

Look for the next F.O.R.
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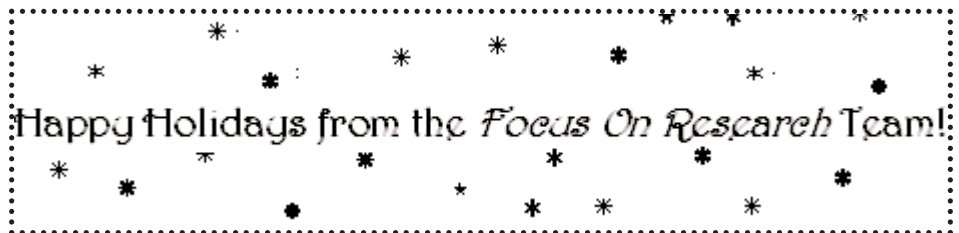
Vol. 1 #6 December 2007

RESEARCH: Part One

Nova Southeastern University's Health Professions Division
Growth of Graduate Programs Part I--Background

Nova Southeastern University (NSU) is currently classified as a Doctoral/Research University-Intensive, along with 109 other institutions. Of the 110 faculty research schools, 44 are private schools. This means NSU fits into a category of schools that, during the period analyzed, awarded at least 20 doctoral degrees per year. Other examples include George Mason University, North Arizona University, Portland State University, and the University of Hartford. The Carnegie Classification was first published in 1973, and separated doctorate-granting institutions into four categories: Research Universities I and II, and Doctoral Universities I and II. Research institutions were categorized by the number of doctoral degrees awarded, as well as the amount of federal funding received. However, these categories were condensed into two sets for the 2000 classification: Doctoral/Research Universities-Extensive and Doctoral/Research Universities-Intensive; the former category awards more graduate degrees. The change was made after the Carnegie Foundation for the Advancement of Teaching decided federal funding was not an adequate indication of research activity.

The Health Professions Division (HPD) currently offers graduate (for this article graduate is defined as academic Master and Ph.D.) programs in the departments of Occupational Therapy, Physical Therapy, and Nursing; as well as the Colleges of Dental Medicine and Optometry. These numbers are expected to grow as the Colleges of Pharmacy, Optometry, and Dental Medicine consider adding Ph.D. programs. However, adding more graduate programs (especially Ph.D.) requires a necessary change to promoting the scholar model, with a focus on student research. Moving from the teacher/scholar paradigm to the scholar model is difficult, and it is noteworthy how HPD is responding to this challenge. Part II of this presentation will discuss the impact of the "scholar" model on HPD.



Upcoming Events

Statistical Consulting Workshops

Nova Southeastern University's Statistical Consulting Center is presenting monthly workshops on Generalized Linear Models. The workshops run from 12:00 to 1:00 PM and lunch is provided. Please join us January 24, 2008 for the next presentation on Event History and Survival Models. All sessions are held in the Chancellors Dining Room located on the 5th floor in the Terry Building

2008 Health Professions Educational Research Symposium

Nova Southeastern University is hosting the 2nd Annual Health Professions Educational Research Symposium (HPERS). Last year, more than 120 faculty from across the US and Canada participated in our educational research conference. This year's theme is Assessment of Student Learning in the Health Professions. The conference is scheduled for January 18-20, 2008, at Nova Southeastern University's Health Professions Division.

HPD RESEARCH APPROVALS—NOVEMBER 2007

College	Investigator	Protocol Title	Sponsor	Amount
Medical Sciences	Harvey N. Mayrovitz	Assessment of Local Tissue Water Changes Associated with Manual Lymphatic Therapy (MLD) of Patients with Limb Lymphedema	NSU-HPD	\$2,500.0 for one year
Dental Medicine	Maria Hernandez	Effect of Patient Satisfaction, Implant Integration and Masticatory Function of Two Types of Implant Overdenture Systems	Astra Tech Inc.	\$66,930.00 for one year

December Featured Researcher



Stan Cohen
Vice Provost
Health Professions Division

What is the focus of your work at Nova Southeastern University?

When the medical school first started, it was apparent that although there were many competent physicians willing to teach young medical students, they were without the necessary teacher methodology skills necessary for effective instruction. Lesson plans, syllabi, verbal interaction with students, evaluation of instruction, and classroom management were sorely missing. My focus as an educator was to help the faculty develop the teaching skills they needed.

As time passed we started growing in geometric proportions. We added programs in pharmacy, optometry, allied health, medical science, and dentistry. Here again, we attracted many fine professionals in their fields, but they were also developing the necessary teaching skills with on-the-job training. Therefore,

I needed to broaden my goals to include the entire professional staff. At this point, I was really grateful that I had some skill in training teachers from my previous life as a teacher, school administrator, and professor in higher education where I taught courses in all phases dealing with the establishment of positive learning environments.

What is your educational background?

I have a B.S. in biology with a major in bacteriology from Rutgers University. My dream was to become a medical researcher and identify ways to treat illness and improve the lives of people. However, I discovered that I really liked sharing knowledge with others, so I changed gears and got an M.S. and Ed.D. in education from Temple University. As a result of this training, I developed a passion for teaching, and I found I was pretty good at that. So I started teaching biology, physics, and chemistry in a secondary school. I was determined that students would be engaged in real science research, not the kind where the answers were found in the textbook. I remember at one point I had 250 students finding answers to their real-world questions through bench research. The program was so successful that my principal wanted me to take a leadership role with other teachers, and I became a principal in an elementary school. We had eight-year-old children doing real research to find answers to their questions. When our school went through accreditation, one of the evaluators recruited me to go into higher education where I could have a broader impact on developing new teachers, especially in the scientific method. So, I spent the next twenty-four years educating prospective teachers at Glassboro State College.

How long have you been doing this kind of research?

I have been in academics for over 57 years. I was blessed with some very talented students who wanted to become great teachers. To watch these young people grow and develop and be successful was the most rewarding thing in my life. Only teachers truly understand what a blessing that is. My research during those years was focused on classroom instruction. I spent 15 years using the tools of Ted Amidon and Ned Flanders to collect hard data on classroom verbal interaction. My dissertation was focused on improving the relationships between teachers and administrators, and as a result we changed the entire curriculum for people preparing to become administrators. In addition, I started to research the factors dealing with normal personality development.

When the Myers-Briggs personality inventory was published in 1961, I collected data from over 10,000 teachers, students, and administrators, and I continued this quest when I moved to Florida and joined SECOM in 1982. This research has continued at HPD where nearly every freshman in our programs is involved.

My road to the present has taken many turns. My present emphasis is to have educational workshops, observe classes in all our schools, and give teachers feedback on strengthening instruction. Most recently I have been identifying different adult learning styles and different teaching styles. This has resulted in a book I wrote called *I am a Tree, I Can Bend*. The content deals with adapting teacher communication style to better suit student learning styles. It has been well received around the country.

Why did you choose to work at NSU?

I retired from my work in higher education for one year. I really missed the interaction with students and teachers. So I tried some part time consulting which was not very rewarding. So I moved to Florida to start a new retirement, and I got the only "F" in my life. I hated retirement, and I became organically depressed. My wife suggested that I go back to work or go to a psychiatrist. Luckily Dr. Terry was starting a new medical school around the corner from my new home. He saved my life and gave me a new challenge for which I will be forever grateful. The opportunity to be involved in developing a new school and mentor the methodology of all our teachers was and is still exciting to me today. Although I have reached the age of 80, I hope I can live a little longer to be part of the ever growing and developing NSU.

The Office of Research in the Health Professions Division provides support for the faculty and staff of the Health Professions Division in their efforts to obtain and conduct research, while ensuring compliance with NSU policy, sponsor policy, and applicable law.

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