

PERSPECTIVES

COLLEGE OF HEALTH CARE SCIENCES



**CHCS Administrator
Helps Students
Realize Their Potential**

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NOVA SOUTHEASTERN
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Dean's Message



"One is not born into the world to do everything, but to do something." — Henry David Thoreau

In many vocations in life, we are afforded the unique privilege of directly touching and influencing the lives of many with whom we come in contact. Nowhere is that sentiment truer than in a university setting, where we encounter students who are hungry for knowledge and experience as they pursue their life ambitions.

As employees and alumni of the College of Health Care Sciences (CHCS), we play a major role in helping those students achieve their ambitions. We do so, in part, by keeping the college and university strong through the provision of quality instruction, dedicated service, and benevolent financial efforts. It is in the area of giving to which this edition of *Perspectives* is devoted, and for those who have contributed, I offer my sincere gratitude for your generosity.

Your support of the CHCS through sponsorship of scholarships allows the college to continue to prosper and grow, as well as provide outstanding education to our students. As valued alumni and faculty and staff members of the college and the university, your contributions have enormous impact. A little goes a long way, and when you make a gift to the university, you join thousands of alumni, parents, friends, and faculty and staff members who support the college and its students.

The CHCS remains a college of choice and excellence for many students. With your support, we can help our students complete their education while making the most of their academic experience. As dean of the college, I believe in giving back to the university that helps me thrive and succeed every day. I am extremely grateful for the opportunities I have received as an NSU employee. I challenge you to give to help others succeed. Every gift, regardless of its size, makes a difference.

Stanley Wilson, Ed.D., PT, CEAS
Dean, College of Health Care Sciences
Nova Southeastern University

Perspectives

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NOVA SOUTHEASTERN UNIVERSITY

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Chancellor's Communiqué



During the summer months, the NSU Health Professions Division (HPD) welcomes thousands of eager new students into its myriad programs. This moment of accomplishment is preceded annually by an exhaustive admissions process that allows us to select what we hope are not only the best and the brightest, but also the most compassionate and capable health care professionals of the future.

The HPD admissions process is very unique in terms of today's academic mind-set, because we interview every applicant who goes on to be accepted into one of our programs. This process follows the admissions philosophy of Morton Terry, D.O., the founder of the Health Professions Division, who always said, "You can't tell a person's ability or potential just by looking at grades or standardized test scores."

We live by this credo, which I think effectively serves the health care professions and the people who are cared for by the health professionals who graduate from our programs. What gives me great pride is that, in looking at the graduates who went through our admissions process, their selection centered on humanistic criteria, and not just on their grade point averages and standardized test scores. They were chosen based on an interview that helped the interviewers gain deeper insights about each applicant.

I truly believe our admissions process plays a major role in explaining why we have such a diaspora of people who are providing health care services at the highest administrative level throughout the United States and globally. Our graduates are serving in diverse roles, ranging from directors of trauma centers and county health departments to distinguished pharmaceutical research directors. Whether it be an alumnus who is serving as president of one of the largest pharmacy corporations or a graduate who is improving the health care outcomes of everyone from stroke victims to impaired veterans, our alumni are having a positive impact in all areas of health care.

These are the elements that create the additive sum of a great university. NSU has evolved into an academic institution that serves as a paradigm of educational diversity and excellence due to the integrity, quality, and capability it provides to its students and graduates.

A handwritten signature in blue ink, reading "Frederick Lippman". The signature is fluid and cursive, with a prominent initial 'F'.

Frederick Lippman, R.Ph., Ed.D.
Chancellor, Health Professions Division
Nova Southeastern University

REALIZING POTENT

Leaving a Legacy in Health Care Education

BY TERRY MORROW NELSON, PH.D.,
ASSISTANT DEAN OF STUDENT AFFAIRS

Nova Southeastern University is committed to attracting high-achieving students and supporting their educational and professional development through generous student scholarships. By 2020, the university plans to raise \$125 million in student scholarships, \$75 million to attract and develop highly skilled faculty members, and \$50 million to invest in the best equipment and facilities to support student and faculty success.

LEADING THE WAY

The College of Health Care Sciences is on its way to exceed its fund-raising goals—and William H. Marquardt, M.A., PA, DFAAPA, associate dean, is leading the way. Over the past two years, Marquardt has donated more than \$250,000 to create an endowment fund to recognize outstanding NSU physician assistant (PA) students and alumni who are providing community support through the William H. Marquardt Community Health-Collaborative Service Initiative.

The goal is to provide support for students who are particularly interested in primary care and community health. PA students from NSU's Fort Myers, Fort Lauderdale/Davie, Jacksonville, and Orlando campuses are encouraged to apply for the endowment. "The physician assistant profession was founded during a period when the lack of providers of primary and preventive health

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care was critical—a reality that has persisted to date and was made more critical with implementation of the Affordable Care Act (ACA),” Marquardt said.

Prior to joining the CHCS faculty, Marquardt served in the military for 24 years, including two tours at Bolling Air Force Base in Washington, D.C., and two tours at the Pentagon as a U.S. Air Force physician assistant. Before becoming director of the NSU Fort Lauderdale/Davie Campus PA Program, Marquardt served as director of clinical education of the Shenandoah University PA Program and director of clinical curriculum of the George Washington University PA Program. He also served as president of the American Academy of Physician Assistants (AAPA), in addition to numerous other leadership roles within the AAPA and other professional organizations.

As a seasoned practitioner, educator, and national leader within the PA profession, Marquardt has chosen to invest in what he values. He noted the history of significant gaps in access to basic primary and preventive health care services in rural and underserved communities and the current dearth of services that continues to exist.

The PA profession is rooted in a commitment to addressing these needs. Because increasing numbers of physicians and PAs are entering specialty and subspecialty

fields, calls for a plan to draw health care professionals into the community-care arena are increasing. While the Affordable Care Act seeks to address this trend legislatively, Marquardt is taking a more grassroots

approach through financial incentives designed to recognize and inspire emerging PA professionals toward a commitment to primary and preventive community health care.

“The CHCS initiative is an attempt at reminding both PAs and the medical community of the chronic history of provider shortages and lack of adequate basic health care that have persisted despite the best efforts of the ACA and other programs,” said Marquardt of the vision and values underlying his gift. “Emphasizing community health and collaborative service, the

initiative is designed both to promote the founding principles of the PA profession and to support the efforts of those NSU physician assistant graduates who embrace it as they begin their medical careers.”

In addition to supporting emerging PA professionals, his endowment is designed to assist community providers who volunteer their time to serve as preceptors and provide students with experiential training in the health care setting. “The PA programs rely on community providers for clinical mentoring, and their in-kind support is invaluable, but often unrecognized,” Marquardt pointed out. “The lack of such support would



William H. Marquardt served in the military for 24 years.

Albaro Lopez Perez

Class of 2016 Orlando Campus

What is most important to you about becoming a physician assistant?

As a future practicing PA, I see an opportunity to serve communities that are in great need for primary health care. In particular is the migrant workforce, which is often situated in rural parts of the country. Most of these workers cannot afford health coverage or are ineligible due to their citizenship status. They also face great hazards and toxic exposure in the environment they work in, with increased risks of injury and fatalities. Furthermore, their continuity of care is disrupted due to their migratory lifestyle, and is essentially lost when they relocate for the next season. My goal is to work with existing coalitions that want to see a change in the existing patterns and provide essential health care needs to the people that drive our agriculture. It will take more than my efforts, but I'm looking forward to partnering with those who are eager to make a difference in the lives of others.

How will this financial award help you in achieving your goals?

This opportunity to be a recipient only motivates me even more to push harder and be grateful for the opportunity afforded to me while at NSU. It shows me that others believe in my potential to see my goals become reality, and I will continue to work fiercely to make them happen. It's also important to understand that this is not only about me, but also about others who will one day be in my care under the capacity that I serve them.

Favorite Quote: "To give anything less than your best, is to sacrifice the gift."—*Steve Prefontaine*

Life Principle: "My grace is sufficient for you, for my power is made perfect in weakness."—*2 Corinthians 12:9*



Albaro Lopez Perez receives his endowment award recognizing his collaborative services to the community.

What has been your most valuable experience at NSU?

I believe my most valuable experience was the mission trip to Guatemala our class was able to participate in toward the end of our first year. Being a part of a team that worked incredibly hard to reach remote regions of this beautiful country, it brought great joy to all of us when we arrived. The direct experience of seeing people hungry for basic health assessments and medications while at these villages truly moved me to pursue global medical relief in the future. It has made me aware of my surroundings, both physically and spiritually, and brought out a desire to give selflessly of myself in the service of others. Without the support of NSU and the Orlando Campus faculty and staff members, it would not have been a possibility. I am extremely grateful for everything that has been granted to me. ■

From left are Stephen Andreades, M.M.S., PA-C, assistant professor; Watfa Krayssa, M.M.S., PA-C, assistant professor; and William H. Marquardt, M.A., PA, DFAAPA. Andreades and Krayssa, who are CHCS physician assistant alumni and faculty members, have consistently supported the program since they graduated from NSU.

Continued from page 6

severely limit the number of providers we can appropriately train.”

IMPACTING THE NEXT GENERATION

This year, two class of 2016 students completing the clinical phase of their education were selected to receive endowment proceeds. Rachel Frankenthal and Albaro Perez Lopez inspired the selection committee with their commitment and achievements and will each be receiving \$5,000 to support their education. When asked what advice he would give to these and other emerging professionals, Marquardt said, “Have a passion for what you do and the principles that you hold dear, coupled with a desire that those principles endure.”

LEAVING A LEGACY

Each of us invests in something. Marquardt and others listed in the College of Health Care Sciences Giving Board of Recognition have invested in what they value. The investment made in the life of emerging professionals will pay dividends that ripple throughout their profession, community, and family. Investing in the next generation is about investing in your legacy and your values.

The NSU College of Health Care Sciences makes it easy to invest. Simply go to <https://realizingpotential.nova.edu> and click “GIVE.” Enter a monetary amount, then select the College of Health Care Sciences from the “Select Gift Area” drop-down menu to begin your legacy. After you invest, make sure to look for your name on the College

of Health Care Sciences Giving website, which is updated monthly. If you would like to learn more or discuss additional giving opportunities, please contact Denise Rau, director of development, at (954) 262-2163 or via email at dgoldsonrau@nova.edu. ■



Rachel Frankenthal

Class of 2016 Orlando Campus

What is most important to you about becoming a physician assistant?

Being able to help guide individuals toward achieving their best health, mentally and physically, is a great honor and a huge responsibility. With the shift in health care and the emphasis on primary care, mid-level providers, such as physician assistants, are now at the center of preventive care and management of chronic diseases. I'm looking forward to getting to know my patients and their families and to beginning to both understand the communities in which they live and, furthermore, how I can best serve their needs. Being a PA, I will be a part of creating significant and meaningful change in people's lives. That, to me, is the greatest joy.

How will this financial award help you in achieving your goals?

Scholarships not only recognize and support individuals who are working hard and trying to make a difference, but also alleviate some of the financial pressure. Not only is it a great help financially, but it is an energetic and moral boost that inspires me to continue on this path and to continue pursuing my dreams.



Rachel Frankenthal receives her endowment award from Melissa Coffman, Ed.D., PA-C, program director and assistant professor.

What has been your most valuable experience at NSU?

The faculty members in both the PA and public health departments have been my most valuable sources of guidance and support throughout this journey. The professors at NSU really do care about their students' educations, their experiences at school, and their overall well-being. I've been lucky enough to connect with many of my teachers who I deeply respect and who have become mentors to me. With a background in the performing arts, I tend to think outside the box and to dream big. ■

Student Affairs

Thoughtful Insights Offered During Women in Leadership Discussion

BY JONATHON MAY, M.A., DIRECTOR OF STUDENT AFFAIRS

The Multicultural Affairs Committee (MAC) hosted its Women in Leadership panel discussion on March 16 at the NSU Fort Lauderdale/Davie Campus. The MAC used the 2016 National Women's History Month theme—Working to Form a More Perfect Union—as the inspiration for its planning. The panel, which was moderated by Alicia Bolden, M.P.A.S., PAC, assistant professor in the Physician Assistant Program—Fort Lauderdale, was devised as “a conversation about leadership with the female deans of the Health Professions Division.”

The deans who presented during the panel were Elaine M. Wallace, D.O., M.S., M.S., M.S., College of Osteopathic Medicine dean; Marcella Rutherford, Ph.D., M.B.A., M.S.N., R.N., College of Nursing dean; Lisa Deziel, Pharm.D., Ph.D., College of Pharmacy dean; Linda Niessen, D.M.D., M.P.H., M.P.P., College of Dental Medicine dean; and Sandra Dunbar, D.P.A.,

OTR/L, FAOTA, College of Health Care Sciences professional development and education assistant dean.

The diverse panel members offered their insights through presentations about leadership and the health professions as accomplished women working in these

fields for decades. The audience

represented the various academic programs throughout the Health Professions Division and included both women and men eager to learn more about the deans' perspectives on leadership.

Issues discussed included work-life balance, job searches, salary negotiations, marriage, relationships, relaxation, and rejuvenation. The panel

discussion concluded with the panelists stressing the importance of women emerging as leaders, as well as finding mentors in their chosen fields who they can connect with and learn from throughout their careers. ■



Celebrating their upset win are the triumphant nursing students and their faculty coaches.



Nursing Team Wins Ethics Bowl Competition

BY JONATHON MAY, M.A., DIRECTOR OF STUDENT AFFAIRS

On March 31, the Multicultural Affairs Committee hosted the 10th Annual Health Professions Division (HPD) Ethics Bowl at the Fort Lauderdale/Davie Campus. Alina Perez, J.D., M.P.H., LCSW, associate professor of public health at NSU's College of Osteopathic Medicine, who served as the keynote speaker, addressed issues related to public health and ethics in her speech to the students.

Approximately 75 students and faculty coaches competed in the Ethics Bowl, which consisted of 9 student teams from various academic programs within the HPD. The participating teams represented the anesthesiologist assistant, dental medicine, nursing, occupational therapy, pharmacy, physician assistant, and physical therapy programs.

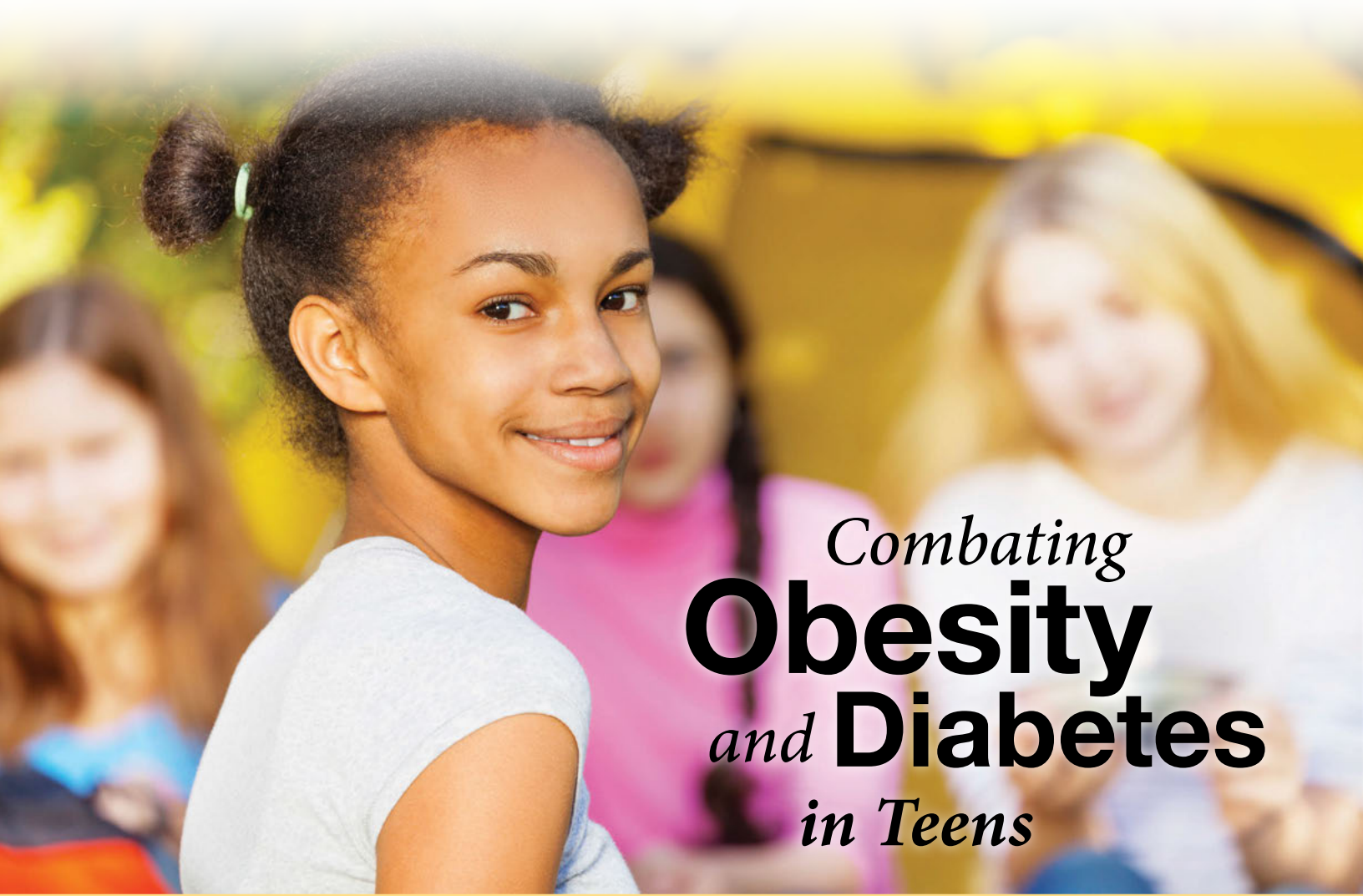
The debate-style cases covered areas such as patient abuse, negligence, accountability, and informed consent. In addition, the 18 faculty members who participated as judges were asked to rank teams based on their ability to make reasoned arguments using ethical standards learned in the classroom.

The surprise of the night occurred when the only undergraduate student team participating in the Ethics Bowl—the Fort Lauderdale/Davie Campus nursing squad—ended up winning two rounds to place in the grand finale. In the final round, the undergraduate nursing team faced off against the dental students to win the competition. Audience members commented that they were shocked that such young undergraduates were able to win against very seasoned graduate and professional students from the other HPD programs.

It was quite clear that the nursing faculty members had provided their students with a great deal of effective preparation before the event. Marcella Rutherford, Ph.D., M.B.A., M.S.N., R.N., dean, College of Nursing, participated as a judge and was able to witness the success of her student team. “The nursing program here at NSU prides itself on giving a lot of emphasis to ethics and behavior in our program,” Rutherford said. ■

Interprofessional

Education and Collaboration Spotlight



Combating **Obesity** *and Diabetes* **in Teens**

BY DEBRA F. STERN, D.P.T., D.B.A., M.S.M., PT, CEEAA, DIRECTOR OF CLINICAL EDUCATION AND ASSOCIATE PROFESSOR, PHYSICAL THERAPY—FORT LAUDERDALE.

According to the Centers for Disease Control and Prevention and the World Health Organization, type 2 diabetes is reaching epidemic proportions in young people. A sedentary, technology-based lifestyle, coupled with fast-food diets, is contributing to the challenge. In an effort to combat this public health crisis, the CHCS physical therapy, physician assistant, and occupational therapy programs completed the 11th year of adolescent diabetes screenings at Miami

Lakes Educational Center (MLEC). The center is a vocational-technical high school with a primarily Hispanic student body of more than 1,500 students.

Over the years, CHCS students and faculty members have screened thousands of adolescents for diabetes risk. In the 2015–2016 academic year, more than 180 NSU students and faculty members screened approximately 700 students in a single morning. It is long known that

there is a higher risk of diabetes in the Hispanic population; early screening helps facilitate identification of risk factors and the provision of education regarding prevention and early intervention.

Miami-Dade County has recognized the CHCS and the diabetes screening program for their interprofessional commitment to community health. The college's efforts have helped save several lives, as issues were identified that would have resulted in severe health problems, including potential death, in more than one instance.

A variety of screening services are performed with appropriate consent. NSU students in each program performed screening consistent with their educational training and professional roles. Orientation for all programs occurred through a recorded presentation in order to learn about the roles and responsibilities of the other participating health science students.

The physical therapy students completed screenings for height, weight, body mass index, percentiles for age, and waist-to-hip ratio. Occupational therapy students performed a lifestyle screening after the anthropometric assessment to help the high school students understand and identify their levels of risk and offer educational information on apps available for them to reference. Based on percentiles for age and sex, physician assistant

students performed blood pressure, blood glucose, and pulse screenings.

Both physical therapy and occupational therapy students conducted exit consultations, reviewing the findings with the MLEC students to ensure they knew if they were at risk for diabetes or other conditions. The screening forms were provided to the students directly to share with their parents, guardians, or caregivers. MLEC health academy nursing students checked students in and observed the NSU students during exit consultations under the supervision of MLEC faculty members Glenda Algaze, R.N., and Ramses Gonzalez. The health academy students also facilitated the overall screening.

Over the years, an efficient and effective system of screenings has developed. The NSU student participants have learned that, although they assume specific roles in the screening activity, many practice areas overlap. Because it is rare for CHCS students to have the opportunity to interact with adolescents on a large scale in any of the academic programs, this is truly a singular interprofessional opportunity.

Dealing with issues of stress and body image is challenging for teens. This year, with the occupational therapy department's addition of an app card, the hope is that



Occupational therapy students with fins up, front row, from left, are Giselle Alvarez, Scott Morris, Danielle Innis, Natalie Snow, Kim-Oanh Le, Sharon Razla, and Chase Lane. Second row, from left, are Danielle Beauchamp, Tammy Pham, Grace Avakian, and Adrienne Lauer, Ed.D., OTR/L. Third row, far right, are Annie Liu and Amy Rus. Fourth row, in the middle, are Ari Lewitt and Kris Winston, Ph.D., OTR/L. Fifth row, from left, are Kaylee Gardiner, Lauren Howe, and Jerrica Ballard. Back row, from left, are Jennifer Kang, Misagh Dorost, and Joshua Pace.



From left: NSU Fort Lauderdale/Davie Campus class of 2017 physician assistant students Audra Vandyke, Allison Bloom, Kaitlyn Benjamin, Tandy Tiramai, Kelsey Schaeffer, Megan Ginter, Ashley Miller, Jennifer Kaszubski, Emily Delaney, and Nisha Shah prepare to partake in the Miami Lakes Educational Center health screenings on October 9, 2015.

the high school students will use technology to access information on lifestyle changes and stress management. In previous years, information was provided on paper. Because the CHCS students are closer in age to the high school students than the college's faculty members or MLEC teachers, the communication and exchange of information that occurs is a positive experience.

The college's physical therapy, physician assistant, and occupational therapy faculty members are committed to continuing this annual screening and are proud to be actively contributing to enhancing the community's health. In physical therapy, Bini Litwin, Ph.D., D.P.T.,

M.B.A., PT, director of the Transition Doctor of Physical Therapy Program and associate professor; Leah Nof, Ph.D., M.S., PT, C/NDT, CEEAA, professor; Rebecca Rosenthal, J.D., M.S., PT, assistant professor; and Debra F. Stern, D.P.T., D.B.A., M.S.M., PT, CEEAA, CLT, director of clinical education and associate professor, have participated from the beginning.

In 2016, occupational therapy faculty members Sonia Kay, Ph.D., M.S., OTR/L, assistant professor; Adrienne Lauer, Ed.D., OTR/L, assistant professor; and Kris Winston, Ph.D., OTR/L, associate professor, joined the team. Harvey Feldman, M.D., PA, FACP, professor, serves as the lead physician and recruits physician assistant faculty members on an annual basis. In addition, Margaret Davis, D.H.Sc., M.H.Sc., R.N., an adjunct faculty member in the Doctor of Health Science Program, supervises the CHCS students doing the exit consultations and participates in individual MLEC student discussions for those who present with abnormal findings.

The program was made possible in 2015–2016 because of financial support from Adcahb Insurance and Life Extension through the efforts of Neil Eichelbaum, MLEC program teacher emeritus and initiator. ■



Front row, from left, are physical therapy students Jessica Spero and Susan Valdes. Second row, from left, are Natalie Martinez, Emily McWilliams, and Jillian Thompson. In the back row, from left, Shawn Renner, Abdul Shamsuddin, Anita Vergis, Jocelyn Wallace, Joseph Daniels, Bini Litwin (associate professor), Thomas Travers, Ashley Southerland, Neal Shah, Nicholas Loughheed, Andrea Irlinger, Ryan Rivera, and Katelyn Weeks prepare to perform waist-to-hip ratio screenings.



Occupational therapy, physical therapy, and speech-language pathology students work collaboratively on pediatric case studies.

Interprofessional Education Activities Promote Team Approach

BY MELISSA M. TOVIN, PH.D., M.A., PT, CEEAA, ASSOCIATE PROFESSOR, AND
JACQUELINE REESE WALTER, PH.D., OTR/L, CHT, CEAS, ASSOCIATE PROFESSOR

The College of Health Care Sciences (CHCS) is committed to promoting interprofessional education through innovative teaching, research, and service activities. Following are some recent examples of CHCS interprofessional education activities that prepare students as leaders in team-based practice and interprofessional patient care.

Occupational therapy, physical therapy, and speech-language pathology students worked together in a classroom activity as part of their pediatric coursework. Students were introduced to the importance of collaboration among pediatric therapists to provide integrated, family-centered care that maximizes patient outcomes.

The students worked in interprofessional groups on case studies that required recognition and respect for each profession's role; identification of diagnostic, environmental, and cultural factors; and development of integrated intervention strategies and family-centered goals. Faculty members from the three programs facilitated the discussions. The participating students reported that working together allowed them to understand similarities and differences between the professions and the benefits of a team approach.

CHCS students and faculty members took part in the annual Glades Rural Education Awareness Community Health (REACH) Fair in Belle Glade and Clewiston, Florida, with the

purpose of providing much-needed health education and screenings to the culturally and socioeconomically diverse residents in the area. This year, physical therapy, occupational therapy, and audiology students worked together in interprofessional teams to provide health screenings and education. Services included balance screenings and home safety education, child development screenings and parent education, and musculoskeletal screenings and ergonomic education.

This interprofessional activity allowed students to work with one another and gain a better understanding of the important contributions of each discipline in the delivery of health care services. ■

Anesthesiologist Assistant

FORT LAUDERDALE

Breaking Down Barriers

in the Health Professions

For the fourth year in a row, Pedi—the Department of Anesthesia’s pediatric simulator—appeared at the 2016 T. Leroy Jefferson Medical Society Healthcare and Science Stars of Tomorrow Career Symposium, which was held on March 12 at Inlet Grove Community High School in Riviera Beach, Florida. The stage was set as the students from various medical magnet programs participated in a hands-on simulation experience, acting out a trauma scenario in which Pedi received a general anesthetic from the anesthesiologist assistants under the direction of an anesthesiologist.

During the symposium, faculty members and students from the Department of Anesthesia demonstrated the importance of the anesthesiologist assistant profession and how to take care of patients in the most complex settings under the anesthesia care team model. “This event gets bigger every year, and our research in working with these students shows that they are very likely to pursue a career in the health professions,” said Jermaine Leclerc, M.H.Sc., M.H.S.A., CAA, assistant professor. “Not only are these students very smart, they are eager to learn. They can’t get enough of the simulation experience and understand the physiological and technical pieces that make the simulation exercise a success every year.”

On February 12, during NSU’s Health Professions Division Research Day, a number of faculty members presented their preliminary research findings, which were conducted at the 2015 T. Leroy Jefferson Healthcare



Students and faculty members in action during the 2016 T. Leroy Jefferson Healthcare Symposium included, from left, Iman Norwood, Marcus Ortiz, Catherine Tally, Joana Florez, Conrad Kieliszek, and Jermaine Leclerc.

Symposium. Their presentation, “Identification of Support and Barriers to Health Professions Among Underrepresented Minority Youth,” was made possible through a CHCS grant the team used to conduct the research study.

Faculty members involved in the project were Sandee Dunbar, D.P.A., OTR/L, FAOTA, professor and chair, Department of Occupational Therapy, and assistant dean of professional development and education; Michael Imon, Ph.D., M.M.Sc., CAA, assistant professor, Department of Anesthesia; Alicia Bolden, M.P.A.S., PA-C, assistant professor, Department of Physician Assistant; and Leclerc.

“Now we know something about what’s holding these students back from achieving their goals, and we want them to be aware of the opportunities that exist to them, as well as do more to level the playing field,” Leclerc said. ■

TAMPA



CASAA Proves Successful in Its First Year

BY LLALANDO L. AUSTIN II, ED.D., RRT, CAA, PROGRAM DIRECTOR

Change is often accompanied by new opportunities. The faculty and staff members for the anesthesiologist assistant (AA) programs within NSU's Department of Anesthesia faced a groundbreaking change with the first year of implementation of the Central Application Service for Anesthesiologist Assistants (CASAA).

For the first time, all AA programs across the country would use similar systems that have proven to be key throughout the admissions process among other health care professional programs. Initiated in May 2015 and culminating this past April, the CASAA was rolled out with minimal expectations; however, these expectations were rapidly exceeded, because the number of applicants to the AA programs surpassed all previous years within months of the CASAA's implementation.

While the average annual number of program applicants has been consistent in recent years, the application

period ended with more than triple these numbers for the opening year of the CASAA. Both AA programs experienced a significant increase in program applications, resulting in enrichment of the applicant pool.

While there were growing pains throughout the first year of the CASAA system's implementation, the benefits of using such a system in aiding the admissions process are far reaching. The record-breaking number of applicants is believed to be due to the streamlined approach the CASAA offers to program application.

Essentially, the CASAA has functioned to further increase the demand for a high-demand professional graduate program, which has contributed to admissions numbers that are equally as competitive as most medical schools. The two existing NSU AA programs are excited to realize the degree of growth that may be experienced in the years to come. ■

Audiology

FORT LAUDERDALE



Taylor Paige, left, audiology student, tests Jose Quiles, another student, with auditory brain stem response (ABR) as Julia Andrews, Au.D., right, prepares to assess their skills.

Evaluation of the Clinical Experience: *A Competency-Based Approach*

BY ALYSSA R. NEEDLEMAN, PH.D., CLINIC DIRECTOR AND ASSOCIATE PROFESSOR,
AND ERICA B. FRIEDLAND, AU.D., CHAIR AND ASSOCIATE PROFESSOR

One of the most significant aspects of the educational progression for students completing their Doctor of Audiology (Au.D.) degree is the clinical experience. Everyone clearly recognizes the value of the clinical experience; however, the diversity of clinical settings and clinical preceptors varies widely.

The range of clinical skills needed in a hospital setting differs significantly from a pediatric setting, which varies greatly from a private practice focused primarily on amplification. Some clinical settings can afford great opportunity for students to practice independently, while others—by nature of the setting and third-party contracts—cannot allow students the same level of independence.

This diversity in settings provides for a well-rounded clinical learning experience but creates significant difficulties in evaluating students' clinical and professional performances in their off-campus internship and externship experiences. Moreover, there is considerable diversity among community preceptors. Student evaluation is completed in a variety of ways, many of which are subjective, despite training by the university.

The typical clinical assessment tool uses a form of the Likert scale, evaluating performance from absent to independent (see Figure 1), or from 100 percent guidance needed to 100 percent independence. In an attempt to better delineate student performance and expectations and decrease subjective input, the program moved from a rating scale (Likert-type) system to one of descriptive skill competency (see Figure 2).

(Figure 1)

DESCRIPTION OF CLINICAL SKILLS RATING SCALE: (LIKERT-TYPE)

- **Absent**
Student requires specific direction needed from preceptor; student does not alter unsatisfactory performance/evaluation skills. Student has an inability to make change.
- **Emerging**
Student requires specific, repeated direction/demonstration from preceptor to perform clinical skill and accurately evaluate self/patient.
- **Underdeveloped**
Student requires specific preceptor direction, which results in some generalization and application of knowledge to perform competently.
- **Present**
Student requires general and some specific preceptor direction, which results in competence and accurate evaluation of self/patient.
- **Developed**
Student demonstrates independence, but some preceptor direction is required to perform competently and accurately evaluate self/patient.
- **Independent**
Student requires only guidance/consultation with preceptor.

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Audiology

FORT LAUDERDALE



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Each clinical competency assessed was broken down into the component skills that make up that competency. In this manner, preceptors are making less of a judgment call based on ratings that require interpretation and definition and are scoring how many components of the skill the student can complete without preceptor guidance.

Analysis of data collected indicates significant differences at the externship level, with the new evaluation system showing greater delineation and progression in clinical skills. Additionally, there is a significant correlation between total skills and percentage score for externship, demonstrating that the student is progressing in his or her mastery of required clinical skills and is continuing to add and broaden his or her skill set.

The previous rating-scale form evidenced a ceiling effect within the first quarter of externship, with no way for a student to demonstrate growth.

The same relationship of skill-set progression is not evident for internship. Additionally, most scores are at the 90-percent level or higher, as was seen with previous evaluation tools. The timeline for each semester of internship is only 14 weeks. The process then begins again with a new site, a new preceptor, and a new set of expectations.

Although it could be speculated that this would render all evaluations as poor, they remain fairly level in performance, regardless of placement, throughout all three semesters of internship. The working hypothesis for this finding is internship preceptors feel the student is doing everything as expected, yielding high scores for all students. Furthermore, it is possible the internship preceptors do not have the same investment in the student and know the student will be moving to externship. As a result, they are less critical of performance.

In summary, the descriptive skill competency evaluation is an effective way to evaluate externship performance. More work is required, however, to determine an effective evaluation tool of internship performance. Anecdotally, from preceptor feedback, descriptive skill competency evaluation requires less training, because the definitions of required skills of student performance are clearer than with a judgment scale. ■



Erica Friedland, Au.D., standing, chair of the Department of Audiology, shown with student Melissa Gonzalez, oversees 7 faculty positions and 68 graduate students.

(Figure 2)

EXAMPLES OF LIKERT-TYPE RATING AND COMPETENCY-BASED RATING

Demonstrates quick and efficient acoustic reflex test technique with appropriate analysis of results.

- Absent
- Emerging
- Underdeveloped
- Present
- Developed
- Independent

Quickly and efficiently obtains acoustic reflex thresholds (ARTs) with appropriate analysis of results.

Demonstrates the following behaviors consistently *without* preceptor guidance:

- Sets up and operates equipment.
- Identifies appropriate probe tip needed to obtain and maintain a seal (≤ 2 probe tips tried).
- Monitors ART growth and replication.
- Identifies ARTs.
- Obtains ARTs at appropriate frequencies (ipsi and contra).
- Accomplishes 0–2 of the behaviors.
- Accomplishes 3–4 of the behaviors.
- Accomplishes 5 of the above behaviors; cannot interpret/analyze the results.
- Completes all behaviors; can interpret/analyze the results with 90 percent accuracy, 90 percent of the time.

Health and Human Performance

FORT LAUDERDALE

Hall of Fame Athletic Trainer Shares Research, Insights

BY PRADEEP VANGURI, PH.D., ATC, PROGRAM DIRECTOR, ATHLETIC TRAINING

On March 16, the NSU Athletic Training Education Program (ATEP) hosted Larry Starr, Ed.D., M.S., ATC, CSCS, former NSU assistant athletic director for sports medicine, in honor of National Athletic Training Month. Starr is a National Athletic Trainers' Association (NATA) Hall of Fame member (2011) and served as sports medicine director for the NSU Athletics Department.

Starr spoke on this year's National Athletic Training Month theme: A Safer Approach to Work, Life, and Sport. He shared his research on appropriate medical coverage in intercollegiate athletics, as well as his experiences as a certified athletic trainer in professional baseball from 1972 to 2001 with the Cincinnati Reds and Florida Marlins organizations. The presentation, which was attended by NSU students, faculty members, alumni, and preceptors, proved to be especially memorable when Starr shared personal insights and stories about his life experiences.

In addition to being a member of the Carrollton High School Alumni Hall of Fame (2012), Starr was inducted into the Tennis Fantasy with the Legends Hall of Fame (2006), the Athletic Trainers' Association of Florida Hall of Fame (2005), and the Ohio Athletic Trainers' Association Hall of Fame (1994). Most recently, he was inducted into the NSU Athletics Hall of Fame in 2015.

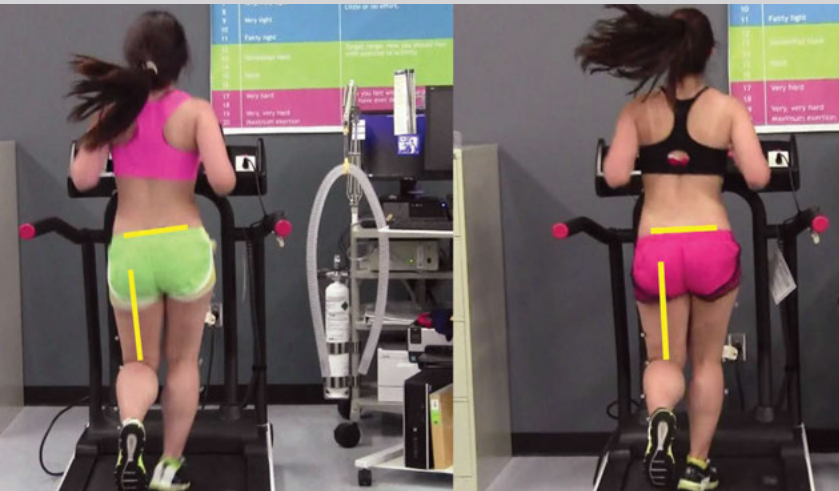
During his tenure with NSU, Starr was responsible for the creation of the Sports Medicine Interdisciplinary Team, which brings together professionals from the areas of athletic training, physical therapy, osteopathic medicine, orthopedic surgery, sports psychology, sports nutrition, and strength and conditioning. He also designed the NSU Sports Medicine Clinic, which houses athletic training, osteopathic medicine, and physical therapy facilities. ■



Larry Starr, Ed.D., M.S., ATC, CSCS (left), and Pradeep Vanguri, Ph.D., ATC, at the National Athletic Training Month Guest Speaker Series.

Right: Monique Mokha, Ph.D., ATC, CSCS, screens a runner's functional movement pattern using the FMS tool.

Below: A runner shows improvements in hip and pelvis mechanics after six weeks of corrective exercise.



A Novel Method of Gait Retraining in Runners

Annually, more than 50 million people go for a run at some time in the United States. While running produces numerous health and wellness benefits, musculoskeletal injury rates are high. Runners commonly acquire patellofemoral pain, iliotibial band syndrome, and Achilles tendinopathy. Research shows excessive motion at the hip, pelvis, and knee during initial contact with the ground when running is associated with these injuries. Sport scientists and therapists try to retrain running gait using real-time feedback (sensors and mirrors) and stride manipulation; however, outcomes are mixed.

Monique Mokha, Ph.D., ATC, CSCS, associate professor and program director in the Department of Health and Human Performance; Peter Sprague, D.P.T., PT, OCS, associate professor in the Department of Physical Therapy; and Dustin Gatens, M.S., ATC, an NSU athletic trainer in the Department of Athletics, suggest that the most effective intervention might be one focused on improving underlying multijoint movement patterns.

Functional movement patterns (FMPs) are foundational movements, such as stepping, lunging, and squatting, which elicit simultaneous demands of strength, reflex stabilization, mobility, and motor

control. The group has been using the Functional Movement Screen (FMS) to assess and monitor FMPs in NSU's student-athletes, but hadn't tested carryover to activity-specific movements such as running.

As a result, Mokha, Sprague, and Gatens recruited healthy runners from NSU and surrounding communities. Those with poor FMS scores were three-dimensionally assessed using a 10-camera system in the exercise and sport science laboratory. The assessment was done before and after a six-week corrective exercise program aimed at only improving FMS scores.

To date, the trio has not only significantly improved FMS scores in 12 runners, but also reduced excessive hip (internal rotation) and knee (valgus) motion during initial foot contact. It appears that correcting FMPs has a carryover effect to more activity-specific movements, such as running, showing promise to retrain gait.

In July, Mokha, Sprague, and Gatens presented their preliminary results at the International Society of Biomechanics in Sports 34th International Conference in Tokyo, Japan. The next phase of their research will involve using the same method in runners with knee pathology. ■

Health and Human Performance

FORT LAUDERDALE



Athletic training students Emily Hosker and Jason McMullen tape up a rugby athlete at the 40th Annual Ruggedfest.



Athletic training students Dominique Kurbanali (left) and Lara Radtke apply ice to a rugby athlete, as another rucker looks on.

Athletic Training Program Provides Medical Care to Rugby Players

In mid-February, Athletic Training Education Program (ATEP) faculty members and students provided medical care to international rugby players participating in the 40th Annual Ruggedfest in Fort Lauderdale, Florida. CHCS faculty participants were Elizabeth Swann, Ph.D., ATC, LAT, department chair; Pradeep Vanguri, Ph.D., ATC, program director; Megan Colas, Ph.D., ATC, NREMT-B, clinical education director; and Jeffrey R. Doeringer, Ph.D., ATC, assistant professor.

“Our students have been providing medical care for this annual event for more than 10 years,” said Doeringer. “It always has been a huge success in terms of providing our students with a hands-on opportunity, with direct supervision from our preceptors.”

Rugby is a sport that causes serious injuries that require immediate attention. The athletic training students had the opportunity to apply their classroom skills by providing medical care to the athletes, assisting with tasks such as first aid, splinting, spine boarding, and on- and off-field evaluation.

“The ATEP looks forward to participating in this event every year,” Doeringer said. “Along with their clinical rotations that the ATEP students experience while in our program, this event is the best experience to prepare them for their future careers. The rugby athletes really value our students and the certified athletic trainers who take part in this event and provide the best medical care possible.” ■



Top: Tobin Silver, Ph.D., M.S., CSCS, takes a project participant's blood pressure.

Bottom: Back row, from left, are exercise and sport science students Anthony Mora, Lucas Ruiz, and Miguel Mercado with Tobin Silver. Pictured in the front row are Larry Starr, Ed.D., M.S., ATC, CSCS, and Richard Sanchez, exercise and sport science student.

Fitness Assessments Provided to the Community

Exercise and sport science students helped collect fitness assessment data from senior citizens at the Hollywood Hills United Methodist Church. The opportunity to conduct the data collection occurred due to a previous professional relationship with Larry Starr, Ed.D., M.S., ATC, CSCS, former NSU assistant athletic director for sports medicine, who wanted to obtain some quantitative results from the Senior Citizens Comprehension Project he has been working on recently.

Tobin A. Silver, Ph.D., M.S., CSCS, associate professor and practicum director, and Corey Peacock, Ph.D., M.S., CSCS, CISSN, assistant professor, were excited to

provide NSU students with this interesting opportunity. “I believe students enhance their learning when physically practicing skills learned in lab on the intended population,” Silver explained. “Practicing fitness assessments on each other in their exercise prescription lab is a nice introduction to these skills; but, it is enhanced with hands-on experiences with a variety of client demographics. That is why we take such pride in weaving service hours—such as A Day for Children and Special Olympics Florida–Broward, as well as elite sport opportunities—into our curriculum.”

The project spanned approximately seven weeks and included pre- and post-fitness assessments such as anthropometrics (height, weight, and waist circumference), resting measures (heart rate and blood pressure), upper- and lower-body flexibility (back scratch and sit and reach), upper- and lower-body strength (arm curl and chair stand), and functional fitness (two-minute step test). “Dr. Peacock structured lecture and lab to cover the senior fitness assessments and worked with me to prepare students for the learning experience,” Silver said.

“The Senior Citizens Comprehension Project has been well received by the participants,” Starr said. “They have stated many times how lucky they are to have our group working with them. It has been a very fulfilling project that I hope can be expanded to more churches and other senior citizens.” ■

Medical Sonography

FORT LAUDERDALE

Students Teaching Students Provides Key Insights

BY LONETTE SPENCE, D.H.SC., M.A.S., RVT, ASSISTANT PROFESSOR

Interprofessional collaborative education is essential to the students and faculty members of the Diagnostic Medical Sonography (DMS) Program, which was invited to participate in the Fourth Annual Healthcare and Science Stars of Tomorrow Career Symposium. The event, held on March 12 at the Inlet Grove Community High School in Riviera Beach, Florida, was sponsored by the T. Leroy Jefferson Medical Society (TLJMS).

Every year, the TLJMS, which is a group of health care professionals committed to enhancing health, wellness, and academic opportunities for underserved populations in Palm Beach County, invites more than 600 middle and high school students from ethnically diverse backgrounds to participate in the symposium. The participants typically reside in Palm Beach, Okeechobee, and Martin counties.

The students have the opportunity to meet and interact with health care and science professionals from

diverse backgrounds. Some of the professions include, but are not limited to, physicians, nurses, physician assistants, occupational therapists, anesthesiologist assistants, physical therapists, and speech-language pathologists.

The career fair allows the students to broaden their knowledge and explore other potential careers or endeavors through lectures, live and interactive activities, and exhibits. The event's goal is to attract students from underrepresented populations, expose them to other professions, and enhance their career options. This event also is important because it allows disadvantaged students to have the same advantages as privileged students.

Several students from the DMS classes of 2016 and 2017 volunteered to participate in the career symposium. The class of 2016 participants were Vanessa Gomes, Student Government Association (SGA) president; Daika Derival; and Kristen Owais-Hernandez. The class of 2017

volunteers were Laura Liston, SGA president; Miguel Echeverria; Alexis Jarvis; and Stephanie Ranger.

The mix of DMS students from both academic years provided a balance for the targeted audience of adolescents. The students were able to discuss their personal experiences regarding the DMS program and clinical experiences. The DMS students also assisted symposium participants with practicing live ultrasound scanning on Silas Spence, a Western High School student.

The students began each presentation by asking, "What is ultrasound or sonography?" As anticipated, most of the TLJMS participants replied, "It is used to see babies." Some of the participants were confused by the term sonography; they were unaware that it could be used interchangeably with ultrasound. They were surprised to discover that ultrasound can be used to image other areas, such as the kidneys, liver, spleen, veins, arteries, thyroid, and heart.



Front row, from left, are Miguel Echeverria, DMS student; Lonette Spence, D.H.Sc., M.A.S., RVT; Silas Spence; and DMS students Laura Liston, Daika Derival, and Vanessa Gomes. Back row, from left, are DMS students Kristin Owais-Hernandez, Alexis Jarvis, and Stephanie Ranger.

The TLJMS participants were actively engaged in the presentation, including one group that was from a school that offered programs in medical assisting and phlebotomy. The youngest and final group of participants was from a middle school. The DMS students were astonished at the responses they received when they asked the middle and high school students what they knew about ultrasound. One student replied, “Ultrasound is used to ensure that a baby is healthy.” Another student answered, “Ultrasound is utilized to see if the organs are functioning properly,” while another student said, “Ultrasound is used to look for anomalies in the body.”

After the five overall presentations, several students acknowledged that they would consider ultrasound as an option for their future career aspirations. Each group of students was accompanied by one or two teachers, who interacted with the students during the demonstrations.

The DMS students proclaimed that the experience of interacting with the TLJMS pupils was a great opportunity for them to educate and give back to other students. They also enjoyed working together as a group. The collaborative activity gave the first-year students the opportunity to converse with the

second-year students and exchange information regarding courses and externship experiences. Similarly, the second-year students provided their first-year peers with essential information to help them be successful in the program.

A collective team approach was the key element to ensuring the success of the Healthcare and Science Stars of Tomorrow Career Symposium. Both classes are eager to participate in future career fairs or community service projects, because their goal is to educate individuals about the profession of sonography and increase their presence in public-service events. ■

Occupational Therapy

FORT LAUDERDALE

Intraprofessional Day Provides Collaborative Learning Opportunities



From left: OTA student Victor Flores; OT student Giselle Alvarez; Sonia F. Kay, Ph.D., OTR/L; and OT students Kim-Oanh Le and Brittany Augustin collaborate on a case study.

BY SONIA F. KAY, PH.D., OTR/L, ASSISTANT PROFESSOR

icebreaker, students worked together in collaborative OT/OTA teams to develop OT goals and interventions for mental health, adult physical disabilities, and pediatric case studies across the continuum of care.

Faculty members from both universities supervised the interactions so that all students felt supported and comfortable. The case-study activity facilitated student engagement, lively discussion, and the discovery that working intraprofessionally was less complicated than working interprofessionally. One OT student commented, “It was really nice being on the same page as our team members. We didn’t need to explain our perspective; it was understood.”

The students also learned some important lessons related to building professional relationships, respectful interaction, and effective communication. In one instance, there was a disagreement between the OTA and OT faculty members and students. According to one participant, the importance of effective communication was paramount to the collaborative process. “We found that we [OTs] were writing goals that were too specific and that we were tying their [OTAs] hands and forcing them to be very limited in their practice.”

The collaborative nature of the session exceeded expectations, allowing both students and faculty members to value this special opportunity to connect on a personal and professional level. ■

Working together both interprofessionally and intraprofessionally will be a crucial element of effective health care in the future. To ensure quality client care, the intraprofessional relationship between the occupational therapist (OT) and the occupational therapy assistant (OTA) must be close-knit, with each OT practitioner depending on the other.

In an effort to foster this relationship, the occupational therapy faculty members and students of NSU and Keiser University joined forces for an intraprofessional day event, which was collaboratively planned and implemented to give students an opportunity to practice intraprofessional collaboration and understanding.

The event began with breakfast to provide the students with an opportunity to learn more about their respective programs and mix and mingle. After an educational

TAMPA

THE FOLLOWING THREE ARTICLES WERE WRITTEN BY SHEILA M. LONGPRÉ, M.O.T., OTR/L, ASSISTANT PROFESSOR AND DIRECTOR OF CLINICAL AND COMMUNITY RELATIONS.



Sheila M. Longpré

Identifying Assessment Practices in Oncology Care

Mary Frances Baxter, Ph.D., OT, FAOTA, a research colleague from Texas Woman's University in Houston, and I recently completed a research study to explore what type of assessments occupational therapy practitioners are currently using in the field of oncology.

The identified need for the study was twofold. The first was that there is limited information on occupational therapy in practice as related to the use of standardized assessments in the field of oncology care. The second need was identified by the Occupational Therapy Ad Hoc

Committee on the State of Oncology Rehabilitation in regard to identifying exactly what standardized assessments are being completed by occupational therapy practitioners as related to oncology care.

Data gathering was completed through the deployment of an oncology care survey that consisted of a list of standardized assessments used in occupational therapy practice for adults. Practitioners from across the United States who work in a variety of settings participated in the study. The Montreal Cognitive Assessment and

the Functional Independence Measure were the most frequently reported assessments used by occupational therapists with clients in oncology settings.

The study's findings add to the body of knowledge focusing on the field of occupational therapy and oncology care. In addition, the results have contributed to the consideration of developing additional research projects that will further explore the role of the occupational therapy practitioner working with individuals who are cancer survivors. ■

Occupational Therapy

TAMPA



Christine Helfrich, Ph.D., OTR/L (center, sitting up front), with faculty members and students

Evening with a Scholar

Pi Theta Epsilon (PTE) Beta Delta Tampa hosted its inaugural Evening with a Scholar event in March. PTE officers Kimberly Bartels (president), Megan Dadez (vice president), Kim Yetman (treasurer), and Shannon Taylor (secretary) were instrumental in organizing and coordinating the event.

The invited speaker was Christine Helfrich, Ph.D., OTR/L, an occupational therapy educator, researcher, and clinician who was primarily chosen for her background working with vulnerable populations. Her expertise in mental health covers a broad spectrum of populations, settings, and roles. Her lecture, which addressed homelessness and daily occupations, was titled “Occupational Therapy’s Role with

Homeless Populations: Why Are Jigsaw Puzzles and Playing Dominoes So Important?”

As a result of Helfrich’s lecture, students and faculty members learned more about the role of occupational therapists who work with individuals who are homeless. She discussed the importance of daily occupations and how they affect well-being. After her lecture, students and faculty members had the opportunity to ask questions and learn more about this emerging area of practice.

Due to the event’s success, student members of PTE Beta Delta Tampa have already begun planning for next year’s Evening with a Scholar. ■



Faculty Members and Students Attend National Conference

This year marked the 96th Annual American Occupational Therapy Association (AOTA) Conference and Expo, which focused on the following theme—Evidence and Outcomes: Empowering the Profession. The conference—held April 7–10 in Chicago, Illinois—serves as a way for students, clinicians, and educators to network and learn about various techniques to promote occupational therapy practice.

The Entry-Level Doctor of Occupational Therapy Program at the NSU Tampa Campus was well represented, with the following faculty members being selected to impart their knowledge: Ricardo Carrasco, Ph.D., O.T.D., OTR/L, FAOTA, program director;

Mariana D’Amico, Ed.D., OTR/L, BCP, FAOTA, associate professor and director of professional development; Gustavo Reinoso, Ph.D., OTR/L, assistant professor and director of technology; Mirtha M. Whaley, Ph.D., OTR/L, assistant professor and director of occupational therapy academic affairs, and me.

Carrasco, D’Amico, Reinoso, and Whaley collaborated on the presentation “Evidence and Applications of Mindfulness in Occupational Therapy,” while D’Amico, along with several colleagues in the profession, made the presentation “AJOT and OTJR Editors Share Tips to Get Your Manuscript Published.” In addition, I presented a lecture with Mary Frances Baxter, Ph.D.,

OT, FAOTA, a research colleague from Texas Woman’s University in Houston, titled “Identifying Assessment Practices in Occupational Therapy in Oncology Care.” Whaley also discussed the topic “Dark Occupations: What We All Need to Know About Human Trafficking, Occupational Disruptions, and Wellness.”

Student attendees were class of 2018 representatives Brittany Galloway, Jessica Lacina, and Lauren Minson. Class of 2017 representatives were Emil Mathipara, Jordan Powers, and Amanda Unruh. Faculty members and students look forward to attending the next AOTA annual conference in Philadelphia, Pennsylvania, which will celebrate the profession’s centennial year. ■

Physical Therapy

TAMPA

Fitness Initiative Fights Obesity After Brain Injury

BY ANDREA KOUTSKY, FOURTH-YEAR STUDENT PHYSICAL THERAPIST, HYBRID D.P.T. PROGRAM

The Florida Institute for Neurologic Rehabilitation (FINR) Wellness Program was established to promote weight loss and an active, healthy lifestyle for clients with various degrees of brain injury living at the institute. As a physical therapy intern at the FINR, I had the opportunity to participate in developing a unique, interdisciplinary team that addresses obesity.

Because the population is people with brain injury, we consulted a neuropsychologist to identify appropriate incentives and program duration that would maximize patient adherence. We selected four weeks in order to maintain client interest and to allow for a tangible reward upon completion of the program.

Cash-based incentives will be awarded to individuals with the best adherence and behavior during group sessions. The incentives will be bestowed based on greatest participation in the group and individual exercises, best sportsmanship, and most weight loss. In addition, all clients who maintain at least 80 percent participation and compliance throughout the four-week program will be invited to participate in a group day-trip.

To be eligible for the program, clients must be ambulatory, no longer receiving physical therapy services, and have a body mass index (BMI) of 30 or greater. Participation in the program is strictly voluntary. At baseline, we collect the following data: weight, BMI, results of a

six-minute walk test, and the Health Status Questionnaire—a quality-of-life instrument.

The wellness program consists of three main components: group exercise sessions, individual exercise, and nutrition in-services. Separate boys and girls exercise sessions are held twice per week and led by a physical therapist. They include 30 minutes of generalized endurance and strengthening exercises modifiable to all fitness levels.

For the individual exercise portion, clients are instructed to engage in 20 minutes of continuous aerobic activity and a set of specific strength exercises an additional two times per week. A registered dietitian holds nutrition in-services for clients once a week, with emphasis on making healthy food choices.

The initial four-week program is still in progress, so outcome data is not yet available; however, participation rates in the group exercise sessions have surpassed 90 percent. Although initially concerned about adherence, clients have shown a sincere interest in making better lifestyle choices in regard to exercise and nutrition. They have expressed good sportsmanship, positive attitudes toward wellness, and a willingness to learn how to incorporate healthy decisions into their everyday lives.

As a student physical therapist, I have applied my knowledge in health promotion, exercise, and brain injury in a way that has positively affected clients at the FINR. ■



Timothy Miller, D.P.T., PT, GCS, who serves as principal investigator of the simulation study, performs passive range of motion on a mannequin.

Making it Real

BY MARY T. BLACKINTON, ED.D., PT, GCS, ASSOCIATE DIRECTOR OF THE HYBRID D.P.T. PROGRAM

Can Simulation Improve Physical and Occupational Therapy Student Confidence and Skills?

Simulation is a teaching strategy using mannequins, models, or standardized patients to replace actual patients. Research has shown that medical simulation significantly improves student-learning outcomes. Consequently, an interprofessional CHCS team joined forces to determine whether simulation enhances student confidence and skills needed for in-patient environments.

Recently, a \$10,000 NSU Health Professions Division Educational Research Grant was awarded to Timothy Miller, D.P.T., PT, GCS, assistant professor; Dennis McCarthy, Ph.D., OTR/L, associate professor and director of student affairs and marketing; Dixie L. Pennington, B.S., EMET, director of simulation and interactive technology; and me.

Simulation prepares students to react to high-stakes patient scenarios (loss of consciousness) in real time without posing risks to actual patients. Simulation facilitates interprofessional skills—a critical aspect of training future therapists. It has also been used as a strategy to supplement clinical internships in the nursing profession.

Pennington guided the team to select appropriate mannequins for training occupational therapy students. Low-fidelity mannequins with articulating joints were selected because CHCS students focus on movement

and functional mobility. The mannequins also have adjustable blood pressure simulators, intravenous lines, catheters, and colostomy attachments.

Volunteer students from the physical therapy and occupational therapy programs were randomly assigned to the experimental (E) group (using mannequins) or control (C) group (practicing on peers). All participants received online instruction, including a lecture and demonstration video. The E group received two hours of training on the mannequins, while the C group received two hours of training using each other.

All participants rated their confidence in performing acute-care skills before training, after online training, and after hands-on training. Participants were then tested on their ability to manage a standardized patient in a hospital room. Three individuals from the E group also participated in a structured interview.

The results? Students in both groups made significant improvements in confidence scores across the three points in time; however, there was no significant difference in confidence and no significant difference in skill level between the two groups. Qualitative feedback from the E group participants indicated simulation decreased their fear of hurting a real patient, although they missed the natural verbal interactions when working with mannequins. Future plans include creating interprofessional learning activities for CHCS students using the mannequins and adding technology to the simulation experience. ■

Physician Assistant

FORT LAUDERDALE



A **POP**-tastic Job for Ronald McDonald Charities

BY MELISSA COFFMAN, ED.D., PA-C, PROGRAM DIRECTOR AND ASSISTANT PROFESSOR AND PRESIDENT
OF THE NSU ALPHA ETA SOCIETY CHAPTER

The Nu Sigma Upsilon Chapter of the Alpha Eta Society organized a yearlong collection of pop tabs for the Ronald McDonald House Charities of South Florida. The chapter collected pop tabs in a handmade cardboard house outside the Steele Auditorium and at various NSU campuses from January 2015 through January 2016. In all, more than 15 pounds of pop tabs, numbering about 18,000, were collected.

Collecting pop tabs is an easy way to support Ronald McDonald House. Due to space, pop tabs are more efficient than an entire can. They are also the most dense and purest form of aluminum within the can. Ronald McDonald House Charities of South Florida will receive between 55 and 65 cents per pound for the aluminum tabs.

Every year, the program generates approximately \$8,000 to \$10,000 to help cover operating costs. It is a simple way to enhance public awareness of Ronald McDonald House and its mission, while supporting the charity.

In a letter received from Flora Nwalupue, director of house operations, the college was commended for its efforts. “With your help, we will continue to improve our facilities for the benefit of the families,” she said. “Thank you for caring and sharing in our efforts. I encourage and look forward to your next visit as, together, we strive to make a difference in the lives of the families here. You will always have a friend in the families and staff at the Ronald McDonald House of Fort Lauderdale.” ■



Pop tab collection box

“With your help, we will continue to improve our facilities for the benefit of the families.”

*—Flora Nwalupue
Ronald McDonald House*

Speech-Language Pathology

FORT LAUDERDALE



Supporting People with Autism and Related Disabilities

BY CAROLE ZANGARI, PH.D., CCC-SLP, EXECUTIVE DIRECTOR, NSU SATELLITE, UM/NSU CENTER FOR AUTISM AND RELATED DISABILITIES AND ASSOCIATE PROFESSOR OF SPEECH-LANGUAGE PATHOLOGY

Autism is a lifelong neurodevelopmental disorder. Because it affects 1 in 68 children and 1 in 42 boys (Centers for Disease Control and Prevention, 2014), the chances are likely that allied health professionals will encounter someone affected by autism. Among the supports NSU offers to those affected by autism spectrum disorders (ASD) is an array of services provided by the Center for Autism and Related Disabilities (CARD), which is a statewide, university-based network that serves more than 37,000 families across Florida.

NSU participates in this network as the flagship satellite program for the main center for South Florida at the University of Miami (UM). UM-NSU CARD serves almost 10,000 families in Broward, Miami-Dade, and Monroe counties. Housed within the Department of Speech-Language Pathology (SLP), the NSU CARD Satellite supports 8,900 families affected by ASD.

CARD provides a range of services to the community, addressing the needs of individuals with these disabilities, their families, service providers, schools, and community organizations. All CARD services are free.

Throughout Florida, CARD provides direct services, resources, and information; trains families, teachers, caregivers, and employers; and prepares children, adolescents, and adults to become successfully employed, productive citizens.

In addition to people who have a diagnosis of autism, UM-NSU CARD serves people with related disabilities. These include children with developmental delay and individuals of any age with disorders such as Rett syndrome, Angelman syndrome, Fragile X syndrome, and deaf-blindness.

Along with partners at UM, the NSU CARD Satellite works to help families become more self-sufficient in

managing their child's care, reducing the burden on other state-funded agencies. The program assists schools in the implementation of evidence-based practices and improving student outcomes. Additionally, the program supports constituents who are leaving school, reducing unemployment and underemployment with programs such as the annual Employment Bootcamp.

In the previous year, the NSU CARD Satellite supported Broward County residents in numerous ways. Staff members logged more than 7,000 contacts with families who needed assistance and more than 4,300 contacts with professionals and community members. They also hosted 54 educational events and 32 webinars and participated in 25 community events reaching more than 26,000 people.

In addition to family assistance and trainings, the NSU CARD Satellite offers a number of groups for individuals to join. These include

- Teen Time for Broward County high school students
- Gals Group for girls of any age and ability level
- behavior support groups (English and Spanish)
- Language Links, which is a support group for augmentative and alternative communication
- Social GAINN Adult Group
- general support groups (English and Spanish)
- Together You and I Toddler Group
- Communication and Autism Network (CAN) for SLPs

The activities of these groups are diverse and based on the needs of the participants. For example, the Gals Group is a community-based, social-opportunity group that meets monthly to help girls with ASD participate in fun, unique activities. Recently, the



Sara Ferguson, B.S., left, and Mallory Schneider Kojkowski, M.S.Ed., clinical support administrators, prepare to train dog handlers who will be working with individuals diagnosed with autism.

group planted flowers and succulents in raised garden beds in memory of Robin Parker, SLP.D., CCC-SLP, on the patio of the Griffin Road NSU building, where the SLP department and CARD office are located.

Parker served as the Broward CARD satellite director and an SLP professor until her death in 2014. The Gals Group hopes to honor her memory and the joy she brought to this world through the beauty of the flowers planted.

NSU CARD also hosts three major events for the university and the community every year, bringing in internationally and nationally recognized speakers. Look for these events every November (Parent and Family Workshop), April (Issues in Autism Conference), and June (Broward Autism Summer Institute).

Special projects are another important part of the CARD mission. Recently, two of the UM-NSU CARD clinicians established an ongoing collaboration with Canine Assisted Therapy, Inc. (CAT).

The organization reached out to the CARD to obtain guidance and training for the handlers and therapy dogs that work directly with individuals with developmental disabilities.

CARD and CAT created an autism-friendly therapy kit that included a variety of visual supports and social narratives about the dogs, their owners, and what to expect during therapy. Additionally, staff members Sara Ferguson and Mallory Kojkowski provided in-depth handler trainings regarding ASD and appropriate strategies to increase success within the canine therapy sessions. They plan to provide ongoing support and consultation to the CAT and its participants.

The NSU CARD program can be reached by phone at (954) 262-7111, by email at card@nova.edu, or through its website at nova.edu/card. In addition, interested individuals are invited to visit the program offices at 6100 Griffin Road, Davie, Florida 33314-4416 to see the autism resource room or speak with a staff member. ■

NSU News of Note



Hospital to Be Built at **NSU Fort Lauderdale/Davie Campus**

On May 17, Florida's Agency for Health Care Administration submitted its final approval for HCA East Florida to relocate Plantation General Hospital to Nova Southeastern University's Fort Lauderdale/Davie Campus. "This will propel us toward achieving NSU's Vision 2020, providing the highest quality health care to our community and opening the doors for countless teaching and research opportunities," said NSU President and CEO George L. Hanbury II, Ph.D.

The 200-bed community hospital will serve South Florida and will eventually become a teaching and research facility integrated with NSU's clinics, research centers, and clinical trials. This milestone addition, coupled with this year's opening of NSU's Center for Collaborative Research, will provide students and faculty members with expanded opportunities for research and training.

NSU and HCA East Florida will provide additional information on groundbreaking, construction, and estimated completion dates of the hospital as it becomes available. ■

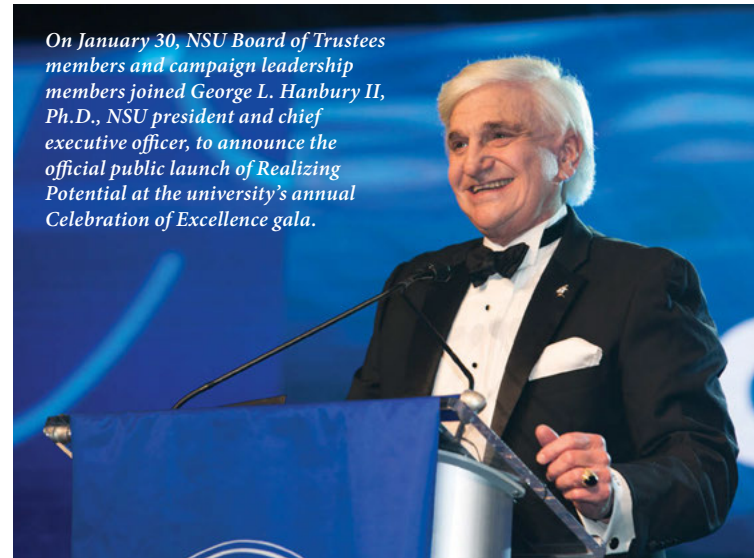
NSU News of Note

NSU Aims to Raise \$500 Million by 2020

Scholarships and research opportunities for students from diverse backgrounds. Breakthrough stem-cell research. New therapies for patients with cancer and autism. Interprofessional collaboration in science, technology, engineering, arts, and mathematics.

These are just a few of the goals on which NSU has its sights set as it launches *Realizing Potential: The Campaign for Nova Southeastern University*—the largest philanthropic campaign in the university's more than 50-year history and in the history of Broward County.

Through this philanthropic campaign, NSU seeks to raise \$250 million by December 2020 to support excellence for its students, faculty members, and 21st-century educational initiatives. Coupled with the university's goal of also raising \$300 million in sponsored research, service, and training projects, the Realizing Potential campaign



On January 30, NSU Board of Trustees members and campaign leadership members joined George L. Hanbury II, Ph.D., NSU president and chief executive officer, to announce the official public launch of *Realizing Potential* at the university's annual Celebration of Excellence gala.

is part of NSU's Vision 2020 goal to raise more than \$500 million in external funding. NSU has already raised more than half of the support in both philanthropy and sponsored projects since launching the silent phase of the campaign in July 2008. ■



Class of 2017 dental students Sarah Sweetnam and Jay Ghiya prepare to perform an exam on a pediatric patient.

Dental College Kicks Off National Give Kids A Smile Program

NSU's College of Dental Medicine provided pro-bono dental services to 750 schoolchildren and special-needs patients in South Florida on February 5 to help kick off the American Dental Association (ADA) Foundation's Give Kids A Smile Day program. The children received examinations, cleanings, oral health education, and preventive and restorative services valued at more than \$300,000, all at no cost.

The ADA Foundation selected NSU among 1,500 sites throughout the United States as the Give Kids A Smile Day national launch site because of the university's leading efforts since the program began more than a decade ago. ■



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The College of Health Care Sciences strives to provide professionals with the skills necessary for the diagnosis, treatment, and prevention of disease and disabilities in order to assure optimum health conditions in the community and beyond. With an unwavering commitment to ethical practice and in support of the Nova Southeastern University 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.