensory integration intervention. Mariana D'Amico, Ed.D., OTR/L, FAOTA, associate professor, and an O.T.D. student, presented a pre-congress workshop on occupational therapy and transgender populations.

The NSU Occupational Therapy Department faculty members who attended the 2018 WFOT Congress in South Africa from May 21 to 25 were amazed. They were delighted to meet therapists from around the world and see progress and innovations in health care and social systems different from those in the United States. Many old friendships were renewed, and new ones were forged.

Several local individuals and groups shared their journeys and informed the attendees of how some challenges in Africa are different, yet similar, to other countries, including women involved in Grandmothers Against Poverty and AIDS. Additional discussions centered on an individual's mental health journey of recovery and a community leader from a remote rural area who shared his perspective on partnering with occupational therapy researchers.

The symposium's theme was Connected in Diversity: Positioned from Impact, and discussions were vibrant, interesting, mind-expanding, and offered opportunity for international collaborations among peers with similar interests. NSU OT faculty members provided variety in their contributions to the WFOT Congress scholarship, as noted in the list, at right, of posters and presentations. □

Several faculty members in the Occupational Therapy—Fort Lauderdale and Tampa Bay programs contributed to this article.



PRESENTATIONS

- **Mariana D'Amico**, Ed.D., OTR/L, FAOTA, and **Elizabeth Schuster**, O.T.D., OTR/L—Occupational Therapy and Transgender Populations: Perspectives and Recommendations
- **Gustavo Reinoso**, Ph.D., OTR/L, and **Erna Imperatore Blanche**, Ph.D., OTR/L, FAOTA—Administration and Interpretation of the Structured Observations of Sensory Integration and Their Application in Contemporary Sensory Integration Intervention

POSTERS

- **Ricardo C. Carrasco**, Ph.D., O.T.D., OTR/L, FAOTA; **Ann M. McCastle**, O.T.D., OTR/L; **Tyler S. Lacertosa**, O.T.D., OTR/L; **Jonathan R. Pitts**, O.T.D., OTR/L; **Susan Stallings-Sahler**, Ph.D., OTR/L, FAOTA, **Gustavo Reinoso**, Ph.D., OTR/L; and **Thomas P. Arnold**, Ph.D.—“Physiological Responses to Activity by Novice vs. Advanced Ikebana Practitioners”
- **Sandra Dunbar**, D.P.A., OTR/L, FAOTA—“Exploring the Occupation of Mothering from Diverse Angles”
- **Rebecca Estes**, Ph.D., OTR/L, CAPS, and **Judith Olson**, Ph.D., OTR, OTF—“Characteristics of Older Adults Facilitating Aging in Place”
- **Eunrice Luyegu**, Ph.D., CPT—“An Occupational Issue: Where Are the Women in Technology?”
- **Gustavo Reinoso**, Ph.D., OTR/L—“The Development of a Caregiver Questionnaire for the Measurement of Sensory Responsivity in Children with Diagnosis of Autism Spectrum Disorder”
- **Elizabeth Schuster**, O.T.D., OTR/L, and **Mariana D'Amico**, Ed.D., OTR/L, FAOTA—“Perspectives and Recommendations: Occupational Therapy and Transgender Populations”



Sports and Nutrition

International Society of Sports Nutrition Conference and Expo

BY JOSE ANTONIO, PH.D.

Each year, professionals in exercise science and sports nutrition gather to update each other on the latest scholarly research and trends at the annual International Society of Sports Nutrition (ISSN) Conference and Expo in Clearwater Beach, Florida, held June 7–9. It's a time of serious science, but also serious fun. What makes this conference so successful is the mix of researchers in exercise science/sports nutrition with professionals in the field of dietetics and personal training.

Jose Antonio, Ph.D., program director and associate professor, is the CEO of the ISSN and a faculty member in NSU's Exercise and Sport Science Program. He and three other NSU professors in exercise science—Corey Peacock, Ph.D., associate professor; Tobin Silver, Ph.D., associate professor and practicum director; and Lia Jiannine, Ph.D., assistant professor, participated in seven posters and two podium presentations.

Undergraduate students Stephanie Silva and Cassandra Carson also presented research at the



Left: Anya Ellerbroek, a B.S. in Exercise and Sport Science graduate, also is pursuing her Master of Science in Nutrition degree at NSU.

Below: Jose Antonio, associate professor

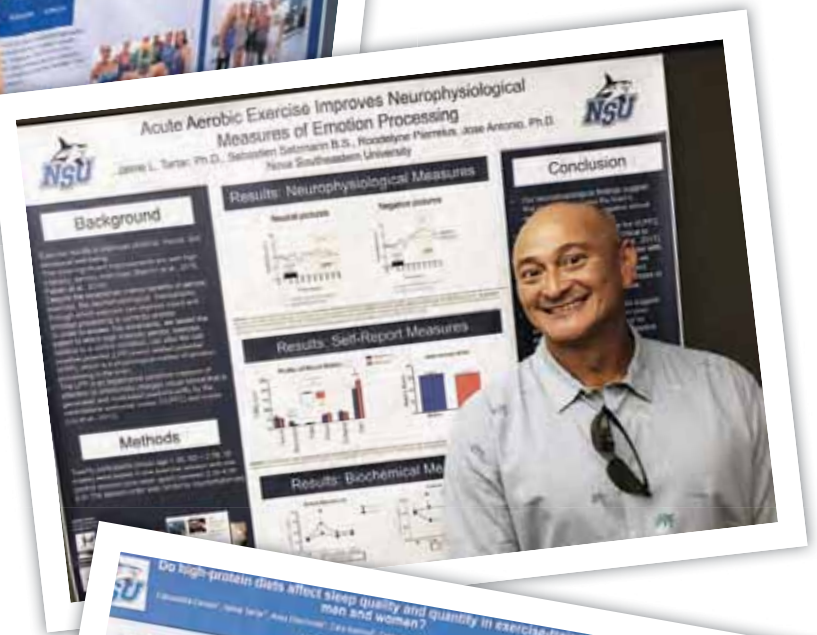
conference, while Denver Tyler-Palmer moderated a session. Additionally, graduate students Cara Axelrod, Victoria Burgess, and Anya Ellerbroek presented their research. Axelrod gave a podium presentation and participated in the data blitz—also known as the fastest 60 seconds of science.

The symposium is a shining example of one of the many notable aspects the NSU Exercise and Sport Science Program provides for its students. The involvement undergraduates have with the professors' research is unmatched in the country.

Participating students experience the full process of scholarship, including the birth of an idea, CITI training, writing an Institutional Review Board application, recruiting subjects, collecting data, interpreting results, formulating a discussion, and presenting at an international conference. Students also learn the importance of social interaction with professionals and alumni in the field.

In 2018, approximately eight alumni attended the conference, and they all made it a point to thank their professors and support the current students. The Exercise and Sport Science Program is leading the charge in providing an extensive and unique learning experience for its students. □

Jose Antonio is the program director and an associate professor in the Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale.

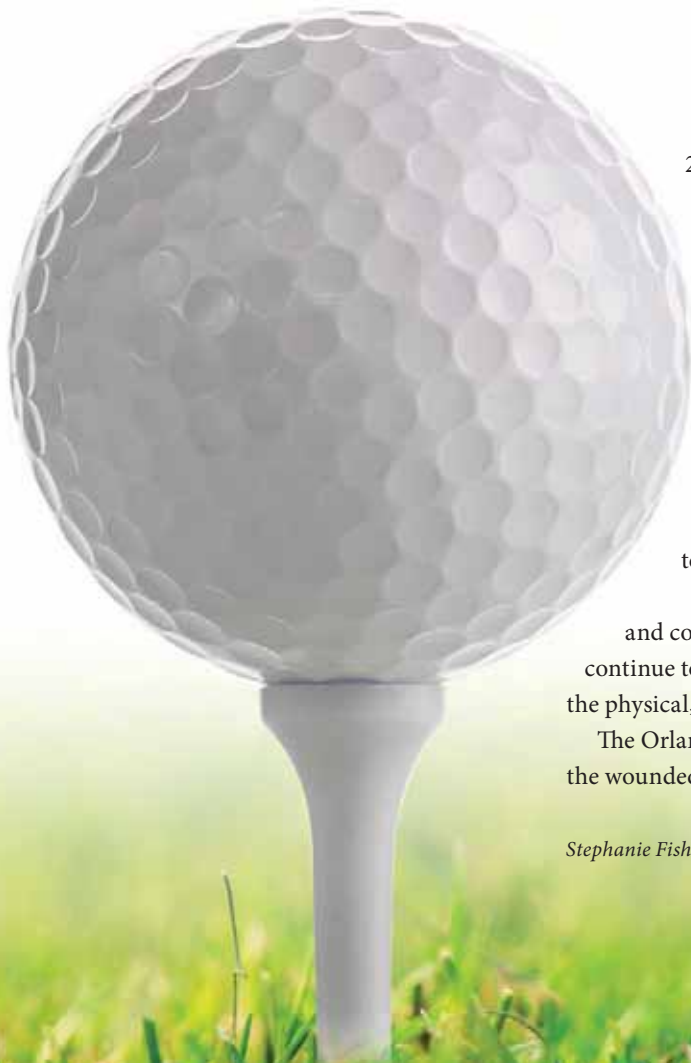


Above: Cassandra Evans, who recently graduated from the B.S. in Exercise and Sport Science Program, is now pursuing her Master of Science in Nutrition degree at NSU's Dr. Kiran C. Patel College of Osteopathic Medicine.

Fins on the Fairway

Golf Tournament Raises Funds for Wounded Veterans

BY STEPHANIE FISHER, CLASS OF 2019



On June 9, the Orlando Physician Assistant (PA) class of 2019 hosted an inaugural charity golf tournament named Fins on the Fairway. Steven Valentine predominantly coordinated the tournament, which was held at Twin Rivers Golf Club in Oviedo, Florida, receiving great support from fellow students Brannen Davis, Fadi Essak, Stephanie Shanks, Kevin Slogoski, Alex Witmer, and Zach White.

The Orlando PA students raised \$8,600, with all the proceeds going to the local veterans' organization Fairways for Warriors. This charitable organization provides hope, healing, and fellowship to wounded veterans and their families by utilizing golf as a means of forming a community to bring families together.

The goal of the Fins on the Fairway event was to raise funds and community awareness for Fairways for Warriors, so it could continue to provide the services and recreational activities that enhance the physical, cognitive, and emotional health of wounded veterans.

The Orlando PA Program hopes this becomes an annual even to benefit the wounded veterans of Orlando and the greater Central Florida area. □

Stephanie Fisher is a class of 2019 student in the Physician Assistant—Orlando Program.



Above: A number of students volunteered at the inaugural event. Pictured front row from left are Stephanie Fischer, Tiffany Black, Stephanie Shanks, My Kim Tran, Taylor Weiss, Danielle Telhiard, Danielle Nicholson, and April Hala. Middle row from left are Chris Carniglia, Ruben Morillo, Heidi Seymour, Kelly Graham, Morgan Fox, Jeremy Gordon, and Ashley Wepasnick. Back row from left are Alex Witmer, Brannen Davis, Zach White, and Fadi Essak.



Above: The Fins on the Fairway Student Committee presents a check for \$8,600 to Fairways for Warriors.



Left: Fairways for Warriors leaders and members promote their organization and help raise money at the 15th hole.



Mobility Fair

Putting Core Values Into Action

BY SHILPA B. GAIKWAD, PH.D., PT, AND SHARI RONE-ADAMS, D.B.A., PT

Approximately two million people in the United States are living with limb loss. The main cause is vascular disease, which includes diabetes and arterial disease, while other causes include trauma and cancer. Periodic health monitoring is important in this population to avoid future complications. In 2017, Adrienne Lauer, Ed.D., OTR/L, envisioned the development of a free health screening fair for individuals with amputation in South Florida.

On June 16, 2018, that vision became reality when the inaugural Mobility Fair was held at the NSU Fort Lauderdale/Davie Campus with the collaboration of the physical therapy (PT) and occupational therapy (OT) departments, Hanger Clinic, and Ottobock. Twelve people, ranging in age from 3 to 72, attended the event. Six participants were below-knee amputees; four were above-knee amputees; one was a child with a congenital lower-extremity deformity; and one was a female with lower-extremity bone loss.

The event began with an inspiring keynote speech by Pedro Pimenta—a 24-year-old international

speaker, best-selling author, and mentor to other amputees. He suffered a fatal form of meningitis that left four limbs amputated. Pedro lives independently

in Florida by using his prosthetics for mobility and practicality. His message was that everyone has the power to overcome any situation in life.

After the keynote speech, the participants rotated through six stations: residual limb skin screening; donning and doffing of prosthesis; balance, ambulation and prosthesis use; adaptive equipment; and support group/peer mentor meet-up. These stations provided screening and practical advice for everyday living, while addressing questions and concerns from the participants.

A number of participants helped answer questions, including Hanger Prosthetists and NSU PT and OT faculty members and students, as

well as faculty members and students from the occupational therapy assistant program at Concorde Career College. The Ottobock Prosthetics company also was on hand and provided samples of products for testing.

MOBILITY FAIR STUDENT FEEDBACK

“Working at the Mobility Fair provided more awareness and insight of the components of a prosthetic, and I was able to understand things I previously learned in lecture and connect the dots.”

“I felt I was giving the clients new information about their functional abilities, especially when it came to balance issues they may not have been aware of. In addition, I enjoyed having the opportunity to work with a prosthetist and an orthotist and get their perspectives regarding the things they look for or do for patients with amputations in order to improve their function.”

“This event complemented what I have learned in my program so far by helping to put things in perspective and eliminating some of the fear I initially had in interacting with patients.”



PT students Brendan Bak and Emily Passin interact with a child at the Mobility Fair.



PT student Michael Jones, left, and Shilpa B. Gaikwad, right, perform a balance screening.

The day ended with lunch and an information session presented by Evyn and Marilyn Zosia from I AM ADAPTIVE—a nonprofit organization founded by adaptive athletes. Their message focused on adaptive athletes who must acclimate to situations related to their fitness goals and needs. They also promoted replacing the words disabled and handicapped with the word adaptive as a positive term in the fitness world.

“The 2018 Mobility Fair at NSU was designed as a day to educate, motivate, and empower individuals, with an emphasis on improving mobility, and it did just that,” said Matthew Klein, CPO(L), area clinic manager for Hanger Clinic. “The event was patient-focused, and users had an opportunity to try new technology and be evaluated by PTs, OTs, and prosthetists. It was a day filled with collaboration and innovation.”

Shilpa Gaikwad; Nardia Aldridge, M.S., OTR/L, NSU occupational therapy faculty member; and Lizbeth Uzcategui, orthotics and prosthetics business development manager for Hanger Clinic, developed and organized the Mobility Fair. Participant feedback indicated that the benefit of the event was the motiva-

tion provided by meeting other people with amputations, the speakers’ messages about staying positive and being involved, and the stations where attendees received one-on-one attention.

“Being able to put the NSU Core Values of innovation and community into action was paramount in this mobility fair,” Aldridge said. “Providing a much-needed service to the community helped our students realize that serving the communities in and around NSU is not just an aspiration; it is something we can see in the actions role-modeled by their professors.”

The 2018 Mobility Fair demonstrated the importance of interprofessional and intraprofessional team approaches—including prosthetists, PTs, and OTs—in the health care of individuals with amputations. NSU’s OT and PT departments, along with Hanger Clinic and Ottobock, look forward to organizing an annual Mobility Fair for the amputee population of South Florida and providing an important, integrated learning opportunity for health professions students. □

Shilpa B. Gaikwad is an assistant professor, and Shari Rone-Adams is a professor and department chair in the Physical Therapy—Fort Lauderdale Program.

Interprofessionalism

Students Collaborate at Baby Lab and PT Neuro Boot Camp

BY ELIZABETH ROBERTS, PH.D., CCC-SLP

In the summer of 2018, students in the Department of Speech-Language Pathology (SLP) participated in two interprofessional education and practice events offered by the Department of Physical Therapy at NSU's Tampa Bay Regional Campus. During these experiences, SLP students collaborated with physical therapy (PT) and occupational therapy (OT) students.

On June 16, 29 SLP graduate students and 2 faculty members—Jennifer O'Brien, M.S., CCC-SLP, clinical instructor, and Jennifer Pusins, C.Sc.D., CCC-SLP, assistant professor—traveled to Tampa Bay to join their peers from physical and occupational therapy for a pediatric interprofessional education (IPE) event called Baby Lab. They were honored to accept an invitation from the event's main coordinator, Lynda Ross, D.P.T., PT, assistant professor in the Department of Physical Therapy at NSU's Tampa Bay Regional Campus.

This was the first time SLP students joined the IPE Baby Lab. O'Brien recruited the SLP students, who represented the Fort Lauderdale/Davie, Fort Myers, Orlando, and Tampa Bay campuses. This group of dedicated students participated in an online, pre-event seminar led by O'Brien to review typical speech and language development, assessment tools, and the role of an SLP in an interdisciplinary assessment.

Students were divided into 18 teams of 5 to 6 representing each discipline. On event day, students gathered for a lunchtime meeting to discuss and plan their assessment process as a team. Students utilized play and observation to assess and observe development skills in gross and fine motor, sensory, receptive and expressive language, cognition, and self-care domains of 18 children ages 4 months to 6 years. These students had the opportunity to effectively communicate their professional roles and responsibilities to the families and other health care students.



An SLP student works with an infant at the Baby Lab.

An additional group of SLP students participated in clinical feeding and swallowing assessments during the Baby Lab event. Four infants with feeding/swallowing difficulties were recruited from the local community and evaluated by the SLP students under the direct supervision of Pusins—an infant and pediatric feeding specialist.

The assessment sessions were 60 minutes per infant and consisted of a parent interview, breastfeeding and/or bottle-feeding observation, and discussion of clinical impressions/recommendations. The students



Far left: An SLP student works with a toddler.



Left: SLP students assess an adult while PT students observe.

who participated in this portion gained exposure to the clinical assessment process for infants presenting with feeding/swallowing disorders. They also increased their knowledge of specific medical issues contributing to feeding/swallowing difficulties, such as ankyloglossia, gastroesophageal reflux, difficulty establishing milk supply for breastfeeding, and clinical signs/symptoms of aspiration.

Many of the SLP students also participated in the PT Neuro Boot Camp at the Tampa Bay Regional Campus, where the emphasis is on treatment of adults with neurological impairments. It is an annual, week-long event offered each summer and created for Doctor of Physical Therapy (D.P.T.) students to complete the clinical portion of their neurology disorders course.

The event is coordinated by Joann Gallichio, D.P.T., PT, NCS, assistant professor, along with additional support and collaboration from Mary Blackinton, Ed.D., PT, GCS, CEEAA, director of the Professional Doctor of Physical Therapy Program, and Lynda Ross, D.P.T., PT, assistant professor, as well as additional members of the PT faculty in Tampa Bay.

In the previous two years, students in the SLP department, under the direct supervision of Elizabeth Roberts, Ph.D., CCC-SLP, associate professor, took part in a one-day event during the boot camp. The students worked with adult patients who presented

with neurogenic communication disorders (i.e., aphasia, apraxia of speech, dysarthria, swallowing disorders, and cognitive/communication disorders). Physical therapy and speech-language pathology students shared their impressions and treatment possibilities and principles for each patient.

In 2018, the department was asked to have a greater presence at the PT Neuro Boot Camp, with three days of participation by the SLP students. On August 6–8, the department provided services with the assistance of 17 SLP students.

SLP students from the Tampa Bay area and the Fort Lauderdale/Davie Campus traveled to the Tampa Bay Regional Campus. They were afforded a variety of experiences in assessment and/or treatment of adult patients with neurogenic communication disorders secondary to numerous causes (e.g., traumatic brain injury, strokes, amyotrophic lateral sclerosis, Parkinson's disease). Roberts and Fred DiCarlo, Ed.D., CCC-SLP, assistant professor and director of academic and faculty support, supervised the students.

The summer 2018 events greatly influenced the students' awareness of respecting the cultures, values, roles and responsibilities, and experience of other professions. The students expressed that these events encouraged them to feel empowered in their own roles as part of an interprofessional team, and that they look forward to collaborative practice when they enter the workforce. Similarly, the PT students shared their insights and impressions of the SLPs' roles with these patient populations. □

Elizabeth Roberts is an associate professor in the Speech-Language Pathology—Fort Lauderdale Program.

Shark SonoSlam

Annual Competition Builds Student Confidence

BY SARAH KIMBLE, B.A., AND VICTOR QUINONES, M.S., PA-C, EMT-P

The Orlando Physician Assistant (PA) Program hosted the second annual Shark SonoSlam on June 29. The event is a competition held at the culmination of the Point-of-Care Ultrasound (POCUS) course.

The course came to fruition with the guidance of Rachel Krackov, Ph.D., PA-C, RVS, adjunct professor, and was piloted by the Orlando PA Program in 2017 with support from program director Lorilee Butler, D.H.Sc., PA-C. The course objective is to increase the students' knowledge of ultrasound technology application while building their technical competency.

The Shark SonoSlam competition was a collaborative effort between faculty members and student leaders from the class of 2018 who expressed interest in enhancing their POCUS skills. The yearly competition takes place to augment the POCUS course.

The competition entailed various stations, including ultrasound-guided procedures, focused assessment with sonography for trauma exam, vascular imaging, and other POCUS-related imaging studies. One unique station required a student to perform a blindfolded ultrasound under verbal guidance from teammates.

This exercise incorporated the use of the six-cardinal-transducer movement terminology. Faculty members evaluated and scored the student teams. The teams with the highest scores advanced to the final round, which incorporated an emergency medicine scenario that required the use of POCUS.

The Orlando PA students and alumni gained a clinical affinity for the use of POCUS, and their feedback has been extremely positive. "The best



part for me is getting to see students exercise their confidence in scanning and identifying important structures,” said class of 2018 alumna Rachel Martins.

Class of 2019 student Heidi Seymour echoed Martins’ sentiments. “SonoSlam was a great way to solidify my knowledge from the POCUS course. It made me realize how much I actually learned in such a short time, and it was a really fun way to interact with my classmates and professors.”

According to class of 2019 student Kelly Graham, the experience was indeed a positive one. “As a volunteer patient in SonoSlam, I was able to watch my classmates come full circle with regard to their application of important diagnostic tools in medicine.”

The importance of POCUS and its clinical integration have become evident, with clinician incorporation amongst diverse specialties. By including POCUS into the curriculum and creating the Shark SonoSlam for students to apply their skills, the program continues to achieve its mission of providing an exemplary educational experience. □

Sarah Kimble is an HPD admissions counselor II, and Victor Quinones is an assistant professor in the Physician Assistant—Orlando Program.

Above: Participants and faculty members pose for a photo at the 2018 NSU Orlando SonoSlam.

Right: Heidi Seymour performs a blindfolded scan on classmate Christopher Carniglia, with verbal assistance from teammates Joshua Stewart, left, and Steven Valentine.





CAPE Corner

Members Inducted into Academies

BY ROBERT MCCALLA, M.S., AND BRIANNA BLACK KENT, PH.D.

During the fourth annual Center for Academic and Professional Excellence (CAPE) induction ceremony held in August, 23 faculty and staff members were inducted into the CAPE academies of Career Enrichment, Conflict Prevention and Management, Hybrid Transformation, Step Into Research, and Teaching and Learning.

Jennifer Bencsik, M.H.A., RRT, incoming chair of the CAPE Executive Council, discussed details from the CAPE Annual Report. Data shared indicated that, since CAPE's initiation in 2011, the center graduated 158 participants. Of those 158, 14 graduates participated in 2 separate academies, and 3 graduates took 3 separate courses.

Barbara Schell, Ph.D., OT/L, FAOTA, professor emerita at the School of Occupational Therapy at Brenau University in Gainesville, Georgia, gave the keynote address, *The Higher You Go*, which included slides of amazing scenery from around the world.

CAPE participation benefits numerous faculty and staff members throughout the PCHCS, the Ron and Kathy Assaf College of Nursing, and the NSU community at large. The CAPE program continues to realize the vision of the college's dean, Stanley H. Wilson, Ed.D., PT, CEAS, and acknowledges the contributions of Melissa Lazinski, D.P.T., PT, OCS, who served as inaugural chair of the CAPE Executive Council. □

Robert McCalla is manager of professional development, and Brianna Black Kent is assistant dean of professional development and education.



Top: CAPE inductees recite the academy pledge.

Center, from left: Daniela Deas, administrative assistant; Melissa Lawton, administrative coordinator; Xiomara Santiago, academic coordinator; and Peter Taylor, Ph.D., associate dean of academic affairs

Above: Keynote speaker Barbara Schell

2017–2018 Academy Inductees

ACADEMY FOR CAREER ENRICHMENT

Laurene Bowe, M.B.A. (occupational therapy); Diane Gaston, Ph.D. (speech-language pathology); Deidra Love-Ross, B.A. (medical sonography); and Brian Montero, B.S. (health science)

CONFLICT PREVENTION AND MANAGEMENT

Lorilee Butler, D.H.Sc., PA-C (physician assistant); Peter Holub, Ph.D., D.P.M. (health science); Sheila Longpre, Ph.D., OTR/L (occupational therapy); and Hugh Rappa, M.D. (physician assistant)

HYBRID TRANSFORMATION

Edward Bolanos, M.H.Sc., AA-C (anesthesiology assistant); Kelley Henderson, Ed.D., LAT, ATC (athletic training); Rose McCalla-Henry, M.H.A., RDMS, RDCS, RVT (medical sonography); Joy Moulton, D.P.T., PT, OCS, VRT, CCI (physical therapy); Sabrina Robinson, Ph.D., M.P.H., M.S., A.R.N.P., FNP-BC (nursing); and Stanley H. Wilson, Ed.D., PT, CEAS (PCHCS dean)

STEP INTO RESEARCH

Julia Andrews, Au.D. (audiology); Mariana D'Amico, Ed.D., OTR/L, BCP, FAOTA (occupational therapy); Watfa Krayssa, M.M.S., PA-C (physician assistant); and Kimberly Smith, D.P.T., PT (physical therapy)

TEACHING AND LEARNING

Jonathan Caplan, PA-C (physician assistant); Ana Andrea Hodgen, M.H.A., RDMS, RVT (medical sonography); Kelly King, Ph.D., RRT, CPFT, CHES (cardiopulmonary sciences); Stacy Laack, M.S., PA-C (physician assistant); Jonathon May, Ed.D. (student affairs); and Rose McCalla-Henry, M.H.A., RDMS, RDCS, RVT (medical sonography)



When Morton Terry, D.O., established Southeastern College of Osteopathic Medicine—the forerunner to Nova Southeastern University’s Dr. Kiran C. Patel College of Osteopathic Medicine—in 1979, who could have imagined what this formidable, visionary figure would accomplish over the next few decades?

Dr. Terry’s great foresight would lead to the creation of additional colleges, the founding

of Southeastern University of the Health Sciences, and, eventually, the establishing of NSU’s Health Professions Division. His dream was to develop an educational environment that was not only interdisciplinary, but also collaborative concerning the delivery of health care.

Today, the Health Professions Division is the ultimate culmination of Dr. Terry’s intuition and vision—a progressive and prosperous health education system made up of 8 colleges and more than 60 degree and certificate programs. Because of Morton Terry and many others who helped pave the way, we were able to create a synergistic health education system that produces thousands of health care professionals on a continuum to care for the residents of the United States.

From a nationwide perspective, the NSU Health Professions Division has been a true trendsetter. We have, and continue to, set the example for many established and newer universities, including my alma mater, Columbia University, as well as the University of Chicago and Lincoln University, which are all creating their own versions of our Health Professions Division.

Nova Southeastern University has earned its reputation as an esteemed educational institution. If you look at the alumni from our various programs, you will find them working in assorted and important roles throughout the United States. Some are serving as deans, chairs, and directors at prestigious universities, while others are working as small-town health care providers or delivering care at large teaching hospitals.

NSU has grown and evolved since its 1964 inception, and its 1994 merger with Southeastern University of the Health Sciences, by adopting the core values and principles of preeminent education. As a result, NSU is being recognized for its all-encompassing excellence, which brings added value to the degrees our graduates earn during their broad-based educational and clinical training.

It may be a bold prediction, but I think that within the next 5 to 10 years, NSU will rank as one of the top 100 universities in the United States.

A handwritten signature in blue ink, which appears to read "Frederick Lippman". The signature is fluid and cursive.

Frederick Lippman, R.Ph., Ed.D.
Chancellor, Special Projects
Health Professions Division

Dr. Pallavi Patel College of Health Care Sciences Donor Circle

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