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College of Osteopathic Medicine

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Curricular Enhancements Prepare Students for Postgraduate Possibilities
Dean’s Message


It is with great pride that I am able to provide the readers of COM Outlook with an update of the college’s most recent accomplishments, as well as a preview of some plans in process related to areas such as increased research opportunities and anticipated growth in academic programs.

As many of you are aware, the college has begun to create a more-defined role in its educational and research responsibilities. As I’ve noted in previous messages, NSU-COM has played an integral role in regard to significantly increasing the number of graduate medical education programs that are providing opportunities for our students to train—and remain—in Florida. As a result, this is allowing us to play a pivotal role in meeting the challenge of the ongoing statewide physician shortage. In related news, Largo Medical Center, which is our West Coast Academic Center, became the state’s only osteopathic statutory teaching hospital in August 2010. This is indicative of the quality of education that is occurring in all our clinical sites.

Within the college, our faculty has met the challenge of enhancing the curriculum to ensure we remain at the forefront of contemporary medical education. This has occurred through improved integration of the basic and clinical sciences along with increased utilization of active-learning modalities such as standardized and simulated patients, as well as the addition of other electronic modalities (e.g., the use of avatar technology) that are discussed at length in this issue of COM Outlook.

In terms of research, the university has made a significant commitment in this realm by providing greater opportunities for our faculty to participate in and initiate research projects. The university is helping our college accomplish this goal by increasing both the time and resources for faculty members to better commit themselves to the development of research initiatives. Similarly, we continue to pursue external training grants, both for predoctoral and graduate medical education. The acquisition of such grants is vital since it allows us to embark on high-quality educational endeavors without significant costs being passed on to the university or the students.

We also continue to move forward with participating actively in developing international opportunities that will allow our graduates greater professional choices in a global economy rather than just American-based practices. We’re also looking at innovative ways to provide opportunities for physicians from other countries to enhance their education at NSU-COM, which will allow them to return home with expertise they are unable to receive in their own countries. We’ll also gain knowledge from these international physicians regarding diseases or infections like dengue fever, malaria, and yellow fever that we don’t often see in the United States.

With climate changes causing increased incidences of rarely seen illnesses in the United States, the growth of our Public Health Program is allowing us to provide enhanced outreach to the community—and in the educational process of our medical school students—as these issues become more pervasive. To this end, the college recently hired a full-time epidemiologist in the Public Health Program.

We’re also looking at expanding our academic programming through the addition of graduate programs in emergency preparedness as well as some special tracks in medicine such as a three-year D.O. curriculum for graduates with an international medical degree to become licensed in the United States. Down the road, another goal is to investigate other avenues to further expand medical education in less-traditional tracks for individuals who have been trained through related professions.

Because it is a forward-thinking institution, Nova Southeastern University is now building a significant and comprehensive infrastructure within its colleges, of which the College of Osteopathic Medicine is one of the major players in achieving the academic goals being established by the university. The trend today at NSU is a transition from an emphasis on growth to an emphasis on quality of education, service, research, and community involvement locally, regionally, nationally, and internationally. Your College of Osteopathic Medicine, through the efforts of all involved, is achieving high recognition in each of these areas, not just in the osteopathic profession but in all of health care.
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Students Capture Glory at FOMA Convention
During the 108th Annual Florida Osteopathic Medical Association (FOMA) Convention, held February 24-27 at the Hyatt Regency Bonaventure in Weston, a number of NSU-COM students were honored with various awards.

Curricular Enhancements Embrace the Future
When it comes to the education it provides its students, NSU-COM is constantly seeking ways to remain true to the basic tenets of the profession while incorporating progressive curricular enhancements that will best prepare its physicians in training to expertly deal with the medical environment they will practice in once they graduate.

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International Outreach Leads to Enduring Memories
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Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; telephone number: 404-679-4501) to award associate’s, bachelor’s, master’s, educational specialist, and doctoral degrees.

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.
Because of the endless stream of stories being generated by the news media about the ongoing discussions related to the passing of last year’s Health Care Reform Act, many people across the country are wondering what the end result is going to be for them and their families once all the political wrangling is done.

When you get right down to it, however, the reality is that health care reform has actually been going on for the past decade with or without the intervention of policymakers, insurance companies, drug manufacturers, hospitals, and other interested parties. That’s because the real evolution in health care is, and has been happening, at the educational level.

When you look at the health care professionals that are working today, most of whom are wonderful practitioners, many of them were trained in different eras and with different educational paradigms that have required them to stay abreast of the times from a professional, educational, and technological standpoint. For example, just look at some of the clinical techniques involved in surgery that have advanced dramatically thanks to the use of robotics and the conception of minimally invasive procedures.

All elements of health care have been progressing and transforming over the years. That’s why it’s so interesting to witness how the various professions that encompass the health care system from a collegial interchange point of view are being much more communicative and transitioning to an interdisciplinary and holistic view of the patient.

One of the health care buzzwords of the moment is the term medical home, which involves a coordinated approach to delivering primary health care through a team partnership that ensures health care services are provided in a high-quality and comprehensive manner that includes immediate, chronic, and preventive care. In this paradigm, a primary care provider, which could be a physician, physician assistant, nurse practitioner, or clinic, leads the interdisciplinary medical home through support and direction of the client, family, clinic staff, community agencies, and specialists. I’m proud to say this is an approach we have successfully implemented here at Nova Southeastern University’s Health Professions Division.

Our teaching model at the Health Professions Division, which allows our students to be exposed to and collaborate with other university programs (i.e., psychology) as well as our various HPD program components, illustrates that we’re really at the forefront of what the U.S. medical landscape is eventually going to look like at all levels. In the future, I believe there will be fewer traditional tertiary care hospitals and more extremely high-tech, high-morbidity tertiary care institutions as well as more of what we call 24-hour medical and surgical interventions. In addition, enhanced communication will be created, which will mitigate the time elements relative to delivering care. More importantly, it will bring a continuum of care to the patient and provide the patient with improved quality of life.

I don’t mean to imply that we, as a nation, are not providing good health care to the people. We are. But as time progresses, I think you’re going to see an enhanced health care system that is much more holistic and collaborative in nature. A very significant asset to this approach is that patients will receive therapeutic oversight and intervention quickly. By doing this through the medical home approach I discussed earlier, people will be introduced to wellness programs, which leads to prevention. I really think that’s where we’re headed.

Yes, there’s a lot of noise about the policymaking elements of health care reform, but that’s exactly what it is—noise. The reality is that when you really examine what’s happening in health care, you see exactly what the policymakers are intending to do. The quickest way to reduce health care costs is through prevention and wellness, which leads to a healthier population.

We have been involved in teaching this comprehensive, interdisciplinary, and holistic type of care to the students enrolled in our various HPD colleges for many years. That’s why I would be remiss if I didn’t express my gratitude to our deans, who are the academic leaders of their colleges, and to the numerous other individuals who are the driving forces behind these curricular changes. They deserve all the credit in the world for stepping up to the proverbial plate and recognizing the needs of the future.
MAGNOLIA Regional HEALTH Center

Magnolia Regional Health Center (MRHC), which was established in 1965, is a 164-bed acute-care facility in the northeast section of Mississippi in the City of Corinth that is located 90 miles southwest of Memphis, Tennessee, and 45 miles north of Tupelo. The center provides

- a full gamut of inpatient medical and surgical services
- interventional and diagnostic radiology
- a heart and vascular center with four cardiac cath labs
- diagnostic and interventional cardiology
- cardiovascular and cardiothoracic surgery
- an inpatient adult psych unit
- pediatric unit
- labor/delivery unit
- onsite pharmacy and laboratory services
- a cutting-edge cancer center providing hematology oncology and radiation oncology
- PET and nuclear medicine scanning
- two 64-slice CT machines
- MRI
- MICU/SICU
- wound care and hyperbaric center of excellence
- a multitude of outpatient services

Since 2005, COM Outlook has featured informative spotlights on the various organizations that comprise the Consortium for Excellence in Medical Education (CEME). The accomplishments and contributions of this interactive network are indeed merit worthy because each participating institution provides exceptional postdoctoral training opportunities throughout Florida and the southeastern United States.
OMS-III Bryan Peterson was selected from a competitive group of applicants to receive the NSU-COM Student D.O. of the Year Award from his peers in February, joining an exceptional group of previous winners who have gone on to become respected leaders in the medical field.

Based on his impressive credentials, it’s easy to understand why Peterson was selected for this esteemed honor. In addition to his current role as Student Government Association president, he has been a student delegate for the American Osteopathic Association House of Delegates, the Florida Osteopathic Medical Association, the Council of Student Government Osteopathic Presidents, the NSU PAN-Student Government Association, and the NSU Health Professions Division Student Government Association. His community service contributions have been equally as prodigious, which is evidenced by his volunteer efforts at numerous local health fairs, his willingness to provide health care education to students at local elementary schools, and his selflessness in building homes for those in need through Habitat for Humanity.

“As our SGA president, Bryan’s level of commitment to bettering our school stands far and above any other student in his class,” said OMS-II Stephanie Stephens, SGA president elect. “As a third-year student, his free time is severely limited, yet he is always available to help those who ask. He also has the position of having been selected to be the student representative to the American Osteopathic Foundation, where he is the voice of every osteopathic medical student in the country. His accomplishments over the past years at NSU-COM make him uniquely qualified to be Student D.O. of the Year.”

**SOMA Participates in D.O. Day on the Hill**

*By OMS-II Kobi Hano*

The Student Osteopathic Medical Association (SOMA) was a proud sponsor and supporter of the American Osteopathic Association’s annual **D.O. Day on Capitol Hill**, which was held April 7 in Washington, D.C. This preeminent lobbying event is a great opportunity for D.O.s and osteopathic medical students to advocate for the osteopathic profession, meet face to face with members of Congress, and discuss important issues on health care policy in the United States. This year, about 40 NSU-COM students attended D.O. Day on the Hill, which is a huge increase in participation from previous years.

Once in Washington, the students took part in a morning briefing session, attended scheduled meetings with members of Congress and their staff in each student’s voting district, and discussed the results of the day in a debriefing room.

Marcelino Oliva, D.O., who serves as chairman of the AOA’s Council on Federal Health Programs, commented on the importance of D.O. Day on Capitol Hill by saying, “The more people we can get to participate in this event, the more Capitol Hill will understand osteopathic medicine and welcome our positions on important health policy issues.”

We at SOMA could not have allowed so many students to register for this event without the generous help of our Student Government Association and support from the following individuals:

- Joanne L. Bujnoski, D.O.
- John Geake, D.O.
- Jeffrey Grove, D.O.

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**College Receives METI Innovators’ Recognition**

NSU-COM received a prestigious accolade in January from Medical Education Technologies, Inc. (METI), which honored the college’s simulation program with its top honor called **Educator: Innovators!**

According to METI, the college was recognized as a leader in education using new and innovative ways to teach with simulated patients. To honor NSU-COM’s simulation achievements, a feature story focusing on the ways the college uses simulation to teach and the positive impact it has had on the health care community will be published in a future issue of METI’s **HPSN News**.

In addition, a poster honoring the college’s simulation accomplishments was displayed at the Human Patient Simulation Network (HPSN) Conference held February 22-24 in Tampa, Florida.
Students Capture Glory at FOMA Convention

During the 108th Annual Florida Osteopathic Medical Association (FOMA) Convention, held February 24-27 at the Hyatt Regency Bonaventure in Weston, a number of NSU-COM students were honored with various awards.

Winners of the FOMA Student Awards, which are presented each year to a first- and second-year NSU-COM student, were OMS-I Carisa Lippmann, who received a $300 cash award, and OMS-II Austin Bach, who received a $500 cash award. The FOMA Student Awards are based on criteria such as possessing leadership skills, supporting FOMA student district society initiatives, and showcasing significant interest in the osteopathic profession and osteopathic manipulative medicine.

OMS-III Allison Moore, who was the recipient of a FOMA Student Award in 2009 and 2010, received the FOMA Seltzer Legislative and Healthcare Policy Award, which is accompanied by a $250 cash prize. The Seltzer Award is presented to a student of good standing in the FOMA Student District Society at NSU-COM who possesses significant interest in the legislative process in the state of Florida, is politically active, possesses leadership qualities, and supports FOMA Legislative Committee initiatives.

Two OMS-III students who completed a core rotation at Florida Hospital East Orlando—Kristen Muller and Philip Valmores—each received a $5,000 scholarship from the Osteopathic Foundation of East Orlando for demonstrating excellence in leadership and academics. The scholarship is awarded to third-year core medical students from NSU-COM based on criteria such as exemplary grade-point average, personal statement, letters of recommendation, and curriculum vitae.

In another show of NSU-COM strength, OMS-II Kobi Hano was named the winner of a $500 AFOMA Believes in You! Scholarship Award, which is presented by the Advocates of the Florida Osteopathic Medical Association (AFOMA). The award is partly based on a student’s interest in osteopathic medicine, activities in the profession, and leadership abilities.
On January 30, several NSU-COM students and their family members participated in the ING Miami Marathon and Half Marathon to raise money for orphanages in Haiti. The event, which began before sunrise, started at the American Airlines Arena on Biscayne Boulevard in Miami and concluded at Bayfront Park. OMS-I Carisa Lipmann led the NSU-COM team, which raised $1,678 and ran on behalf of the charity Team World Vision. Overall, Team World Vision raised over $90,000 to help fund various humanitarian projects around the world. “It was a very rewarding experience for all of us as we helped those in Haiti while also completing personal physical goals,” said OMS-I Brittany Slagle. “Most of the team members are already gearing up for next year’s race in hopes of gaining even more funding for Haiti—and maybe beating some personal records in the process.”

D.O. Students Awarded 40 Percent of Physician NHSC Repayment Scholarships

Osteopathic medical students comprise about 20 percent of all U.S. medical students, but in 2010, they received 40 percent of the National Health Service Corps (NHSC) scholarships awarded to both D.O. and M.D. students. For each year students receive a scholarship, they agree to a one-year service commitment providing health care services to underserved populations located in selected Health Professional Shortage Areas (HPSAs) identified by the secretary of the U.S. Department of Health and Human Services (HHS).

The program awarded 211 scholarships in 2010 to students preparing to become physicians, dentists, family nurse practitioners, certified nurse-midwives, or physician assistants. Osteopathic medical students received 42 of the scholarships awarded to medical students, accounting for 40 percent of total physician scholarships awarded. (Source: AACOM)
AHEC Program Hosts Osteopathic Health Policy Fellowship Seminar

The AHEC Program, in concert with the Office of the Dean, organized and hosted the 2011 Weekend Seminar on Vulnerable Populations. The seminar, which was held in January, is part of the Health Policy Fellowship Program—a collaboration between the New York College of Osteopathic Medicine and the Ohio University College of Osteopathic Medicine. Twelve fellows from throughout the country who are part of this year’s fellowship program benefited from the seminar, which included a series of presentations and workshops focusing on minority, immigrant, and ethnic populations, children, the elderly, the homeless, and the mentally ill.

On-Campus Meditation Sessions Promote Mind-Body-Spirit Connection

Reducing stress and maintaining good physical and emotional health have been scientifically proven to help individuals lead a happy and balanced life, which is why Edye Groseclose, Ph.D., a professor of biochemistry in the College of Medical Sciences, began offering free meditation instruction and sitting meditation sessions to NSU-COM students and others several years ago.

The sessions, which are open to anyone on campus interested in participating, take place weekly in the HPD Library Teaching Lab on Mondays at 5:15 p.m. and Wednesdays at 7:20 a.m. During these meditation interludes, the participants sit quietly and comfortably, either in chairs or on mats, and practice mind-calming breath awareness.

“Meditation is a powerful tool to help medical students and all comers focus, maintain a calm and mindful demeanor, improve blood pressure, reduce stress, and more,” said OMS-I Joshua B. Kretchmar, Ph.D. “In addition, grades and quality of life improve with regular practice.”

For additional information, please contact Dr. Groseclose at edye@nova.edu or Dr. Kretchmar at jk823@nova.edu.

Sports Medicine on Display at Special Olympics Event

On January 15, NSU hosted a Special Olympics basketball tournament at the Don Taft University Center that included over 300 participating athletes. In addition to NSU-COM students volunteering to help coordinate the event, the college’s Department of Sports Medicine, along with NSU’s Athletics Training Department, provided event coverage. During the tournament, Andrew Kusienski, D.O., along with the Sports Medicine Club and the college’s two sports medicine fellows—Francisco Laboy, D.O., and Scott Martin, D.O.—provided medical evaluation and care to the athletes as required.

Special Olympics’ athletes with George L. Hanbury II, Ph.D., NSU president and chief operating officer (bottom right).
**Mark Carnemolla Receives HIMSS Scholarship**

Mark Carnemolla, who is a student in the Master of Science in Biomedical Informatics (M.S.B.I.) Program, received a significant honor at the 2011 Health Information and Management Systems Society (HIMSS) Annual Conference and Exhibition, which was held February 20-24 in Orlando, Florida.

During the event, Carnemolla was one of 11 students selected nationwide as a recipient of a $5,000 HIMSS Foundation Scholarship. The award recognizes the significance of supporting the future leaders in the field that will take serious steps to modernize the U.S. health care system, improve the health of all Americans, bring down costs, and ensure sustained long-term economic growth.

In addition to NSU, the other schools recognized were Columbia University, Florida A&M University, Georgia Institute of Technology, Massachusetts Institute of Technology, New York University, Sacramento State University, University of California, Berkeley, University of California, Los Angeles, University of Medicine and Dentistry of New Jersey, and the University of Wisconsin at Madison.

**M.S.B.I. Student and Alumni Network Participates in NSU CommunityFest**

On February 12, The Biomedical Informatics Program participated in the 8th Annual NSU CommunityFest, which connects the community, NSU students, employees, and their families in a carnival-like atmosphere at NSU’s main campus in Davie. The event, which attracted over 5,000 attendees, consisted of activities such as live entertainment, food and drinks, large-scale games, paddle boats on the lake, and much more.

The M.S.B.I. Program and its Student and Alumni Network were represented for the first time this year at CommunityFest, which proved to be an ideal setting for fellow students to meet and greet friends and family. It also served as the perfect opportunity to provide information to people who visited the M.S.B.I. booth to learn more about the program. M.S.B.I. volunteers in attendance were Rahel Abay, Mark Carnemolla, Josean Malcom, Federico Henao, Nesren Farhah, Leena Neyaz, Teresa Malek, Joseph Sconzo, Jennie Q. Lou, M.D., M.S., director of the M.S.B.I. Program, and Sharon Sosa, who drove all the way from Orlando to participate.

To commemorate Black History Month, first- and second-year students from the Student National Medical Association coordinated the **Third Annual Ethnocultural Fashion Show** titled **Fashionably Cultured**. Featuring 16 students, the runway spotlighted traditional men and women’s attire from the likes of Nigeria, Ghana, Pakistan, India, and Lesotho. This true labor of love is a celebration of diversity that allows attendees to witness students of various backgrounds coming together to share in the beauty of global fashion.

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**NEWS BRIEFS**

Maryanne Samuel, D.O., a first-year resident in the NSU-COM/ Palmetto General Hospital Internal Medicine Residency Program, has been appointed to represent all osteopathic internal medicine residents and fellows on the American College of Osteopathic Internists’ Council of Education and Evaluation. The council oversees all osteopathic internal medicine residency and fellowship programs nationally. Dr. Samuel, who will be the only resident representative on the council, was appointed to the 10-member council for a two-year term. (Pictured above are Robert Hasty, D.O., FACOI, assistant professor of internal medicine and program director of the Palmetto General Hospital Internal Medicine Residency Program, and Maryanne Samuel.)

On February 15, the Anderson Academical Society was honored to have William G. Anderson, D.O., (for whom the society is named after) speak to the student body. Dr. Anderson is a distinguished ambassador of osteopathic medicine as well as a very inspirational speaker. He entertained the students with his humor and insight and also encouraged them to never stop until they reach their goals. After graduating from the College of Osteopathic Medicine at Des Moines University in 1952, he furthered the practice of osteopathic medicine at hospitals such as Oakland General, Detroit Riverview, Macomb, and St. John. Dr. Anderson was also the first African American elected to the American Osteopathic Association Board of Trustees, where he worked diligently to desegregate the profession, in addition to participating in civil rights marches with Dr. Martin Luther King, Jr. (Pictured from left) are Justin Robison, Dr. Anderson, Susana Chan, and Sheeraz Baig.)

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**Biomedical Informatics Program**

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Recognizing Our Past—Preserving Our Futures
By OMS-II Jaime Baynes (SNMA President) and OMS-I Charee Howard, M.Sc. (SNMA Secretary)

The Student National Medical Association (SNMA) hosted its Second Annual Black History Appreciation Luncheon on February 22 in the Chancellor’s Dining Room, which allowed the attendees to honor the diligent work and contributions of the Health Professions Division’s African American faculty and staff members.

During the event, a slideshow highlighted the invaluable contributions of African American leaders in science and the medical community. That was followed by an energetic speech from George A. Simpson, M.D., that highlighted the historical contributions early African civilizations offered the world through science and medicine and examined the true father of medicine—Imhotep.

Dr. Simpson, who earned his M.D. degree from Meharry Medical College in Nashville, Tennessee, and served as a senior surgeon in the U.S. Public Health Service, also discussed the struggles the African American community has endured throughout the years. More importantly, he discussed the importance of our teamwork as a medical community and challenged us to be compassionate, culturally aware, and holistic health care providers to decrease the gap in adequate health care and major health disparities. He placed a heavy emphasis on the historical reason for Black History Month and the reasons it is still needed.

Following Dr. Simpson’s invigorating speech, the SNMA presented certificates of appreciation to all the African American staff and faculty members working diligently every day to better our NSU community. In addition, the SNMA awarded Dr. Simpson with the very first Imhotep Award for his many contributions to the medical profession.

Applications to D.O. Schools Break Record for Fifth Consecutive Year

As potential medical students learn more about becoming an osteopathic physician, they are increasing their applications to osteopathic medical colleges. As of late January, the number of applicants to the nation’s 26 colleges of osteopathic medicine already had surpassed last year’s cycle-end total by 7.3 percent as more than 14,000 aspiring physicians have submitted applications.

“The number of applicants to osteopathic medical schools is growing exponentially, from approximately 6,800 in 2003 to more than 14,000 for the 2011 entering class,” said Stephen C. Shannon, D.O., M.P.H., president and CEO of the American Association of Colleges of Osteopathic Medicine. “These are excellent students; not only are their Medical College Admissions Test (MCAT) scores and GPAs strong and steadily increasing, but they are demonstrating their community involvement and commitment through increased participation in service and research.”

Some other pertinent statistics:
Potential medical students have submitted more than 100,000 applications to the nation’s 26 osteopathic colleges; on average, the colleges are receiving approximately 20 applications for every available seat.

- Every one of the colleges is recording increased numbers of applications this year, with growth in applications ranging from under 1 percent to more than 25 percent.
- 19,426 students are currently enrolled in an osteopathic medical college—a number that has nearly doubled since the year 2000.
- More than 20 percent of new U.S. medical students are studying at osteopathic medical colleges.

(Source: AACOM)

AOA President Visits NSU-COM

On February 24, Karen Nichols, D.O., who is the first woman to serve as president of the American Osteopathic Association, visited NSU-COM to meet with students and faculty members and discuss issues of importance relating to the osteopathic medical profession and her presidential theme of teamwork.
During the 108th Annual Florida Osteopathic Medical Association Convention, which took place February 24-27 at the Hyatt Regency Bonaventure in Weston, the association held its inaugural Resident/Intern/Student Research Poster Competition, which was coordinated by NSU-COM faculty members Janet Hamstra, Ed.D., assistant professor of internal medicine, and Joseph De Gaetano, D.O., M.S. Ed, FAAFP, FACOFP, associate professor of family medicine and associate dean of clinical curriculum and GME.

In addition to coordinating the poster competition, Dr. Hamstra served as one of the judges, as did John Pellosie, Jr., D.O., M.P.H., FAOCOPM, assistant professor of preventive medicine/public health and chair of the Department of Preventive Medicine. 25 entries—23 of which represented NSU-COM students, graduates, and affiliated CEME graduate programs—were judged in four categories:

- **Osteopathic Intern/Resident Case Study**
- **Osteopathic Intern/Resident Experimental Research**
- **Osteopathic Medical Student Case Study**
- **Osteopathic Medical Student Experimental Research**

10 winners were selected, with first-, second-, and third-place honorees receiving $750, $250, and $100, respectively. Following are the poster winners in their respective categories. First authors/presenters are listed in **bold**.

**Intern/Resident Case Study**

**First Place**
“Complicated Migraines Presenting with Neurologic Symptoms and the Potential Role of Angiotension Converting Enzyme Inhibitors in Treatment”

April Smith-Gonzalez, D.O. (Florida Hospital East Orlando - Family Medicine Resident), OMS-III Constance V. Katsafanas, Naz Gandikal, D.O., and Ryan Seals, D.O.

**Second Place**
“Sinus of Valsalva Aneurysm Rupture: An Unusual Presentation of Chromosome 22q11.2 Deletion”

Eda Cristina Abuchaibe, D.O. (Miami Children’s Hospital - Osteopathic Pediatric Resident), OMS-III Katherine Peicher, and Elizabeth Welch, M.D.

**Third Place**
“Cutaneous Metastases from Breast Carcinoma”

Jacqui Thomas, D.O. (Columbia Hospital - Dermatology Resident)

**Intern/Resident Experimental Research**

**First Place**
“Correlation of Diagnosis of Somatic Dysfunction Among Osteopathic Physicians and Medical Students”

Katrine Bengaard, D.O. (Florida Hospital East Orlando - Family Medicine Resident)


Research Highlights - Student/Faculty Presentations, Grants, and Publications

Second Place
“Barriers to Incorporating Osteopathic Manipulative Medicine (OMM) into Residency Training Programs”

Student Case Study
First Place
“Osteopathic Treatment of the Sympathetic and Parasympathetic Nervous Systems”
OMS-II Austin Bach (NSU-COM Student) and David Boesler, D.O.

Second Place
“A Case of Recurrent Pancreatitis”
OMS-III Vishala Sharma (NSU-COM Student)

Student Experimental Research
First Place
“Lymphatic Filariasis: Treating a Neglected Tropical Disease in Palm Beach County”
Emily Young, OMS-III (NSU-COM Student), Joanna Drowos, D.O., Angela Keller, M.A., Mary Anne Duncan, D.V.M., Kimberly Won, M.P.H., Cynthia Treadwell, R.N., Ninon Desouvre, R.N., Alina Alonso, M.D., Patrick Lammie, Ph.D., and Els Mathieu, M.D.

Second Place
“Management of Nonunions with Allograft Cellular Matrix Containing Viable Mesenchymal Stem Cells”
OMS-II Ashley N. Startzman (NSU-COM Student), Sergio A. Martinez, D.O., and Brian J. Cross, D.O.

Third Place
“Use of the ‘Health Index’ (III) Statistical Equation as a Predictor of Body Fat Percentage and Onset of Myocardial Infarction and Stroke in the General Population - the D Dimer of the Internist?”

FOMA Convention: NSU-COM Faculty Presentations

A number of full-time faculty members made presentations at the 108th Annual Florida Osteopathic Medical Association Convention. They are:

Rogerio Faillace, M.D.
“Pediatric Rashes and Skin Conditions: When to Worry”

Robert Hasty, D.O., FACOI
“Prevention of Medical Errors”
“Update on Anticoagulants and Antithrombotics”

Naushira Pandya, M.D., CMD
“Frailty: New Syndrome, Old Problem”

Dennis Penzell, D.O.
“Tobacco Addiction Update: Connecting Patients to Tobacco Cessation Services”

“Federal and State Laws Related to Prescribing of Controlled Substances”

Recently Submitted Grant Proposals

“A Culturally Appropriate Automated Tailored Information Application for Medication Health Literacy in Spanish-Speaking Hispanics”
Submitted by Robin J. Jacobs, Ph.D., M.S.W., assistant professor of psychiatry and behavioral medicine, preventive medicine, and public health, to the National Institutes of Health
Requested amount: $353,957

Attendees at the judging ceremony included (front row from left) judges Bob Glinski, D.O., Robert Fernandez, D.O., Janet Hamstra, Ed.D., John Pellosie, D.O., and presenter Emily Young, a third-year NSU-COM student. Pictured (back row from left) are: Francisco Lobay, D.O., OPP fellow; Scott Martin, D.O., OPP fellow; FOMA President Jeffrey Grove, D.O.; OMS-III Vishala Sharma; and FOMA Past President Linda Delo, D.O.
Researchers Highlights - Students


OMS-I Sean Kandal made an oral presentation entitled “Non-Typhoidal Salmonella Virulence Factors that Promote Disseminated Disease in the Setting of Human Immunodeficiency Virus Infection” at the Eastern-Atlantic Student Research Forum held February 23-26 at the University of Miami Miller School of Medicine. Kandal’s research was conducted under the mentorship of Dr. Sara Browne and Dr. Donald Guiney at the University of California San Diego Medical Center.

OMS-II Michael Kasprzak coauthored a paper titled “Engineering a Waste Management Enzyme to Overcome Cancer Resistance to Apoptosis: Adding DNase1 to the Anti-Cancer Toolbox” that was published in the January 2011 issue of Nature Cancer Gene Therapy.

OMS-II’s Nathan J. Maltezos and Aditya Vora were selected to participate in the college’s 2011-12 Predoctoral Research Fellowship Program. During their fellowship year, which will commence on July 1, 2011, Maltezos and Vora will have the opportunity to develop an individualized training program, engage in all aspects of the research process, and collaborate with others involved in the research field.

OMS-IV’s Tony Weaver and Chad McDonald had their article entitled “Deep Cutaneous Mass Excision Reveals an Unusual Finding” published in a recent edition of the Internet Journal of Allied Health Sciences and Practice. The case report discussed the details of a bot fly infestation and the deposit of larvae under a patient’s skin.


Stephen J. Cina, M.D., clinical professor of surgery and Broward County’s deputy chief medical examiner, was appointed to the Academic Forensic Pathology Editorial Board and presented lectures on “Time of Death,” “Identification of Remains,” and “Management of High Profile Fatalities” at the Colorado New Coroner Institute held in December 2010. He also coauthored articles titled “Forensic Dentistry Survey” and “Scene Investigation” that appeared on eMedicine from WebMD.


G. Stephen Bowen, M.D., M.P.H., professor of preventive medicine/public health and assistant director of the Behavioral Health Promotion Program, Robin J. Jacobs, Ph.D., M.S.W., assistant professor of psychiatry/behavioral medicine, preventive medicine, and public health, and M. Isabel Fernandez, Ph.D., professor of preventive medicine and public health and director of the Behavioral Health Promotion Program, coauthored an article that appeared in the December 2010 issue of the Journal of the American Osteopathic Association. The article, entitled “Survey of Attitudes and Practices of Osteopathic Primary Care Physicians Regarding Taking of Sexual Histories and HIV Screening,” was coauthored with OMS-IV Preetam Gongidi, M.H.S., and OMS-IV James Sierakowski.

Bradley S. Feuer, D.O., J.D., FCLM, FACFEI, FACOFP, clinical professor of family medicine and regional director of medical education of the Palm Beach Centre for Graduate Medical Education, had his case report titled “Leptospirosis After Exposure to Alligator Carcass” published in the January 2011 issue of Osteopathic Family Physician.

Herrin Jensen, D.O., M.H.A., clinical assistant professor of family medicine and program director of family practice at Largo Medical Center, was recently appointed to the Florida Society of the American College of Osteopathic Family Physicians Board of Trustees. In this role, Dr. Jensen will work to actively promote the rights and interests of osteopathic family physicians as they help preserve the freedom to provide the best care to their patients.

Kenneth E. Johnson, D.O., FACOOG, associate professor and chair of the Department of Obstetrics and Gynecology and director of NSU’s Women’s Health Center, has been a longtime member of the Pregnancy Mortality Review Team in Tallahassee. The team recently compiled its research on causes of maternal death in Florida for a Florida Department of Health publication entitled 1999-2008 Florida Pregnancy-Related Mortality Report: Why Are Florida Mothers Continuing to Die?

Srihari Jensen, D.O., M.H.A., clinical assistant professor of family medicine and program director of family practice at Largo Medical Center, was recently appointed to the Florida Society of the American College of Osteopathic Family Physicians Board of Trustees. In this role, Dr. Jensen will work to actively promote the rights and interests of osteopathic family physicians as they help preserve the freedom to provide the best care to their patients.

Merrill Krockick, D.O., clinical assistant professor of internal medicine and program director of the Largo Medical Center Interventional Cardiology Fellowship, had his coauthored article entitled “RB006, a Direct Factor IX Inhibitor Results in Consistent and Near Complete Inhibition of Factor IX in Patients with Acute Coronary Syndromes: A RADAR Phar-
Raymond Ownby, M.D., Ph.D., M.Ed., M.B.A., chair of the Department of Psychiatry and Behavioral Medicine, was named a member of the National Institutes of Health’s Center for Scientific Review Behavioral and Social Consequences of HIV/AIDS Study Section. He will begin in this role effective July 1, 2011.

Edward E. Packer, D.O., FAAP, FACOP, professor and chair of the Department of Pediatrics, presented a lecture on “Autism Spectrum Disorders: Dental and Medical Treatment Considerations” during an NSU-COM interprofessional grand rounds session held January 14. Dr. Packer co-presented with Dr. Romer Ocanto, an NSU College of Dental Medicine faculty member.

Cecilia Rokusek, Ed.D., R.D., professor of family medicine/public health and project director of the Center for Bioterrorism and All-Hazards Preparedness, presented a paper on “Strategies for Volunteer Recruitment into the Medical Reserve Corps” at the Public Health Preparedness Summit in Atlanta, Georgia, on February 23 along with Kristi Messer, M.S.W., M.P.H., assistant professor of public health and assistant CBAP project director.

David L. Thomas, M.D., J.D., professor of surgery and public health and chair of the Department of Surgery and the Division of Correctional Medicine, presented a lecture entitled “Stepping Up to the Plate: The Correctional Medical School Interface” at the University of Massachusetts Medical School 4th Annual Academic and Health Policy Conference on Correctional Health held March 10-11 in Boston.

“Assessing the Cultural Character of an Academic Department of Family Medicine” in the January-February 2011 issue of Osteopathic Family Physician as well as two articles in the 2010 issue of the Journal of Invitational Theory and Practice entitled “Readjusting the Kaleidoscope: The Basic Tenets of Invitational Theory and Practice” and “National Focus on Education.”

A U.S. Health Resources and Services Administration (HRSA) grant award received by NSU-COM in 2010 to develop a primary care curriculum providing quality health care specifically to the homeless has begun to produce results. Developing collaborations among community organizations serving the homeless and establishing practicum-based experiences with those organizations to enhance the didactic education received by medical students are two goals of this project.

The Miami Rescue Mission, Inc. (MRM) is one such organization serving the homeless and needy since 1922. The collective of the Broward Outreach Centers (BOC) is a division of the MRM and is composed of three centers in the Hollywood and Pompano areas that currently provide comprehensive residential service to 340 homeless men, women, and children. Pete A. Gutierrez, M.D., M.M.S., is the medical director of the Miami Rescue Mission Clinic and MaryAnn Diamond is the Broward center director. Together, they have joined with NSU-COM to provide the college’s medical students with opportunities to provide primary care to individuals who are homeless.

NSU was pleased to help BOC celebrate the grand opening of its medical clinic on January 21 by facilitating an onsite health fair and outreach collaboration for BOC clients. Twenty faculty and staff members as well as students lent their time and talent to the BOC health fair.
from NSU’s Health Professions Division provided health education and tobacco cessation literature to over 100 residents. In addition, 40 residents received blood pressure, glucose, and cholesterol screenings.

“I can’t think of a better way to embrace one of NSU’s newest partners than to help celebrate the opening of its medical clinic and help to care for its ‘family,’” said Kristi Messer, M.P.H., M.S.W., executive director of the Predoctoral Training in Primary Care of the Homeless project.

Added the BOC’s Diamond, “There is no question that it is a win-win for both the BOC clients and the NSU students,” she explained. “The clients feel they matter because they’re receiving knowledge and medical attention in a fun environment and are being cared for—some for the first time.”

Through collaborations on projects like the homeless health fair, students in the Health Professions Division can eliminate preconceived ideas and biases toward the homeless that may interfere with providing empathic, respectful, and quality health care to individuals who are homeless.

Stephen Bowen, M.D., M.P.H.
Professor of Public Health and Preventive Medicine
University of Washington

M. Isabel Fernandez, Ph.D., M.A.
Professor of Public Health and Preventive Medicine
University of Alabama at Birmingham
National Institute of Nursing Research
Centers for Disease Control/Prevention
American Psychological Association

Robert Hasty, D.O., FACOI
Assistant Professor of Internal Medicine
Bayer Pharmaceuticals Corporation

Kenneth Johnson, D.O., FACOOG
Associate Professor of Obstetrics and Gynecology
Pfizer, Inc.

On February 1, a number of full-time NSU-COM faculty members were honored for their efforts to obtain external financial support at the NSU Office of Research and Technology Transfer’s Second Annual External Funding Recognition Reception, which was held in the Alvin Sherman Library.

The External Funding Recognition Reception is an annual event that provides acknowledgement for the efforts of NSU faculty and staff members who have received external grant funding in the previous fiscal year. The prior fiscal year produced great progress in the area of external funding, with total funding exceeding $71 million.

Thanks to the efforts of the following individuals, copious amounts of external funding have been received to sustain, enhance, or create various programs and projects. Listed below are the full-time faculty honorees and the organizations they received funding from for their projects:

Boehringer-Ingelheim Pharmaceuticals, Inc.
Wyeth Pharmaceuticals, Inc.

Leonard Levy, D.P.M., M.P.H.
Associate Dean and Professor of Family Medicine and Public Health
Health Resources and Services Administration
U.S. Department of Housing and Urban Development

Jennie Lou, M.D., M.Sc.
Professor of Internal Medicine and Public Health
Multiple Sclerosis Foundation

Raymond Ownby M.D., Ph.D., M.Ed., M.B.A.
Professor of Psychiatry and Public Health
National Institute of Mental Health

Naushira Pandya, M.D., CMD
Professor of Geriatrics
Health Resources/Services Administration

John Pellosie, Jr., D.O., M.P.H.
Assistant Professor of Preventive Medicine and Public Health
Florida Department of Health
Palm Beach County Health Department

Daniel Shaw, Ph.D., M.Ed.
Associate Professor of Psychiatry
International Alliance for Invitational Education

Steven Zucker, D.M.D., M.Ed.
Associate Dean and Professor of Family Medicine and Public Health
Health Resources/Services Administration
Florida Department of Health
Dr. Alexis, M.D., M.P.H., assistant professor of OB/GYN, and Kenneth Johnson, D.O., FACOOG, associate professor and chair of the Department of OB/GYN, were invited by the March of Dimes and Broward General Medical Center to be members of a taskforce to reduce preterm deliveries at Broward General. The taskforce’s first meeting was held January 17 at the Lillian Wells Women’s Center at Broward General Medical Center. Currently, Dr. Johnson serves as chair of Broward General’s OB/GYN Quality Department, with Dr. Alexis serving as departmental chief. A protocol to reduce preterm deliveries based on the March of Dimes national toolkit has already been approved by the department thanks to the taskforce’s efforts.

William E. Bruno, Jr., M.D., FAAP, clinical associate professor of pediatrics and pediatric medical director-CMS at Memorial Integrated Healthcare in Miramar, Florida, was elected president of the Broward County Pediatric Society and has been appointed to the Florida Medicaid Drug Utilization Review Board.

Joseph De Gaetano, D.O., M.S. Ed, FAAFP, FACOFP, associate professor of family medicine and associate dean of clinical and graduate medical education, was selected to co-chair the 22nd Annual Osteopathic Medical Education Leadership Conference, which will be held in Fort Lauderdale in January 2012. The conference, facilitated by the American Osteopathic Association and the American Association of Colleges of Osteopathic Medicine, is typically attended by osteopathic educators who are deans of colleges, OPTI officers, hospital and college administrators, directors and administrative directors of medical education, residency program directors, and specialty college representatives.

John Halpern, D.O., FAAEM, clinical assistant professor of family medicine, has been appointed chief of the Palms West Hospital Emergency Department in Loxahatchee, Florida.

Robert Hasty, D.O., FACOI, assistant professor of internal medicine and program director of the Palmetto General Hospital Internal Medicine Residency Program, was interviewed by CNN for an article entitled “Four Ways to Avoid Getting Sick During the Holiday Season” that appeared on the CNN Web site on December 20, 2010.

James Howell, M.D., M.P.H., professor of public health and chair of the Department of Rural Medicine, was named assistant dean of professional relations in January. In this enhanced role, Dr. Howell will represent the college at assigned functions and on various local, state, and federal government professional committees. In addition to his new responsibilities, Dr. Howell will continue to serve as chair of the Department of Rural Medicine.

Carroll L. Moody, M.D., clinical associate professor of internal medicine, who over more than three decades had his hands on the hearts of thousands of South Florida patients, died of leukemia on December 26 at a hospital near his family’s farm in Kentucky. The renowned cardiologist, who worked out of his Fort Lauderdale office and was a staff physician at Broward General Medical Center for 36 years, was a local pioneer of a diagnostic procedure that helps determine the need for medication or open-heart surgery. During his distinguished career, Dr. Moody also directed cardiovascular services for Broward Health from 1988 to 1998.

Deborah Mulligan, M.D., FAAP, FACEP, clinical professor of pediatrics and director of the NSU-HPD Institute for Child Health Policy, was interviewed in December by Fox News Studio B anchor Shephard Smith as a pediatric expert on a story about a recently released study showing that American children are consuming too much caffeine. The study, titled “Caffeine Consumption in Young Children,” showed that 75 percent of kids drink caffeinated beverages daily, which causes them to lose sleep. Dr. Mulligan told Smith that soft drinks and other caffeinated beverages contain sugars that add to the problem of childhood obesity.

Robert F. Raspa, M.D., clinical assistant professor of family medicine, was elected vice president of the Florida Academy of Family Physicians and named to the American Academy of Family Physicians Commission on Education.

Samuel Snyder, D.O., FACP, FACOI, FASN, associate professor and chair of the Department of Internal Medicine, was interviewed by Ron St. John for WMGK 102.9 radio in January to discuss the subject “Ian’s Law,” which is a ruling in New York regarding insurance coverage for preexisting conditions.

Terrence L. Soldo, D.O., clinical assistant professor of family medicine and director of osteopathic training at St. Vincent’s Family Medicine Center and Family Medicine Residency Program, was honored by the Jacksonville Business Journal, receiving a Health Care Heroes Physician of the Year Award. The award honors Northeast Florida professionals who improve health care and save lives.

Debbi Steinkohl, M.H.S.A., assistant professor of family medicine/public health and administrative director of the Interdisciplinary Generalist Curriculum Program, was recently recognized for her excellence in mentorship of medical students by being named the recipient of the National Medical Students for Choice Faculty Mentor Award. Steinkohl was honored for her unwavering dedication to the college’s MSFC chapter, support of its community service efforts, physician shadowing, educational activities, and for being a true role model for the MSFC members.

Paul K. Winner, D.O., clinical professor of internal medicine, was a featured expert in the article entitled “Memory Loss Not Necessarily a Precursor to Alzheimer’s” that appeared in the February 26 electronic edition of the Palm Beach Daily News.
NSU Cancer Researcher Obtains U.S. Patent

NSU’s Rumbaugh Goodwin Institute for Cancer Research, led by its executive director, Appu Rathinavelu, Ph.D. (pictured above), is conducting leading research on new cancer therapeutics and powerful diagnostic methods for breast, lung, prostate, ovarian, and colorectal cancers. Dr. Rathinavelu recently received a U.S. patent for a drug that fights cancer. More specifically, it’s an anti-angiogenic drug that is designed to destroy blood vessels that supply oxygen and nutrients through blood circulation to cancer tissues. This will eventually shrink and destroy the cancer tissues. Dr. Rathinavelu, who uses pharmacogenomics and molecular modeling approaches to develop novel cancer drugs, expects to receive a second patent for a similar anti-cancer drug in the near future.

New M.B.A. Degree in Sales

NSU is one of only 12 universities in the country to offer graduate-level sales courses, and the only one in Florida. The sales M.B.A. and graduate certificate were launched in January following the successful establishment of a dedicated sales education curriculum at the undergraduate level last semester. NSU’s Sales Program is the first in the H. Wayne Huizenga School of Business and Entrepreneurship’s innovative Market-Driven Education series of specialty business programs shaped by the trends and opportunities that are driving the marketplace.

“Today’s economic climate and ultra-competitive job market are dictating that business schools become more specialized in preparing students for employment opportunities in target professions and industries,” said Michael Fields, Ph.D., dean of the Huizenga School of Business and Entrepreneurship. “No matter what business you’re in, you’re involved in selling. Students that have a solid skill set in sales are going to add immediate value to the companies that hire them. It’s the best single thing we can do to help students and industry at the same time.”

iPads for Autistic Children

NSU’s Mailman Segal Center (MSC) for Human Development launched a new initiative recently called 18 iPads in 18 Days to provide new iPads to MSC’s Baudhuin Preschool, which is a provider of services to children with autism spectrum disorders (ASD). Autism is a lifelong disability that affects the way children communicate and relate to others and the world around them.

Technology continues to revolutionize the manner in which teachers meet the needs of children with ASD, so the iPads will contain communication applications that allow the children to select phrases and words to make sentences.

Dr. Fields (left) with H. Wayne Huizenga, a renowned businessman and philanthropist who the business school and sales institute are named after.
NSU is offering free dental services to victims of domestic violence who otherwise may not have access to such services. Battered women can have significant dental needs that often go untreated. In some cases, a battered woman's dental problems are the direct result of abuse, and her abuser has kept her from receiving dental care for years, or even decades. Using a three-year, $850,000 grant from the U.S. Health Resources and Services Administration, NSU's College of Dental Medicine is providing examinations, preventive services, restorations, and some dentures to victims of domestic violence.

The free oral services are being provided onsite at several nonprofit organizations that help victims get back on their feet such as The Lodge in Miami and Women in Distress and the Broward Addiction Recovery Center in Fort Lauderdale. The dental services are also offered to the children of victims. So far, more than 107 women and their children have used the services provided by NSU dental residents and students. The grant is expected to provide dental treatment to nearly 200 women before it expires in June 2011.

NSU's College of Dental Medicine, which runs Florida's largest dental clinic in Broward and Miami-Dade counties, is helping meet the women's dental needs by using portable dental equipment to treat them directly at the shelters. This mobile equipment allows NSU dentists to provide comprehensive checkups that fully evaluate each woman's needs. Dental residents and students are trained to handle the sensitivity of a woman's needs to ensure she feels safe and comfortable throughout the course of treatment.

On February 8, U.S. Supreme Court Associate Justice John Paul Stevens (retired) addressed an audience of about 300 NSU Shepard Broad Law Center students as well as faculty and staff members. This marked the second time he had visited the NSU campus in five years. Justice Stevens, who was nominated to the bench by President Gerald Ford, served as an Associate Justice of the Supreme Court from December 19, 1975, until his retirement on June 29, 2010.

Students posed questions on a broad range of legal issues such as Supreme Court case load, the value of oral advocacy in court, and the political nature of the Congressional approval process for Supreme Court nominees. In speaking on oral arguments, he indicated that while justices usually have their minds made up before hearing arguments, a justice’s mind or approach to a case can definitely change through the process. When asked what contributed most to his success in law school, Justice Stevens said it was “the great faculty and students.”

“It was an incredible honor for us,” said Athornia Steele, J.D., Shepard Broad Law Center dean. “His visit helps highlight the Law Center’s commitment to students by providing a connection to the bench and bar. This was an opportunity for the students to learn more about the Supreme Court from a Justice of the Court.”
When it comes to the education it provides its students, NSU-COM is constantly seeking ways to remain true to the basic tenets of the profession while incorporating progressive curricular enhancements that will best prepare its physicians in training to expertly deal with the medical environment they will practice in once they graduate.

VISION FOR THE FUTURE:
Curricular Enhancements Prepare Students for Postgraduate Possibilities

By Scott Colton
Director of Medical Communications
When it comes to the education it provides its students, NSU’s College of Osteopathic Medicine is constantly seeking ways to remain true to the basic tenets of the profession while incorporating progressive curricular enhancements that will best prepare its physicians in training to expertly deal with the medical environment they will practice in once they graduate.

In 2010, following a lengthy research and review process, the college began rolling out a series of significant curricular enhancements that are

- exposing students to additional on-campus activities in the clinical years
- utilizing cutting-edge technology
- fostering further community service involvement
- enhancing the educational experience through the innovative Foundations and Applications of Clinical Reasoning course

As you will read in the following sections, these changes reflect months, if not years, worth of diligent effort by the college’s academic leaders to keep NSU-COM at the medical education forefront.

**Third-Year Students Burnish Skills at Campus Homecoming**

**Summary**

NSU-COM third-year medical students return to campus twice a year on a rotating schedule to participate in several unique hands-on and interactive didactic sessions that are designed to enhance their clinical competence. These include standardized patient experiences, case-simulation scenarios, and the direct care of patients utilizing osteopathic manipulative therapy. Similarly, students participate in career development sessions where they learn interviewing techniques, how to create a curriculum vitae, and compose personal statements that highlight their postgraduate training aspirations. The students also enjoy an opportunity to interact with NSU-COM faculty members during scheduled luncheons.

**Preparing Tomorrow’s Physicians...Today!**

Since accepting its inaugural class of matriculants in 1981, NSU-COM has predominantly adhered to a four-year curricular model that includes two years of on-campus instruction followed by a two-year offsite mix of required, elective, and selective clinical rotations. However, due to changing accreditation requirements and the college’s ongoing aim to be as academically robust as possible, the OMS-III Homecoming was established to reinforce previously taught techniques while also providing students with crucial career development advice.

“One of the curricular aspects we struggle with is being able to continually train our students in osteopathic manipulative medicine when they are out on their clinical rotations in the third and fourth years,” said Joseph De Gaetano, D.O., M.S. Ed, FAAFP, FACOFP, associate professor of family medicine and associate dean of clinical and graduate medical education. “The reason for this is a simple matter of mathematics because the majority of physicians training our students in the clinical years are M.D.s who have no OMM experience. Consequently, we have a difficult time in terms of continuing to role model OMM in our clinical clerkships.”

To help remedy the situation, the OMS-III Homecoming brings the students back to campus twice during their third year to provide them with in-depth OMM exposure. The students, who visit the campus at different times of the year depending on which of the 10 academical societies they are part of, have an invaluable opportunity to hone their OMM skills while working closely with various osteopathic principles and practice faculty members like Mark Sandhouse, D.O., assistant professor and chair of the OPP department, in the OMM Clinic or Sports Medicine Clinic.

“What we do is bring two academical societies home monthly, generally on the last Friday of the month,” Dr. De Gaetano explained. “On this day, one society will participate in the OPP experience I just described, while the other will go through a daylong session of working with our human patient simulators and interacting with our standardized patients in the Simulation Lab. This is another vital curricular addition because it helps prepare the third-year students for their COMLEX Level 2-PE exam, which is a component of their national osteopathic licensing exam.”

In this phase of homecoming day, the students get a refresher course in the basics of good physician-patient interaction by working with the standardized patients, who are intricately trained “actors” that present with various disease states. During this process, the students are evalu-
ated on everything from obtaining the patient’s history and doing a physical exam to making a differential diagnosis and mapping out a treatment plan. When this step is completed, the students participate in a feedback session with Heidi Lane, Ed.D., assistant professor of internal medicine and director of patient-centered education.

“We noticed that when our students take the PE portion of the national licensing exam, the area they have the most difficulty with is not really related to their medical knowledge, history-taking ability, or physical exam skills; it’s actually with what we call the human domain, which is their communication skills,” said Dr. De Gaetano. “As a result, Marti Echols, Ph.D., assistant professor of internal medicine and assistant dean of medical education, and Dr. Lane really focus on that aspect so they can help the students with their ability to communicate with patients.”

Once they’ve wrapped up their standardized patient experiences, the students progress to the highly popular simulation stage, which involves a faculty team led by David Thomas, M.D., J.D., professor of surgery/public health and chair of the Department of Surgery, that allows students to practice their hands-on clinical skills on the college’s eight human patient simulators. Thanks to the assistance of Dr. Thomas, along with Drs. Stan Simpson, John Pollosie, and Rogerio Faillace, the students are guided through real-life scenarios that simulate various disease states and potentially fatal medical emergencies that require immediate medical attention.

“When Dr. Thomas and his team run the students through the various scenarios, they have to perform in real time, just as if the patients were living, breathing humans,” Dr. De Gaetano explained. “The students not only work on a specific scenario, but they also get to practice performing basic procedural skills such as intubation, chest-tube insertion, and IV-line placement.”

The third component of the homecoming curriculum, which occurs on the day the students return to campus to work alongside the OMM faculty, is equally pivotal in preparing NSU-COM’s physicians in training for the less medically oriented challenges they are likely to face in the near future. “Dr. Janet Hamstra, who serves as our medical education specialist, coordinates a very in-depth career counseling session with NSU’s Office of Career Develop-

ment, which helps university students plot a plan for their futures,” he stated. “In this workshop, we review things like interviewing techniques, how to write a personal statement, and how to write a CV. It’s basically an overview of all the tools they’ll need to be successful when it comes to preparing for their residency interviews.”

According to Dr. De Gaetano, feedback has been overwhelmingly positive, even though returning to campus for the two homecoming days presents modest financial and logistical challenges for some students. “The students feel this has been very useful to them,” said Dr. De Gaetano. “But there are obviously concerns involving travel and housing, particularly for our students training at distant campuses. Obviously it’s not an issue for our local students doing clinical rotations in South Florida. But for those who are coming from out of the area, they are responsible for paying their way back to campus, and most of them will stay with a classmate for the day they are back in town.”

Because the OMS-III Homecoming has proven so successful, discussions are underway to perhaps implement a similar facet in the fourth-year curriculum. However, Dr. De Gaetano acknowledges that the logistics involved may make it difficult to execute. “It becomes a little more cumbersome because the students in the fourth year are doing electives all over the country—and all over the world,” he admitted. “We also don’t want to distract the students from the time they spend interviewing with the various residency programs they are applying to, so these are the important issues we’ll be discussing in terms of feasibility.”

**Distance Learning Adds to OMS-III Learning Experience**

Distance-learning technology, which has been a hallmark of NSU’s educational strategy for many years, also plays an essential role in the education of the college’s third-year students since they are no longer doing their medical training on campus. To keep them academically abreast, the OMS-IIIIs now connect through WebCT to an online curriculum that mirrors what’s occurring during
their core clinical rotations in psychiatry, geriatrics, family medicine, internal medicine, obstetrics/gynecology, pediatrics, and general surgery.

“We’ve developed monthly, web-based modules that the third-year students must complete for each core discipline they do in their clinical rotations,” Dr. De Gaetano explained. “For example, when they are on their obstetrics/gynecology rotation, they work through a fetal heart-tracing module on WebCT that really allows them to hone their skills in that area. We’re also in the process of developing various WebCT modules for our fourth-year students that will be active in July.”

WebCT required and elective training modules that will be available to the fourth-year students in July include

- Academic Administration
- Community Service
- Emergency Medicine
- Genomics
- Human Behavior
- Medical Informatics
- Medical/Legal
- Medically Underserved Populations
- Ophthalmology
- Psychiatry
- Weapons of Mass Destruction

“I believe the students truly enjoy these experiences even though it adds more to their plate. The feedback we’ve received from the third-year students has been extremely positive because they feel these academic enhancements are adding tremendous value to their educational experience,” said Dr. De Gaetano, who gives tremendous credit to the college’s dedicated faculty members for their contributions. “Our students are very busy in their third and fourth years because they have to show up everyday and see patients. We know it’s a busy time for them, but we want them to feel as if we’ve truly earned their tuition dollars by providing them with the most comprehensive and cutting-edge education possible. It’s important for us to do these things for our students, which is why our faculty has really risen to the occasion in being able to make it all happen.”

Influence of Technology on Medical Education

By the Department of Medical Education

Technology, which has dramatically changed our lives, prepared us for a much simpler yet demanding and challenging future. The impact of technology in medical education is unparalleled at any point in our history, while changes in all facets of medical education have occurred within short timeframes. NSU-COM prides itself in providing cutting-edge medical education, so let’s examine cutting-edge technology and how it has changed the administration, curriculum, and educational modalities of NSU-COM.

The college’s academic coordinator, Marysel Sierra, believes that “One of the greatest inventions of this technological era is the desktop computer.” We are suddenly able to create any type of document, simple, complex, colorful, abstracts, etc. We can view, edit, proof, cut, paste, email, and even post on social networking sites. No more time needs to be wasted retyping as we did in the past.

Processing requests for food, room assignments, purchase orders, clinical supplies, and equipment are all completed on systems that rely on the desktop computer. It is amazing what we can achieve with the help of a computer, especially when we work on complex, extensive, or difficult projects. Students see the end result in flyers, notices, schedules, handouts, and PowerPoint presentations.

University data is information that exists in both paper and digital form. This includes text, graphics, video, audio, still images, databases, and spreadsheets. Evelyn Walker, M.B.A., director of the Department of Data Coordination and Analysis, expresses that her area’s primary purpose is to collect, store, manage, develop, and disseminate information to NSU-COM students as well as faculty and staff members. The department creates digital systems that enable the quick processing of Banner information in different views, tables, or graphics. The Access database system generates weekly reports for admissions on prospective medical students, as well as student information for application to residency programs. Other administrative documents include clinical education rotation reports, attendance, and online course evalu-
ations. Students’ grades for their clinical skills exams are also calculated and statistics are generated for faculty members and course improvements. Data collection, development, and management entail using a variety of software such as Excel, Access, SPSS for statistics, OCR for scanning bubble forms, Opinio for Web-based surveys, SmartDraw for charting and graphics, Adobe Acrobat, and Web-based HTML tools. Many of us remember doing administrative reports using hand calculations and statistics using formulas.

**CurrMit**

The influence of technology has changed the organization and access to the NSU-COM curriculum and resources used by students and faculty. In 2007, NSU-COM implemented CurrMit as its curriculum and information management tool. This online database is designed to help manage, document, and share information related to the activities and content associated with our medical school curriculum. NSU-COM can identify what, when, and where topics are taught, which helps identify redundancy and insert emerging knowledge into our curriculum. A CurrMit template also produces a standardized course syllabi format. This tool helps in submission of requests for data required by our accreditation body, various legislatures, and medical education research groups.

**Tegrity**

NSU purchased the lecture-capture tool, Tegrity, which NSU-COM adopted for its curriculum use. This has been an invaluable instructional tool that allows instructors to create presentations that can be streamed to students over the Internet. After a class is captured, students using a secured network can log into WebCT and access the Tegrity service. By using Tegrity, students can review class content anytime, anywhere, and at their own pace to help them focus on topics that require more time to fully comprehend. Data has shown that students access Tegrity on a regular basis but increase usage of the tool during examination preparation.

**WebCT**

WebCT is the technology tool used by NSU-COM faculty members to post their course contents online. Medical education staff works in tandem with the university’s Innovation Zone (IZone) to ensure the correct course layout of syllabi, course contents, study tools, quizzes, and appropriate communication tools. COM staff members assist faculty throughout the course by posting course material, handouts, and resources for students. This technology tool is blended with other technologies such as Elluminate, Tegrity, and Wimba to promote effective virtual-learning opportunities for students. NSU-COM is in the process of migrating to another technology tool, Blackboard, which will promote a more-robust virtual learning environment for distance education.

NSU-COM faculty members also utilized technology to expand the variety of educational modalities they use to teach students. Content is no longer delivered in a lecture-only format with slides and overheads; instead, technology has allowed faculty access to resources that add interactivity and experiential learning modalities to meet the diverse learning styles of the student body. In 2009, independent learning activities were incorporated into existing courses within the NSU-COM curriculum. In addition, YouTube, Up-to-Date, Medline journal articles, Internet-based content Web sites, Web-based learning modules, the I-Clicker system, and online quizzes helped students develop the lifelong learning skills they need as physicians.

**Education Management System**

The college now uses an electronic data capture program called Education Management System to audio and video-
tape all student encounters in the Simulation Lab, which has 12 rooms equipped with two video cameras in each that provide the ability to view all angles of student human simulation (standardized patients) as well as high-fidelity mechanical simulation. A central control station is used to preload time-taping sessions. Announcements used during the examination may be prerecorded and set to play at predetermined times and in selected lab rooms. Live manual announcements may also be made, which is useful when faculty members are teaching or students are in practice sessions. Standardized patients, faculty members, and external observers complete checklists using this electronic data system to score student performance.

Data obtained through the electronic program allows observers to bookmark critical teaching areas, produce reports such as student scores and rank, perform quality assurance on standardized patient performance, and analyze test items. Taped sessions may be reviewed by students or faculty members for group or individual performance improvement, and one-to-one feedback sessions are often provided for students as they develop their clinical skills. Additionally, this technology has allowed faculty to prepare students for the COMLEX 2PE taken prior to graduation.

**High-Fidelity Simulation**

High-fidelity simulation is another modality available to faculty and students. High-fidelity simulation helps guide student knowledge from acquisition to application and prepares them for clinical responsibilities. A high-fidelity mannequin is an extensive electronic computer with skin covering the body, which is programmed to perform simulated functions of various human conditions/diseases. The mannequins operate on an Apple computer and are both tetherless and wireless for ease in portability.

David Thomas, M.D., J.D., and Elizabeth Oviawe, M.Sc., M.M.I.S., worked collaboratively to design and implement scenarios for the eight mannequins. This included scripting, programming, and analysis to ensure the mannequins responded correctly to student interventions. Several faculty members are now trained to run the simulators, which allows the college to provide simulation training to large groups of students simultaneously. Simulation has helped the college teach the core competencies required by the accreditation body and ensure that each trainee encounters and masters specific clinical skills.

As health care embraced electronic medical/health records, an opportunity to provide another teaching/learning modality evolved at the college. In addition to learning traditional documentation such as SOAP notes, NSU-COM students are introduced to a student electronic medical record (EMR) system designed by Oviawe. The EMR is implemented into the high-fidelity simulation experience. Once students complete their “patient encounter,” they document the encounter in the EMR system as they will do during clinical rotations and residency training.

**Second Life**

Opportunities for practice in clinical environments help students learn to apply the knowledge they have gained as students. However, the demanding schedule and time constraints of a medical student are barriers. This challenge has provided an opportunity to add a new learning modality for students called Second Life that will allow them to develop a virtual clinic they can access at any time to practice clinical skills. We will teach students to design an avatar of themselves and “fly” to the NSU Virtual Clinic to practice on virtual patients developed using cases scenarios submitted by faculty members. We hope to launch this program during the coming academic year.

Medicine is changing because of technology, and NSU wants to provide a cutting-edge medical education at the highest achievable level of excellence. How do the faculty members and students feel about technology in the curriculum? “Without a doubt, the students are the largest beneficiaries of having simulation” said Heather McCarthy, D.O., a current faculty member and NSU-COM alumna.

It sounds counterintuitive, but simulated patients allow students to experience “real-life” problems. In physical diagnosis, it was once difficult to experience abnormal patient findings, but by listening to I-Stan or METIMan, students benefit from hearing and treating heart or lung abnormalities such as murmurs and asthma. “The Simulation Lab also allows students to practice procedures and receive ‘real-life’ answers on-the-spot” Dr. McCarthy added.

During simulation, patients present with problems and students know something is wrong. Seeing the patient allows students to provide treatment and benefit from seeing “the patient” improve when they provide correct interventions.
“At NSU, the influence of technology in medical education provides an opportunity for continuous improvement whether in administration, curriculum, or educational modalities.”

Students often comment about the benefit of these learning opportunities. According to Marti Echols, Ph.D., assistant dean of medical education, it helps them “to put everything together and increase their understanding substantially.”

Student survey data suggest they would like more opportunities to use technology and work with the faculty to help them learn more through these learning modalities. At NSU, the influence of technology in medical education provides an opportunity for continuous improvement whether in administration, curriculum, or educational modalities. We are building upon the NSU-COM mission that drives the operation of the college, which is committed to providing the highest achievable level of excellence in training physicians and students.

(Contributing authors to this article are Marti Echols, Ph.D., Heidi Lane, Ed.D., Heather McCarthy, D.O., Carmen Hernandez, Evelyn Walker, M.B.A., Elizabeth Oviawe, M.Sc., M.M.I.S., and Marysel Sierra, B.S.)

**TurningPoint® Audience Response System Comes to the NSU-COM Lecture Halls**

*By Janet Hamstra, Ed.D.*

*Medical Education Specialist and Assistant Professor of Internal Medicine*

Approximately two and a half years ago, the TurningPoint® Audience Response System was installed on the computers in the NSU Health Professions Division lecture halls and faculty development and training sessions began in the College of Osteopathic Medicine. Since that time, many of our faculty lecturers have mastered the skill of creating lectures that include interactive questions, and many of our students have mastered the skill of getting out their “clicker” and responding to questions on the fly during the course of a lecture.

These questions may serve to:

- assess students’ understanding of lecture material
- stimulate students to apply and analyze lecture information
- pose questions that identify students’ gaps in knowledge, which sets them up for coming lecture material
- provide a format for interactive discussion between students and between students and the instructor
- provide information for the instructor to determine if topics are understood or require additional teaching time
- just to make the lecture fun

Those of you who are familiar with the game show *Who Wants to Be a Millionaire* are already aware of audience response systems, which have been around since the mid-1960s when Hollywood producers developed a system for evaluating theater audience responses to unreleased motion pictures. Early models involved a dial that the audience members turned to point at “dull” or “interesting.” Perhaps some of our current students wished that model was still available.
This technology has evolved greatly since then. The TurningPoint® system used by NSU-COM faculty members communicates seamlessly with Microsoft PowerPoint. The hardware, which is small and minimal, includes a USB receiver plugged into the lecture hall computer and the audience keypads (i.e., “the clickers”) held in the students’ hands. Lecturers can easily insert questions that are formatted as multiple choice, true/false, yes/no, or other types into their existing lecture presentations. The lecture-hall computer automatically records all the individual student responses and generates a graph on the projection screen showing the percent of students who select each question option. At the conclusion of each lecture, faculty members can save the responses and generate quiz grades and attendance reports. At this time, TurningPoint® is used extensively by our osteopathic principles and practice department in its lectures, by faculty lecturers in the OMS-I and OMS-II systems courses, in the Foundations and Applications of Clinical Reasoning course, and during board review sessions.

By Jill Ross, D.O.
Instructor, Department of Family Medicine

This academic year, the first- and second-year osteopathic medical students have been participating in a new course called Foundations and Applications of Clinical Reasoning, which seeks to engage them in various interactive learning techniques, while integrating the basic and clinical sciences into case-based, patient-oriented scenarios. Most of the sessions for the first-year students are jointly conducted with a faculty member from the College of Medical Sciences along with an NSU-COM clinical faculty member. The sessions for the second-year students at times are jointly conducted with two clinical faculty members, with one of them being a specialist in the field of study being discussed.

The first six weeks of the first-year course were focused on professionalism, the basics of a patient history and SOAP note, and how to handle some of the ambiguities in being a physician, such as when a friend or colleague is your patient.

We have gone to great efforts to make each session interactive, while also being informative. One of the tools we have been able to utilize is a computer program called TurningPoint®, which is an audience response system. Each student purchases his or her own clicker, which is about the size of a stack of four credit cards and has a keypad with numbers and letters on it. Each clicker is programmed to the computer in the lecture hall. During a typical PowerPoint presentation, a slide may be inserted that asks a multiple-choice question.

Foundations and Applications of Clinical Reasoning Course Offers Interactivity
The students are then given an opportunity to utilize their personal clickers to answer the question. Following the students’ responses, a graph is displayed showing what percentage of the students selected each answer choice. This has proven to be a great way to assess the overall knowledge base of the class, which has also lead to changes in the ways we teach, the materials that we cover, and how we test the students on examinations. The students seem to enjoy seeing the feedback, and, anonymously amongst their peers, assessing how their own knowledge compares with the rest of the class. We feel this information provides the students with opportunities to spend more time on information they did not understand, or to reinforce their understanding of the concepts discussed.

During the class sessions, students are seated by academic society assignments. The purpose of this is to continue to foster the interpersonal and professional relationships among the society members, as well as encourage interdependence among colleagues in the medical community. Many of the interactive activities that are conducted in the classroom are group assignments, to be completed by the entirety of the society. We often make these activities competitive, with the winning team being awarded points for the session. One example of this was in the second-year class, when the topic was pericarditis. Each society was assigned a different aspect of pericarditis, and the group members had to use their online resources to find related material and provide the rest of the class with a pneumonic, rhyme, or other memory-aid on that material. One group was given the assignment of the EKG changes that occur with pericarditis, and as one of the group members narrated, the rest of the society members stood in front of the class, holding hands, and used their arms and bodies to demonstrate the EKG wave changes that would be expected. Another society had a student play harmonica and sing a song about another aspect of pericarditis. The societies then voted for their favorite performance, and the top three societies received points for the session.

Some of the other interactive, society-based activities we have done with the students include the games of Jeopardy and Who Wants To Be A Millionaire, as well as crossword puzzles, word jumbles, and word finds, all using the academic material of the session as the base. As a result of awarding points during the fall 2010 semester for the second-year class, the Zafonte Society was awarded a lunchtime pizza party to celebrate its accomplishment of attaining the most points.

During this course, we have also brought in several patients with medical conditions relevant to the course material, such as coronary artery disease, Gaucher disease, and pemphigus vulgaris. The patients provide the students with the opportunity to ask questions about the disease processes, the medical care received, the impact of the disease on their life, or any other inquiries they have. These sessions help to demonstrate the humanistic side of medicine and reinforce that illnesses affect real people. In one instance, a videotaped interview of a patient with a spinal-cord injury was presented since the patient was unable to travel.

This course requires a great deal of collaboration among the various faculty members who co-teach each session, and we have found everyone to be exceedingly helpful and dedicated to the course’s goals. The presence of multiple faculty members at each session provides the students with different academic and personal perspectives on the material presented, as well as demonstrates the cooperative efforts we are trying to instill in the students themselves.

This has been a wonderful experience and opportunity for all of those involved, and we look forward to continued efforts to implement this course as effectively and as interactively as possible.
Heightened Emphasis on Community Service Broadens Students’ Horizons

By Debbi Steinkohl, M.H.S.A., Administrative Director, Interdisciplinary Generalist Curriculum Program

A great man once said, “The best way to find yourself is to lose yourself in the service of others.” How right Gandhi was, and this feeling is echoed among our osteopathic medical students as they give of themselves in a vast array of community service projects.

As part of its mission to foster humanism among the student body, NSU-COM has formally initiated a new 40-hour per year community service requirement for all first- and second-year students. Although our student body has always been actively engaged in a vast array of service activities, we have seen a staggering expansion of student-initiated community-based activities, international and local medical outreach efforts, health fairs, and other service activities.

This is an exciting time to be part of medical education, where we have so many students participating in a Florida medical outreach endeavor as well as several international outreach trips to countries such as Peru, Jamaica, Bangladesh, the Dominican Republic, and Israel. Recently, there was quite a bit of hustle and bustle occurring outside my office door as our students worked in teams to pack up supplies and head out to Belle Glade and Clewiston for the annual AHEC/AMSA Florida Rural Mission for Health, which took place over the weekend of March 5-6. During the two-day health fair, over 50 NSU-COM students, along with students from nine Health Professions Division colleges and programs, participated in this event held in the agricultural communities bordering Lake Okeechobee.

One of the exhilarating aspects of the new community service program is that students have opportunities to engage in both group and individual service activities according to their personal interests and special causes. We have a growing number of students who find it rewarding to volunteer with Habitat for Humanity and build homes for families living in poverty. There are a multitude of 5K runs and other fund-raisers where students raise money and awareness for a variety of diseases and causes.

The first run of the year was the Stop Child Trafficking Now 5K race. In addition to participating in the actual race, 15 students drove down to Miami Beach before sunrise and served as both the setup and cleanup crew. Perhaps the most rewarding outcome is that we now have students who are involved and passionate about helping to end the local, national, and international atrocities that exist as a result of the horrific rings of child prostitution, exploitation, and kidnapping.

After a week of stressful exams, it was refreshing to see the big smiles on the faces of our students and American veterans when members of the college’s Sigma Sigma Phi Support Our Soldiers program brought their personal pets to visit veterans at the Alexander “Sandy” Nininger State Veterans’ Nursing Home in Pembroke Pines.
In December 2010, a number of NSU-COM students and faculty members volunteered their time to participate in medical outreach trips to Bangladesh, Jamaica, and Peru.

International Outreach Leads to Enduring Memories
Bangladesh Expedition Inspires Awe

By OMS-II Neha Patel, IMOC President

It had taken almost 36 hours and three different planes to reach our destination from Fort Lauderdale when we had finally arrived at Dhaka International Airport. As soon as we stepped off the plane, we could sense the stares from the native Bengalis, stopping to get a closer look at the strange people that had suddenly come across their path.

However, it was not until the drive to the hotel that the culture shock first set in. As we looked through the back windows, we could see children, no older than eight or nine, running after our vans, smacking on the windows, smiling, and waving. As we sped off to our hotel, it was hard not to notice the poverty and disorder that defined their culture. We were ready to explore a world that would soon change our perspective of the world.

Needless to say, our entire group was exhausted after crossing 12 time zones. But the exhaustion was not enough to subdue the excitement the next morning on our ride to the first clinic in Comilla, a small village located hours from any city. Along the way, we took in more of the views of the street vendors butchering chickens on the side of the road and tried not to gasp out loud as we watched city buses, cars, and bikes heading straight for us and quickly swerving at the last second. When we finally arrived in Comilla, it took nearly 30 minutes to enter the village because the bus was not meant for the little dirt roads.

It actually took the help of a group of men holding up branches and power lines to clear the way for us. We stepped off the bus to the sound of a broadcast system telling the village that the “American doctors” had arrived. We were taken aback as each of us was handed a beautiful native flower arrangement and guided down a procession set up in our honor. The young schoolchildren lined the path that led to the clinic, smiling excitedly and waving peace signs at us. We were given a sense of respect that none of us felt we had earned, and this did not falter. Every day, we were shown such generosity and friendliness from the Bengali people. And every day, we walked to the clinic, humbled, with an even stronger desire to help all the people who had put so much of their faith in us.

In the first day alone, there were well over 1,000 patients waiting to see the doctors the Hope Foundation had brought to the clinic. There were expected cases such as emphysema, lymphoma, cerebrovascular disease, and dementia, but we also witnessed other ailments such as diarrhea, tuberculosis, parasites, gangrene ulcers caused by untreated diabetes, and—unfortunately—a few cases of poorly practiced medicine that lead to deformities.

One of the more interesting cases was situs inversus, which is a congenital disorder where the major visceral organs are mirrored from their normal positions. Throughout our clinic days, in the company of the local medical school students from Chattagram Maa-O-Shishu Hospital Medical College, we saw many diseases and pathologies almost unheard of in America today caused simply by vitamin deficiencies, unsanitary conditions, and a lack of good health care such as rickets, goiters, and typhoid fever.

Working alongside the American and Bengali physicians and students, our skills quickly improved as we were forced to give speedy, but thorough, physicals to help as many patients as we could each day. With the help of Dr. Heather McCarthy, NSU-COM assistant professor of osteopathic principles and practice, some of us were able to use manipulation to treat and help many of the laborers who suffered with chronic pain for years. Furthermore, we were humbled by the intelligence, determination, and friendship that all of the medical students from Chattagram showed us each day. Aside from gaining confidence in our skills, this trip reigned our passion for medicine.

Dr. Iftikher Mahmood, Dr. Sultan Ahmed, and Dr. Siraj Islam, the coordinators of the outreach trip, were three incredibly inspiring men, to say the least. The Hope Foundation, the
reason behind each of these clinics, was set up by Dr. Mahmood himself. Every day, we witnessed their drive to help the underserved and make Bangladesh a better country by giving all that they had to each patient they treated. It reminded all of us why we had originally chosen to enter the medical field. In between teaching us medicine, they left their strongest mark by teaching us how to be truly charitable, empathetic, and compassionate physicians to help make the world a better place. Every single one of us walked away from this trip a better future physician and a better person with a newfound love of Bangladesh, its culture, and its people.

As Dr. Islam poignantly said many times during the trip, which are words I will now forever take with me, “We are not just citizens of the United States; we are citizens of the world.”

(Special thanks to Shannon Brennan, Andrew Whipple, and Tara Nowakhtar for their help on this article.)

Impressions of Bangladesh
By OMS-II Andrew Whipple

From the very first moment we landed in Dhaka, learning began. As I had multiple Bengali people taking pictures and pointing at me while waiting for my luggage in the airport, it was immediately clear that I was in for a culture shock. Riding in the van to our hotel, I couldn’t stop staring out the window. I saw children playing without clothes, buses overcrowded with people, people riding on top of vans, people begging for money, street vendors, and rickshaws. Call it naïve, but I guess I wasn’t quite expecting that. I don’t know if I would say I was scared, but I was definitely nervous about the upcoming two weeks for I was certainly way outside of my comfort zone.

My apprehension did not last long as I quickly realized that Bangladesh was a beautiful country, with the most beautiful part being its people. Never have I seen such genuine friendliness or kindness than in the Bengali people. The hotel staff, drivers, security guards, and everyone else we came across in the community always had a smile on their faces and a greeting to give. One memorable moment occurred while our group was shopping at the mall. I wandered into a shoe store alone, but five minutes later, I found myself sitting down with four locals drinking a soda and discussing everything from President Obama to the Cricket World Cup.

To me, the highlights of the trip were the days we spent in the clinic. I will forever have the image engraved in my memory of the hundreds of people crowded around as I took my first step off the bus at the first village and was handed a flower. It was as if everything went quiet and was moving in slow motion as I walked through this long tunnel of people to the clinic, realizing for the first time the true need that existed in these people.

The amount I learned in the hours at the clinic was unbelievable. For instance, the very first patient I saw while in Bangladesh was clearly in distress. He lifted his shirt to show me an umbilical hernia the size of a baseball, then pulled down his pants so I could see a scrotal hernia at least twice as big as his umbilical hernia. I saw disease processes on a patient-to-patient basis that I will probably only see a few times, if at all, here in America.

In addition to being able to do physical exams, practice OMM, and act, think, and diagnose like a doctor, I also found new interests within the field of medicine. I’ve never really thought about or been interested in ophthalmology, but I was assigned to the ophthalmologist for a day, and it was fascinating. In fact, it was so intriguing that the next day, when I had the choice between him and the orthopedic physician, I chose to be with the ophthalmologist. For a student who didn’t know anything about ophthalmology going into this trip, I feel like I now know quite a bit about diagnosing and disease states of the eye, not to mention a new interest in a potential future career.
OMT on a Church Pew: Fulfilling Experiences in Jamaica

By OMS-II Erin Nichol

I could not have imagined the life experience I would gain while on our medical outreach trip to Jamaica last December 11-18. I expected to be challenged, as we had been warned that while on the mission it would be necessary to be amenable to potential changes that were sure to happen, to expect the unexpected, and to prepare to be creative. Creative we were! Each day we constructed make-shift examination rooms, pharmacies, and spaces for our optometry and occupational therapy exams out of whatever space we could find in local churches, school houses, and community centers. It certainly was nothing like the simulation exams offered at NSU.

I must admit that on day one, I was somewhat anxious to work with my first real patients. Sure, I had worked in a nursing home prior to my matriculation at NSU-COM, but never have I been solely in charge of trying to figure out what my patient’s concerns were while also trying to determine the appropriate plan of action and also taking into consideration the limited formulary our pharmacy worked with. I quickly learned to reference my pocket medicine books and drug guides while comparing them to the formulary brochures the pharmacy students made as guides. I learned to rely on my pharmacy and occupational therapy colleagues for assistance with patient care. However, before I could consult outside sources, I was forced to practice my communication skills and work with the clinical skills I had been taught.

I really enjoyed the clinical setting and became much more confident in my abilities to write SOAP notes, to take blood pressures, and most importantly, to practice my funduscopic exam. I am proud to declare that I recognized and identified hypertensive vessels in the eye. I have never felt confident in performing eye exams; in fact, I used to be happy with simply appreciating the red reflex. On this trip, I was able to develop my skills and begin to recognize and identify pathologies, which was an incredible confidence booster.

In addition to my regular physical exams, I learned how to and actually performed my first rectal and gynecological exams. I observed benign prostatic hyperplasia, bacterial vaginosis, and Candida albicans. There were also opportunities to practice my OMT skills. I had one patient present with low back pain that upon examination had a right anterior innominate rotation with an inflare both diagnosed and treated on a church pew. If you’re unfamiliar with the width of a church pew, I assure you that the OPP tables we practice on are luxuriously wide. I think my makeshift table was only about 8 or 10 inches in width. The patient was practically hanging off the “table,” yet we were still able to treat the somatic dysfunction and improve the patient’s comfort. If OMT on a church pew doesn’t illustrate our creativity, nothing will.

In addition to creativity, it was also demanded that we be patient and malleable while on the trip. Plans changed frequently, destinations were sometimes switched, and the incredible amount of prospective patients interested in accessing our free care brought additional challenges to our days. Luckily, the stress never seemed to escalate to an unbearable point thanks to the immense gratitude our patients displayed. They had no expectations of advanced technological interventions, or even extensive formularies. They were happy to receive whatever care could be offered. One of my patients, who presented with blurred vision, was so happy to have been given free care that he returned a while after his visit and gave me a bag full of bananas to share with the group. He was so grateful, and this was not uncommon of the people of Jamaica because at every location I was hugged, thanked, and invited to return. This is an incredible feeling, to know you have made a difference in the life of another.

The conditions of a medical outreach trip change on a daily basis and nothing is ever guaranteed except that you
will gain insight to both another culture and to yourself. I gained confidence in my abilities to both perform new exams and practice those I had only learned in a simulated setting. I worked under attending physicians that helped me to develop my clinical skills to the point where I felt comfortable making differential diagnoses and action plans for patients, on my own. This was not the case at the start. I was anxious and forced to recognize my weaknesses throughout the week, but I feel all the more prepared to do the same next year as I begin clinical rotations. I have already had the opportunity to confront some of my fears, and for this I am grateful.

After returning from Jamaica, I immediately had the desire to return. I cannot wait to go back on a future medical outreach trip—and develop my OMT on a church pew!

Reflections from Jamaica

**OMS-I Taylor Hathaway**

“This experience gave us students a great chance to gain firsthand experience with patient care not just as observers but as medical care providers, under the supervision of physicians. We got to use what we’ve been learning in the classroom—taking histories and giving physicals.

We also got to see some medical rarities, such as a patient with a mechanical prosthetic valve in her heart, someone with a torn ACL and MCL, and a woman with extensive keloid formations on her chest and jaw. One patient had experienced distressing pain in her back since giving birth to her last child—50 years ago! She had a severe innominate shear and rotation. It was awesome to see what less than 10 minutes worth of OMM did. At first she was grimacing in pain with leg movements, but by the end she could not stop smiling because she was so relieved of her pain. It was a tiring, enjoyable, and rewarding experience.”

**OMS-II Jaya Jagmohan**

“Our goal was to provide medical care for many Jamaicans who do not regularly have access to it, whether for lack of facilities, education, or money to afford their health care. The people we served were extremely appreciative of our efforts, and I think that each time NSU-COM goes to Jamaica, it makes an impact. While we were only able to provide temporary solutions for some patients, we made a long-term difference in the lives of others. We educated them on how to better their health and emphasized the importance of proper diet, body mechanics, and adherence to medication for those with ailments such as diabetes and hypertension.

I am very happy with the experience I had in Jamaica, and I encourage anyone who is considering participating in a medical mission trip to do so. The service we offer to these underserved populations is priceless to them, and such experiences make us all better health care providers.”

**OMS-I Jeremiah Robison**

“The trip to Jamaica was more profound, I feel, than any typical medical setting I will ever be able to experience in the United States. While it was true I could often do little to nothing to help a patient, with both my limited knowledge and scare resources, the impact on the patients’ lives always seemed much more profound to them than anything I have ever seen in the United States. One of the patients told me, a first-year medical student, that he had never been seen by ‘a real doctor’ before, and he felt blessed to have the opportunity to be taken care of by me. Out of all of my experiences—the culture, the beautiful countryside, and the medical techniques I learned about—the memories most clear to me are always of the immense, and in my view vastly out-of-proportion, gratitude displayed by the people I was able to help. The most bewildering part of the experience was that I sometimes saw this same gratitude from the people I couldn’t help who simply appreciated that someone had taken the time to try and help them.”
Adventure of a Lifetime in Peru

By OMS-II Emily Eubanks and OMS-II Chelsey Swaiko

In December 2010, NSU-COM, in conjunction with the International Medical Outreach Club, embarked on a medical outreach trip to Piura, Peru, which marked the first time in history that NSU has traveled to Peru for a medical project. There were many unknowns at the start of the trip and no one knew quite what to expect, but, in the end, it turned out to be the trip of a lifetime.

After an exhausting overnight flight across the equator, 15 second- and third-year medical students and two physicians (another physician would be joining us later) landed in Piura. With a mix of excitement and nervousness, we stepped off the plane onto the tarmac of the tiny Piura airport, one in which we could walk from one end to the other in a matter of seconds. After picking up our luggage from the single conveyor belt, we ventured outside the doors and were greeted by Las Damas Salesianas—our gracious and accommodating hosts who handed out flowers and kisses on the cheek to welcome us into their country with open arms. The Damas is a woman-run organization that is part of America Developing Smiles (SMILES) and is dedicated to addressing the health needs of children and families in Latin America.

Some of the students were housed in the Las Damas’ homes, while other students and the physicians stayed in nearby hotels. On the mornings of clinic days, a van would pick us up and bring us to the Centro Médico Bosconia, a medical clinic located on the outskirts of town. By the time we got there each morning, patients had already started lining up outside of the clinic gates waiting to be seen by a doctor. The clinic is located very near to a community that is home to people known as “The Invaders,” who are individuals who had moved down from the mountains to live in shacks made of cardboard and straw, without electricity or plumbing. The clinic serves as many people as it can, on a first-come, first-served basis, from all over the city, with many people traveling many hours to seek free medical care.

Each day at the clinic was a new experience. For most of us it was quite a challenge conducting a complete history and physical without knowing Spanish. Working in groups and with translators, we were able to practice our interview and physical exam skills while working closely with both the local doctors and nurses. The physicians who accompanied us from the United States were Brent Schillinger, M.D., a dermatologist based out of Miami, and John Kamholtz, M.D., a neurologist from Michigan. Drs. Schillinger and Kamholtz took time with each case to teach us about the presenting illness, making sure we understood the patient workup, the differential diagnoses, and treatment options.

One of the advantages of conducting medicine in a resource-poor and medically underserved area is we were able to see cases rarely seen in the United States. For example, the students who worked with Dr. Kamholtz saw a number of patients presenting with symptoms of neurocysticercosis, a tapeworm infection of the brain resulting from eating undercooked infected pork. Seizures are the most common symptom and require treatment with an anticonvulsant and antihelminthic. Patients who had a history of the tapeworm brought their CT scans into the clinic, and we were able to...
see white spots in the brain where the cysts had calcified.

Students working with Dr. Schillinger saw similar skin infections to those seen in the United States, but were at a more progressive stage than ordinarily seen. This is due to the lack of access to health care, causing the diseases to progress more rapidly than if treatments were readily available. For instance, we saw patients with severe psoriasis suffering horribly because of a disease that can be easily maintained with proper care. We worked closely with Dr. Schillinger as he prescribed medications, and we observed him perform biopsies and wart excisions, using just the few instruments that were available. Dr. Schillinger also taught us how important it is to understand the different skin conditions and the emotional and physiological ways they can affect each patient.

James Howell, M.D., M.P.H., chair of rural medicine at NSU-COM, played an enormous role in assisting the students to get the trip off the ground. Along with helping the student leaders coordinate with the Damas in Peru before we left, he himself brought a wealth of knowledge about public health issues in Piura. We toured a local hospital and witnessed firsthand how a hospital operated in a poor, rural area of Peru. It was nothing like what we see in the United States. The hospital had only one technician working in the lab on blood cultures and biopsy specimens. There was only one X-ray machine, one CT machine, and the only MRI ma-

chine in town. Although the Piurians lack many resources that we might take for granted, they utilize to the utmost what little they have.

We arrived home no worse for the wear, but much wiser than when we left. We experienced a country and culture completely different than ours while learning the art of medicine. We would like to thank Drs. Howell, Schillinger, and Kamholtz from the bottom of our hearts. Without these generous doctors who donated their time to teach us and to provide amazing medical care, this trip would not have been possible. This trip really was the experience of a lifetime.
A review of our Department of Internal Medicine reveals that we have been very lucky. Even though the college has had several chairmen, each has been highly professional and helpful while contributing in his own way to the growth of the department.

When we started in 1981, it was obvious who we wanted to head the department. Ronald B. Kaufman, D.O., FACOI, had been Mort Terry’s partner in practice, was recognized as an excellent internist, and enjoyed a splendid reputation, so he was tapped for the job. He undertook the role to start a new department, did it well, and laid the groundwork for future planning.

He was succeeded a year or so later by the first full-time chair, Ralph J. Tomei, D.O., FACOI, who enjoyed a great reputation. He had practiced for a number of years in Philadelphia and also held several offices in the American College of Osteopathic Internists. Ralph helped organize the department further and was helpful in many ways, bringing many innovations and ideas to the college from his national experiences.

When Ralph moved back to Philadelphia, Bernard J. Terzigni, D.O., FACOI, became chair. He had dropped by one day to ask whether he could help us in any way, and we immediately drafted him into the executive position. Bernie, who lived on Florida’s west coast, was an active practitioner and well-respected internist in that area who showcased his dedication by commuting daily. Bernie’s loyalty and constructive interest advanced the department several steps further.

Succeeding Dr. Terzigni was A. Alvin Greber, D.O., FACOI (pictured right)—and therein lays a tale.

First, some background. Our college had developed a fine working relationship with Michael Gordon, M.D., then director of the cardiac simulation laboratory and professor of cardiology at the University of Miami. He cooperated with us in the training of students and faculty, emphasizing the use of the Harvey, which is the cardiac patient simulator that reproduces all normal and abnormal heart sounds and is a godsend in teaching students. Interestingly, Dr. Gordon was the inventor of the Harvey.

One day, he called me and asked, “Arnold, do you have a Harvey?” I said, “No. We’d love to have one but we can’t afford one.” Slightly angered, he said, “I didn’t ask you that. Do you want one?” My answer: “YES!” He said goodbye and hung up. Within a week, he had talked to his contacts in the legislature, money became appropriated for us, and soon we had our own Harvey.

We then obviously needed someone to conduct training in the use of the Harvey. Mort and I discussed it and decided to invite Al Greber, a nationally recognized cardiologist, to come down from Philadelphia and teach the courses. Mort was well acquainted for years with Al through the American College of Osteopathic Internists, plus Al had been chairman of internal medicine at Parkview Hospital and was my personal internist in Philadelphia for a number of years.

So we called Al on the phone, invited him, and he accepted.

Suddenly, a bulb lighted over my head and, asking Al to wait a minute, and covering my mouthpiece, I whispered to Mort, “How about we ask him to join our faculty full-time as chair-
Dr. Jacqueline Kraveka Honored at Celebration of Excellence Ceremony

Jacqueline M. Kraveka, D.O. (’94) was honored with the NSU College of Osteopathic Medicine Distinguished Alumni Award in January at the 13th Annual NSU Celebration of Excellence ceremony held at the Signature Grand in Davie. Each year, this prestigious event brings together community leaders and industry pioneers who have made significant contributions to their professions, communities, and alma maters. Dr. Kraveka, who serves as assistant professor of pediatrics at the Medical University of South Florida, credited NSU-COM for helping her become the well-respected physician she is today. “NSU gave me a very well-rounded medical education that focused on compassionate care for patients,” she explained. “A key component of my education was to focus on the entire patient and not just the disease process.”

Altruistic Alumni Visit Benches

Several years ago, Tamer Gozleveli, D.O. (’87) and Raymon Priewe, D.O. (’86) showcased their commitment to their alma mater by purchasing benches that are located in the outside area surrounding the Health Professions Division complex. During their return to the campus to attend the 15th Annual Alumni Reunion and CME weekend in January, Drs. Gozleveli and Priewe took the time to visit the benches their generous donations helped purchase. (Pictured above is Dr. Gozleveli; below is Dr. Priewe with his wife, Farideh.)
CATCHING UP WITH...
Dr. Annette Da Silva (1996 alumna)

Fast Facts: Annette Da Silva, D.O., who graduated from NSU-COM in 1996, and her husband, Emil, have two children: Isabella (age 9) and Bryceon (age 6). She relocated to South Florida in 2009 but still commutes to work in New York and New Jersey.

Why did you decide to become a physician? I was always interested in medicine and have done different things such as art, which I had a heavy interest in, but I really couldn’t see myself doing anything else but medicine.

How did you come to learn about osteopathic medicine, and why did you decide to attend SECOM? I applied to both M.D. and D.O. schools; however once I went to the interview at SECOM, it quickly became my first choice. I had only been to Florida once before, when I visited Orlando, and when I saw what it had to offer, I was SOLD. Needless to say, one of the happiest days of my life was when I got my acceptance letter. I cried like a baby—tears of joy!

What was the most memorable aspect of your osteopathic education at SECOM? I had been forewarned of all the cutthroats I would encounter in medical school. So I was happily surprised and relieved that SECOM fostered love and cooperation among its students. My classmates became like family, and to this day I still visit and vacation with and/or speak to almost all of them. We were in each other’s weddings and witnessed each other’s kids grow up. I have so many happy memories of my days at SECOM. I often said they were the happiest days of my life. Every day was one step closer to doing and perfecting my life’s passion. We worked hard and played hard and supported each other in both endeavors. SECOM allowed me the opportunity to go to Italy the summer between my first and second year to live among medical students in Perugia. Of course, I went with my classmates, and we made memories that will last a lifetime.

I also was able to choose a track that brought me back up north, where I felt I would get the best residency training, at NYU Medical Center in my specialty area of physical medicine and rehabilitation (PM&R). I found PM&R was the best fit for me because I enjoyed seeing patients who understood what was wrong with them and were ready to do the necessary work to get better. It is a vast specialty with residency training that lasts four years and encompasses ortho and neuro as well as all aspects of PM&R.

What has been the most fulfilling aspect of being a physician? I know it sounds corny, but having the ability to acutely make a difference in people’s lives and improving their longevity and ability to live well is the most fulfilling aspect to me.

What personal and professional achievements are you the proudest about? Professionally, it’s becoming a D.O. and being dual board certified because I feel it is important to be board certified in both. I’m also proud that I started my own practice, which I have built to three locations. On a personal level, I’m proud that I fulfilled my dream of getting back to Florida. Almost everyone I know thought I was crazy when they heard of my plan (and they still think so) but that’s the single thing I am proudest of because it proved my ability to plan, be persistent, and persevere in being successful.

Concluding Thoughts? As anyone who knows me can attest, I move to the beat of my own drum. I have my own timeline for my career, and there are things I would like to accomplish such as teaching, research, starting a PM&R residency program, and giving back and helping others build a successful PM&R practice. I think this would only add to the medical student experience and should definitely be taught to the residents so they can have an edge on the world of medical economics.
ALUMNI IN THE NEWS

Vincent M. Apicella, D.O. (’01), Mariклаra E. Bago, D.O. (’01), and Donald Willems, D.O. (’05) are currently employed at Premier Family Health & Wellness in Palm Beach County, Florida, which provides family medicine, wellness evaluations, physicals, pediatrics, orthopedics, gynecology, minor in-office surgery, chronic disease management, psychiatry, and family counseling.

Richard G. Herman, D.O., FACOOG (’89) recently had his book entitled *Overcome What Your Brain Cannot* published. The tome helps readers understand that significant improvement or cure is possible for a large number of medical conditions, including chronic pain, phantom pain, fibromyalgia, neuropathy, post-traumatic stress, and loss of movement after stroke.

J. Foster Chapman, D.O. (’06), who is a captain in the U.S. Air Force, was named medical director of family practice/medical services at Barksdale Air Force Base in Louisiana.


Robert S. Gotlin, D.O. (’87), an AOA board-certified physical medicine and rehabilitation physician who serves as director of orthopedic and sports rehabilitation in the Department of Orthopedic Surgery at Beth Israel Medical Center in New York, was interviewed by the *Fort Worth Star-Telegram* for an article on older runners participating in marathons.

Deborah Longwill, D.O., FAOCD (’88) is working as a board-certified dermatologist at the Miami Center for Dermatology in Miami, Florida.

Major Burton Newman, D.O. (’05), who is serving with the U.S. Army’s 4th Brigade Combat Team, 101st Airborne Division in the southeastern portion of Afghanistan near the Pakistan border, was profiled in the February 23 issue of the *Fort Worth Star-Telegram* for creating a resiliency program that helps keep soldiers mentally tough. Dr. Newman, who is teaching Afghan doctors, was open to residents and physicians who are in their first five years of practice and was limited to only 15 attendees.

Michael C. Weiss, D.O., FAOA (’86), who is board certified in orthopedic surgery by The American Osteopathic Board of Orthopedic Surgery, is working with the Laser Spine Institute in Oklahoma City, Oklahoma, doing minimally invasive spine surgery in an outpatient setting. Dr. Weiss also serves as an NSU-COM clinical assistant professor of surgery.

Ian Weir, D.O. (’02) is serving as associate program director for the sleep medicine fellowship program and teaching faculty for the pulmonary section at Norwalk Hospital in Connecticut. Dr. Weir, who is board certified by the American Board of Internal Medicine in pulmonary medicine and critical care and board eligible in sleep medicine, did his internal medicine training at Johns Hopkins University/Sinai Hospital of Baltimore and completed his fellowship training in pulmonary medicine and critical care at Yale University and Norwalk Hospital.

Elise “Dr. EZ” Zahn, D.O., FACOEP (’96) was named Medical Director of the Year for TeamHealth Southeast in 2010. She recently relocated to Tampa, Florida, to take over as the medical director of South Florida Baptist Hospital and was appointed as an affiliate assistant professor of emergency medicine at the University of South Florida College of Medicine.

Alumni Earn FOMA Recognition

During the 108th Annual Florida Osteopathic Medical Association Convention held February 24-27 in Weston, two NSU-COM alumni were in the spotlight.

Jeffrey S. Grove, D.O., FACOFP (’90) (pictured far right) was named FOMA president. Over the years, he has served two terms as the Pinellas County Osteopathic Medical Society president, receiving the society’s Physician of the Year Award in 2002 and the Distinguished Service Award in 2007. He also is a past president of the Florida Society ACOFP and currently serves as chairman of the American Osteopathic Association’s Council on Continuing Medical Education.

Brett Scotch, D.O. (’99), who established ENT & Facial Plastic Surgery Specialists in Wesley Chapel, received the prestigious Physician of the Year Award, which is given to an osteopathic physician who, during the past year, has made significant and considerable contributions not only to the osteopathic profession, but also to the community on both a local and statewide level.
The 15th Annual Alumni Reunion and CME Weekend began with a kickoff reception for alumni, family, and friends and provided opportunities for attendees to participate in both educational and social activities. “We celebrated the 25-year reunion of the class of 1986 at our Saturday banquet,” said Lynne Cawley, M.Sc., director of student and alumni services. “It was a smaller group than in years past, but successful and fun nonetheless.”

Saturday and Sunday mornings were spent at NSU’s Morris Auditorium, where physicians were able to attend lectures given by other alumni and faculty members and earn continuing medical education credits. “The evaluations indicated that the CMEs that were delivered were extremely well received and beneficial to those in attendance,” said Howard Neer, D.O., FACOFP, associate dean of alumni affairs. “We make sure to include lectures ideas the alumni share with us during the evaluation process from the prior year.”

During the Saturday banquet, 125 people were in attendance to honor the 25-year class of 1986, the 20-year class of 1991, and the 10-year class of 2001. At the Alumni Association meeting held Sunday morning, the members discussed the possibility of changing the venue of the alumni weekend in 2012. “The association would like us to look at having the reunion at a different time of the year when it’s a little warmer and possibly nearer to the beach,” said Dr. Neer. “Consequently, we are currently investigating those options.”
In the spring of 1999, NSU-COM launched an alumni-based fund-raising effort to generate dollars that would be used to create an endowment fund to reduce future tuition costs for NSU-COM students and produce a funding pool that would be utilized for discretionary purposes as determined by the Alumni Association Executive Committee. Every effort has been made to ensure the accuracy of the following list of donors; however, if you notice an error or omission, please contact Lynne Cawley, M.Sc., in the Office of Alumni Affairs at (954) 262-1029 to rectify the matter. For example, the college has received a number of donation cards with credit-card pledges where no name is listed. The Office of Alumni Affairs cannot process the credit-card donation without a name indicated, so if you have not received a letter of thanks from NSU-COM but know you have made a credit-card contribution, please contact Ms. Cawley at the aforementioned phone number.

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2011 Calendar of Events

**April 30, 2011**
NSU/FOMA Health Fair
10:30 a.m. – 3:30 p.m. at the Tower Shops in Davie
For additional information, please email AustinBach@gmail.com

**May 27, 2011**
108th Annual Florida Osteopathic Medical Association Convention
Senior Award Banquet
Westin Diplomat Resort and Spa in Hollywood, Florida

**May 29, 2011**
Health Professions Division Commencement Ceremony
BankAtlantic Center in Sunrise, Florida

**July 27-31, 2011**
FSACOFP Annual Convention and National Family Practice Update
Hilton Bonnet Creek Resort in Orlando, Florida

**September 16-18, 2011**
FOMA 2011 Mid-Year Seminar
Grand Hyatt Tampa Bay in Tampa, Florida