

Perspectives

Winter 2014

A publication of
Nova Southeastern University
College of Health Care Sciences



***Serving Our Community and Creating
Tomorrow's Health Care Professionals***

**Audiology • Cardiopulmonary • Health Science
Occupational Therapy • Physical Therapy • Physician Assistant**



Dean's Message

Stanley Wilson, Ed.D.
Dean, College of Health Care Sciences

*“Remember upon the conduct of each
depends the fate of all.” –
Alexander the Great*

The Office of the Dean would like to extend a special greeting to our readers of the third edition of *Perspectives* magazine. On October 1, 2013, I assumed the role of dean of the College of Health Care Sciences (CHCS). Even though it has only been a few months since I undertook this new role, I have already been privileged to gain a new perspective about the phenomenal growth of the college over the past 20 years.

The vast array of programs that have been developed since the establishment of the college in 1993, coupled with the distinctive quality of each program, speaks volumes about the commitment to meeting the academic needs of our community of students. Accordingly, I feel privileged to be leading the College of Health Care Sciences, which houses a diversity of health care programs that provides opportunities for those seeking to fulfill their professional aspirations. Throughout this magazine, you will be afforded insights into the many facets of our college and the levels of accomplishments that are regularly occurring. However, accomplishments are rarely an individualistic endeavor. Importantly, we firmly believe that engaging others in collaborative academic pursuits goes a long way toward enhancing the quality and foundation of our programs.

As such, for the college's students and faculty and staff members, engagement is not just a passive aspirational pronouncement but rather an active and essential derivative of many of the college's health care programs. Significantly, the efforts involving the Interprofessional Diabetes Education workshops displayed on the magazine's front cover represent one area of many that exemplify how the college values engagement. We believe it is these types of efforts that unite our community of learners to work together and which go a long way in helping to deliver solutions to pressing health care issues.

It must be stated, however, that the challenges we face in academia in meeting the needs of the health

care marketplace are formidable and cannot satisfactorily be addressed by single entities. To that end, we are committed to be on the frontline in the development of functional interprofessional health education models that will transform how health care is delivered in the 21st century. We believe our miscellany of programs makes us appropriately positioned to achieve that reality, which will ultimately ensure that our students enjoy productive educational experiences as they take advantage of collaborative academic and clinical opportunities.

Today, our students demand more value for their health education, and we must be prepared to provide the highest quality, high-tech training and instruction in preparing them to deliver the best care to their patients. We are fully committed to that ideal and readily grasp opportunities to innovate, effectuate constructive changes, and strengthen our existing systems. As we look to the future, we are prepared to adopt transformational principles that nurture and develop faculty members and students of academic and clinical distinction. As a college, we strive to achieve results far beyond the mundane and conventional. Instead, we remain steadfast in our efforts to attain heights where our programs will be consistently characterized as innovative, distinctive, and preeminent.

In closing, I would like to state that I am delighted to be dean of the College of Health Care Sciences, and I look forward to continuing to move this college to a level of excellence about which we can all be proud. As you peruse this magazine and acquaint yourself with the many activities occurring in the college, it is my hope that you—our faculty and staff members, student body, and alumni—will remain engaged with us as we push forward with plans that are guided by our desire to deliver the best in health education. My special thanks to the Office of Student Affairs for producing this issue of *Perspectives* magazine.

Nova Southeastern University

George L. Hanbury II, Ph.D.

President and Chief Executive Officer

Health Professions Division

Frederick Lippman, R.Ph., Ed.D.

HPD Chancellor

College of Health Care Sciences (CHCS)

Stanley Wilson, Ed.D.

Dean

Guy M. Nehrenz, Ed.D.

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William H. Marquardt, M.A., PA-C

Associate Dean, Physician Assistant Education

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Erica Friedland, Au.D.

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Sandrine Gaillard-Kenney, Ed.D.

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Chair and Professor, Occupational Therapy – Fort Lauderdale

Ricardo Carrasco, Ph.D.

Chair and Professor, Occupational Therapy – Tampa

Melissa J. Coffman, M.P.A.

Chair and Assistant Professor, Physician Assistant Department – Fort Lauderdale

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Department Chair and Associate Professor, Physician Assistant Studies – Fort Myers

Lorilee Butler, M.P.A.S., M.Ed.

Chair, Assistant Professor, and Program Director

Physician Assistant Program – Orlando

Madeleine Hellman, Ed.D.

Chair, Director of Ph.D. Program, and Associate Professor

Physical Therapy Department – Fort Lauderdale

Kerry Whitaker, M.S.H.S.

Department Chair, Program Director, and Assistant Professor

Physician Assistant Program – Jacksonville

MANAGING EDITOR

Scott Colton, B.A., APR

HPD Director of Medical Communications
and Public Relations

ASSOCIATE EDITOR

Jonathon May, M.A.

Assistant Director of Student Affairs

GRAPHIC DESIGN/ART DIRECTION

Brandee Evans

Graphic Designer, NSU-HPD

CONTRIBUTING WRITERS

Jonathan Boyd

Sean Byrne

Julie Cortez

Sandra Dunbar D.P.A., OTR/L

Erica Friedland, Au.D.

Anna Gelbrich

Jennifer Grant

Nelson Guzman, D.H.Sc.

Jocelyn Hall

Jorge Han, M.D., RDMS, RDCS, RVT

Cherilyn M. Hendrix, D.H.Ed., M.S.B.M.E., PA-C

Pamela Jaffey, M.D., FCAP

Julia Keena, D.H.Sc., PA-C

Lauren Kellner

Jeremy Lamb, B.S.

Judith Lynch, B.S., B.A.

Ron McInnis, M.Ed.

Terry Morrow, Ph.D.

Sherry Rauh, M.A.

Iris M. Reynolds

Michelle Sierra

Wendy Stav, Ph.D., OTR/L, SCDPM, FAOTA

Debra F. Stern, D.P.T., D.B.A., PT

Terri Taylor, B.S.

Melissa Tovin, Ed.D., PT

Mirtha Whaley, Ph.D., OTR/L

The purpose of *Perspectives* is to

- promote a sense of identity and family within the college
- recognize outstanding students, faculty members, and program achievements within the college
- connect and involve faculty/staff members, students, and alumni in opportunities for community engagement and learning
- provide resources and information that support student, staff, and faculty development and success



TABLE OF CONTENTS

Cover Photo	The IDEA Team
Dean's Message.....	2
HPD Chancellor's Message	5
Student Affairs	6
Center for Academic and Professional Excellence.....	9
Cover Story	10
NSU Overview.....	14
Anesthesiologist Assistant – Tampa	16
Audiology – Fort Lauderdale	18
Cardiopulmonary Sciences – West Palm Beach.....	22
Cardiovascular Sonography – Tampa	23
Medical Sonography – Fort Lauderdale	24
Occupational Therapy	25
• Fort Lauderdale	
• Tampa	
Physician Assistant.....	30
• Fort Myers	
• Fort Lauderdale	
• Orlando	
Physical Therapy.....	46
• Fort Lauderdale	
• Tampa	
New Student Orientation – Photos	53
Student Government Association	54
Power Over Diabetes Session Information	Inside Back Cover



6

Multicultural Affairs Committee's Taste of the World Event



10

Cover Story: The IDEA Team—NSU's Commitment to Community Engagement



15

NSU's Oceanographic Center's Genetic Research on Bottlenose Dolphins



40

Simulation Case Studies Develop Students' Critical Thinking



36

PA-Orlando: Commencement 2013



31

Project S.E.E.D.—Serving Everyone, Embracing Diversity



By Frederick Lippman, R.Ph., Ed.D.

HPD Chancellor's Message

In 2014, Nova Southeastern University will be commemorating its 50th anniversary with a diverse array of celebratory activities. As I reflect on this milestone accomplishment, it brings back a flood of memories for a number of reasons.

I am currently in my 28th year as a pioneer administrator from South-eastern University of the Health Sciences, which is the precursor to what is now known as the NSU Health Professions Division. When I look back at what has transpired at NSU over the years, I am filled with a true sense of wonderment in regard to how prominent and vast our educational influence has become in a relatively short 50-year timeframe.

Reviewing the numerous educational institutions such as my alma mater Columbia University, which is over 200 years old, you realize that the formal higher education system in this nation stretches back to the 1800s. It also makes you recognize and appreciate how complex and complete NSU has become in such a short period of time.

In my opinion, NSU's far-reaching achievements are a consequence of some amazing individuals who served as the pioneers throughout its evolution. I could list a multitude of names, but some specific examples that immediately spring to mind are Dr. Morton Terry, Dr. Abraham Fischler, Robert Steele, Hamilton C. Forman, and Royal Flagg Jonas. None of these individuals, with the exception of Dr. Fischler, were in the field of formal education, yet they possessed the instinctive humanistic and community-driven values needed to establish and then continually build a unified institution that continues to be enhanced on a daily basis.

When you examine the university's growth and the specific areas of educational presentation currently being offered, it's easy to see how NSU has become preeminent in providing innovative ideas to other sectors of the educational world. As an example, NSU was one of the pioneers in regard to presenting distance-education opportunities via the Internet. The university was also one of the first educational entities to house multiple

and individually accredited health professions programs that are not branch campuses, but are part of the Health Professions Division and located on our Davie campus as well as at what are now called regional campuses.

In terms of our curriculum, we have always made sure it remains a fluid and ever-evolving product. In addition, we are consistently and diligently working on the pedagogy changes—the responsibilities we have to not only anticipate and meet the needs of the community both in the world of health care and knowledge, but also in the area of providing the systems methodology to effectively present education.

And then there is technology, which has changed the way education is presented whether it's in our bricks-and-mortar university or externally. We've been very proactive when it comes to making changes, not just for the sake of change but for the betterment of the educational experience. It's really something to marvel about when you reflect on the fact that NSU is only 50 years old yet has been able to make such dramatic modifications in the presentation of some of the most standardized educational units such as law, medicine, pharmacy, etc.

As 2014 unfolds, it's going to provide the university with an excellent opportunity to educate not only the community at large but the vast education community about how pioneering NSU has been over the past five decades. As we present all the highlights of what has occurred at NSU during the last 50 years, the "wow" factor of our exceptional university will be transmitted to a greater audience.

Our forward-thinking president, Dr. George Hanbury, has some significant views concerning the importance of NSU's 50th anniversary for the same reasons. I believe there is a general feeling that many people both locally and nationally possess little, if any, knowledge about our university. NSU's 50th anniversary commemoration will allow us to showcase just how special Nova Southeastern University really is. As you can tell, I'm extremely proud to be part of this great university.

Multicultural Affairs Committee Hosts *Taste of the World Event*

By Judith Lynch, B.S., B.A., Graduate Assistant of Student Affairs

Every year, the Multicultural Affairs Committee (MAC) holds an international cultural marketplace that all students from the College of Health Care Sciences and the College of Nursing are welcome to attend. This year, the MAC did something a little different. In conjunction with the NSU International Student Affairs Office, the committee decided to hold the marketplace during the university's International Education Week.

As a result, *A Taste of the World* was held on November 20—an event that allows the MAC to join forces with the College of Optometry, the College of Pharmacy, and the College of Osteopathic Medicine to make the International Cultural Marketplace an occasion in which the entire Health Professions Division was involved. The event, which was free to all who attended, allowed each attendee an opportunity to receive three servings from a variety of cultural dishes.

Dozens of dishes were brought by students as well as faculty and staff members that represented various countries and cultures, while music was played throughout the event to give it a festive feel. Cultural decorations lined the walls and tables as culture was celebrated throughout the building. Although local vendors donated food, including Pizza Loft and Tropical Smoothie, *A Taste of the World* was not only about food as there were various opportunities for students to get actively involved.

For example, students were asked to put a sticker on a giant world map to represent their country of origin. They also had an

opportunity to win one of four Quarterdeck restaurant gift cards by filling out a multicultural crossword puzzle. The event proved to be a comprehensive success thanks to the hard work of the Multicultural Affairs Committee members and the numerous student and staff volunteers who gave of their time. This event truly captures what the MAC is all about—celebrating the diversity and unity at NSU.

However, the International Cultural Marketplace is not the only event the MAC was involved with over the past several months. In the fall semester, the MAC held the following events:

Safe Zones Training Seminar – This was the second HPD-wide training for students as well as faculty and staff members to learn how to become a lesbian, gay, bisexual, and transgender ally. Jonathon May, M.A., assistant director of student affairs, gave a dynamic presentation about how to relate and be open as an ally, which was broadcast to all the regional campuses.

Multicultural Jeopardy Bowl – This annual main campus event was a time for students to represent their program and answer questions about multicultural trivia. This year's winners were Cally Espesgard and Madeline Burie, class of 2015 physician assistant students.

Congratulations to the Fort Lauderdale Physician Assistant team for winning the title. The MAC looks forward to the events that will be held in the winter 2014 semester, including the annual Ethics Bowl and a celebration of Women's History Month.





College of Pharmacy student volunteers dressed in their festive cultural clothes for *A Taste of the World*.



Students and faculty members representing their cultural origin at *A Taste of the World*.



Multicultural Jeopardy Bowl winners Cally Espegard and Madeline Burie pictured with Mara Sanchez, M.M.S., assistant professor of physician assistant studies.



Occupational therapy students enjoying culturally rich food.



Students enjoying the delicious cuisine at *A Taste of the World*.

Graduate Professional Success Series UPDATE

By Judith Lynch, B.S., B.A., Graduate Assistant of Student Affairs

The Graduate Professional Success (GPS) Series has been in successful operation for four consecutive semesters. During the summer/fall semester, new sessions were created and popular favorites were brought back. Students have continued to enjoy the presentations and have learned from the various presenters in their areas of expertise.

The Office of Student Affairs is committed to providing quality sessions that will truly benefit and engage students within the college through this initiative, which is a joint effort sponsored by the Office of Student Affairs, the student government associations, and Chartwell's dining. While most presentations are made from the main campus in Fort Lauderdale, live streaming is always made available for students at the regional campuses. Previous sessions that were coordinated include the following:

Making the Grade: Test Taking and Study Skills in the Health Professions – This presentation was made by former NSU professor Angela Mesa-Taylor, M.P.A.S., PA-C, and class of 2013 alumnus Joseph Homy, M.M.S. This session enticed a record amount of students, with over 120 attending at the main campus alone. The session focused on practical tips for studying and taking tests at the graduate level and served as the perfect seminar for the beginning of the semester as new students began their graduate journey.

It's About Time (Management) – Lauren Taylor and Carolyn Jones, class of 2014 students in the Tampa Doctor of Physical Therapy program, presented tips on time management. This was the first time presenters were located away from the main campus, so a live recording was broadcast to the different sites. There was plenty of positive feedback from the session, including an anonymous comment from one attendee that stated “Good insightful tips for planning my time and schedule.”

Stress Busters – Douglas Flemons, Ph.D., director of the NSU Office of Suicide and Violence Prevention, and Jonathon May, M.A., assistant director of student affairs, discussed effective ways to manage stress in graduate school. May engaged the audience in group discussions for brainstorming practical methods for

de-stressing, utilizing an interactive style of presenting that allowed the students to be involved. Dr. Flemons taught students the art of mindful meditation and had them practice this method of stress management even before they left the presentation. Students left the session feeling relaxed and less stressed.

Creating Your Social Media Brand – In this session, two representatives from the Office of Career Development, Emilio Lorenzo, M.S., career adviser, and April Klimkiewicz, M.A., assistant director of career advisement and pre-professional services, gave an engaging and practical presentation. Students had the opportunity to participate as they critically analyzed appropriate behaviors for social media sites. Lorenzo and Klimkiewicz compared different social media sites and commented on what posts and pictures may or may not be appropriate for a budding professional.

Young, Fabulous, and Broke – This was a popular seminar that was brought back this semester. Jorge Ruiz, M.A., community outreach adviser for Consolidated Credit, had an insightful session filled with practical ways for students to manage their debt and live within their means. He informed students of the dangers of frivolous spending and how credit card companies can easily take advantage of them.

Overall, the summer/fall 2013 GPS Series was a success as students gained valuable information to benefit both their personal and professional lives. Stay abreast of the upcoming GPS sessions by checking your NSU email or visiting our Web site. The following GPS Series will be featured in the winter 2014 semester:

- Healthy Eating Discussion with Marilyn Gordon (NSU's campus nutritionist)
- Bridging Generational Gaps: Millennials, Boomers, and Xers...Oh My!
- Professional Skills to Pay Your Bills (professionalism in the workplace issues)
- Career Development Interview Workshop



Physician assistant students enjoying lunch before a GPS session.



Class of 2015 audiology students enjoying the “Young, Fabulous, and Broke” GPS session.

Center for Academic and Professional Excellence

CAPE CORNER

By Sandra Dunbar, D.P.A., OTR/L, Assistant Dean of Professional Development and Education

The Center for Academic and Professional Excellence is the umbrella for a variety of professional development activities within the College of Health Care Sciences. This new section of *Perspectives* will always have updates on the Teaching and Learning, Leadership, and Management and Research Academies, as well as other new initiatives.

Executive Council

Recent changes in the Center for Academic and Professional Excellence include an expansion to the Executive Council. The council, directed by Melissa Lazinski, D.P.T., assistant professor of physical therapy in Tampa, will now include members who graduated from the various academies, not just individuals from the Teaching and Learning Academy course. The Executive Council met on October 30 to discuss many initiatives, including expanding Web resources, starting the Research Academy, and planning for the Teaching and Learning Academy course ceremony.

Teaching and Learning Academy

The third group of Teaching and Learning Academy graduates completed the course in the fall of 2013. Academy course participants have the opportunity to learn teaching/learning theories and apply them to coursework with instructor feedback. In addition, they use current evidence and instructional technology to enhance their course preparation and delivery. Newer faculty members, as well as instructors who would like to enhance their teaching skills, are encouraged to apply to the 2014 Art and Science of Teaching and Learning course.

Leadership Academy

In January 2014, the second Leadership and Management Academy advancement course commenced. Faculty members once again had an opportunity to work collaboratively to learn about leadership theory application, conflict resolution, strategic planning, and ethical management. The course included a new instructor, John Carroll, Ph.D., assistant professor of public administration, from NSU's H. Wayne Huizenga School of Business and Entrepreneurship. With his background in law enforcement, he added a new dimension to the leadership and management discussions, including contemporary approaches to strategic planning, that are taught at the business school.

Research Academy

The Research Academy courses will start in the summer of 2014. There will be a series of two courses. The first one will be focused on evidence-based practice. Participants will learn about research methodology and analysis of the evidence in order to enhance their research consumer skills. In the second course, which will be in the fall of 2014, participants will focus on grant skill development. The exploration of current trends and funding opportunities will be integrated into this second course. Samuel Cheng, Sc.D., M.S., PT, associate professor and program director of the PT Ph.D. Program, will be the coordinator for both courses.

Best-Practice Seminars

A taskforce was formed, under the direction of Stanley Wilson, Ed.D., CHCS dean, to review existing literature and assess our current practices for five different areas of health care education. This included committees on interprofessional education, simulation, standardized patients, hybrid education, and clinical education. The review results are being presented in a series of seminars. The interprofessional one was held on October 10, while the hybrid education one was held on October 29. Both events provided an opportunity to dialogue with faculty members about current and best practices here at NSU. Additional workshops were held on December 3, January 22, and February 4. A new Blackboard resource was created by Mary Blackinton, Ed.D., PT, associate professor and associate director of the Physical Therapy Program in Tampa that allows faculty members to access the full reports as well as share ideas about each of the best-practice areas.

Journal Jams

Join us on the second Tuesday of every month for the HPD Journal Club. This is done in collaboration with the HPD Center for Teaching and Learning and provides an opportunity to informally discuss an article related to academia. There have been some stimulating discussions so far, and we hope you'll take the time to join this new professional development activity.

Thanks to those who have supported the CAPE programs.
We hope to see more of you at the numerous interprofessional events and programs that are run throughout the academic year. We welcome your ideas to create an even better learning environment for ourselves.



**Serving Our Community and Creating
Tomorrow's Health Care Professionals**

Introduction: Overview of NSU's Commitment to Community Engagement

NSU is committed to community engagement. In 2010, the university was one of 115 colleges and universities nationally to earn The Carnegie Foundation for the Advancement of Teaching's 2010 Community Engagement Classification.

According to Anthony Bryk, Ed.D., president of the Carnegie Foundation, "The classification acknowledges significant commitment to and demonstration of community engagement." Colleges and universities receiving this classification have demonstrated their commitment to improving teaching and learning and generating socially responsive initiatives that serve their communities.

One way the NSU College of Health Care Sciences is demonstrating its commitment to community engagement is through the development and implementation of the Interprofessional Diabetes Education and Awareness (IDEA) Initiative, which began in 2011 with students and faculty members from the physician assistant, occupational therapy, physical therapy, anesthesiology assistant, medical sonography, nursing, and audiology programs. In 2012, it was expanded to include the College of Pharmacy and College of Optometry as well as the College of Osteopathic Medicine along with its Master of Public Health Program.

The College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment, and prevention of disease and disability in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the NSU core values, the college endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals. The initiative is designed to fulfill the mission of the college while building on best practices in leadership development, interprofessional education, and engagement best practices.

Diabetes: A National Epidemic

According to the study entitled "Economic Costs of Diabetes in the U.S. in 2012," diabetes has reached epidemic magnitudes with 25.8 million children and adults who have been diagnosed with the disease. Additionally, 79 million people have prediabetes—a condition that increases their risk for developing type 2 diabetes—and there exists another estimated 7 million who are undiagnosed. The report also indicated that medical expenditures for people with diabetes are 2.3 times higher than the costs for those without diabetes.

According to the American Diabetes Association, total costs related to diagnosed diabetes are estimated to have risen to \$245 billion in 2012 from \$174 billion in 2007. Similarly, total direct medical costs for treating diabetes in the United States are \$176 billion. Indirect medical costs, which include absenteeism, reduced productivity, diabetes-related unemployment, and loss of productivity due to early mortality, are estimated to total \$69 billion. This marks a 41 percent increase over the last five years, which is attributed to rising rates of diabetes in the United States.

It is projected that as many as one in three American adults will be living with diabetes in 2050. While Florida ranks fourth in the United States in terms of total population, it ranks second in costs related to diabetes at 18.9 million. According to Robert Ratner, M.D., chief scientific and medical officer of the American Diabetes Association, "As the number of people with diabetes grows, so does the economic burden it places on this country."

According to the study, the rate of obesity among adults has doubled since 1980—and obesity is the leading modifiable risk factor for type 2 diabetes. Even more concerning is the fact that obesity rates have tripled since 1980 among children and youth. It also is estimated that 70 percent of American adults are considered overweight. The National Institutes of Health clinical trial called the Diabetes Prevention Program reported that moderate lifestyle adjustments were associated with weight loss of 5 to 7 percent in participants with prediabetes and could reduce the risk of type 2 diabetes by 58 percent for those at high risk. In an effort to align the IDEA Initiative with best practices, the teams will be integrating the Diabetes Prevention Program materials into their workshops.

The IDEA Initiative

In the fall of 2012, nine faculty members and 45 students from the College of Health Care Sciences participated in the pilot program. The college was the first to lead the Live Empowered Diabetes Education Initiative in Broward County and one of the first in the nation to lead the trainings. Overall, the teams educated approximately 170 individuals in Broward County. This initiative was one of the broadest interprofessional, student, and faculty-led community education initiatives at NSU.

At the end of 2012, faculty and student teams did a SOAR analysis of the project. The goal of the collaborative research approach was to build from the strengths and successes and identify opportunities for improvement. Based on the analysis, the leadership team implemented adjustments to the recruiting methods, structures, and processes. These next-level iterations were designed to capitalize on the innovative potential of self-organizing teams while providing a structured framework that will guide and facilitate high-impact outcomes.

On October 24, 2013, faculty members and students from 10 colleges and programs participated in the 2013 IDEA Initiative Kickoff. Participants learned about the initiative's history, mission, vision, and strategy. Dawn Seay, executive director of the American Diabetes Association in Broward County, shared the challenges and opportunities related to diabetes in Broward County and why the IDEA Initiative is so important. Participants also completed the Gallup StrengthsFinder assessment and shared with their teams their results regarding how they can best contribute. Teams also transcended their individual professional identities by creating a team name and logo, thereby providing an interprofessional identity based on their collective strengths and role in the initiative. Finally, participants agreed on clear roles and responsibilities, with each individual selecting a role based on his or her strengths.

The IDEA Initiative leadership team is committed to creating a culture of continuous learning and development. Each week, all participants receive an email entitled "Weekly Words of Wisdom." Article topics have ranged from interprofessional competencies and diabetes and culture to qualities of effective teams and collaborative health care leadership. Faculty team leaders are then asked to facilitate discussion of the articles during their meetings with their teams. The IDEA Initiative assessment team will be looking at the outcomes of the project with regard to interprofessional education and practice.

Beginning in January 2014, diabetes workshops are being held at NSU's main campus in Fort Lauderdale as well as at local community sites throughout Broward County. Workshop topics include diabetes and medication management, diabetes and youth, diabetes and healthy eating, diabetes and exercise, diabetes and eye health, as well as a general overview of diabetes. More information on workshop dates can be found at www.nova.edu/CHCS/IDEA.

Interprofessional Education Overview

In addition to addressing Florida's diabetes epidemic, the IDEA Initiative is designed to promote the global health care movement toward interprofessional education and practice. For decades, health care professionals have worked within a challenging and fragmented system. As sweeping health care reform and market forces transform the way health care is delivered and managed, profound cultural and structural shifts are emerging, and new alliances and partnerships are developing. Rapid innovation and adaption to change require a more interdependent and collaborative approach that moves away from an *individual expert* model of health care delivery toward one that spans professions, functions, levels, and generations.

According to the Core Competencies for Interprofessional Collaborative Practice, there are four general competencies. These include values and ethics for interprofessional practice, roles and responsibilities, interprofessional communication, and teams and teamwork. The general competencies have 8 to 10 specific objectives that specify specific actions that demonstrate the competency. The IDEA Initiative leadership team has been intentional about integrating each of these competencies into the DNA of the initiative. Additionally, each team will select one of the objectives for each competency to integrate into their workshop development and facilitation process.

Community Engagement Through Partnerships

The National Diabetes Prevention Program recommends a collaborative approach and points to the importance of partnerships between health care professionals, academia, employers, community-based organizations, insurers, federal agencies, and other stakeholders. As diabetes-related health care costs rise along with the rapid increase in the number of adults and children with diabetes, it is important that the capacity of the entire system be fully leveraged.

NSU will partner for the second year with the American Diabetes Association. This year, the leaders are planning to expand the scope to include Walgreens, CVS, Humana, United Home Health, Tri-Rail, Norvo Nordisk, the NSU clinics, and NSU Human Resources as well as local schools and community organizations such as the Urban League. NSU is committed to becoming a leader in serving the health care needs of Broward County. The IDEA Initiative is one way the university is building partnerships to address one of Florida's most pressing health care needs while preparing the next generation of health care professionals to thrive in an increasingly interprofessional, collaborative health care system.

"With an unwavering commitment to ethical practice and in support of the NSU core values, the college endeavors to advance research, scholarship, and the development of leadership skills utilizing traditional educational methods, distance learning, and innovative combinations of both to achieve its educational goals."

IDEA Teams





NSU OVERVIEW:

HPD Researcher's Fall Prevention Patent... Bottlenose Dolphin Research... Administrative Changes...and More



Dr. Patrick Hardigan

HPD Researcher Receives U.S. Patent for Developing Fall Prevention Model

In an effort to prevent unnecessary injuries and deaths due to falls, Patrick Hardigan, Ph.D., associate professor of public health and HPD executive director for research, set out to develop a model used to help predict the effect of medication and dosage on injurious falling. He recently received a U.S. patent (No. 8,521,490) for an algorithm he developed called the Statistical Model for Predicting Falling in Humans, also known as the Fall Model.

The Fall Model uses a robust amount of unidentified patient information from the state of Florida and other public sources such as height, weight, and age combined with each respective patient's clinical diagnosis and prescription medication regimen to determine the patient's

likelihood of falling. The result is a *likely* or *not likely* determination.

This model will eventually be computerized in an easy-to-use template for use in health care settings, including hospitals, pharmacies, nursing homes, and clinics. This computerized application will provide individual risk profiles for falling that will enable health professionals to implement personalized fall prevention strategies. Providers will be able to enter patient data to determine if alternate drugs should be prescribed or dosages altered, and/or whether a patient should be under stricter observation or undergo physical therapy or other form of preventative measure to reduce the risk of the patient falling.

Nursing Dean Selected for Prestigious National Nurse Fellowship



Marcella M. Rutherford, Ph.D., M.B.A., M.S.N., dean of the College of Nursing, has been named one of just 20 Robert Wood Johnson Foundation (RWJF) Executive Nurse Fellows for 2013. Dr. Rutherford joins a select group of nurse leaders from across the country chosen to participate in this world-class, three-year leadership development program designed to enhance nurse leaders' effectiveness in improving the U.S. health care system.

Begun by the RWJF in 1998, the RWJF Executive Nurse Fellows program strengthens the leadership capacity of nurses who aspire to shape health care in their communities, states, and nationally. The program will provide Dr. Rutherford and her colleagues with coaching, education, and other support to strengthen their abilities to lead teams and organizations working to improve health and health care.



Dr. Richard Davis to Lead Regional Campuses and Online Education

Richard Davis, Ed.D., who served as founding dean of NSU's College of Health Care Sciences, was recently named as vice president of the university's regional campus network and online education. In this role, he will provide overall leadership and strategic direction in the planning, development, and enrollment management of NSU's nine regional campuses and its online education programs. NSU has regional campuses throughout Florida in Fort Myers, Jacksonville, Miami-Kendall, Miramar, Orlando, Palm Beach, and Tampa as well as in Nassau, Bahamas, and San Juan, Puerto Rico.

Dr. Davis joined NSU in 1998 as director of the university's Physician Assistant Program and has since held multiple leadership positions. "Throughout his 15-year tenure at NSU, Dr. Davis has modeled success and innovation in the creation and evaluation of traditional classroom and distance-education programs, including the development and implementation of more than 20 new programs at NSU," said George L. Hanbury II, Ph.D., NSU president and CEO.

NSU Researchers Uncover Genetic Surprises in Florida's Bottlenose Dolphins

Bottlenose dolphins are the most common and well known of their kind—famous in TV and movies. And while one bottlenose dolphin might look similar to another, when you take a closer look at them (really close, as in genetically,) there are differences. In fact, a recently published study in the *Journal of Heredity* by a collaborative, including researchers from NSU's Oceanographic Center, focused on groups of these animals that live in specific areas along the eastern seaboard of the United States, comparing them to other bottlenose dolphins that live offshore, in the northwest Atlantic Ocean, the Gulf of Mexico, and the Caribbean.

This first-of-its-kind collaborative study revealed that within the Indian River Lagoon (IRL), there are two different and distinct populations of bottlenose dolphins living in the waters. After the data were analyzed, researchers were able to determine that these two genetically different groups were divided along a north-south geographic area of the IRL. Along with identifying genetic differences in the animals within the IRL, when compared to bottlenose dolphins that live in other areas, including the open oceanic waters, additional differences were found.

While there were many findings identified, this study also provides important management implications since it's clear the role of the habitat and subsequent modifications can directly shape bottlenose dolphin structure.



Anesthesiologist Assistant

TAMPA



FDA Appoints Dr. Rafael Miguel to Drug Products Advisory Committee

Rafael Miguel, M.D., professor and medical director of NSU's Anesthesiologist Assistant Program in Tampa and a former Florida Society of Anesthesiologists (FSA) president, has been appointed to the U.S. Food and Drug Administration's (FDA) Anesthetic and Analgesic Drug Products Advisory Committee. The 13-member committee is charged with reviewing and evaluating data regarding the safety and effectiveness of drugs used in anesthesiology and surgery and formulating recommendations to the commissioner of the FDA. The committee's evaluation process is among the final reviews conducted prior to full FDA approval of any anesthetic and analgesic drug products.

"I am honored to serve on the FDA's Anesthetic and Analgesic Drug Products Advisory Committee," said Dr. Miguel. "Developing safer abuse-resistant, pain-relieving medications are among the many ways in which the committee will be working to make anesthesia safer for patients and to finding a way out of the present prescription drug crisis. Physician anesthesiologists and pain-medicine physicians have been instrumental in this effort and will continue to be a vital part of these goals, and I hope to contribute to the committee in making the best decisions for our patients and our specialty."

"We congratulate Dr. Miguel on his appointment to the FDA's Anesthetic and Analgesic Drug Products Advisory Committee," said FSA President Jay Epstein, M.D. "As one of the foremost experts in pain medicine, Dr. Miguel will bring an incredible wealth of knowledge to his new role helping to further the committee's mission, as well as FSA's commitment, to enhancing drug safety and effectiveness."

Dr. Miguel specializes in pain medicine and currently has a practice affiliated with the University of South Florida, with clinics in Tampa and Sarasota. He also serves as medical director of the Sarasota Memorial Healthcare System Pain Medicine Centers, which has four ambulatory pain medicine centers. In addition to being a past FSA president, Dr. Miguel presently serves on its board of directors and is chair of the FSA Committee on Pain Medicine.

His numerous contributions to the organization were recognized when he was named as the 2013 recipient of the FSA's Distinguished Service Award, which is the highest tribute the society can pay to an FSA member for outstanding clinical, educational, or scientific achievement, contribution to the specialty, and exemplary service to the society.

ABOUT THE FLORIDA SOCIETY OF ANESTHESIOLOGISTS

The Florida Society of Anesthesiologists upholds the highest standards of anesthesia care and patient advocacy by promoting research, education, and innovation. The FSA's principles are rooted in the preservation of patient safety for all Floridians undergoing surgical, obstetric, or invasive procedures.

For more information about the society, please visit www.fsahq.org.

Contact Information:

Mary Cohen
(786) 300-3183
<http://fsahq.org>



An Overview of the ASA Anesthesia Conference

*By Sean Byrne and Jennifer Grant
Anesthesiologist Assistant Students*

What attracts over 12,000 current and future health care professionals from all over the world to a single conference for five days every year, you ask?

- one part educational lectures
- one part camaraderie and networking
- one part ambition and purpose
- an abundance of fun added on top

Last October, 15 of NSU Tampa's anesthesiologist assistant students headed to San Francisco, California, to attend the annual anesthesia conference hosted by the American Society of Anesthesiologists.

For over 65 years, the ASA has hosted the largest anesthesia educational event in the world, which unites the most renowned professionals in the fields of anesthesia, critical-care medicine, and pain medicine. Almost 4,000 of these attendees were from outside of the United States.

Each year, the ASA conference is held in the month of October due to its historical significance to the field of anesthesia. William Thomas Green Morton, an American dentist, first publicly demonstrated the use of inhaled ether as a surgical anesthetic on October 16, 1846. Since the ASA's founding, the world's largest anesthesia educational meetings have been around this date to honor the creation of anesthesia.

As zealous first-year anesthesiologist assistant students, I doubt we will ever forget the breathtaking feeling of first walking into the conference hall, dressed to impress and eager to take in as much of the surroundings as possible. Large banners that read ANESTHESIOLOGY covered the walls, while thousands of professionals in business attire rushed around us. We were aware we had a seemingly infinite amount to experience, yet such a relatively short amount of time in which to do so.

We quickly learned that anesthesiologists and other anesthesia providers are very curious about the details of the AA profession. After having read our name tags, which we proudly wore like an honor bestowed upon an American war veteran, anesthesia professionals frequently approached us with questions sparked by their interest. These questions ranged from those addressing our scope of practice to inquiries regarding where we are able to practice. Such dialogues provide a great opportunity to educate existing health care professionals of our exciting profession. These networking opportunities are a necessary step in gaining practice in additional states in the future.

Lecture topics pertinent to the anesthesia profession were offered throughout the conference, and the excitement made for an arduous task of selecting only one lecture each hour. We heard from speakers with remarkably impressive backgrounds who enlightened us with their extensive knowledge of their respective fields. We attended riveting lectures ranging from the zombie-like effects of certain brain injuries to a lecture educating anesthesiologists on how to incorporate AAs into their practices.

The conference was jam-packed with booths, demonstrations, and cutting-edge technology related to anesthesia and other medical specialties. It was an exciting opportunity for us to get a glimpse into the future of our profession. We practiced using different instruments for airway management, participated in surgical simulations, wore goggles that allowed the ability to clearly see a patient's veins, and saw a nearly endless array of futuristic anesthesia tools. One of the conference booths featured the Lifebox organization, which was showcasing its efforts in raising money to provide pulse oximeters—an essential medical monitoring device—to over 70 countries that are unable to afford them. The NSU Tampa AA Program is involved in annual fund-raising for this organization, and it was inspiring to witness firsthand an organization that is so dear to our program.

One evening, we had the opportunity to attend a Florida Society of Anesthesiologists' social event, where we met with some of Florida's leading anesthesia providers. We were honored, as students, to be invited to such a prestigious group of medical professionals. The FSA, founded in 1948, is a group of highly qualified anesthesiologists that strive to maintain and improve the standards of anesthesiology practice and patient care.

Outside of the brilliant lectures, we were able to visit some of the city's most famous attractions, including the Golden Gate Bridge and the famous Lombard Street. On one of our final days in San Francisco, we participated in a guided tour to see the beautiful wine country of Napa Valley. Our tour included three wineries, each of which provided details of the complicated yet interesting process of winemaking.

All in all, San Francisco was an incredible experience that allowed us to expand on our knowledge of our future profession in anesthesia. The conference gave us an invaluable opportunity to meet and network with health care professionals around the world and spread awareness of the anesthesiologist assistant profession.

Alexis Cohan fitting a child with amplification.



Helping the Hearing Impaired in Guatemala

NSU Team Assists Guatemalan Foundation With Hearing Health Care

By Sherry Rauh, M.A., Class of 2015 Doctor of Audiology Student

The boy sitting across from me was nine years old and had never worn hearing aids. With a deaf right ear and a moderate loss in the left ear, understanding those around him must have been a constant strain. He watched me curiously as I programmed his new hearing aid and put it in place. His eyes widened. As I asked him to repeat back some words, which he did well, he started to cry.

"What are you feeling?" asked his mother, who also had tears in her eyes. "I've never felt anything like this," he answered. Then he ran around the desk and threw his arms around me.

It was one of many emotional moments during a recent medical mission trip to Guatemala with NSU adjunct professor Fred Rahe, Au.D., and my fellow class of 2015 doctor of audiology students Alexis Cohan and Julia Fahrney. We worked with Centro de Audicion (CEDAF), directed by Patricia Castellanos de Muñoz, Au.D., to fit hearing aids and screen preschool children in Guatemala City.

Fahrney helped evaluate several infants and toddlers who had risk factors for hearing loss. For a two-year-old undergoing chemotherapy, auditory brainstem response (ABR) testing yielded good news. "The chemo didn't damage his hearing," said Fahrney. "It must have been a huge relief for his parents after everything they had already been through."

For Cohan, one of the most memorable moments was fitting hearing aids on a five-year-old girl who had a severe hearing loss and did not speak. Once her instruments were turned on, the girl's mother encouraged her to say "mama." "Baba," the girl answered.

CEDAF specialist Christa Mury de Tobar, who holds an audiology assistant certificate from NSU, placed the girl's hand on her cheek to feel the voicing of the "m" sound. After a few more tries, she got it: "Mama." "It was amazing to watch a mother hear her child speak for the first time," Cohan said. "The mom was crying; I was crying. I will never forget it."

During our first two days in Guatemala, the team fit patients with 72 hearing aids. On the third day, we traveled to a preschool to screen children ranging in age from four to six. "The NSU team did a phenomenal job, screening over 900 kids in two days," said Dr. Rahe. "These kids would not have been tested otherwise. There is no telling when, if ever, those with hearing loss would have been identified."

About four percent of the preschool children we screened were referred for full evaluations at the CEDAF clinic. It's likely several will eventually be fit with hearing aids, which will improve their language development and odds of academic success as they move on to primary school. As audiology students, it was an extremely rewarding experience and also a privilege to apply our skills in helping the people of Guatemala.

"The team served an important role as ambassadors to this Central American country," said Dr. Rahe. "In a part of the world where Americans may not always be highly regarded, the team members proudly represented their profession and country, establishing friendship one child at a time."

Sherry Rauh performing hearing screenings.



Julia Fahrney performing hearing screenings.

Spotlight on New Audiology Faculty

Compiled by Erica Friedland, Au.D., Chair and Associate Professor, Audiology Program



Dr. Julia Andrews



Dr. Alyssa Needleman



Dr. Y'shua Yisrael

Julia Andrews, Au.D., Assistant Professor

Dr. Andrews earned her Doctorate in Audiology from NSU in 2008 and is delighted to be returning to guide the university's future doctors of audiology as an assistant professor.

Dr. Andrews, who is a Fellow of the American Academy of Audiology and the Florida Academy of Audiology, grew up in South Florida, where she spent much of her youth dancing and studying. Her love of anatomy and physiology in high school spurred her to pursue the field of communication sciences and disorders. Prior to earning her Au.D. degree at NSU, Dr. Andrews graduated from the University of Florida (UF) with highest honors and a deep love of the Gators. While at the UF, she participated in research looking at counseling instruction in doctor of audiology programs across the United States.

Returning to South Florida to obtain her doctorate, Dr. Andrews participated in humanitarian trips to Guatemala and Trinidad, working alongside fellow students and audiologists to evaluate hearing and dispense hearing aids to hundreds of children in need. This experience had a profound impact on Dr. Andrews and strengthened her commitment to service. As a result, she takes pride in giving back to others and is happy to be able to use her training to effect meaningful change. Over the past few years, she has given back to her profession through mentoring audiology externs and interns, which has sparked a real love of both learning and teaching.

Dr. Andrews became a vestibular specialist while working at the University of Miami's Ear Institute, where she spent the majority of her time as a general and vestibular diagnostician. Following this, she was engaged by a local ENT practice. It was this opportunity that allowed her to expand her hearing rehabilitation skills.

The opportunity to further develop her premier skills as both a lifelong learner and teacher, and to do that as part of a thriving academic community, represents the achievement of an important goal. Dr. Andrews looks forward to not only teaching her students but learning from them, as well as from her audiology colleagues and by working with other NSU disciplines and professionals. And while family life with two active boys keeps her busy, Dr. Andrews welcomes all the new challenges that lay ahead.

Alyssa Needleman, Ph.D., Associate Professor and Clinic Director

Dr. Needleman, who joins the Audiology Department as an associate professor and director of the Audiology Clinic, has an extensive background within numerous environments of the audiology community. She earned her doctorate at the University of Texas at Dallas, with her area of expertise in speech perception in individuals with hearing loss.

She began her academic career at the University of Vermont, where she served as an assistant professor of audiology. While there, Dr. Needleman taught undergraduate and graduate students in the hearing sciences, supervised students in the audiology clinic, and organized the Central Auditory Processing Evaluation Program—the first in the state of Vermont. When the winters in Vermont became too cold, Dr. Needleman returned to Maryland, where she grew up, working as an assistant professor of audiology at Howard University in Washington, D.C., and adjunct professor at the University of Maryland, College Park. During this time, she established a private practice, contracting with professionals in the D.C. area needing audiological support.

It was while fitting hearing aids on a patient for one of these providers that the vice president of Beltone Electronics walked in the office and expressed a need for an audiologist to manage the practices for its East Coast operations. Thus began Dr. Needleman's move to the corporate environment, as she accepted the role of audiology manager for Beltone East. At Beltone, Dr. Needleman provided audiologic and technical expertise, training, and support for the dispenser practices and offices within the east area of the Beltone Network.

During this period, legislation was passing nationally to implement mandatory newborn hearing screenings for every infant born. When the opportunity arose, Dr. Needleman joined Bio-logic Systems Corporation, where she served as a program specialist for hearing and neurological assessment for the eastern United States. At Bio-logic, Dr. Needleman supported the implementation of early hearing detection and intervention (EHDI) programs, managing equipment and training issues, conducting continuing edu-

cation seminars on hearing screening and diagnostic assessment, and writing a user manual on EHDI program implementation.

While the fieldwork she did at both Beltone and Bio-logic was exciting, the pressures and disruption of her home life were difficult to contend with because she was spending five or six days a week on planes. Looking to return to working with hearing aids, Dr. Needleman accepted the position as director of audiology for a small startup company called Songbird Hearing that was developing disposable hearing aids—an opportunity that was career defining. While at Songbird, Dr. Needleman set clinical policy, implementing standard operating procedures for professionals, training staff on clinical techniques, and developing training coursework and materials for ongoing instruction.

She also supported professional marketing, leading clinical claims development and substantiation, developing device-instruction manuals, and serving as the lead media spokesperson for the company. With the Songbird hearing aid growing conceptually within direct-to-consumer markets, Procter and Gamble invested in the company. As a result, Dr. Needleman was promoted to vice president of product development, overseeing product research and development, quality assurance, and regulatory affairs for Songbird, working side-by-side with Procter and Gamble executives.

As the economy started to falter, Dr. Needleman decided to seek challenges within a new arena of the audiologic profession and moved to the West Coast to lead the audiology team for Rady Children's Hospital San Diego, California. During her time at the hospital, she provided day-to-day leadership for the audiology department and cochlear implant team, developing systems to ensure quality patient-care outcomes and fiscal management. Under Dr. Needleman's leadership, the audiology team developed into a world-class unit, leading the way with multiple scientific presentations at national and international conferences. She also expanded access to care, grew the team from a staff of 7 to a staff of 20 audiologists, increased productivity, and enhanced hearing-aid sales and gross revenue. In addition, she created a national annual conference called the Sound Wave Symposium for audiologists and medical professionals.

As Dr. Needleman joins the NSU team, her career comes full circle to her roots in academia. She is very excited to return to developing the future doctors of audiology, bringing her real-world experiences in the field to the students of tomorrow.

Y'shua Yisrael, Au.D., Associate Professor

Dr. Y'shua Yisrael's commitment to the deaf and hard of hearing is well established. Accordingly, in an effort to ameliorate familial morbidity, which is often associated with the diagnosis of hearing loss in children, he is an advocate of early hearing detection and intervention.

He earned a bachelor's degree from the University of Arkansas at Little Rock and a master's in Audiology with a minor in psychology from Purdue University. He also studied counseling psychology, African languages (Kiswahili), and literature at the University of Wisconsin before earning a doctoral degree in Audiology from Salus University in Elkins Park, Pennsylvania.

Dr. Yisrael, who possesses broad-based audiology experience that spans three decades, has held faculty appointments at several renowned institutions. These include the University of Memphis,

Rochester Institute of Technology-The National Technical Institute for the Deaf, The State University of New York at Fredonia, Southern University in New Orleans, Louisiana, State University Medical Center, School of Allied Health Professions in New Orleans, and South Carolina State University. These academic appointments have served to facilitate the acquisition of expertise in the areas of didactic and clinical precepting, the provision of direct clinical services, pediatric and adult rehabilitative intervention with hearing aids, student advisement, research, and community service.

He also worked diligently to raise the visibility of the audiology profession in diversified linguistic and cultural settings. Throughout his profession, he has devoted considerable energy in the developing regions seeking to empower women and children. In addition, he recently completed a nine-month assignment in India sponsored by the American Jewish World Service—an organization dedicated to the realization of human rights and ending poverty in the developing world. His interest in helping marginalized communities was ignited subsequent to being selected by the American Speech Language and Hearing Association to participate in a national colloquium on underserved populations.

As the coordinator of a Universal Newborn Hearing screening for Guam—a U.S. territory in the South Pacific—he implemented evidence-based assessment protocols that have been shown to be optimal for pediatric assessment. Additionally, he taught the neonatal intensive care units staff at Guam Memorial Hospital and the Sagua Managu Birthing Center how to utilize distortion product otoacoustic emissions—an objective test of hearing conducted prior to discharge. In light of the dearth of hearing health care professionals on Guam, Dr. Yisrael trained audiology assistants in protocols used in identification audiometry in the public schools.

Another specific accomplishment achieved by Dr. Yisrael was being awarded a U.S. Department of Education Fulbright-Hayes Summer Abroad fellowship to investigate the status of audiology in Kenya, Tanzania, and Zanzibar. He also was employed by the government of Australia as a pediatric audiologist and subsequently presented on otoacoustic emissions at the 2006 Western Australia Audiology conference.

While on the faculty at the Louisiana State University Medical Center, he was funded to conduct middle-ear physiologic research in Jamaica. The research project sought to determine whether there were clinically significant differences in the static acoustic immittance between a population of Scandinavians on whom the test was standardized, and a homogenous population of Africans in the interior of Jamaica. His findings were presented at the annual convention of the American Speech Language and Hearing Association.

Dr. Yisrael's employment at Onsite Health in Savannah—a company that contracts exclusively with the Veterans Administration—heightened his interest in tinnitus management. Tinnitus, or ringing in the ears, affects more than 50 million Americans, and for those with aversive reactions, the consequences are devastating. He also is an advocate of the neurophysiological model of tinnitus management, which states that the hearing mechanism plays a secondary role in tinnitus.

He perceives his appointment within the NSU Department of Audiology as a continued opportunity for professional development and welcomes the rigorous demands and challenges that characterize pedagogic appointments.

Cardiopulmonary Sciences

Cardiovascular Sonography

Medical Sonography



Cardiopulmonary Sciences West Palm Beach

*By Terri Taylor, B.S., Administrative Coordinator
Cardiopulmonary Sciences, West Palm Beach*

Lisa Farach, M.S., is serving as director of clinical education and assistant professor for the new Department of Cardiopulmonary Sciences at NSU's regional campus in Palm Beach Gardens. She has worked in the health care field for over 20 years and holds credentials as a registered respiratory therapist and registered nurse as well as a Master of Science degree in Higher Education Leadership from Florida International University. She previously worked at Broward College for 15 years as an instructor and clinical director.

As the department's director of clinical education, Farach will be tasked with recruiting and maintaining clinic sites for the Bachelor of Science in Respiratory Therapy (B.S.R.T.) first-professional program as well as classroom and lab instruction. In addition, she is actively involved in developing and teaching courses in the online B.S.R.T. completion program. NSU offers the only B.S.R.T. program in the state of Florida and one of only 55 in the country. Farach believes this presents a great opportunity for our students pursuing an advanced level of education and supports the growth of the profession to a higher standard.



Cardiovascular Sonography Program Sees Big Results with 3D Simulator Technology

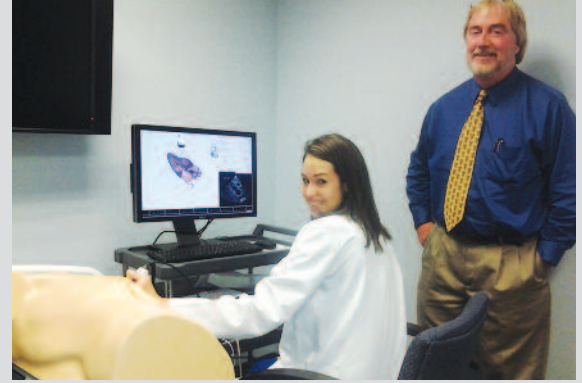
In August 2012, the Cardiovascular Sonography Program at NSU Tampa made educational history as it took delivery of an advanced, high-fidelity 3D simulator of the human heart, making it the first simulator of its kind in the world to be utilized in an allied health degree program. All previous purchasers of the simulator currently use it in the education of physicians. The cutting-edge simulator, known as the HeartWorks Virtual 3D Heart Simulator, is manufactured by Inventive Medical, Ltd. of London, England.

“We believe this highly advanced simulator technology will provide our students with a distinct educational advantage over students from other allied health degree programs in cardiovascular sonography,” said Samuel Yoders, M.H.S., RVT, program director of the Cardiovascular Sonography Program at NSU Tampa. “Prior to now, this level of simulator technology has been used only in medical schools or for residency and specialty training of physicians.”

Having now been in use for over a year in the program, Yoders stated that, “One of the most difficult things for beginning sonographers to overcome is the cognitive disconnect between what they see on an ultrasound display and the three-dimensional reality that is the human body and all its internal parts. After the first year of use in the program, we have seen that the integration of the HeartWorks Virtual 3D Heart Simulator from the beginning of their echocardiography training has resulted in a higher-quality educational experience for our students. This will ultimately improve our students’ ability to provide the best care for their patients as they enter their new profession upon graduation.”

These observations are echoed by other Cardiovascular Sonography Program faculty members such as Bruce Martin, RDCS, RVT, RDMS, assistant professor. “The first group of students in the program to use the simulator has advanced further and faster than expected in learning how to perform echocardiography exams,” he explained. “These students are now in their first semester of clinical externships. We have already received evaluations and comments from a number of clinical sites regarding the excellent depth of knowledge and skills of our students when performing echocardiography exams. The detailed structures and features of the simulator have enriched our approach to teaching the students about cardiac anatomy and physiology. The real-time, live-action motion of the 3D heart model provides unprecedented insight into the inner workings of cardiac function.”

“The acquisition of the HeartWorks simulator for the Cardiovascular Sonography Program was made possible through the visionary support of our prior dean, Richard Davis, Ed.D., who now serves as NSU’s vice president of regional campuses and distance learning, and Guy Nehrenz, Ed.D., executive associate dean,” added Yoders. “Their support, combined with the amazing teamwork and unflagging efforts of our legal and procurement departments over a period of nearly two years, made it all possible.”



Cardiovascular sonography student Coralie Mercado-Gonzalez, class of 2014, and Bruce Martin, assistant professor, put the new HeartWorks 3D echocardiography simulator through its paces.

HeartWorks Web Site Excerpts

“The HeartWorks Virtual 3D Heart Simulator is an echocardiography training tool developed by practicing doctors with anatomically accurate 3D heart real-time ultrasound simulation. The core of the system is a computer-generated, animated 3D model of the normal human heart with high-fidelity ultrasound simulation, both virtual and manikin-based, for transthoracic and transesophageal echocardiography. HeartWorks has provided a comprehensive and effective teaching tool for all clinicians, from medical students to cardiologists, who share the need for an understanding of cardiac anatomy and echo imaging.

The interactive computer-generated model of the human heart has been carefully animated to simulate the normal human cardiac cycle and is accurately synchronized to an EKG trace. The beating heart is freely controlled by the computer keyboard and mouse; it can be viewed from any angle both internally and externally and through a range of zoom. It can be rotated around any axis and sliced in any plane to allow maximal flexibility in the display of cardiac structures. Incorporated into the system is a comprehensive anatomy text with over 150 separate intracardiac structures labeled and described. Any selected structure can be simultaneously highlighted in the text and displayed within the 3D model. The arrangement of the display windows on the screen can be adjusted by the operator.”

Reference:

<http://www.heartworks.me.uk/index.php?page=home&lang=uk>.

Cardiac Sonography Hybrid Certificate Program

*By Jorge Han, M.D., RDMS, RDCS, RVT
Program Director, Medical Sonography – Fort Lauderdale*

In adhering to NSU Vision 2020 and the mission of excellence and innovation, the Medical Sonography Program in Fort Lauderdale has designed a new Cardiac Sonography Hybrid Certificate Program (CSHCP) for practicing sonographers and other health care professionals that will commence in May 2014. The program was developed under the directorship of Dr. Jorge Han with the decisive support of Sandrine Gaillard-Kenney, Ed.D., M.A., who serves as chair of the Health Sciences Department, and Richard Davis, Ed.D., the college's former dean.

The NSU Cardiac Sonography Hybrid Certificate Program will be initially oriented to practicing sonographers in the state of Florida who need to obtain an additional credential while working. This certificate program offers an exceptional educational experience by providing lectures in a hybrid format, including hands-on-practice during lab sessions at nights and weekends, online courses, and clinical externships. It also is open to national and international practicing professionals, including physicians and physician assistants currently residing in Florida.

Upon completion of this 12-month program, graduates will be eligible to sit for the American Registry for Diagnostic Medical Sonographers and/or CCI registry exams. These examinations are recognized as the leading choices for credentialing in the field of cardiac ultrasound. The CSHCP is part of the plan of growth for NSU's Medical Sonography Program in the ensuing years as it adheres to NSU Vision 2020 as well as the university's mission and core values.



Faculty Spotlight

DR. JORGE HAN

Jorge Han, M.D., RDMS, RDCS, RVT, joined NSU as an assistant professor in 2010 and is currently the program director of the Medical Sonography Program – Fort Lauderdale. He received his medical degree from the Peruvian School of Medicine “Cayetano Heredia” in 1981 and completed a residency in obstetrics and gynecology at the School of Second Medical Specialization “Alberto Hurtado” in Peru.

After relocating to the United States, he worked in cardiovascular surgery and conducted medical research at the Miami Heart Institute and Mount Sinai Hospital in Miami Beach. In addition, he has worked in medical sonography at medical entities such as Broward Health, Holy Cross Hospital, Westside Regional Medical Center, and Florida Medical Center.

Dr. Han is an active member of the Peruvian Board of Medicine, the Peruvian Registry of Specialists, the American Registry of Diagnostic Medical Sonography, and is a Fellow of the American Society of Echocardiography (ASE), serving on its education committee since 2012. He also is a member of the ASE – Task Force for the Development of Echocardiography worldwide.

Faculty Research

By Ron McInnis, M.Ed., Assistant Director/Assistant Professor, Medical Sonography Program – Fort Lauderdale

Over the past year, under the direction of NSU College of Osteopathic Medicine (NSU-COM) faculty member Yasmin Qureshi, D.P.T., M.H.S., a study took place to assess the reliability of special tests used to diagnose thoracic outlet syndrome by comparing them with Doppler ultrasound. This was very much a team effort calling on the skills and knowledge of all the participants, including Wendy Song, D.O., NSU-COM students Matt Denson and Tara Nowakhtar, Lindsay LaCorte, D.O., Heather McCarthy, D.O., Nathalie Garbani, Ed.D., and myself.

The various maneuvers used to evoke patients' symptoms such as Addison's Wrights and Halstead were employed in 31 participants. The peak systolic velocities of the subclavian artery were recorded using vascular ultrasound to correlate whether or not the arterial blood flow was being compromised to the limb while the maneuvers were performed.

Thoracic Outlet Syndrome is a grouping of symptoms that involves the artery, vein, and nerves that supply the arm. In

some individuals it may be bilateral. The syndrome usually results either because of some form of trauma to the area or because of a career that requires repetitive motion. On rare occasions, it may be the result of a cervical rib that compresses the surrounding tissues, resulting in numbness, tingling, and pain in the arm.

Research such as this provides a powerful model of interdisciplinary collaboration and engagement. The NSU disciplines of physical therapy, osteopathic medicine, and medical ultrasound were effectively engaged and focused. The feeling of working in isolation, as we are often accustomed, was removed, providing an opportunity to interact freely, ask questions, and build new friendships. It was a wonderful experience that provided the researchers with education, insight, and expertise across the various fields. While the study results were inconclusive, the opportunity for collaboration across disciplines was priceless.



Occupational Therapy

FORT LAUDERDALE

Graduates from NSU's post-professional doctoral programs are making their mark on the profession by teaching and mentoring the occupational therapists of the future. The directors and faculty members of NSU's doctoral occupational therapy programs look forward to providing doctoral education to occupational therapists in support of individual professional development and the profession's academic workforce needs.

NSU Occupational Therapy Post-Professional Doctoral Programs Help Fill Gap in Academia

By Wendy Stav, Ph.D., OTR/L, SCDCM, FAOTA, Chair and Professor, Occupational Therapy – Fort Lauderdale

The academic arena of occupational therapy has experienced faculty shortages nationwide for years across all educational levels. The shortages, which have been as high as 13 percent for doctorally trained faculty, are partially due to increasing academic credential criteria to satisfy accreditation standards. The outlook for the future of occupational therapy academia is also concerning as baby-boomer educators approach retirement and depart the academic workforce.

The deficiency in the academic workforce will likely worsen further as more occupational therapy academic programs develop. The solution lies in the generation of doctorally prepared occupational therapists at the post-professional level. NSU's Occupational Therapy Department in Fort Lauderdale is contributing to the solution with two post-professional doctoral programs in occupational therapy.

NSU opened its first post-professional occupational therapy doctoral program in 1995, shortly after the campus transition from North Miami Beach to the newly constructed Health Professions Division buildings in Fort Lauderdale. Today, the Occupational Therapy Department operates two post-professional doctoral programs—a research-based program granting a Ph.D. in occupational therapy and an advanced practice program awarding a doctorate in occupational therapy. The Ph.D. program is one of only three Ph.D. in occupational therapy programs in the United States.

In the late 1990s, the doctoral programs converted to a hybrid delivery model so occupational therapists from a wider range of

geographic locales could benefit from the programs. The shift to a blended format, incorporating distance education and on-campus visits each semester, expanded the availability of doctoral occupational therapy education to students from across the United States, the Caribbean islands, South America, and the Middle East. Since their inception, 70 occupational therapists have earned doctorates from the two programs, with 39 individuals earning a Ph.D. and 31 occupational therapists earning the Dr.OT degree.

Graduates of NSU's doctoral occupational therapy programs use their education and degrees in a variety of professional ways, including advocacy, professional leadership, policy development, program development, research, scholarly writing, consultation, clinical practice, and academia. While the doctoral programs were not initially developed with the purpose of supporting the workforce in academia, increasing the number of academics in occupational therapy has been one of the most valuable contributions of the doctoral programs. In fact, 92 percent of the individuals who earned a Ph.D. and 29 percent of those who earned a Dr.OT currently hold faculty positions in occupational therapy programs.

The presence of NSU's doctoral occupational therapy programs is perceptible at national conferences and was particularly noticeable at the inaugural conference for occupational therapy educators; the AOTA Education Summit in Atlanta, Georgia in October 2013. Of the 300 conference attendees, eleven were directly linked to NSU as doctoral alumni, current students, or current faculty. The above photo was taken of the NSU affiliates as they congregated during one of the scholarship poster sessions at the Education Summit.



Dedication



Perseverance



Teamwork



Compassion

DOCTORAL DEGREES AWARDED in Occupational Therapy

Dr.OT

Diana Croom ('04)
Barbara J. Williams ('04)
Christine K. Urish ('05)
Jacqueline Castro ('06)
Kenneth G. Dechman ('06)
Stacy Smallfield ('06)
Carolyn Tischenkel ('06)
Christopher Alterio ('07)
Bernadette Hattjar ('07)
Theodore Peterson ('07)
Susan Rogowski ('07)
Lorienne Watson ('07)
Terri Thompson ('08)
Diana Guest ('09)
Shayna Stoogenke ('09)
Tara Beitzel ('10)
Michelle Puckett ('10)
Nicole R. Quint ('10)
Roberta L. Russell ('10)
Kate S. Abram ('11)
Christene Rush-Braunius ('11)
Kathleen M. DeNault ('11)
Tania M. Diaz-Fernandez ('11)
Elizabeth Harmening ('11)
Elayne G. McNamara ('11)
Tamara Pinchevsky-Font ('11)
Tia Hughes ('11)
Amanda Litt ('11)
Debra P. Misrahi ('11)
Jessica Bolduc ('13)
Tara Brunner ('13)

Ph.D.

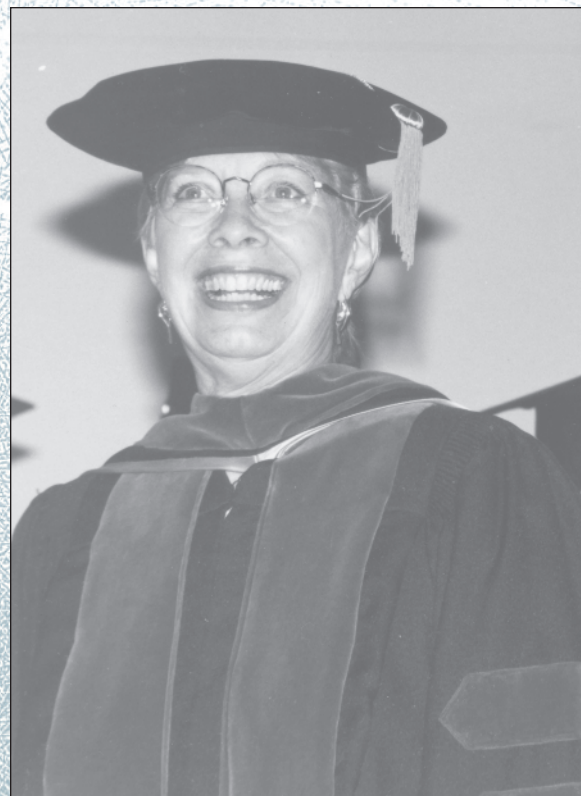
Nancy Anne Morehouse Marshall ('99)
Robinette J. Strutton-Amaker ('99)
Elysa G. Lipschutz ('00)
Elizabeth Werner DeGrace ('00)
Sherrilene Classen ('01)
Janine Hareau ('01)
Sonia F. Kay ('01)
Catherine Peirce ('01)
Wendy Beth Stav ('01)
Wendy J. Krupnick ('03)
Elizabeth A. Pfeiffer ('03)
Nancy Vandewiele Milligan ('04)
Theresa M. Petrenchik ('04)
Charles Douglas Simmons ('05)
Cynthia Sheppard Bell ('06)
Karen Cameron ('06)
Jessica Dolecheck ('06)
Claudia List Hilton ('06)
Gustavo Reinoso ('06)
Theresa Marie Smith ('06)
Barbara Brockevelt ('07)
Wanda Colon ('07)
Kari Inda ('07)
Victoria Priganc ('07)
Anne H. Watson ('07)
Stephen B. Kern ('08)
Wanda Jean Mahoney ('08)
Susan Margaret Maloney ('08)
Elsa Michelle Orellano ('08)
Debra Scurlock ('08)
Kristin Winston ('08)
Lisa Anne Crabtree ('09)
Teresa Plummer ('10)
Jacqueline Reese Walter ('10)
Susan Cook Merrill ('10)
Karen Funk ('11)
Gary Grimaldi ('11)
Tami Lawrence ('11)
Laura Schmelzer ('11)



Occupational Therapy Community Loses a Leader

*By Wendy Stav, Ph.D., OTR/L, SCDCM, FAOTA
Chair and Professor, Occupational Therapy – Fort Lauderdale*

Dr. Anderson was a highly respected leader and mentor, with a strong commitment to education and a dedication to helping others.



Nova Southeastern University and the occupational therapy community lost a valuable and beloved leader on November 13, 2013, when Reba Law Anderson, Ph.D., passed away. Dr. Anderson was a founding member of the Occupational Therapy Department in 1994 and the visionary behind the Ph.D. and Dr.OT programs. Her roles at NSU included serving as director of doctoral programs, being appointed department chair in 1999, acting as associate dean for what was formerly known as the College of Allied Health and Nursing, and being named professor emeritus upon her retirement in 2001.

Dr. Anderson was born June 11, 1938, in Lynchburg, Virginia. After graduating from Lane High School in 1957, she continued her education at Richmond Professional Institute (now Virginia Commonwealth University), graduating in 1959. She earned her master's degree in 1970 before completing a Ph.D. in Anthropology at the University of Florida in 1984.

During her career, Dr. Anderson served two years with the Special Forces in Verdun, France, and taught occupational therapy at a number of universities, including the University of Miami in Miami, Florida, Colorado State University in Fort Collins, Colorado, Washington University in St. Louis, Missouri, and Florida International University in Miami, Florida. Her academic career culminated at Nova Southeastern University, where she developed and implemented the master's and doctoral programs in occupational therapy.

She made a tremendous impact on the world of occupational therapy through her vision, passion, and leadership. One such impact was the Great Southern Occupational Therapy Conference,

which she founded and coordinated with her colleague Suze Dudley from 1983–2000. Her accomplishments were widely recognized and acknowledged by her coworkers, peers, and the occupational therapy community through her induction into the Roster of Fellows of the American Occupational Therapy Association in 1985 and being awarded the association's Award of Merit in 2001.

At NSU, Dr. Anderson was a highly respected leader and served as a mentor to many, including faculty members, administrators, and students. She was known to encourage individuals as they progressed in their careers and provide opportunities to stimulate professional growth. Her inherent skills as a mentor and role model continued well after her retirement. She was an eight-year double-lung transplant survivor and used her mentorship and teaching skills as she worked with the doctors from the Mayo Clinic in Jacksonville, Florida, to educate other potential transplant recipients on the benefits of improving life through lung transplants and organ donation.

Dr. Anderson's commitment to student learning was commemorated shortly after her retirement when the Reba Anderson Scholarship Fund was created. The scholarships award, which provides up to \$250 to supplement the cost of textbooks for students with financial need, allows students to benefit from the generosity of others. Those interested in supporting Dr. Anderson's commitment to learning can make contributions to the Reba Anderson Scholarship Fund and send them to Nova Southeastern University College of Health Care Sciences, Occupational Therapy Department, 3200 South University Drive, Fort Lauderdale, Florida 33328.

*The following items were written by
Lauren Kellner, an administrative assistant
for the Entry-Level Doctor of Occupational Therapy
(O.T.D.) Program in Tampa.*

Level I Fieldwork

During the summer semester, the O.T.D. class of 2015 completed its level 1 fieldwork experience in community mental health associated with OTD 8271: Occupational Therapy Interventions I: Psychosocial and Community. Upon completion of the didactic portion of OTD 8272: Occupational Therapy Intervention II: Children and Youth, the students will complete their second level I fieldwork rotation in pediatrics.

Facilities that have agreed to take CHCS occupational therapy students include

- Therakids Plus in Lutz
- Baudhuin Preschool in Fort Lauderdale
- Broward Health in Coral Springs
- Central Florida Pediatric Associates in Minneola
- Children's Special Services in Atlanta, Georgia
- Children's Therapy Works in Atlanta, Georgia
- Interplay Pediatric Occupational Therapy in Greenacres
- Joyful Motion in Palm Harbour
- Lakeville Area Public Schools in Lakeville, Minnesota
- Martin Health System in Stuart
- McRory Pediatrics in Encino, California
- Nemours Children's Hospital in Orlando
- USF Early Steps Program in Tampa



Dr. Ricardo Carrasco

FOTA Annual Conference

Rick Davenport, Ph.D., OTR/L, assistant professor and director of research and technology, and Ricardo Carrasco, Ph.D., OTR/L, FAOTA, professor and chair of the Tampa occupational therapy program, recently attended and presented at the Florida Occupational Therapy Association's (FOTA) Annual Conference in Daytona Beach. During the conference, Dr. Carrasco received the David D. Clark Award of Excellence for his longstanding and significant contributions to occupational therapy and the advancement of the FOTA. The 2014 conference will be held at Florida Gulf Coast University in Fort Myers.

New Faculty Members

The O.T.D. Department would like to welcome new faculty members
Gustavo Reinoso, Ph.D., OTR/L, and Dennis McCarthy, Ph.D., OTR/L.



Dr. Gustavo Reinoso

Dr. Reinoso, who serves as assistant professor and academic fieldwork coordinator, joined the department in November 2013. He graduated as an occupational therapist in Argentina and received his Ph.D. in Occupational Therapy from NSU. Dr. Reinoso has 18 years of clinical experience working with children with a variety of diagnoses and their families. His work and research interests in sensory processing/sensory integration, development, primary care, and private practice have allowed him to work in a variety of national and international settings through consultation, direct-service, provision and continuing education.

He regularly presents his work and delivers continuing education in several countries in Latin

America (Argentina, Brazil, Chile, Colombia, Panama, Peru, Venezuela), Europe (Greece, Ireland, Portugal, Spain, United Kingdom), and Saudi Arabia, among others. Dr. Reinoso is an instructor for the Sensory Integration Certification through the University of Southern California, Division of Occupational Science and Occupational Therapy and Western Psychological Services. He has been awarded honorary member status in the sensory integration associations of Argentina, Chile, and Peru and is the co-founder of Advance Therapy Systems, which has two clinical sites in Ireland. These clinical sites specialize in the provision of therapeutic services for children, adolescents, and adults through innovative programs and combined approaches.

Dr. McCarthy, who serves as associate professor and director of student affairs and marketing, received his Bachelor of Science in Occupational Therapy from Florida International University, his Master of Education degree from Florida Atlantic University, and his Doctor of Philosophy degree from the University of Florida.

Over the years, his clinical experience focused on clients with physical disabilities, with a specialization in treating those with spinal-cord problems, cerebral vascular injuries, and brain trauma. His research interests include all aspects of community mobility for seniors and those with disabilities, including driving and the use of alternative forms of transportation, as well as the impact of the built environment on transportation mode choice and health.

Dr. McCarthy serves on the Florida Department of Transportation's Safe Mobility for Life Coalition and the American Society on Aging's Network for Environment, Service, and Technology's Leadership Committee. He also serves as co-chair of the American Society on Aging's Transportation Peer Group.



Dr. Dennis McCarthy

COMMUNITY ENGAGEMENT

CarFit

NSU O.T.D. students and faculty members recently volunteered at a CarFit Event sponsored by AARP Florida and the Florida Department of Elder Affairs.

What is CarFit for the older driver?

CarFit is an educational program, developed by the AOTA, AARP, and the AAA, that offers older adults the opportunity to check how well their personal vehicles *fit* them. The CarFit program also provides information and materials on community-specific resources that could enhance their safety as drivers and/or increase their mobility in the community.

Why is CarFit important?

Older drivers are often the safest drivers in that they are more likely to wear their seatbelts and less likely to speed or drink and drive. However, older drivers are more likely to be killed or seriously injured when a crash does occur due to the greater fragility of their aging bodies. Driver safety programs improve adult driver safety by addressing cognitive abilities and skills; however, older drivers can also improve their safety by ensuring their cars are properly adjusted for them. A proper fit in one's car can greatly increase not only the driver's safety, but also the safety of others.

How is a CarFit check completed?

At a CarFit event, a team of trained technicians and/or health professionals work with the participants to ensure they *fit* their vehicle properly for maximum comfort and safety. A CarFit check takes approximately 20 minutes to complete.

Technician training was provided to all volunteers, and a certificate of completion was issued to those completing the training. Certified CarFit Technicians are able to volunteer at any CarFit function throughout the United States.



*By Mirtha Whaley, Ph.D., OTR/L
Assistant Professor and Director of Academic Affairs*

On September 26, Mirtha Whaley, Ph.D., OTR/L, assistant professor and director of academic affairs, Dennis McCarthy, Ph.D., OTR/L, associate professor and director of student affairs and marketing, and 13 students from the Tampa O.T.D. program responded to an invitation from Lori Grismore, OTR/L, to participate in Falls Prevention Awareness Day at the USF Health Johnny Byrd Alzheimer's Institute. During the event, students had an opportunity to tour the institute and learn about its assessment process, which included a questionnaire to measure readiness to drive as well as vision screening. Technology to measure balance and a state-of-the-art driving simulator also were part of the evaluation process.

In addition, students were able to assist by providing tours of the Byrd Institute's Functional Assessment Unit, educating visitors on fall prevention in the home, use of assistive and safety devices, and tips for modifying the home environment to increase safety. Students were also able to lead two chair exercise classes and educate attendees on low-impact exercises to maintain strength and flexibility to reduce the risk of falling.

This is one of many opportunities our program has had to partner with the institute in supporting the occupational performance of individuals with Alzheimer's disease and related dementia to improve the quality of their lives and that of their care partners. We look forward to our continued partnership.

DR. ANTHONY GUZMAN



Alumni Spotlight

*By Nelson Guzman, D.H.Sc.,
Physician Assistant Intensive Care Unit, Lee Memorial Health System, and
Julia Keena, D.H.Sc., PA-C
Physician Assistant Department Chair and Program Director – Fort Myers*

Nelson Anthony Guzman, D.H.Sc., is a graduate of two Nova Southeastern University programs. In August 2009, he graduated with honors from the Physician Assistant Program at the Southwest Florida Student Education Center with a Master of Medical Science degree. He subsequently enrolled in the Doctor of Health Science (D.H.Sc.) program at NSU, earning his degree in September 2013. In recognition of his achievements, Dr. Guzman has been inducted into the Pi Alpha National Honor Society for Physician Assistants and the Alpha Eta Society for Allied Health Professionals.

Originally from New York, Dr. Guzman worked as a paramedic in New York City until 2003, when he relocated to Florida. After moving to Florida, he continued to work full time as a paramedic in Pinellas and then Manatee County while completing his undergraduate studies in preparation for PA school. During his tenure in PA school, he served on the Florida Academy of Physician Assistants (FAPA) Board of Directors as the student representative to the board. After graduating from PA school, Dr. Guzman, who has a three-year-old son, continued to serve on the FAPA Board of Directors as its secretary until July 2013, which is when he was elected and installed as president elect.

Currently, Dr. Guzman works for Lee Memorial Health System as a physician assistant in the intensive care unit. In addition to his employment at Lee Memorial, Dr. Guzman works as an adjunct professor for Edison State College, teaching medical terminology. He also does guest lecturing for the NSU PA Program.



New Faculty Member

NICOLE OUTTEN

*By Julia Keena, D.H.Sc., PA-C,
Physician Assistant Department Chair and Program Director – Fort Myers*

The College of Health Care Sciences extends a warm welcome to Nicole Outten, M.M.S., who recently joined the college as an assistant professor. A native of the area, Outten graduated from a Fort Myers high school before obtaining her undergraduate degree from the University of South Florida. After spending time teaching at the junior- and high-school level, she decided to pursue a career in medicine as a physician assistant. She is a proud graduate of the inaugural class at NSU's Southwest Florida PA Program in 2007 and has practiced in both internal and emergency medicine in the ensuing years.

Because of her Fort Myers roots, Outten feels strongly about giving back to her community and feels her ability to teach in a professional program that will produce competent physician assistants that will serve her hometown community is one of her greatest accomplishments. Outten, who is a member of the Florida Academy of Physician Assistants and the American Academy of Physician Assistants, is dedicated to the PA profession and the growth of all physician assistants, which explains why she has joined the NSU team that helped establish her career.

As the proud mother of four beautiful children, Outten believes that family members and their support are extremely important in life and are a huge part of her professional success. She also believes that when family members are educated and actively involved in a patient's health, both compliance and outcomes are improved. Resultantly, she focuses her practice of medicine and academic professorship with her strong sense of family in mind.

Outten is honored to be a full-time professor and is currently co-directing courses such as Clinical Medicine and Surgery and Clinical Laboratory Medicine. She is a member of the college's Faculty Development Committee and the Committee on Admissions and has a strong interest in community health and public health issues. Through her academic tenure and experience as a physician assistant, she will be able to help her students have a positive impact on their local communities. She is excited about embarking on her journey through academia and continuing to provide current clinical experiences to her students.



Serving Everyone, Embracing Diversity

Story on the following page...

...PROJECT S.E.E.D.

By Julie Cortez and Jonathan Boyd, Class of 2015 Physician Assistant Students

Three years ago, the NSU Physician Assistant Program of Southwest Florida began a community outreach program called Project S.E.E.D. The initiative's mission came from the name Serving Everyone, Embracing Diversity, with a goal to reach the underserved population of migrant workers.

At the heart of Project S.E.E.D. is the annual health fair in Immokalee, Florida. Over the past two years, the preceding physician assistant classes have expanded the health fair to include events such as "Sweet Shades," "Pressure Tester," "Sugar Check," "Nutrition Made Easy," a mammogram bus, and children's activities. This year, the class of 2015 was able to expand the health fair even further by working to establish connections in the local community and collaborate with the Collier County Health Department. As such, the Third Annual Health Fair, which took place on November 3, included the above projects and was expanded to include "Dental Hygiene," "Mosquito Awareness," and "HIV/Syphilis Screenings."

About 65 volunteers, including physician assistant students, nursing students, and professors, were able to see approximately 300 participants, not including children. Each participant was given blood pressure and blood glucose screenings, nutrition education, a toothbrush and toothpaste, work gloves and protective sunglasses, and the opportunity to be tested for HIV/syphilis. Additionally, 10 bicycles and 2 scooters were raffled off for free and 20 at-risk women were given a free mammogram. Of the participants, 67 percent spoke Spanish, 23 percent spoke Creole, and 10 percent spoke English as their primary language. Focusing on the target population, 68 percent of the participants were migrant workers. These numbers were close to expected and consistent with previous years.

Aside from all the statistics that can be attributed to strenuous planning, organizing, and advertising, when it came down to the actual day of the health fair, we realized we were helping *real* peo-

ple with real families and real-life struggles. Whether we took 300 blood pressures or gave free mammograms to 20 women, in hindsight, the numbers do not matter. We could have seen 1,000 or even 100,000 people come through our building, but giving just one migrant farmworker a pair of protective sunglasses to prevent a corneal abrasion was worth all the planning and work put in during the months leading up to the event.

Seeing the gratefulness in the eyes of a man with two young children who were patiently waiting while their father got his blood glucose level checked can remind us all of why we decided to join the health care field. One task that seems ordinary to us as physician assistant students could change the life of another individual. It just goes to show that what we have been taking for granted is invaluable to others—especially to those in underserved communities.

Many times, especially as students in medicine, we can lose sight of this fact, which is why Project S.E.E.D. is a great way to bring our goals back into focus. The needs of others and the willingness of those of us who are privileged enough to receive an education are what is going to keep community outreach programs such as Project S.E.E.D. going. We can do as much good as we *choose* to do; in the end we all reap the benefits.

With the success of last year's health fair, Project S.E.E.D. will continue its successes by restoring and improving Hygiene Hyjinks and S.E.E.D. Next Generation. Hygiene Hyjinks is an elementary school-oriented initiative to educate children in underserved communities about the practice of basic hygiene. Topics will include oral hygiene, hand washing, bathing, and grooming. S.E.E.D. Next Generation is a program targeting high-school students in underserved communities to mentor them in pursuing a medical career, specifically with the goal of becoming a physician assistant. Both programs will be launched in the spring of 2014.



Julie Cortez and Jonathan Boyd: Project S.E.E.D. Immokalee health fair coordinators. Cortez serves as director of diversity and co-director of Project S.E.E.D., while Boyd is the project's director of external affairs and co-director.



Philanthropic Efforts of the Physician Assistant Class of 2014

By Pamela Jaffey, M.D., FCAP, Associate Professor

Physician assistant class of 2014
students during the Christmas 2012
toy collection drive.

Under the excellent leadership of class of 2014 student Valerie Fiordilino, the physician assistant class of 2014 – Fort Lauderdale found numerous ways to donate supplies and money to a variety of individuals in need during the 2012-13 academic year. The class pursued many charitable causes and would like to provide contact information for others who may also wish to become involved.

In November 2012, the class held a food drive for the Saint Vincent de Paul Society, which provides food for the poor in Palm Beach County. Thanks to the class of 2014's efforts, a variety of canned goods and donations were collected and turkeys were purchased to help make Thanksgiving special for many impoverished families. To contact the Saint Vincent de Paul Society and find out more about the organization, please contact John Hoffman at (561) 267-9170 or visit www.stpetercatholicchurch.com/Ministries/OutreachMinistries.html. The class of 2014 also participated in a relief effort for Hurricane Sandy in November 2012, collecting over 50 blankets for hurricane victims who were being housed in a large church in Long Island, New York.

In December 2012, the class held a toy drive, collecting hundreds of items for underprivileged children of the Jupiter Head Start program. The Head Start program promotes school readiness of low-income children by enhancing their cognitive, social, and emotional development in a learning environment that supports their

language, literacy, mathematics, science, creative arts, and physical skills. Jupiter Head Start can be contacted at (561) 694-5420.

Participating students also brightened the Christmas holiday for seriously ill children and their families at Quantum House at St. Mary's Children's Hospital. Quantum House is a caring, supportive home that lessens the burden for families whose children are receiving treatment in Palm Beach County for a serious medical condition. Seventeen class of 2014 students visited Quantum House last December and served as *Chefs for the Day* for the children and their families. The students also brought toys and activities for the children and decorated the facility for the holidays. To contact Quantum House, please call (561) 494-0515 or visit www.quantumhouse.org.

In April 2013, our PA students contributed to the organization Healthy Mothers, Healthy Babies Coalition of Palm Beach County, which seeks to improve birth outcomes by providing access to prenatal care to uninsured or underinsured pregnant women and teens in Palm Beach County. Students collected and donated infant formula, baby diapers, and toys for many infants. To learn more about the Healthy Mothers, Healthy Babies Coalition, please call 888-414-4642 or visit www.hmhbpbcc.org.

The class of 2014 also became involved with organizations that aid deployed American soldiers. In the fall of 2012, the class aided the South Florida organization Forgotten Soldiers Outreach by

Continued on page 34...

...Class of 2014

collecting boxes of toiletries and grooming products. In addition, several students volunteered their time to pack the boxes of supplies that were sent overseas to soldiers serving in Afghanistan. In December 2012, the class did similar volunteer work in conjunction with PA Comfort in Combat—an organization created by Robin Schugar M.P.A.S., PA-C, assistant professor—through the Florida Academy of Physician Assistants Foundation. For additional information on Forgotten Soldiers Outreach, please visit www.forgottensoldiers.org. To learn more about PA Comfort in Combat, please visit the Florida Academy of Physician Assistants Foundation's Web site at www.fapafoundation.org.

During the summer of 2013, the class participated in a drive sponsored by NSU's Health Professions Division to collect money and supplies for the ravaged victims of the Oklahoma tornadoes. The drive, held in the form of a competition among the different health care disciplines in the Health Professions Division, was won by the physician assistant class of 2014, which was awarded a class celebration party at a nearby restaurant for collecting the most money and supplies.

All of these productive and philanthropic drives were fueled by the tireless efforts of class of 2014 student Valerie Fiordilino, who blends her passion with compassion. She has been helped

by PA class of 2014 officers Nicolas Wert (president), Amanda Miller (vice president), Hannah Kozak (treasurer), Hilary Hagen (fund-raising chair), Romina Alzamendi (secretary), Aditi Ramcharitar (Florida Academy of Physician Assistants' representative), and Morganne Lliteras (American Academy of Physician Assistants' representative).

Fiordilino's fund-raising skills extend beyond the classroom, as evidenced by her leadership activity in the Leukemia and Lymphoma Society Palm Beach Chapter. To raise money for the society, she runs the annual spring Bachelor Auction for Blood Cancer, which is 100 percent donation-based. The event features a bachelor date auction and an extensive silent auction comprising items including private jet rides, parasailing adventures, exotic car-ride rentals, and tickets to sold-out sporting events. Several students attended the event, which raised \$50,000. To contact the Leukemia and Lymphoma Society chapter in Palm Beach, please call (561) 775-9954 or visit www.lls.org/pb.

In summary, the physician assistant class of 2014 – Fort Lauderdale found numerous ways to aid a variety of individuals in need during the 2012-13 academic year. The students' many charitable efforts are inspirational and demonstrate what people can do to better the lives of others.

Alicia Bolden Joins Faculty Team



Alicia R. Bolden, M.P.A.S., PA-C, assistant professor, who is the latest addition to the Physician Assistant Program, joins the CHCS after spending eight years in clinical practice as a physician assistant in internal medicine. Her most recent position was at Maxine Hamilton M.D., P.A., and Broward Health Medical Center, specializing in adult inpatient medicine. She has also served as a clinical trial investigator for Novo Nordisk and Roche pharmaceuticals, with a concentration in diabetic agents. Bolden earned her undergraduate degree from the University of Central Florida and a master's degree in Physician Assistant Studies in 2005 from the University of Florida. In addition, she is a member of the Florida Academy of Physician Assistants.



FACULTY SPOTLIGHT:

Dr. Harvey Feldman

By Pamela Jaffey, M.D., FCAP, Associate Professor

The faculty members of the Physician Assistant Department – Fort Lauderdale proudly acknowledge the contributions of Harvey Feldman, M.D., FACP, who joined the Physician Assistant Department in 2002 and was promoted to the rank of professor in 2007. Prior to joining NSU, he spent 4 years as a University of Pittsburgh School of Medicine faculty member teaching medical students, residents, and renal fellows, followed by 24 years of private practice in internal medicine and nephrology in Hollywood, Florida.

Dr. Feldman, who is a graduate of the University of Pennsylvania School of Medicine, completed his internal medicine residency training at the Hospital of the University of Pennsylvania and at Duke University Medical Center. After his residency, he served for two years in the military at Womack Army Hospital in Fort Bragg, North Carolina. He then received fellowship training in nephrology at the University of Pennsylvania.

Over the years, Dr. Feldman has brought much medical expertise and experience to the Physician Assistant Department and is well respected among colleagues, students, and alumni for his incredible fund of knowledge in internal medicine and nephrology. He always shares this knowledge with his colleagues in a kind manner and has been an excellent resource for them.

In the classroom, he maintains an engaging sense of humor with his serious medical subject matter while lecturing, both with his manner and creatively animated slides. For example, he highlights his major points with Solomon slides, which are slides with the picture of his adored cocker spaniel that makes a variety of animal sounds. In addition, he incorporates questions during lecture in

the form of *Medical Jeopardy* and the *Millionaire Game*.

Dr. Feldman has utilized various other creative techniques such as creating cross-word puzzles related to the concepts he teaches. Because he feels so passionately about teaching his subject matter, he conveys this enthusiasm to his students. He cares deeply about wanting to teach topics such as hypertension and diabetes—diseases the students will see continually in their medical careers. The students appreciate all these qualities, and their instructor evaluations are nothing short of outstanding. For example, one student wrote, “Amazing teacher. He did everything possible to make sure we knew and understood the material, short of studying for us.” Another student wrote, “I don’t think I have ever felt like a professor truly cared about my success as much as Dr. Feldman. He went above and beyond to make very difficult material understandable. I cannot thank him enough for sharing his passion with us.”

Students also conveyed their enjoyment of the classroom experience, referring to his “innovative, fun, and interesting way to teach.” Dr. Feldman was honored by the students with the Golden Apple Award in 2005 and the Didactic Professor of the Year Award in 2006.

Within the Physician Assistant Department, Dr. Feldman is always an effective and helpful team player. Like the baseball player Lou Gehrig, who was called *the iron horse* for playing in so many consecutive baseball games (2,130) no matter what adversity he was facing, Dr. Feldman can always be relied upon to carry out all of his departmental responsibilities despite much adversity.

He has played an important role in many departmental committees and is

currently the chairman of the Committee on Admissions. He also takes charge of various community service activities for the Physician Assistant Department. He directs the entire physician assistant class in the annual screening of blood pressure and blood glucose for over 700 students at an annual health fair held at Miami Lakes Educational Center. The health fair has been successful for many years due to the collaborative efforts of various departments in the College of Health Care Sciences. Dr. Feldman also directs physician assistant students who are participating in the annual REACH Fair in the underserved populations of Clewiston and Belle Glade in collaboration with many other faculty members and students in the Health Professions Division.

Dr. Feldman’s passion for education also extends beyond the NSU classroom. He has presented lectures for practicing physician assistants and physician assistant students at numerous conferences sponsored by the American Academy of Physician Assistants, Florida Academy of Physician Assistants, and the National Kidney Foundation. He has authored 21 publications and served as a manuscript reviewer for the *Annals of Internal Medicine* throughout his career. Since 2009, he has served on the college’s Faculty Evaluation Committee and is currently chairing the committee that is creating the new *Standards for Promotion* document for the college. He is also an *Internet Journal of Allied Health Sciences and Practice* Editorial Board member.

Because of his exemplary teaching, scholarship, and service, Dr. Harvey Feldman recently received the 2013 CHCS Distinguished Professor of the Year Award. This award is the culmination of a lifetime of dedication to the medical field as a clinician and educator.

A Weekend to Remember... *Commencement 2013*

By Iris M. Reynolds, Administrative Assistant, Physician Assistant Program – Orlando

NSU regional campuses throughout Florida were found celebrating the accomplishments of their students, faculty members, and alumni—not during the typical season of spring, but toward summer's end. Friday, August 23 ushered in a weekend of celebration that began with a graduation dinner hosted at the main campus in Fort Lauderdale, where the Alpha Eta Society and the Nu Sigma Upsilon NSU chapter recognized outstanding individuals in the health sciences. Among the student inductees from the NSU Orlando regional campus were the following class of 2013 graduates:

Kristina Alvarez
Brittany N. Bradshaw
Adam S. Conn
Meghan McCooey
Cassandra N. Parra-Ferro
Kirsten Reutebuch
Nicole E. Smith
Rebecca A. Smith
Kindal A. Sweet
LaShae N. Watkins
Elizabeth K. Woodford

The following faculty and alumni inductees from the PA Program at the Orlando regional campus were also acknowledged:

Ingrid Pichardo, M.P.A.S., PA-C,
Lorilee Butler, M.P.A.S., M.Ed., PA-C
Melissa James, M.M.S., PA-C

August 24 was a day filled with the excitement of graduation; a day when families and friends trekked to the Sunshine State to partake in one of life's grandest milestones. It was a time to hear the emotionally stirring "Pomp and Circumstance" being played while spectators watched nervous graduates primp their hair and friends catch last-minute photos. Flashes from cameras, thunderous applause, and shouts of support emanating from the crowded bleachers were all familiar scenes as graduates walked across the stage to receive the rewards of their labor.

CLASS OF 2013 HONORS/HIGH HONORS

HIGH HONORS

Lauren Kelly Adams
Kristina Alvarez
Brittany Nicole Bradshaw
Adam Conn
Ida Zoe Francis
Shermeika Greene
Bibi Farida Hussain
Meghan Elizabeth Johnston
Katherine Leigh Leto
Alexandra Lofton
Meghan McCooey
Alexandria Lindsay Mears
Cassandra Parra-Fero
Adele Katherine Rauen
Kirsten Reutebuch
Amanda Catherine Roubik
Arielle Rought
Brittany Lynn Ryan
Samantha Lynne Sapundjieff
Nicole Elizabeth Smith
Rebecca Smith
Courtney Le Ann Steblein
Kindal Alysse Sweet
Sofia Urria
LaShae Watkins
Elizabeth Woodford
Jaclyn Wynn
Jennifer Yoho

HONORS

John Andrich
Jack Brunson
Veronica Cassese Klasko
Nicole Floyd
Theresa Helsel
Beata Kaminska
Jason Kieffer
Lauren Shelby Leavitt
Matthew Mills
Anita Morin
Tammy Mitchell
Jorge Muniz
Brandon Nieves
Jana Hudgens Powell
Polina Prilutsky
Nancy Sanfrancesco
Myra Nicole Segarra
Jamie Lynn Thompson
Anna Torres
Jenny Voug
Ashley Marie Watson

NOVA SOUTHEASTERN UNIVERSITY

HEALTH PROFESSIONS DIVISION

COLLEGE OF HEALTH CARE SCIENCES



Class of 2013

PHYSICIAN ASSISTANT PROGRAM

ORLANDO CAMPUS



Lauren Adams



Frederick Lippman, DPM, FACS, FRCPC
Chairman



John Carabich



Leon Ford



Alana Dingfield



Kaitlin Cobble



Adam Conn



Nicole Floyd



Eric Francis



Sherrika Greene



Jason Kipper



Lauren Leavitt



Katherine Lito



Alexandria Lofgren



Andria Morin



Jorge Muniz



Brian Nguyen



Phi Nguyen



Brandon Nurn



Andria Proulx



Kristin Proulx



Amanda Proulx



Cassie Proulx



Brittany Ryan



Nancy Sengprachon



Samantha Sengprachon



Matthew Stender



Myra Sengprachon



Nicole Smith



Rebecca Smith



Courtney Stibbin



Michael Sulamski



Kaitlin Proulx



Janis Thompson



Anna Torres



Britt Unsworth



Sophia Vaca



Jerry Wang



Nathan Wade



Rachael Wilson



Ashley Wilson



Elizabeth Woodford



Gailyn Zylke



Jennifer Zylke



Jennifer Zylke

PHYSICIAN ASSISTANT ORLANDO GRADUATION



Congratulations to the class of 2013
for achieving a 100 percent PANCE
pass rate for all first-time takers.





Students Ryley Williams, Mindy Ley, Elizabeth Walters, Bria Schottmiller, Laura Zambetti, Tatiana Mesa Santander, and Ashley Botsford review diagnostic data.

Simulation Case Studies in Pulmonology

By Cheryl M. Hendrix, D.H.Ed., M.S.B.M.E., PA-C, Academic Director and Assistant Professor, Physician Assistant Program – Orlando

“Simulation and standardized patients are no longer the future of physician assistant training; they are the ‘here and now’ of an incredibly robust graduate-level medical education,” said Cheri Hendrix, D.H.Ed., academic director and assistant professor of the NSU Physician Assistant Program in Orlando. “I aim to develop our students’ critical-thinking skills in such a way so their fund of knowledge continually bubbles to the surface. I want them to dig deep into what they are learning in the classroom. Intellectual curiosity coupled with a solid understanding of the pathophysiologic mechanisms of disease tie directly into sound clinical reasoning.”

Great critical thinking skills take time to develop. Simulated case scenarios and standardized patients allow students to be inquisitive and use their arsenal of acquired communication and physical examination skills. They also help them utilize their ever-expanding fund of medical knowledge to develop an appropriate differential diagnosis, order the most pertinent diagnostic studies, and develop a detailed treatment plan. In simulated exercises, students also develop logical and informative patient education that helps solidify medical concepts and disease processes that much further.

The NSU Orlando PA Program has long embraced patient simulation, fully aware of its impact on student learning. It is proving

to be a necessary adjunct to the classroom, captivating students regardless of their learning styles. In the past, lack of time and lack of faculty understanding of the technology have stymied student use of this cutting-edge equipment. Today, the College of Health Care Sciences is proud to have on board Dixie Pennington, B.S., director of simulation and interactive technologies. Although she supports all four NSU PA programs, her office is based in the same building as the Orlando PA Program, so the students and faculty members are excited to have her expertise at their fingertips.

Pennington earned her B.S. degree in Electro-Mechanical Engineering from Pennsylvania State University. She then worked for L3-Communications as an engineer designing and integrating optical arrays for the U.S. Navy, performing mine sweeping of ocean floors, and for commercial interests performing deep oceanic oil exploration. Her medical background includes 20 years of emergency medical and anesthesia services. She is excited to couple her two loves—medicine and engineering—together in an academic setting. “She has proven to be an invaluable asset to our program, and to NSU as a whole,” said Dr. Hendrix. “She brings a wealth of experience and high-tech know how to the classroom. Our students and faculty members have been the true benefactors of her abilities.”

“The use of simulation in medical education, whether through the utilization of virtual cadavers, mannequins, or standardized patients, has been proven to enhance student outcomes and their future patients’ outcomes,” Pennington stated. “In effect, simulation is paramount in developing students’ critical-thinking skills.”

In a well-developed and realistic setting, students are able to collectively use all knowledge and skills obtained to date from their PA education. They can work as a collaborative team, enhancing today’s team-based approach to health care, or they can be assessed individually to understand their strengths and weaknesses. Not only is simulation a superb learning tool, it can also be used as a summative examination instrument.

The class of 2015 students experienced a round-robin of simulated pulmonology case studies that kept them hopping for four hours last October 31. Students were randomly assigned to groups and followed a strict schedule that kept them rotating through patient cases every 20 minutes. Students were asked to work through each case as a team, feeding off each other to come up with detailed answers to questions asked about each patient. They rotated through one standardized patient case of influenza, one simulation mannequin case of an asthma exacerbation, one simulation mannequin case of community-acquired pneumonia, and three other OSCE-type cases involving cystic fibrosis, emphysema, and COPD. A lung-sounds auscultation device was also used during the emphysema case.

In every scenario, students were required to solve very pointed questions, such as

- give a differential diagnosis of at least seven pertinent conditions
- name all the pathogens associated with the disease state you are treating
- describe the pathogenesis of the condition you are considering
- explain why you are ordering the diagnostic studies you desire
- name the acid-base disorder your patient exhibits and describe why this occurs
- if the acid-base disorder is being compensated, name the mechanism and explain how this occurs
- determine tidal volume, vital capacity, and FEV1 based on the flow graph given
- explain the pathogenesis of diarrhea in a patient with cystic fibrosis

These cases and questions were meticulously designed by Dr. Hendrix and Pennington to help the students wade through the enormous amount of medical information they are amassing to determine appropriateness of their decision making. “Students cannot just shotgun it; they have to be explicit,” said Dr. Hendrix. “I want them to explain to me why they are doing something. I want them to think out loud. I also want to determine their thought process to understand if their classroom preparation was effective.”



Orlando PA students diagnose symptoms presented by a standardized patient.



Dr. Hendrix explains asthma treatments.



Maria Lipari and Joey Califani listen intently to Dr. Hendrix’ instructions on the use of an inhaled medication.

Continued on the next page...

Diana Hernandez arrives at a diagnosis.



Dixie Pennington works behind the scenes.



Jeremy Lamb carefully assesses his patient based on diagnostic data.



A debriefing of all six cases will take place in the classroom during the next pulmonology class session. Both Dr. Hendrix and Pennington are proud of the students' efforts. "They embraced the moment in each and every case. Not one student gave up, although it was an exhausting four hours for them" said Pennington. "They had so much fun. To see the *ah-ha* moments in their faces was just priceless."

Dr. Hendrix will be using simulation again during her neurology course this semester. "I'll be tapping the expertise of Ms. Pennington," she stated. "I could not have pulled this off without her and her team. We had so much fun doing this. The students are really understanding and retaining the information. Many of these concepts are not easy, so I am quite proud of everyone involved."

Mannequins and carefully designed standardized patient scenarios allow the students to immediately see the consequences of their decisions. Their virtual patients either become worse, or they will do better. The emotional and intellectual impact on the students was immediate and resulted in a range of positive feedback as exemplified by the following comments:

"What an incredible experience."

"This was so much fun. It really makes concepts we learn in the classroom stick."

"I wasn't really clear about what you meant, but now that I see how it all plays out in real-time. I really get it."

"Thank you for coming up with an innovative way for us to learn."

"When do we get to do this again?"

"This was so real, it was scary."

"Your standardized patient was so good. I thought she was really ill."

Photo Credit: Rohan Swanston, class of 2015



Meet the PA Orlando SGA class of 2015: James Nguyen (AAPA representative), Elizabeth Perkins-Hayes (secretary), Jeremy Lamb (president), Michelle Hopkins (events coordinator), Stephanie Breuer (treasurer), Haley Appel (FAPA representative), Lauren Rivera (diversity commissioner), Candice Behm (vice president), and Rohan Swanston (historian).

Getting Our Feet Wet

By Jeremy Lamb, B.S., Student Government Association President, Class of 2015

Having been enrolled in the Physician Assistant Program for a mere five months, many members of my class (Orlando PA, 2015) are still in the process of figuring out what does and does not work for them in terms of study habits. For some, it has proven equally difficult to balance our scholastic lives with everything that happens outside our classroom walls. Actually, balance is a poor word choice—for the most part, we'd settle for having some extracurricular involvement in the first place. That's where the Student Government Association (SGA) comes in.

After a summer semester fairly devoid of SGA-scheduled events—because, let's face it, we didn't know what we were doing in those first few months any more than anyone else—we've slowly begun to put together several small-scale events for our classmates. In doing so, we have attempted to keep two main conditions in mind; they need to be rewarding, and they need to be accessible.

The former is relatively easy to satisfy. After all, as a class of 27-year-old (on average) aspiring health care workers, we still derive some satisfaction from the types of activities common to high school and undergraduate environments, in addition to the gratification that comes from being of assistance

to those in need. The latter condition—accessibility—is slightly more complex. We have to bring the fun to the class.

In general, the members of my class don't have a lot of free time. We have class each day from 8:00 in the morning until 4:30 in the afternoon. Add on at least an hour of commuting and likely studying for an exam the next morning, and it's easy to see why participating in fun, school-sponsored activities wouldn't be a priority. For this reason, we have made it a priority to organize activities and drives that can be enjoyed with a minimal time commitment.

To this point, that has included an Adopt-a-Family drive in support of the Harbor House, which is an Orlando-area shelter for women and families affected by domestic violence. I'm proud to say we were able to generate enough supplies to keep a family of four comfortable for the entire length of its stay. We also were able to form a team of almost 20 individuals to participate in the March Against Breast Cancer 5K in October, raising nearly \$1,000.

While most of our SGA-sponsored activities thus far have been small in scale, they have been large in impact. We've gotten bang for our buck, and that's a strategy we're sticking with as we put together ideas for the rest of the academic year.

Continued on the next page...

SGA 2015



For the program's PA Week activities, which began on October 7, students decked their advisers' doors with generous gestures of appreciation.

The group known as Gang Green comprising Dianna Hernandez, Nicole Miller, Jeremy Lamb, Lindsey Jowers, and Erin Doucey, among other unmistakable friends.



Stanley Wilson, Ed.D., CHCS dean, with Lorilee Butler, M.P.A.S., M.Ed., PA-C, and members of the Student Government Association.

The class of 2015 dressed in its best Halloween attire.



Photo Credit: Rohan Swanston, class of 2015.



TIA SOLH Joins the Faculty Team

By Iris M. Reynolds, Administrative Assistant, Physician Assistant Program – Orlando

Amidst a day filled with the flurry of students whizzing between classes and study halls,

I was able to schedule a few moments with NSU's newest shark—Tia Solh, M.P.A.S., PA-C, who joined the faculty team as an assistant professor in the fall of 2013. Solh, who is teaching microbiology to our students, is a graduate of Wayne State University in Detroit, Michigan, where she completed both her Bachelor of Science degree in Clinical Laboratory Science and her master's degree in Physician Assistant Studies.

"As early as high school, I could remember my father encouraging me to go into the medical profession," she reminisced fondly. Although he passed away only two months before she graduated from high school, he was able to receive the joyous news his daughter had been granted a full-ride scholarship from Wayne State University.

Shortly after graduating with college degree in hand, Solh worked in the laboratory for about six years, which is where she realized she wanted to work directly with patients. "I wanted to work with the patients face-to-face," she explained. "I wanted to be involved with the *whole* person, not just with a specimen."

Solh eventually returned to Wayne State to complete her training as a physician assistant; however, when the time came for rotations, she decided to do so in a most unusual way. "I went on a medical mission trip to Ecuador as part of my clinical rotations for two weeks with other classmates." She explained that although they

were not yet permitted to actually examine the patients, they were allowed to check the patients' vital signs and ask pertinent questions to assist the treating physician. "We would set up a tiny clinic inside of a church," she explained. "The patients would pay about one dollar that would go toward medical supplies and medication. The people from Ecuador were so excited to see us. It was truly an eye-opening experience."

A seasoned veteran in the emergency room, Solh focused on internal medicine as well as infectious diseases and was trained in bone-marrow transplants. She also served as a preceptor to many second-year PA students from various states.

When asked about her NSU students, she thoughtfully commented on how well they worked together, not witnessing the cliques that are commonly seen in many other academic institutions. "They are respectful toward me and toward each other."

According to Solh, she would gladly welcome a longstanding career with the NSU Orlando campus. "I really love working here with the students, being granted the opportunity to give back, to teach young minds, and..." she paused for a moment, then smiled and added, "...seeing a 'little version' of me."

Wrapping up my notes as she prepared to meet her next responsibility, I couldn't help but think how pleased her dad would be to learn his little girl grew up to invest in the lives of so many people.

"I really love working here with the students, being granted the opportunity to give back, to teach young minds, and...seeing a 'little version' of me."

Physical Therapy

FORT LAUDERDALE

Contributions to Academia

Morey J. Kolber, Ph.D., associate professor in the Department of Physical Therapy, and Scott Cheatham, a Ph.D. student at NSU, are currently co-editing a new textbook entitled *Orthopedic Management of the Hip and Pelvis*. Because a book covering orthopedic management of the hip has not been published since 1990, this publication will serve to highlight much of the new clinical and surgical concepts and techniques that have emerged in the past decade. Melissa Tovin, Ph.D., PT, assistant professor, and Alicia Fernandez-Fernandez, Ph.D., assistant professor from the Department of Physical Therapy, are authoring chapters in this text as well.

Alumni and Community Partners Day: November 9, 2013

By Debra F. Stern, D.P.T., D.B.A., PT
Associate Professor and Director of Clinical Education

Giving back to the physical therapy community is a goal of the NSU Physical Therapy Department, as is keeping in touch with our alumni. Our community partners, who are actively engaged in providing the internship experiences required for our entry-level physical therapy students, do so out of personal commitment to the profession. The time they dedicate to being clinical instructors is integrated into their regular work days and compensation. Sharing the knowledge of our faculty members as well as our graduates is one way the department is able to contribute to the physical therapy community.

As a way to engage both our alumni and community partners, the department sponsored the Third Annual Alumni and Community Partners Day on November 9. Seven hours of continuing education were provided, highlighting faculty and alumni presentations on current topics in physical therapy. The morning plenary session was followed by split sessions in order to provide a wider array of programming.

Over 100 participants enjoyed learning and socializing on both the Fort Lauderdale and Tampa campuses. Morning sessions were conducted via videoconference so attendees on both Florida coasts could participate. For the first time, a shared session was presented with one speaker on the main campus in Fort Lauderdale and another in Tampa. With the technology available, distance is not an obstacle.

We look forward to our fourth annual event in the fall of 2014 as a way of saying thank you to our greater physical therapy community.



PT Faculty Members Present at APTA Leadership Conference

By Debra F. Stern, D.P.T., D.B.A., PT
Associate Professor and Director of Clinical Education

NSU physical therapy faculty members are well represented at all of the American Physical Therapy Association national conferences. Particularly competitive is the annual Educational Leadership Conference which was held in Portland, Oregon, last October. Over 500 physical therapy clinical educators, clinical instructors, and administrators met to exchange information and strategies in approaching the changing population, health care, and provision of clinical education to a nationally increasing body of students. One of the overriding themes was integrated clinical education (ICE), which the NSU PT Program has been engaging in since 1998.

Our NSU faculty clinical education team and department directors presented both a poster and platform. The poster, presented by Bini Litwin, D.P.T., Ph.D., M.B.A., director and associate professor, and Debra F. Stern, D.P.T., D.B.A., PT, associate professor and director of clinical education, entitled "Promoting Cultural Competency in Physical Therapy and Occupational Therapy Students Through Collaborative Community-Based Learning," exemplified an initiative in the department's service-learning program.

Kim Smith, D.P.T., PT, Dr. Stern, Shari Rone-Adams, D.B.A., PT, associate professor, and Dr. Litwin gave a platform presentation entitled "Filling a Community Need: An Effective Partnership Between Town and Gown with an Innovative Self-Contained Clinical Education Model." This program is a self-contained ICE initiative providing direct hands-on skill to a community-dwelling client population.

Both presentations highlighted the program's commitment to integrating clinical skills with community-based experiences, primarily serving the underserved in Broward County. For example, promoting cultural competence is one of the objectives of participation in the annual Sistrunk Festival, which allows our physical therapy students—under faculty supervision—to perform anthropometric assessments and vital signs as well as provide educational information, including local resources for medical services and medications. In this interprofessional activity, the occupational therapy students provide developmental screenings.

Initial physical therapy examination and intervention are provided under the onsite supervision of PT faculty in partnership with Broward Health in Fort Lauderdale for underserved clients in Broward County, including those that are uninsured or underinsured and possessing diverse backgrounds. This initiative supports the hospital's physical therapy department in its efforts to manage patients awaiting services.

These self-contained ICE experiences are only a sampling of those the PT program actively includes in the curriculum. As other programs struggle to integrate these types of opportunities, the interest from other educational programs around the country was most rewarding.

PT Department Welcomes New Faculty Members

Compiled by Debra F. Stern, D.P.T., D.B.A., PT, Associate Professor and Director of Clinical Education

Heather Hettrick, Ph.D., PT, CWS, CLT, who recently joined the NSU faculty as an associate professor, received her Master of Physical Therapy from Chapman University and her Ph.D. in Physical Therapy from Nova Southeastern University in 2003. As a physical therapist, her clinical specialties include wound, burn, and lymphedema management. She is dual certified as a wound specialist and a manual lymph therapist and is nationally recognized as an integumentary dysfunction specialist.

Prior to Dr. Hettrick joining NSU, she was vice president of academic affairs and education for Gordian Medical, Inc., also known as American Medical Technologies. She also served as the chief creative officer for ACES (Applied Computer Education Services, Inc.)—an educational company that created didactic and interactive learning modules in a unique virtual environment through advances in technology.

Dr. Hettrick also spent six years as a clinical assistant professor in New York University's Department of Physical Therapy and three years as an adjunct professor at Drexel University. Additionally, she was the program coordinator for Burn Rehabilitation Research at the William Randolph Hearst Burn Center at NY Presbyterian Hospital and a master clinician at the Hospital for Joint Diseases at the Diabetic Foot and Ankle Center. She is a past president of the American Board of Wound Management and currently on the board of the Association for the Advancement of Wound Care (AAWC).

Most recently, Dr. Hettrick has become involved in an initiative in Haiti to address the pervasive problem of lymphatic filariasis. She will serve as the clinic director at Hospital St. Croix in Leogane, providing oversight and management while tracking outcomes. In addition, she will be traveling to various places around the world providing wound and lymphedema education through the AAWC Global Alliance and Health Volunteers Overseas. She currently serves as chair of the U.S. Volunteerism Task Force through the AAWC, identifying resource-poor areas in the United States that would benefit from wound education and training. Those initial efforts have led to collaboration with the Indian Health Service.

Although she will be actively engaged in teaching a variety of content in the NSU Physical Therapy curriculum, she will primarily focus on integument content.

Suzana Simoes, D.P.T., PT, who graduated with a degree in physical therapy from a university in Brazil in 1993, moved to the United States in 1994 to work for the University of Miami, where she specialized in the treatment of neurological disorders. In 1998, she completed a postgraduate course in proprioceptive neuromuscular facilitation at Kaiser Hospital in Vallejo, California, before acquiring her master's degree in Exercise Physiology at the University of Miami in 2003 and Doctor of Physical Therapy degree at NSU in 2006.

The biofeedback program Dr. Simoes worked with at the University of Miami eventually relocated to Miami Jewish

Health Systems (MJHS), allowing her to manage the program and provide physical therapy for patients with neurological disorders from the United States and abroad. She also worked extensively with patients who had spinal-cord injuries, traumatic brain injuries, cerebrovascular accidents, and cerebral palsy. Based on her success with the program, she was hired by the MJHS rehabilitation department to continue to provide neurologic rehabilitation to the patients receiving biofeedback.

In 2006, Dr. Simoes left the rehabilitation department to be the leading therapist at the Program for All-Inclusive Care for the Elderly (PACE), where she worked until she came to NSU to work as a full-time faculty member. Prior to becoming a full-time NSU faculty member, she served as an adjunct faculty member beginning in 2004.


While working at PACE, she developed a fall prevention program. She has also served as a consultant for the Miami Jewish Home's hospice program at Douglas Gardens and for Season's Hospice. Dr. Simoes will be actively teaching in the PT Department's neuro courses as well as in geriatrics.

Donald K. Shaw, Ph.D., D.Min., PT, FAACVPR, is now a full-time professor in the Physical Therapy Department. Prior to joining the NSU faculty, Dr. Shaw was a professor of physical therapy at Midwestern University. In 2002, he joined the physical therapy faculty at Texas State University, where he developed the Telehealth Program. His academic career began at East Carolina University's Physical Therapy Department, where he served as associate professor. Clinically, he served as director of cardiac rehabilitation at Saint Thomas Hospital in Nashville, Tennessee, and as an adjunct assistant professor at Vanderbilt University.

Dr. Shaw received his Bachelor and Master of Science degrees in Physical Education from George Williams College in Chicago, Illinois, and his doctorate in Exercise Physiology from Kent State University in Kent, Ohio. He also received his Bachelor of Science degree in Physical Therapy from Texas State University in San Marcos, Texas. Most recently, he received his D.Min. degree in Christian Apologetics from the Southern Evangelical Seminary in Matthews, North Carolina.

In addition to his aforementioned credentials, Dr. Shaw is a Fellow and former national board member of the American Association of Cardiovascular and Pulmonary Rehabilitation. He has lectured and presented research in Argentina, Scotland, Ireland, China, the Dominican Republic, Puerto Rico, and throughout the United States. Additionally, his published work has appeared widely in medical journals such as the *Journal of Cardiopulmonary Rehabilitation, Respiratory Care, Medicine & Science in Sports & Exercise, Cardiopulmonary Physical Therapy Journal, Heart and Lung, Journal of Allied Health*, and the *American Journal of Cardiology*.

In his new role at NSU, Dr. Shaw will be primarily responsible for cardiopulmonary content, which is threaded throughout the curriculum.



Interprofessional Initiative: **Diabetes** Screening at Miami Lakes Educational Center

*By Debra F. Stern, D.P.T., D.B.A., PT
Associate Professor and
Director of Clinical Education*

Interprofessional education and learning (IPE) have become increasingly important in health care education, which explains why there has been a recently integrated college-wide effort to incorporate IPE into CHCS programs. The NSU Physical Therapy Program and other programs within the college, however, have long been actively engaged in community activities integrating interprofessional engagement. One activity that exemplifies this is the Miami Lakes Educational Center's (MLEC) Annual Diabetes Screening, which is partially funded by the MLEC and Miami-Dade County in cooperation with NSU's College of Health Care Sciences.

Over the past 10 years, the physical therapy, physician assistant, and occupational therapy programs have actively participated in this annual activity, while nursing joined the initiative several years into the program. The MLEC is a vocational/technical high school with a primarily Hispanic student body of over 1,000 students. Within the high school is a health academy program that includes a nursing curriculum.

Aided by the MLEC nursing students, the NSU College of Health Care Sciences' students have screened thousands of adolescents for diabetes risk. This academic year alone, close to 700 students were screened in a single morning. As there is a known higher risk of diabetes in the Hispanic population, getting to these young people early facilitates identification of risk factors and provision of education related to prevention and early intervention.

As a Miami-Dade County partner, we and the program have been recognized by Miami-Dade County for our commitment to community health. Although we were not award winners when nominated for the Miami-Dade Partner of the Year honor several years ago, the program is definitely a winner. Our efforts have been rewarded by literally saving several lives because problems were identified that would have resulted in severe health problems, including potential death in one instance.

A variety of screening services are performed with appropriate consent. NSU students in each program perform screening

consistent with their educational training and professional roles. In the process, they learn about the roles and responsibilities of the other participating health science students. The physical therapy students complete screenings for height, weight, body-mass index, percentiles for age, and waist-to-hip ratio. They also provide backup for blood pressure and pulse screening and supply educational materials to all MLEC student participants. Physician assistant students, based on percentiles for age, perform blood pressure and pulse screenings as well as capillary blood glucose.

Occupational therapy students perform lifestyle screening to help the high school students identify their stress levels and offer educational information on minimizing stress. The nursing students conduct exit consultations, reviewing the findings with the students to ensure they know if they are at risk. MLEC health academy nursing students both check students in and observe the NSU nursing students during exit consultation. In addition, screening forms are provided to the high school students directly to share with their parents, guardians, or caregivers.

Over the years, an efficient and effective system of screenings has developed. Over 120 CHCS faculty members and students screen 600-700 students in a single morning, averaging 3.5 hours. As it is rare for CHCS students to have the opportunity to interact with adolescents on a large scale in any of the curricula, this is truly a singular opportunity. Because dealing with issues of stress levels and body image are challenging for teens, a unique exchange of information and education occurs. As the CHCS students are closer in age than faculty members or MLEC teachers, it is a positive experience to witness the communication and exchange of information that occurs in the interactions.

The NSU faculty members in physical therapy, physician assistant, occupational therapy, and nursing are committed to continuing this annual screening. We are proud to be actively contributing to the health of the community.



Dr. Tovin and PT students Kallie, Kelly, Kim, and Tara with Christine after the award ceremony at Special Olympics.

Physical Therapy and the Special Olympics: *A Special Experience*

By Melissa Tovin, Ph.D., PT, Assistant Professor

Class of 2014 Doctor of Physical Therapy students at NSU's main campus volunteered their time to train a young lady named Christine who was diagnosed with autism for the Special Olympics, held in South Florida in March 2013. Tara Salisbury, Kim Raila, Kristen Voirin, Kallie Atti, Leslie Baldwin, and Stella Meyers worked with Christine under the supervision of Dr. Melissa Tovin.

In addition to providing a well-rounded exercise training program designed to improve Christine's physical fitness and performance, the students provided guidance, motivation, and companionship. The students, in turn, learned about working with individuals with special needs and experienced firsthand some of the challenges they will face as therapists when working with individuals with autism. As the rate of autism in the United States and worldwide is growing at an alarming rate, it is important for health professional students to understand the skills needed to provide appropriate services. According to Centers for

Disease Control and Prevention statistics, the incidence is currently 1 in 88 children.

Dr. Tovin and the students attended the event to assist Christine in warm-up activities and later formed their own cheering section to help Christine across the finish line. Christine achieved her goal of winning a first-place medal in her age group for the 400-meter run. She proudly wore her medal for many days after the event, and the activity has resulted in lasting memories for both the students and this young athlete.

A new group of students (Lindsey Dodds, Ashley Jones, Kelly Knoth, Kelly Sweeney, and Ali Soven) is now working with Christine, who has her sights set on winning more events at the 2014 competition and hopes to qualify to compete at the state level. Dr. Tovin is currently exploring funding opportunities to grow this activity into a larger program, serving more young athletes with autism in the local community while educating students through real-life experience.

LEARNING Through Action: The Gift of Helping Others

Values provide a strong foundation for individuals, institutions, and professions, especially those of us in the health professions. NSU is founded upon eight core values: academic excellence, student centered, integrity, innovation, opportunity, scholarship/research, diversity, and community. Likewise, the American Physical Therapy Association describes seven core values of physical therapists, including accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.

In 2013, students in the Hybrid D.P.T. Program in Tampa demonstrated community, altruism, compassion/caring, and social responsibility by assisting individuals in the United States and internationally. Please read the stories featured below of three D.P.T. students who gave of themselves—and received much in return.



Class of 2015 students Jennifer Clarkson, Kantica Arora, and Lisa Todd chat with a client about her mobility concerns.



D.P.T. class of 2015 students Kantica Arora and Jennifer Clarkson assist with positioning at a developmental daycare center.

Learning to be Resourceful: Jamaica Medical Outreach Trip

By Jocelyn Hall, Class of 2015

This past June, five third-year PT students (Kantica Arora, Jennifer Clarkson, Jessica Estrada, Jocelyn Hall, and Lisa Todd) and three faculty members (Mary Blackinton, Ed.D., PT, director of physical therapy and associate professor, Keiba Shaw, Ed.D., associate professor, and Vanessa Brockhouse, D.P.T., PT, laboratory assistant) from the Hybrid D.P.T. Program in Tampa participated in the NSU College of Osteopathic Medicine medical outreach trip to Jamaica. Nicole Quint, Dr.OT, OTR/L, assistant professor of occupational therapy and a veteran of the Jamaica trip, served as our OT-PT team leader.

Our PT faculty members and students were part of an interprofessional team that included osteopathic medicine, dental, pharmacy, occupational therapy, and optometry. Physical therapy services were provided at a variety of sites, including a correctional facility, schools, churches, an early stimulation center, and community centers. We had the opportunity to treat and interact with patients as young as 6 months to those over 90 years old.

Smiles, and sometimes tears, were brought to our faces as we witnessed the impact a single visit could make, such as watching a young child leave with a huge smile on his face after receiving a new pair of shoes he desperately needed, or seeing a woman in her 90s walk for the first time after suffering a stroke. Physical therapy was able to help those with musculoskeletal injuries, people post-stroke, children with developmental disabilities, and even a patient with a wound.

Prior to going to Jamaica, we participated in fund-raising to help finance the cost of the trip for each student. Dr. Brockhouse and her husband Mike were instrumental in having more than seven large cartons of equipment donated from local physical therapy clinics, patients, and vendors. Patterson Medical, an equipment vendor, also provided donations that were put to great use in Jamaica, as were the many slightly-used shoes donated by the wonderful employees at NSU-Tampa.

While in Kingston, the PT team was able to meet with a group of NSU graduates from the T-D.P.T. Program that are physiotherapists in Jamaica:

Dr. Joan Rattray, Dr. Sharmella Roopchand-Martin, Dr. Karen Julius, Dr. Bernadette Franklin, Dr. Chithrah Saranathan, Dr. Denise Nichols, and Dr. Ana Gondrez Chai Chong. It was interesting to learn how physiotherapy is practiced in Jamaica and exciting to consider partnering with Jamaican therapists on our 2014 visit.

Participating in the Jamaican medical outreach trip taught us many things, among them how to be creative when resources are limited. Physical and occupational therapy faculty members created a wheelchair from a rolling walker and a piece of plywood for a child with cerebral palsy. It was great to be able to apply what we were learning in class to people who really needed our services.

Collaborating with other health professionals was also a fantastic learning experience because we had the chance to teach other health professionals reasons to refer to PT services.

Overall, this was a life-changing experience for those of us that participated in the medical outreach experience. It was great to see the resourcefulness and determination of the local Jamaican residents. When patients come up to you and say, "This is the best I've felt in months, thank you," you know you have made a positive impact on their lives and well-being. Although we donated our time and expertise in the spirit of social responsibility, we received much more in return.

Teaching and Learning in Hagley Gap, Jamaica

By Michelle Sierra, Class of 2016



Pictured (from left) are Drs. Vanessa Brockhouse, Mary Blackinton, and Keiba Shaw, who supervised the D.P.T. students during the medical outreach trip to Jamaica.

I had the opportunity to embody our core values when I participated in a weeklong service trip to Hagley Gap, Jamaica, that was organized by the NSU Office of Student Leadership and Civic Engagement. On May 5, 2013, we began our journey to Minto, Penlyne Castle Primary School grounds, and local health clinics.

Together with the Blue Mountain Project, we accomplished so much in such little time. We assisted in afterschool programs by tutoring students and engaging them in education activities, assisted teachers with progressive lesson plans, supplied schools and students with materials, and trained students and faculty members in using computers.

Since our volunteer experience concluded, 150 children have attended Fun Camp and received back-to-school supplies. Fun Camp not only keeps children active and off the streets, but it now includes educational programs such as science and math. The two health clinics continue to provide basic medical care and are in search of medical staff to treat more serious conditions. Unfortunately, the nearest hospital is three hours away in Kingston.

During my time in Jamaica, I was warmly welcomed by my host family—Mr. and Mrs. Bennett. There is so much to be learned from such a hard-working, loving, and compassionate community. This experience has taught me greater appreciation, care, and the value of altruism. I leave this experience with one thought. As Gandhi once said, "Be the change you wish to see in the world."



Lessons Learned

from National Veterans Wheelchair Games

By Anna Gelbrich, Class of 2016

Last June, the Veterans Administration (VA) held the 33rd National Veterans Wheelchair Games in Tampa—an event that was advertised to our class by Melissa Lazinski, D.P.T., PT, OCS, assistant professor, who encouraged students to consider volunteering. This sounded like a fantastic opportunity to meet some of our courageous U.S. veterans, both men and women, all in one place, during an upbeat and elite-level sports competition.


The VA Wheelchair Games, which is the world's largest event for wheelchair sports, had over 550 veterans participating. In fact, some events are designed exclusively for power wheelchairs, such as power soccer, while other events, like quad rugby, are designed for manually propelled wheelchairs.

The first event I volunteered to help with was the air-rifle competition, which is open to both power and manual wheelchair users. Competitors were given 20 minutes of practice shooting, then 30 minutes of competitive shooting for the first half. This was followed by a short break, and then by the last 25 minutes for the second half. I was charged with distributing loaner rifles to individual competitors, which seemed easy enough, even with this being my first time volunteering for this event. I spent a great deal of time learning about the sport, and I enjoyed observing the competitors.

One young veteran, who was in his late 20s, used a power wheelchair for mobility. It was a great honor to stand next to him as he gave it his best effort. Overall, the concept of target shooting looks easy: You simply point the barrel, look through the eyepiece, aim, and squeeze the trigger. However, like many skills in life, rifle shooting is more difficult than it appears. There is a great deal of muscle control involved in aiming a rifle, and holding a rifle upright with one arm for 30 continuous minutes is quite an effort.

This particular participant had a significant tremor in his right hand, which caused some shakiness on one side of his body, and he struggled to focus on the target. I can only imagine how frustrating it must have been for a veteran—someone who had received ample training in firearm use—and how he must have felt trying to hold the rifle steady and maintain focus during involuntary muscle twitching. His courage and persistence were humbling to witness.

I also served as scorekeeper for two power soccer events. I was amazed at all the effort that went into preparing the participants' power wheelchairs for this competition. Each chair required a rail guard around the competitor's foot support. This guard not only protected the feet, but also served as a surface to hit and propel the soccer ball. Installing these rail guards was painstakingly time consuming, taking up to one hour of assembly per participant. Tools were limited, and many times the volunteers and event staff were faced with wheelchair types that did not have a place to affix the rail guard to. As a result, several participants ended up competing with zip ties holding the rail guards to their chairs.



***“His courage
and persistence
were humbling
to witness.”***

Meeting fellow volunteers and hearing about their experiences was equally enlightening and uplifting. One woman had been volunteering at the games for over 10 years, beginning with the 2002 games in her native town in Ohio. She excitedly told me stories of how she made good friends with the British team, and she has been enthusiastically supporting and attending the games ever since.

I am glad our NSU D.P.T. faculty members encourage us to volunteer at community events like the VA Wheelchair Games. Participating in the Wheelchair Games reinforces the idea that all humans have untapped potential and benefit from opportunities to engage actively in the community. As for me, even though I didn't always know what I was doing, I had fun while encouraging others. I left with a deep-seated, satisfied feeling I was doing something right—even if I didn't know how to hold a rifle.

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PT-TAMPA



PT-FT LAUD



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PA-JAX



PA-FT LAUD



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