

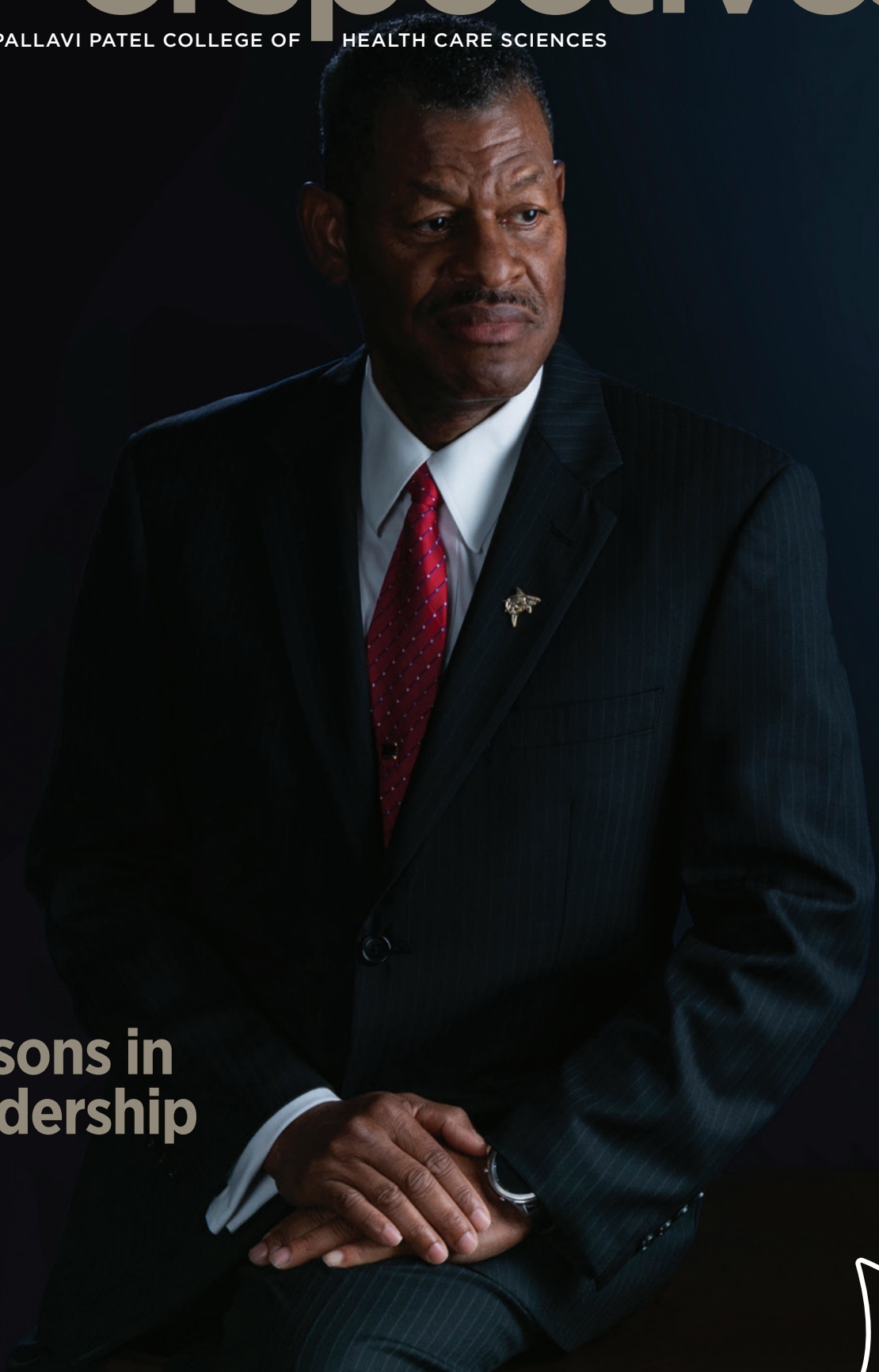
NOVA SOUTHEASTERN UNIVERSITY SUMMER/FALL 2021

Perspectives

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

Lessons in Leadership

PAGE 3



SHARKS DO MORE THAN SURVIVE. THEY THRIVE.



DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

DEPARTMENTS AND PROGRAMS

Anesthesia

Master of Science in Anesthesia (M.S.)

Audiology

Doctor of Audiology (Au.D.)

Cardiopulmonary Sciences

Bachelor of Science in Respiratory Therapy (B.S.)—Postprofessional (completion) and First-Professional (entry-level)

Health and Human Performance

Master of Science in Athletic Training (M.S.A.T.) • Bachelor of Science in Exercise and Sport Science (B.S.) • Master of Science in Sports Science (M.S.)

Health Science

Bachelor of Health Science (B.H.Sc.) • Master of Health Science (M.H.Sc.) • Doctor of Health Science (D.H.Sc.) • M.H.Sc./D.H.Sc. Dual Degree • M.H.Sc./Ph.D. Accelerated Dual Degree • Doctor of Philosophy in Health Science (Ph.D.) • Bachelor of Science—Cardiovascular Sonography (B.S.) • Bachelor of Science—Medical Sonography (B.S.)

Occupational Therapy

Entry-Level Master of Occupational Therapy (M.O.T.) • Entry-Level Doctor of Occupational Therapy (O.T.D.) • Postprofessional Doctor of Occupational Therapy (Dr.O.T.) • Postprofessional Doctor of Philosophy in Occupational Therapy (Ph.D.)

Physical Therapy

Doctor of Physical Therapy (D.P.T.) • Doctor of Philosophy in Physical Therapy (Ph.D.) • Physical Therapy Residency • Physical Therapy Certification

Physician Assistant

Master of Medical Science (M.M.S.) • M.M.S./M.P.H. Dual Degree

Speech-Language Pathology

Bachelor of Science in Speech-Language and Communication Disorders (B.S.) • Master of Science in Speech-Language Pathology (M.S.) • Doctor of Speech-Language Pathology (SLP.D.)

The college invites alumni to share a class note or story idea. The next submission deadline is August 6, 2021. Please include a high-resolution, original photo in a jpeg or tiff format.

Please update your contact information regularly by emailing us. We look forward to hearing from you. Contact us at studentaffairschcs@nova.edu.

The logo for Nova Southeastern University (NSU) Florida. It features the letters "NSU" in a bold, blue, sans-serif font, followed by the word "Florida" in a similar but slightly lighter blue font. The logo is positioned in the bottom right corner of the page.

TABLE of Contents



FEATURES

- 3** Lessons in Leadership
- 8** NSU Innovation
- 10** Building Immunity

DEPARTMENTS

- 2** Dean's Message

- 12** Faculty Perspectives

PHYSICAL THERAPISTS ON THE FRONT LINES OF COVID-19 • Physician Assistant—Fort Lauderdale / **12**

SHARING THE GIFT OF OT ACROSS LAND AND SEA • Occupational Therapy—Fort Lauderdale / **14**

WHAT DISTINGUISHES THE EDUCATION OF A MEDICAL STUDENT FROM OTHER STUDENTS? • Physician Assistant—Fort Lauderdale / **16**

TAMPA BAY BOASTS ADEPT FACULTY • Physical Therapy—Fort Lauderdale / **18**

- 19** Program News

LAUNCHING A VIRTUAL LECTURE SERIES FOR SPORTS SCIENCE STUDENTS • Health and Human Performance—Fort Lauderdale / **19**

- 20** Student Perspectives

DO YOU HEAR WHAT I HEAR? • Audiology—Tampa Bay / **36**

- 22** Alumni Perspectives

CAN'T MASK COMMITMENT • Health and Human Performance—Fort Lauderdale / **22**

SUCCESSES AND CHALLENGES • Speech-Language Pathology—Fort Lauderdale / **24**

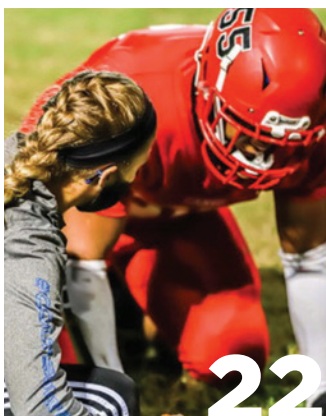
SHIFTING INTO HIGH GEAR • Cardiopulmonary Sciences—Fort Lauderdale / **26**

- 28** Event Perspectives

STUDENTS UNITE FOR NSU'S GLOBAL DAY OF SERVICE • Student Affairs—Fort Lauderdale / **28**

VIRTUAL CONNECTION • Physical Therapy—Fort Lauderdale / **30**

- 32** Chancellor's Message



Perspectives is produced by

NOVA SOUTHEASTERN UNIVERSITY

Dr. Pallavi Patel College of Health Care Sciences

3200 South University Drive

Fort Lauderdale, FL 33328-2018

healthsciences.nova.edu

NOVA SOUTHEASTERN UNIVERSITY

George L. Hanbury II, Ph.D.

President and Chief Executive Officer

HEALTH PROFESSIONS DIVISION

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

Chancellor, Special Projects

Irving Rosenbaum, D.P.A., Ed.D., M.P.A.

Vice President for Operations

DR. PALLAVI PATEL COLLEGE OF

HEALTH CARE SCIENCES

Guy M. Nehrenz, Ed.D., M.A., RRT

Interim Dean

EXECUTIVE EDITOR

Scott Colton, B.A., APR

Director of Medical Communications
and Special Projects

MANAGING EDITOR

Brenda Van Hoose

Temporary Administrative Assistant
of Student Affairs

ART DIRECTOR

Susan Tischenkel-Hayward

Associate Director/Senior Designer
Office of Printing and Publications

ILLUSTRATIONS

Randy McCafferty

Senior Designer

Richard Kobs

Graphic Designer

Office of Printing and Publications

OFFICE OF PRINTING AND PUBLICATIONS

Bernadette Bruce, Executive Director

Sheryl Koral, University Editor

Alejandro Hernández Padilla, Associate Editor/Copywriter

Ann-Marie Parish, Graphic Production Manager

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, gender, gender identity, military service, veteran status, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Any such acts are unacceptable and strictly prohibited by the university.

03-034-2ISAT



Welcome to my first dean's message for *Perspectives*. It is hard to believe that more than a year has passed since we started working mostly in a remote environment. But, with perseverance and a sense of purpose, we have pressed on and succeeded.

I am finding it hard to remember how things were before the pandemic. Wearing a mask to buy groceries, or reminding students to wear a mask in school, have become commonplace. I keep spare masks in my desk and my car. The last time I wore a mask before this was in the intensive care unit. All the while, we remain hopeful and focused on what we do best—teaching the next generation of providers.

Under unwavering leadership, the university has remained strong and resilient. We have worked together across colleges to help one another. Because of our amazing faculty and staff members, students, and preceptors, health care education marches on.

Many of our unsung heroes of a year ago are in the spotlight today. In the end, we will have health care providers who trained during one of the most difficult times imaginable. Just think of what they will be able to do in the future.

So, to all of you—be safe, be smart, be kind, and be patient. We will get through this.

Guy M. Nehrenz, Ed.D., M.A., RRT

Interim Dean

Dr. Pallavi Patel College of Health Care Sciences

Nova Southeastern University



Lessons in Leadership

REFLECTIONS FROM DEAN EMERITUS STANLEY WILSON

BY TERRY MORROW NELSON, PH.D., M.S.

As the Dr. Pallavi Patel College of Health Care Sciences (PCHCS) kicks off its leadership lessons series, we begin with Stanley Wilson, Ed.D., M.S., PT, CEAS, dean emeritus of the college. Recognized by both the university community and the South Florida community for his contributions, Wilson

The Wilson Family (from left): son, Michael A. Wilson, M.S., M.D.; father, Stanley H. Wilson, PT, Ed.D., CEAS; wife, Denise B. Wilson, PTA, M.S.; and daughter, Nicole D. Wilson, M.S., OTR/L

Lessons in Leadership

has been honored as Nova Southeastern University's (NSU's) Executive of the Year and as one of South Florida's Most Powerful and Influential Black Leaders by *Legacy* magazine. Despite his accolades, Wilson remains humble and points to God and his family as guiding lights along his journey.

Formative Years

Wilson was the last of eight children and grew up in Grenada, a small island in the Caribbean, with an outdoor shower and separate outdoor bathroom. The family home had no air conditioner, but it was filled with care and support from his family.

"We didn't have much in terms of material things, but we were rich in ambition and a desire to succeed," Wilson said. "I was guided by a dad who was dogged in his push for education and a mom who worked hard to ensure that the goal was achieved, despite the fact that she, herself, never attended high school."

"I learned that, as a leader, I must be willing to take risks and step outside my comfort zone, because the journey should be less about me and more about those I lead."

—Stanley Wilson

As part of the new PCHCS leadership series, Wilson was asked to share some of his life lessons with students and faculty and staff members. He titled his presentation "Remote Control" and shared examples of how he felt guided and protected by God.

Wilson said his success was a mix of hard work, support from his family and mentors, and divine leading. "There are signature events in my life, beginning as a child, that clearly point to hands greater than myself," Wilson admitted.

The first lesson he shared with the PCHCS audience was, "It is not where I live or what I have that makes me important," he explained.

"Rather, it is how I live." Wilson discussed the virtues that guide his life as integrity, kindness, respect, trust, wisdom, and courage.

As a child, he received constant encouragement from his mother and siblings. Though he earned a scholarship to the best high school on the island—school was only free through elementary school—his mother still had to find money for books. She networked with other families on the island to purchase their children's used books for his education. They also grew lettuce, cabbage, tomatoes, and raised sheep to help cover the costs.

Throughout his early life, he was teased for being small, but he did not let it affect him. Wilson, who was an avid reader and a talented speaker, recalled that in Form 1 or 2 (the equivalent to grades 8 or 9 in the U.S. school system), a Peace Corps member from Canada, who worked as a teacher in his high school, invited him to compete in the elocution contest with the older school kids.

He was encouraged to memorize and recite Martin Luther King, Jr.'s (MLK's) "I Have a Dream" speech in front of the entire school. He agreed and won the competition. "I had been given the ability to speak, and this gift propelled me," Wilson said.

Wilson was also fast, consistently winning races in his age group in



Wilson receives the 2014 NSU Executive of the Year STUEY Award from George L. Hanbury II, Ph.D., NSU president and chief executive officer.

track and field. He worked hard in school and on the track, honing his grit and mental toughness. Research shows that when leaders recognize their strengths and apply them, they will excel far beyond those who focus solely on addressing their weaknesses.

In the following Lessons for Leadership and Life, Wilson reflects on how doors have opened to him by staying true to his values, working hard, and using his strengths.

Servant Leadership

When asked about his leadership style, Wilson said, “I understand that as a leader, I am first and foremost a servant to those I lead. Additionally, I have learned that leadership is about integrity because others are relying on me to keep my word, to listen, and to seek their input when major decisions will impact them,” he explained. “Further, I learned that as a leader, I must be willing to take risks and step outside my comfort zone, because the journey should be less about me and more about those I lead.”

His actions speak as loudly as his words. M. Samuel Cheng, Sc.D., M.S., PT, director of the Ph.D. program in physical therapy, reflected on his work with Wilson. “Integrity, consistency, and trustworthiness are words that come to my mind when I think of Stanley,” Cheng said.

“He always looks for ways to bring out the best in everyone surrounding him, while taking up the pressure and burden upon himself,” he added. “He is the boss everyone dreams about, and I



Top: Wilson in a meeting at the HPD Chancellor's Boardroom

Above: Wilson at the ribbon cutting for the NSU satellite branch of the Center for Autism & Related Disabilities

Lessons in Leadership



Wilson family wedding photos (from left): Wilson and wife Denise, son Michael and his wife Chennelle, daughter Nicole and her husband Jason

had the pleasure to call him my chair and my dean for more than 16 years.”

Chrystal Randle, M.S., director of employee services for the PCHCS, had this to say about Wilson’s leadership style: “It is said that a true leader is one who ‘knows the way, goes the way, and shows the way.’ From an outside perspective, one might think Dr. Wilson’s extensive knowledge and experience are his strongest qualities. However, those who have had the opportunity to work with him know servant leadership is his greatest strength.

“In his role as dean, no problem was ever too big for Dr. Wilson to solve, but also no task was ever too small for him to complete,” Randle added. “He always led by example. He used empathy and compassion to ensure every one of his employees felt needed and necessary, and that their jobs made a difference in the overall success of the college.”

Peter Taylor, Ph.D., associate dean of academic affairs, shared similar experiences of his interactions with Wilson. “We typically think of a leader as someone we work for, someone we follow, or someone we work on behalf of. Dean Wilson embodies the servant leader: a leader who inverts this idea and actually works for, and on behalf of, his constituents, be they students or faculty and staff members,” he explained.

“He does not lead by fiat. Rather, his pattern is to foster a collaborative dynamic with colleagues, allowing us to take ownership of shared goals within the college,” Taylor continued. “I have had the opportunity to serve at several institutions, and very few campus leaders embody servant leadership in this manner.”

In concluding his thoughts on leadership lessons, Wilson said, “I have learned that leadership is about

ensuring that my core values are centered around God, who I can turn to whenever things are difficult or when they are going well. He will never let me down.”

Mentoring Others

It is sometimes said that leadership is better caught than taught. Wilson is rooted in his values and models professionalism that inspires others to rise with him. “We are all familiar with the notion of ‘leading by example,’ but as I reflect on the last several years, I can think of many times when I learned to set aside my first impulse in favor of Dean Wilson’s example,” Taylor added.

“In observing his interactions with colleagues, I have seen him offer support and encouragement where I might have otherwise remained silent. I have seen him address conflict with equanimity in tone, diction, body language, and

even facial expression where I might not have been as composed,” Taylor admitted. “This is inspiring and sets a tone for the college and how we can best engage with one another in service to our mission.”

According to Olufemi A. Okubadejo, M.B.A., director of finance, “Stanley Wilson’s leadership style is one where he gives his employees room to grow and learn from their mistakes, yet he is always close to lend a guiding hand when needed,” he said.

“I marveled as he led our college through trying times as he expertly balanced our [employees’] needs while also meeting the target requirements of university leadership through the COVID-19 pandemic,” Okubadejo added. “Dean Wilson is not only a leader we all looked up to, but a mentor to all who seek his guidance.”

Leading with Purpose

For Wilson, who we become is shaped by what we think about and with whom we surround ourselves. “First and foremost, my leadership style is influenced by the many examples provided by God in his word. I believe that everything I do should be guided by Him. From a human standpoint, I would say that Martin Luther King’s leadership style is the one I strive to emulate,” he explained.

MLK’s words, along with the words of many other eloquent leaders, were reinforced in Wilson’s mind and heart due to the many speeches he learned and was asked to recite in school and at church in his early years.

“Martin Luther King was a leader who demonstrated the courage of his convictions, perseverance in the face of adversity, and resilience against all odds. As a deep thinker,

he was slow to speak, eager to listen, but possessed an eloquence of speech, which he used not to glorify himself, but to rally others to a worthy cause,” Wilson said.

“He sought to bring people together, not to divide them, which was embodied in his speech delivered at the Lincoln Memorial in Washington, D.C., as he so astutely expounded, ‘I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.’ Of course, it is important to understand that Martin Luther King’s faith in God was the underpinning of what he did and who he was,” he added.

The Next Chapter

Wilson, who has been married to his wife Denise for 41 years, said his fulfillment can be traced to his supportive family. “My climb up the ladder of life can be attributed to a supportive and loving wife and two kids, in addition to the many others who pushed and encouraged me in my climb,” he explained. His children, Michael (a physician) and Nicole (an occupational therapist), are both married and live nearby.

After serving as PCHCS dean from 2013 through early 2021, Wilson decided to step back into what initially drew him into higher education—teaching and developing future health care leaders. With two new additions to his family, he is also looking forward to having more time to devote to raising his teenage niece and nephew.

“Life has changed tremendously,” Wilson said. “With my biological children gone from our home, Denise and I made the decision to add our nephew and niece to our household. As everyone knows, it

is a major responsibility to raise teenagers, but it is made easier because Ryan and Holly are polite and well-mannered. It is a privilege to have the opportunity to contribute to their continued development and to impact their future with God’s guidance.” □

Terry Morrow Nelson is the assistant dean of student affairs at NSU’s Fort Lauderdale/Davie Campus.

LESSONS FOR LEADERSHIP AND LIFE

Lesson 1

It is not where I live or what I have that makes me important, but how I live.

Lesson 2

Life balance is important: play hard, study hard.

Lesson 3

My self-esteem does not depend on what others think of me.

Lesson 4

Use what I have to gain what I need.

Lesson 5

Thoroughly research every major decision.

Lesson 6

Know thyself, be prepared, stay prepared. You never know who you may encounter.

Lesson 7

Work hard and rewards will follow. When opportunity knocks, grab it.

Lesson 8

Never worry about what you don’t have; make the best with what you do have.



Anesthesiologist assistant students acquire clinical proficiency through participation in the traditional setting of a simulated operating room environment.

NSU Innovation

Inaugural AA Doctoral Degree Program Propels the Profession Forward

BY LLALANDO L. AUSTIN II, ED.D., M.H.SC., M.B.A., CAA, RRT

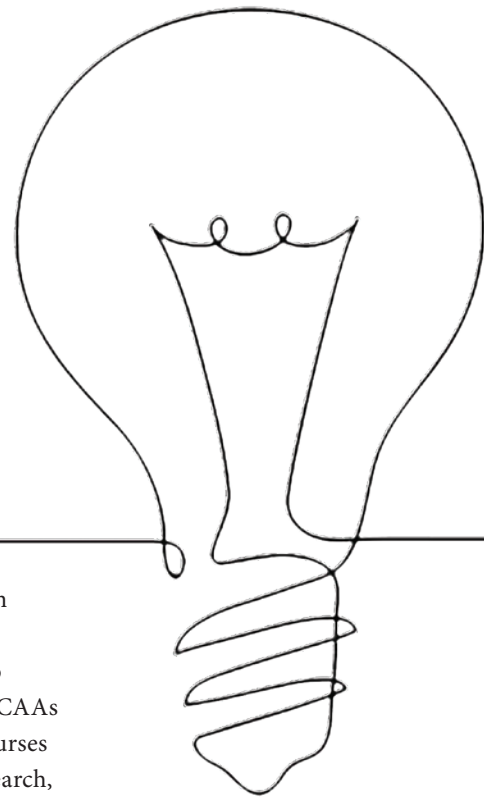
The evolution of a profession depends greatly on the innovative ideas of those who have pledged to support it. In many ways, Nova Southeastern University's (NSU's) Dr. Pallavi Patel College of Health Care Sciences (PCHCS) has been a beacon guiding the growth of the anesthesiologist assistant (AA) profession in dynamic ways since the formation of its first AA program in 2006.

NSU's AA programs were the first such programs in Florida, which were key to capitalizing on new state

licensure and fueling continued development, while responding to a shortage of anesthesia care providers at the same time. Currently, there are more than 600 certified anesthesiologist assistants (CAAs) in Florida, the majority of whom are graduates of NSU's leading AA programs.

While it was the vision of Robert Wagner, D.H.Sc., M.M.Sc., CAA, associate dean and chair of the Department of Anesthesia, that laid the foundation for three successful programs that will graduate more

In a profession where the training has been delivered exclusively at the master's level since its inception in 1969, NSU will once again move the needle with its new doctoral degree specific to AAs.



than 100 CAAs for the first time in 2022, he did not rest on the program's existing accomplishments. Instead, he stands prepared to lead the profession to even greater heights.

In a profession where the training has been delivered exclusively at the master's level since its inception in 1969, NSU will once again move the needle with its new doctoral degree specific to AAs.

While the established AA training framework was critical for the development of competent anesthesia care providers needed to fill an established shortage, many CAAs looked to impact and expand the profession through involvement in politics, education, leadership, and research. These areas of interest were not traditionally taught or addressed in a way to optimally prepare CAAs for entry and involvement, which resulted in a significant degree of "on-the-job" training through gradually acquired experience, continued practice, and professional mentorship.

With a projected start date of January 2022, the existing graduates of accredited AA programs will become part of the charter class, embarking on a journey to become new, doctorally prepared CAAs. The program encompasses

57 credits that culminate in an advanced research project.

The program was created to expand the opportunities for CAAs through the completion of courses and acquired expertise in research, leadership, education, health administration, and more. The program will be delivered in a primarily online format on both a full-time and part-time basis, with an anticipated three-year completion for those students who elect to attend as full-time students.

The doctoral program, which will be taught by faculty members from both the Department of Health Sciences and the Department of Anesthesia, is projected to further educational expansion by providing CAAs with additional training to prepare them to open and lead new programs. Additionally, the program will help build a solid foundation of CAAs who are prepared to lead in areas of research.

Many of the CAA alumni from NSU's charter class admitted in 2006 were instrumental in laying the foundation for other CAAs to practice in Florida. Today, they have evolved and affected leadership in the AA profession in various ways, with each subsequent class building on the program's initial momentum. With the establishment of the profession's first doctoral degree

program, CAAs will receive educational training to be better prepared for various additional roles and responsibilities.

As has been repeatedly demonstrated, NSU is prepared to take the defining next step to transform the profession in dynamic ways. As the first of its kind in the country, NSU's Doctor of Health Science—Advanced Anesthesiologist Assistant Practice program will develop the next critical piece of the profession's continued maturation.

Thanks to the support of the PCHCS, along with Wagner's guidance and energetic vision, the profession will be propelled forward with fresh ideas as innovative as those monumental decisions cultivated in the 1960s, which altered the face of the anesthesia care team and afforded many the opportunity to practice anesthesia as CAAs. □

Llaland L. Austin II is the program director and an associate professor in the Anesthesiologist Assistant Program in the Department of Anesthesia—Tampa Bay.



Building Immunity

Surviving PA School During a Pandemic

BY STACY LAACK, M.S., PA-C, AND ALYSSA HAMEL, B.S.

When does someone build immunity? When the body is exposed to something foreign—something it has never seen before. It calls in the forces, fights, and figures out how to survive.

The pandemic hit with force, and physician assistant (PA) students throughout the country collectively faced something foreign: online PA school. Adaptation was key, perspectives changed, ideas flourished, and progress was made in the attempt to become the first PA class to conquer an online program.

Coffee in one hand and a smart pen in the other, the initial battle of the day was no longer facing bumper-to-bumper traffic or fighting for that last parking spot. The new challenge was getting the correct Zoom link on the first try and ensuring the mic was muted while awaiting class to start. Change occurred, and the PA

community came together in many ways to best face the circumstances and ensure success.

The PA Orlando students shared some of their greatest strategies for surviving the pandemic.

Our body's natural immune response has proven to be successful in battling the world of online PA school. Though it was the collaboration of the Orlando PA community that compiled these skills to help others survive the pandemic, this immunity must be shared among the entire health care community struggling to survive in this foreign online world.

Rethinking and approaching learning using these ideas can help everyone stay strong. □

Stacy Laack is the academic director and an assistant professor in the Department of Physician Assistant—Orlando. Class of 2022 student Alyssa Hamel is the Student Government Association president.

Watch lectures again and take more detailed notes to transition them into Quizlets or flow charts.

Make sure to take breaks from screen time and consider purchasing blue-light glasses to decrease the effects from your screen, because they can give you a serious headache.

Pharmacology hack: make charts with class, mechanism of action, interaction, and side effects. Print out to memorize.

Leave your phone completely out of reach, on silent, and in another room if possible.

Utilize white boards and dry-erase markers for quickly changing to-do lists.

Change your scenery. You already spend the entire day at your desk for school, so try to switch it up somewhere else for studying, whether it's going to the school, a local coffee shop, or sitting outside.

Start making outlines for exams early to avoid cramming.

Have someone quiz you either in person or over Zoom.

Make friends in class. It's nice to bond with people who can relate to the struggle of PA school and have a study group to build guides with.

Since many lectures are posted in advance, avoid the temptation to work ahead. Make sure to focus on what is being taught in the moment and learn the information. Otherwise, it will be overwhelming.

Burnout prevents your brain from absorbing as much information, so watching a TV show that you enjoy, or whatever helps you relax, can help "push the reset button" and allow you to retain more.

Stick to a schedule. Having school online can make it easy to put things off. Wanting to watch a lecture later can lead to getting behind to the point that you're never able to fully catch up. Time management and discipline are extremely important.

Exercise. Even something as simple as walking on the treadmill with your notes in front of you makes all the difference. The mental clarity is unreal, and it can really reduce stress.

Have a weekly schedule set, as well as a daily to-do list. Have a cutoff time every night, regardless of what did or did not get done.

Get outside between classes. Go for a walk or sit in the sun to get your blood flowing.

Sleep is vital, even if it is only five or six hours a night. Don't underestimate the power of a nap either.

Do your meal prep on the weekend because you won't have the energy or desire to cook during the week.

Compartmentalize. You can only do so much at once. Focus on one task at hand, finish it, check it off the list, and then move onto the next.

Don't feel guilty doing nonschool-related activities when you need a break.

Take a weekend night off to ensure a productive rest of the weekend.

Physical Therapists on the Front Lines of COVID-19

BY SHARI RONE-ADAMS, D.B.A., M.H.S.A., PT, AND JENNIFER CANBEK, PH.D., PT, NCS

These are the stories of Nova Southeastern University (NSU) Doctor of Physical Therapy (D.P.T.) alumni helping in the fight against COVID-19.

Sarah Brown, D.P.T., class of 2011, is employed at Visiting Nurse Services of New York. Sarah works with home health patients on the front lines of the COVID-19 pandemic in the hardest-hit areas of New York. She is a physical therapy (PT) coordinator in the field who treats COVID-19 patients in their homes to help in their posthospitalization recovery. She also visits COVID-19 patients who need care to prevent hospitalization.



Valeria Bruno, D.P.T., class of 2017, and **Kyle Magley**, D.P.T., class of 2017, work at Cleveland Clinic in Weston, Florida. Bruno works in outpatient orthopedics, while Magley works in acute care, including the intensive care unit

and telemetry. They have also been working in the relaxation and wellness clinic within the hospital, which is available to all caregivers. They provide therapeutic massages, active recovery with compression boots, and refreshments. It is a place where all caregivers from environmental staff, administration, and health care can take a moment for themselves.



Andrew Kimmel, D.P.T., class of 2016, is the lead physical therapist at Barnes-Jewish West County Hospital in St. Louis, Missouri—a short-stay surgical and acute medical hospital. During the first COVID-19 surge, Kimmel was the point person from the Physical Therapy Department treating infected patients. He was one of the leading voices in the large health care system to get physical therapy into these patients' rooms when their interactions were limited. He spoke with physicians regarding the benefits therapy

could provide for these patients and created algorithms/decision-making tree maps, which outlined when physical therapy staff members should see COVID-19 patients.

Rachel Lopez, D.P.T., class of 2019, works at the Miami Jewish Health Program of All-Inclusive Care for the Elderly in South Florida. Lopez has been working with the geriatric population to prioritize the frailest individuals who are at risk of significant functional decline due to quarantine and their inability to attend the physical therapy clinic in the daycare. This includes visiting patients at home and assisted living facilities (ALFs). Many times, ALFs do not allow access to the houses, so therapy is delivered on the patio or outside, under less-than-desirable conditions.



Chris Nelson, D.P.T., class of 2016, works at MedStar National Rehabilitation Hospital in Washington, D.C.,

in the outpatient orthopedic clinic. MedStar Health is a provider for local professional sports teams, including the Washington Wizards, the Washington Capitals, and the Washington Mystics. The clinic has remained open during the pandemic, using telehealth rehab for about half its patient visits. MedStar is developing a protocol for people with COVID-19 who need physical therapy for strengthening and conditioning after hospitalization.



Emily Passint, D.P.T., class of 2019, is working in the Mayo Clinic Health System in Eau Claire, Wisconsin, which was a COVID-19 hot spot in the fall of 2020. Passint works in the acute hospital and the transitional care unit with COVID-19 patients to improve or maintain strength, improve activity tolerance, and prepare them to go home. She has also played a role in bringing evidence-based practice to a novel illness.

Emily Reul, D.P.T., class of 2018, works at Community Hospital of

San Bernardino and Desert Valley Hospital in California. Her work with patients has resulted in incorporating breathing exercises to help those who have oxygen impairments but don't have symptoms. Many of these patients don't feel short of breath, but they have severely decreased oxygen saturation. It has been a challenge to provide energy conservation techniques to patients, as it is not uncommon to see patients desaturate to 60 or 70 percent oxygen saturation by just sitting at the edge of the bed. It has been emotionally challenging, as many of these patients don't do well. The ones that do recover and tolerate being extubated are extremely grateful.



Alise Tupuritis, D.P.T., class of 2018, is working at Northwestern Memorial Hospital in Chicago, Illinois. Tupuritis has worked collaboratively with her rehabilitation team to come up with innovative and evidence-based approaches to increase activity tolerance, functional strength, and energy conservation strategies in

those affected by COVID-19. In addition to optimizing functional activity tolerance and independence, she often spends extra time with these patients to encourage FaceTime and phone calls with family members during sessions to decrease the negative effects of isolation on these patients' overall well-being.



Chris Wagner, D.P.T., class of 2013, works at Tampa General Medical Center in Tampa, Florida. He has helped with the integration of physical therapy in observation units, as well as the creation of the Clinical Decision Unit, which is attached to the emergency department, so the therapist plays an integral role in the patient's plan of care while using differential diagnosis skills.

Thank you to all the PT alumni who are on the front lines of COVID-19. □

Shari Rone-Adams is chair of the Department of Physical Therapy. Jennifer Canbek is the director of the Doctor of Physical Therapy Program—Fort Lauderdale.



Sharing the Gift of OT Across Land and Sea

BY RICARDO C. CARRASCO, PH.D., OTR/L, FAOTA

For the past decade, the World Federation of Occupational Therapists (WFOT) has celebrated World Occupational Therapy Day with 101 national organizations around the world. In 2020, the theme that marked the first virtual WFOT celebrations was aptly titled “Reimagine Doing.”

As a member organization, the Philippine Academy of Occupational Therapists (PAOT) contributed by hosting a commemorative event called Re-imagining Filipino Occupations, where I was proud to deliver the keynote address. The invitation did not happen by chance, as several conversations led to this event.

Several years ago, discussions were held about a collaborative project and fellowship that would explore embedding occupational science (OS) in Philippine OT education programs. This was the birth of the gift of occupational science across land and sea.

Although the fellowship did not materialize, the idea to embed occupational science in OT education lived on as part of my

professional community service. Ahead of its time, a group of OT professionals began to conduct virtual study sessions on the history of occupational science, the synergy between occupational science and occupational therapy, levels of occupational science research, and applications of occupational science to OT.

The group soon realized it needed to disseminate occupational

SIBOL is an appropriate acronym, as *sibol* means sprout in Pilipino, the official national language of the Philippines.

Currently, the Philippines and its 7,640 islands have 21 OT educational programs.

science information not only to educational programs, but also to the entire Filipino OT community. This triggered the birth of a more formal study group called SIBOL (Sowing, Informing, and Boosting Occupations of Living).

SIBOL is an appropriate acronym, as *sibol* means sprout in Pilipino, the official national language of the Philippines. During the 2018 WFOT Congress in Cape Town, South Africa, I; Peñafrancia Echaz Ching, M.C.D., O.T.R.P., B.S.O.T., chair of the University of the Philippines OT program; the original SIBOL organizers; other stakeholders; Antonio Grecia, Ph.D., OTR, OTRP, president of PAOT; and other representation from the PAOT, agreed to create an occupational science special interest group (SIG) within the PAOT. A national way to introduce a unified movement toward embedding occupational science not only in education, but also among OT practitioners was also started.

On World OT day, the PAOT announced the creation of the OS SIG and is currently outlining related occupational science activities for implementation.

The keynote address “Synergy Between Occupational Science and Occupational Therapy in the Philippine Context” demonstrated the synergistic relationship between the basic and applied disciplines of occupational science and occupational therapy, respectively.

In proposing the synergistic relationship, I provided historical events that led to the state of occupational science in the United States. This called attention to what was happening in the Philippines, where the OT professional community and the PAOT were working together to promote knowledge and consumption of occupational science in the Philippine context.

Currently, the Philippines and its 7,640 islands have 21 OT educational programs. With the support of both clinical and academic OT professionals in collaboration, the OS SIG has a captive audience for its mission, and the address for its message.

The celebration and keynote address drew more than 250

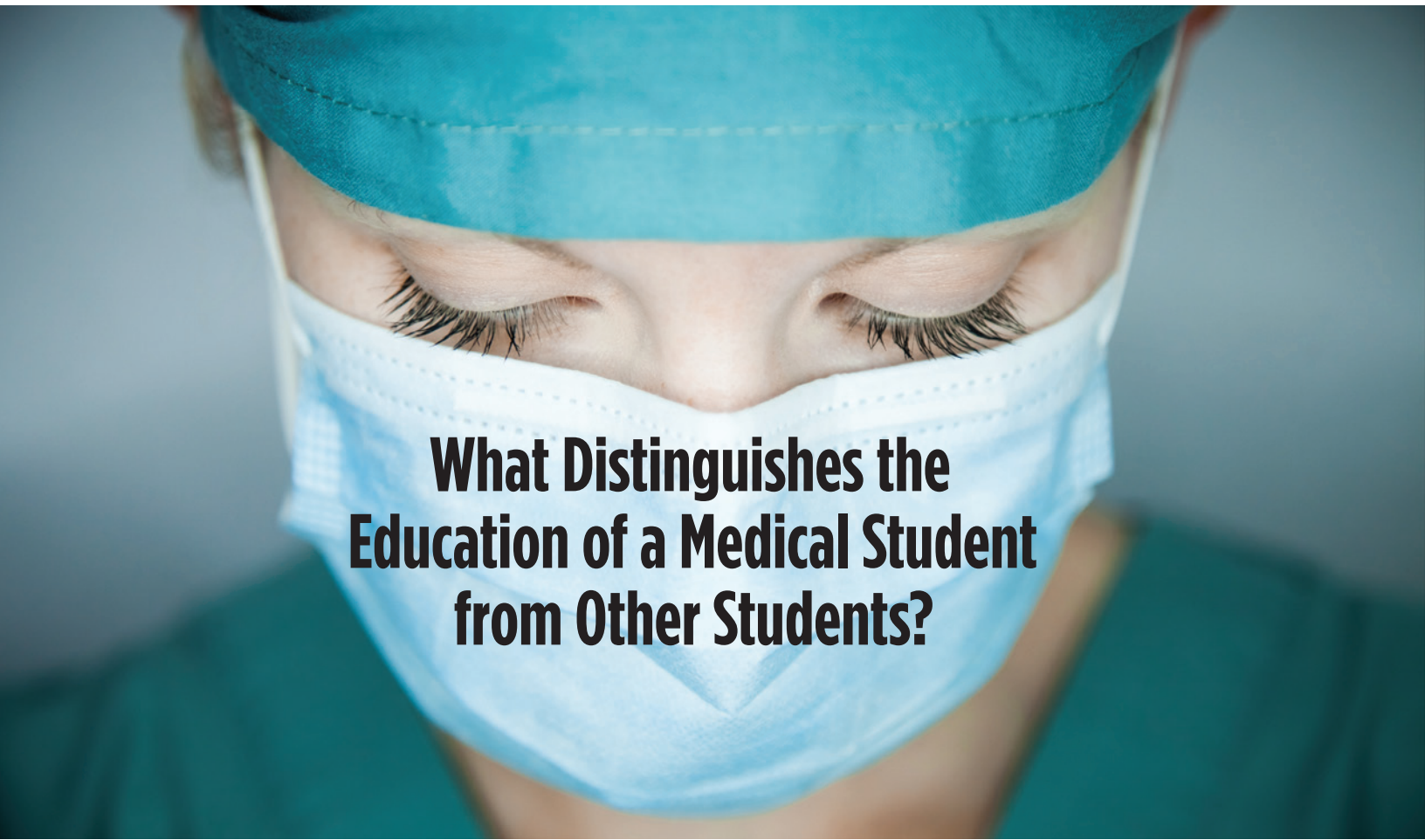
students and faculty members from all educational programs, as well as practitioners from the country and around the world, including the Middle East, the United States, and the United Kingdom. The address included exemplars of articles written by Filipino scholars focusing on Filipino occupations and lived experiences by both practitioners in the community and academia, as well as by those receiving occupational therapy services.

The exemplars provided evidence of scholarly products about human occupations in the Filipino context and possibilities of what occupational science can offer to the future of occupational therapy in the Philippines. □

Ricardo C. Carrasco is the director and a professor in the Department of Occupational Therapy—Tampa Bay.



This photograph showcases one of the many Filipino traditions occupational scientists can explore to get an insight of what humans do to earn a living or to express their creativity in producing a coconut-based wine called lambanog. Studying what humans do provides a glimpse of occupational engagement passed on from one generation to the next. The resulting narrative provides a glimpse of humans as occupational beings.



What Distinguishes the Education of a Medical Student from Other Students?



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

A student sitting in a classroom, at home in front of a screen, or listening to a speaker in the car, is waiting to hear gems of wisdom that will help after graduation. These gems could include waiting for a point that will help

- influence the jury in a court trial
- improve the technique in making a sale
- promote the image of a manufacturer
- improve modern technologies
- improve ways of making restaurants and hotels more desirable
- better analyze financial portfolios for clients
- develop appropriate techniques to help students achieve goals at various stages of learning

Each of the curricula have lectures and lab exercises. Each requires memorization, sequential thinking, and deduction.

If you were one of the above students, you'd be preparing for entrance into a variety of professional worlds, such as law, business, technology, hospitality, or education. Or, you could be a student instead being exposed to analyzing symptoms, making diagnoses, selecting treatment plans, learning how to use imaging machines, selecting proper sutures, and manipulating surgical instruments.

The thought of failing a patient, which could result in death, can be extremely daunting, both consciously and subconsciously.

In the other disciplines, “lab” could be role-playing a sales scenario, a moot court, or interviewing a potential investor. For the medical student, the lab might be an exercise involving the physical diagnosis of a surrogate or a computerized patient. All students are in fundamentally similar learning situations, broadly called an educational environment or program.

The students in each of those programs, including medical students, are looking to somehow improve the life of someone else. So, what sets the medical student apart from all the rest?

If the other students falter or fail to help their clients, although it can be emotionally devastating, there is a greater chance that the client can recover. If medical students falter, there is the added chance for loss of life or limb. While this is statistically rare, it inevitably creates more pressure on medical students for learning the program curriculum.

The thought of failing a patient, which could result in death, can be extremely daunting, both consciously and subconsciously. It is this element in the education of medical students that separates the learning process in health care from the learning process in any other field of endeavor.

Again, this is not to suggest that other educations are void of stresses and profound responsibilities. It is to suggest that failure in the other vocations may be rectified, while failure in health care may be potentially irreconcilable.

For these reasons, medical education should include the understanding and possible pathways for clinicians to process failures and bumps in the road constructively. The clinician’s educational process should include dedicated instruction in what clinicians can do to prevent failure from defining themselves as clinicians, from defining their sense of adequacy, or from defining their skill levels. Learning how to deal with negative outcomes need not reflect a defeatist attitude.

Learning how to cope with oneself when informing a patient or surrogate that hospice care is needed, or

that the condition is incurable and/or terminal, should not be reduced to an incidental element that is tacked on to some course. For the student, learning how to relate a failure or shortcoming to one’s own mindset should be much more than a learning chore to master as a course requirement. Such inadequate approaches could have a monumental impact on the clinician’s life and/or career.

What should be incorporated is a significant, dedicated lecture; a well-designed group discussion; or a combination of the two about how a clinician might deal with telling a patient or a surrogate devastating news. In addition, there might be some type of feedback assignment where medical students must think about, and prepare, what they might do to avoid the potential guilt feelings or depressive behavior.

This is probably the one singular stressor that separates the clinical student from all other students, which is why learning how to deal with it should be a profound and integral part of medical education. The medical student should be exposed to the need to learn how to cope with potential self-induced depression, self-induced anxiety, and even self-induced post-traumatic stress disorder. This is important, since the clinician is much more vulnerable to these potential outcomes than the investment manager, attorney, advertising director, or computer programmer.

Certainly, from students’ perspectives, be it law, business, hospitality, or any other field, their programs are likely to be stressful. However, this potentially real loss-of-life scenario is what separates medical students’ education from just about any other educational program.

So, are we putting adequate emphasis on coping mechanisms for dealing with failure in our medical education curriculum? Are we realistically recognizing what separates medical education from all other educational programs? □

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

Tampa Bay Boasts adePT Faculty



Amy Harcourt, D.P.T., PT, SCS, COMT, joined the Nova Southeastern University (NSU) family as a full-time assistant professor in the Physical Therapy Department at the Tampa Bay Regional Campus in 2019. She is the lead instructor for Clinical Skills I, Physical Agents, and Systems I and II Management. Harcourt also enjoys teaching the students essential clinical skills, while encouraging professionalism and the importance of the therapeutic alliance.

Harcourt's educational background includes earning a Bachelor of Science in Athletic Training from Carson-Newman College in 1995, a Master of Science in Physical Therapy from Texas-Woman's University in 2003, and a Doctor of Physical Therapy (D.P.T.) from Regis University in 2012. She is board certified by the American Board of Physical Therapy Specialties in Sports Physical Therapy and is a credentialed American Physical Therapy Association clinical instructor.

In 2019, Harcourt was honored with the Florida Consortium of Clinical Educators Physical Therapy Outstanding Clinical Instructor of the Year award. She is a certified orthopedic manual therapist through the Ola Grimsby Institute. She has expertise in vestibular and concussion rehabilitation and instrumented-assisted soft-tissue mobilization. She chairs the Interprofessional Education Committee for the Tampa D.P.T. program and hopes to facilitate a move toward collaborative care in health care.



Coral Gubler, Ph.D., M.S., PT, ATC, joined the NSU family as a full-time faculty member in 2020 as a professor in the Physical Therapy Department at the Tampa Bay Regional Campus. Gubler, who has more than 25 years of physical therapy experience, obtained her B.S. in Biochemistry from Stony Brook University.

She also earned an M.S. in Sports Medicine from the United States Sports Academy and a master's degree in physical therapy from the University of Delaware. Following a decade of full-time physical therapy practice in hospital and outpatient settings, she returned to school to earn her Ph.D. in Interdisciplinary Studies from the University of Montana.

Prior to joining the NSU Tampa D.P.T. team, Gubler served as a faculty member at the University of South Alabama and at Rocky Mountain University. Her areas of research interest are injury and disease prevention. Gubler has published and presented nationally and internationally.

Her most recent contribution is as a section editor of the textbook *Pathology: Implications for the PT*. While she enjoys leading her own research studies, she has particular interest in mentoring the scholarly activity of others, including doctoral students and faculty peers, in the Dr. Pallavi Patel College of Health Care Sciences. □

Launching a Virtual Lecture Series for Sports Science Students

BY COREY PEACOCK, PH.D., CSCS, CISSN

Jose Antonio, Ph.D., FISSN, associate professor of exercise and sport science, along with other program faculty members, were able to provide Master of Science (M.S.) in Sports Science graduate students a speaker series focusing on elite athlete preparation.

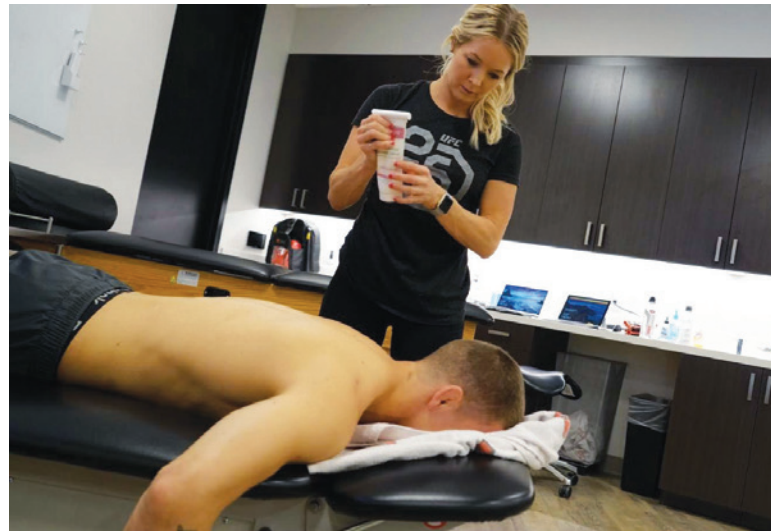
The idea arose as the pandemic limited in-person experiences and Zoom became the primary educational tool. Speakers were selected based on education and experience, providing world-renowned information on a variety of courses. Speakers from all over the world were able to attend courses that covered a variety of athlete populations, including Major League Baseball, the National Basketball Association, the National Collegiate Athletic Association Football, and the Ultimate Fighting Championship (UFC).

Speakers and Topics

Chris Algieri, M.S., CISSN, a professional boxer and sports nutritionist, provided expertise in fight-camp nutrition and preparation. He held the World Boxing Organization (WBO) junior welterweight title in 2014 and challenged for the WBO welterweight title later that year. In kickboxing, Algieri was an undefeated International Sport Karate Association World welterweight and World Kickboxing Association World super welterweight champion.

Heather Linden, D.P.T., director of physical therapy for the UFC Performance Institute, offered insight into UFC therapy and injury prevention. Prior to joining the UFC, she worked at the Colorado Springs Olympic Training Center Clinic as part of the United States Olympic Committee's multidisciplinary sports medicine team. Linden was on staff for Team USA for the 2012 London Olympic Games, the 2014 Sochi Olympic Games, the 2015 Parapan American Games, the 2016 Youth Winter Olympic Games, and the 2016 Rio Olympic Games.

Bill Foran, M.S., CSCS, and Eric Foran, M.S., CSCS, strength and conditioning coaches for the Miami Heat, provided knowledge in power development and program implementation. Bill Foran has been with the Heat since its



Heather Linden prepares a therapy session with a UFC fighter.

inception. The Forans advise on matters related to health, strength, and the overall conditioning of Heat players.

Adi Vase, M.S., CSCS, performance coach for the Golden State Warriors, delivered information important to the role of sports science and data analysis. Vase also has experience with the Los Angeles Lakers, San Antonio Spurs, and the University of Oregon.

Pete Bommarito, M.S., CSCS, owner and president of Bommarito Performance Systems and adjunct professor of exercise and sport science, informed students about best business practices in a high-performance, private facility. Bommarito began his career as an assistant strength and conditioning specialist from Ball State University and completed an internship with the Indianapolis Colts in 1999. Additionally, he was a performance coach at the International Performance Institute in Bradenton, Florida, where he worked with the NFL Combine Prep—the professional veteran programs for all sports and the academy sports programs in hockey, basketball, baseball, tennis, and golf. □

Corey Peacock is the program director and an associate professor in the Department of Health and Human Performance's Exercise and Sports Science Program—Fort Lauderdale.



Do You Hear What I Hear?

Hearing Loss Strategies for Success

BY NANNETTE NICHOLSON, PH.D., AND ERIN BEASLEY, M.S.

Have you ever been in a situation where you can't hear what someone is saying? Are you experiencing difficulties communicating through a mask? For people with hearing loss, this is a way of life.

Communication challenges often result in frustration, miscommunication, and misunderstandings. Social distancing and widespread use of masks can exacerbate these problems.

Learning to use simple strategies to manage communication situations can improve quality of life. Strategies to improve communication for those with hearing loss and their communication partners are taught in group settings and include clear speech, anticipatory strategies, repair strategies, and advocacy skills.

Twenty-two individuals registered for the first Hearing Loss Strategies for Success group. Fifteen were individuals with hearing loss and seven were communication partners. Registrants represented five different states and three countries. The goals of this aural rehabilitation (AR) group were to share perspectives regarding hearing loss challenges, facilitate use of hearing technology, and provide a safe place to practice skills in self-advocacy, speech reading, and communication strategies.

An interprofessional education (IPE) activity is an experience that “occurs when students from two or more professions learn about, from, and with each other” (WHO, 2010). Five Nova Southeastern University (NSU) graduate students facilitated activities and discussions about hearing loss challenges and solutions under our supervision. At the end of the semester,

some of the students shared their perspectives about this IPE experience.

Learning from the Participants

“I learned about the challenges our patients endure from a different perspective and was able to better understand their difficulties with hearing loss throughout their lifetimes. I was fascinated by one patient's story and the adversity she has overcome. She went to a college preparatory school and passed her foreign language classes despite being profoundly hard of hearing. In fact, she did so well on the entrance examination that she did not need additional coursework in college. She then went on to graduate college with all honors. This is an incredible feat that left me in awe of the character and virtue our patients possess.”

—Evie

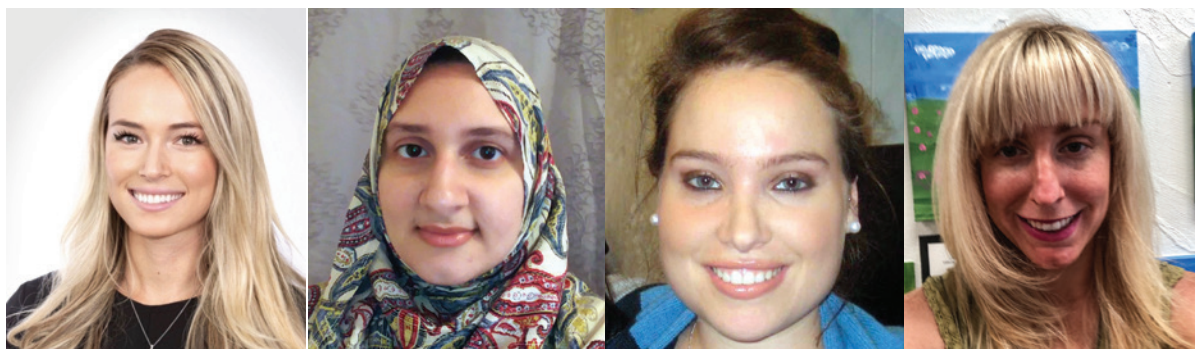
“Some of the feedback provided about the technology was particularly interesting. For instance, one participant discussed how she has her Apple Watch connected to the alarms in her home for a vibrotactile alert.”

—Yvette

“It was important to learn about the personal challenges clients face every day. It is difficult and frustrating to not hear what their family and friends are expressing to them.”

—Milana

Nannette Nicholson is a professor in the Department of Audiology, and Erin Beasley is an instructor and clinical supervisor in the Department of Speech-Language Pathology—Fort Lauderdale.



Left to right: Evalena (Evie) Behar, B.S. (audiology student); Yvette Samara, B.S. (audiology student); Milana Turkenrich, B.A. (speech-language pathology student); and Samantha Urda, M.S. (speech-language pathology student)

Learning About, from, and with Each Other

“I enjoyed teaching my speech-language pathology friends about some of the technological aspects of audiology. I also gained a better understanding of the intricate facets of speech and how this relates to our patients.”

—Evie

“It was such a positive experience working with a group of women who knew so much about aural rehab. Collaborating with the audiology students allows us to gain perspective on how the professions relate to each other and was valuable not just to us as students, but to the attendees.”

—Milana and Samantha

Takeaway Lessons

“Patients just want to feel heard and have a strong need to communicate how they feel. This group further solidified that empathy is so important in the clinical setting.”

—Evie

“I learned that it was important to ask a variety of questions, even if they were personal at times. Asking in-depth questions can help the clients express what they are going through.”

—Milana

“The group ran smoothly and presented a welcoming, interactive environment.”

—Samantha

“This experience allowed me to see what might occur in many AR groups. The participants were actively leading the discussions, and many were very interested in learning more about hearing aid technology.”

—Yvette

Shifting Perceptions

“In the future, I will do less talking and offer the patients more time to express both their emotional and physical concerns.”

—Evie

“I have always had a positive view of speech-language pathology, as I benefited from speech therapy as a child. I think this experience solidified this view for me.”

—Yvette

“This experience will help me be more conscious and make sure they hear what I am communicating to them. Lastly, I will make sure they are wearing their devices and that they are working during all therapy sessions.”

—Milana

NSU leads the way by offering an online aural rehabilitation support group via Zoom called Hearing Loss Strategies for Success. To learn more, please contact nnichols@nova.edu or eb837@nova.edu. □

ALUMNI Perspectives



Top row, left to right: Amanda Leon, Danny Reyes, and Angel Stone
Above: Angel Stone in action during the fall football season

Can't Mask Commitment

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

Athletic trainers across the country have had to face the difficult task of managing the health care of their patients during the COVID-19 pandemic. Over the past year, many athletic trainers served as the primary health care advocate for the student-athletes in secondary and collegiate athletic settings. Nova Southeastern University (NSU) athletic training alumni played a critical role throughout this process during the uncertainty with schedules for practices and games.

Many of the NSU athletic training alumni were the primary health care personnel responsible for testing and monitoring student-athletes. Danny Reyes, M.S., LAT, ATC, an NSU athletic training alumnus and staff athletic trainer at the University of Utah, played such a role for his athletic department.

"I coordinated COVID-19 testing for University of Utah student-athletes, helped run rapid antigen tests at our on-campus lab, and coordinated contact-tracing protocols for student-athletes who tested positive for COVID-19," he said. Over the summer, Reyes and University of Utah staff members created a structure for other institutions to follow to support their inter-collegiate athletes' return to competition.

Within the secondary school setting, athletic trainers are typically the only health providers available for student-athletes, and in some instances, for the entire school. NSU athletic training alumnus and Coral Springs High School athletic trainer Angel Stone, B.S., LAT, ATC, manages the care for more than 450 student-athletes.

"Every student-athlete needs to be evaluated frequently, which includes temperature checks, pulse oximeter reading, and health screening questionnaire, as well as ensuring everyone has a mask," Stone explained. "The athletic training facility is limited to no more than two patients at a time. When it comes to practices and games, all student-athletes are required to bring their own water."

As the sole health care provider, Stone was responsible for communicating with student-athletes, coaches, and parents to ensure a successful athletic season.

"Being able to fully provide service to my student-athletes has been challenging during this time. We have been immersed in the world of technology with Zoom team meetings, digital rehab plans with video demonstrations, and telehealth appointments," said NSU athletic training alumnus and staff athletic trainer Amanda Leon, M.S., LAT, ATC.

"Every student-athlete needs to be evaluated frequently, which includes temperature checks, pulse oximeter reading, and health screening questionnaire, as well as ensuring everyone has a mask."

—Angel Stone

"Luckily, with the help of technology, consultations and rehab sessions have been possible," she added. "This has allowed me to provide a continuation of care for my athletes and transition them from in-person treatment to at-home treatment." Leon and the NSU athletic training staff members have led the effort within the Sunshine State Conference to promote the safest practices, but have yet to return to competition.

With the pandemic causing so much change, athletic trainers have been called upon to help lead the way. These NSU athletic training alumni, and many others across the country, are doing everything for their patients and represent not only the NSU Athletic Training program, but the overall profession. □

Pradeep Vanguri is the program director and an associate professor in the Department of Health and Human Performance Athletic Training Program—Fort Lauderdale.

Successes and Challenges



Calonda Henry

A LOOK AT MINORITY LEADERS AND BUSINESS OWNERS IN SPEECH-LANGUAGE PATHOLOGY

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

A small business start-up is fraught with challenges for any business owner. Creating a business for a member of a minority group, and for women in general, should not exacerbate those challenges.

Unfortunately, there remain additional pitfalls they may experience. Among them are discriminatory practices that still exist, such as people of color not being viewed as experts in their field, or a woman being expected to have a man provide financial support for the start-up.

Below are spotlights on two women of color who are Master of Science in Speech-Language Pathology program alumnae. Both are highly successful women who have met and conquered these and other challenges encountered as business owners in the speech-language pathology field.

Calonda Henry, M.S., CCC-SLP

Calonda Henry was working as a speech-language clinician in the public schools in Jacksonville, Florida, when she decided to return to school to become a master's degree-level speech-language pathologist (SLP). She graduated from Nova Southeastern University (NSU) in 2016, and after completing her clinical fellowship year, she was offered a full-time position at one of her placements.

This position, at which she remained for almost three years, was at a private practice that provided speech therapy to children in private and charter schools. During that experience, Henry began to contemplate private practice being in her future, because she had many parents asking her to work with their children. She eventually started

working part-time for herself, working with children and their parents in their homes, while also doing a full caseload for her employer.

When the COVID-19 pandemic hit in 2020, Henry and her husband had their two-year-old son Maverick to care for while both were working full time. Balancing the responsibilities of being a mother, along with providing speech services via telepractice to a full caseload of preschoolers and working with her own part-time caseload, proved to be quite challenging.

Soon after, Henry decided to focus on her private practice full time and became the founder and director of Broad Horizons Speech Therapy. She soon gained contracts through a charter school and Early Steps—an intervention program for infants and toddlers offered by the Florida Department of Health.

Henry was surprised by how quickly her business grew. Almost immediately, she was signed on to multiple insurance companies and began receiving numerous referrals from doctors. She is currently pursuing certification from the Minority and Women-Owned Business Enterprise program, which provides resources, training, and development programs to women of color in business.

Her business has grown so much that she recently signed a lease and is opening an office in Jacksonville. Henry is excited about her career choice, her bold step into creating her own private practice, and her future as she provides valuable services to children and parents.

Labrina A. Jackson, M.S., CCC-SLP

Class of 2012 graduate Labrina A. Jackson is another successful business owner and alumna of the master's degree program. She is also a veteran of the United States Army, having provided 22 years of dedicated and honorable service, including two combat tours in Afghanistan. She retired as a master sergeant in 2017.

Jackson has 13 years of experience as an SLP, having treated numerous patient populations, including adults, adolescents, children, and medically fragile infants. In 2017, she became the owner and CEO of Divine Deliverance Speech and Language Therapy Services. The inspiration for the name was Jackson's patients, as well as their caregivers, who were elated about their progress and told her she was doing God's work.



Her business is a telehealth and home health company in Orlando, Florida, that provides face-to-face and online speech, occupational, and physical therapy services, as well as mental health counseling and early intervention services to patients all along the life span in their natural settings (e.g., home, school, daycare).

Jackson's business has received certifications as a Service-Disabled Veteran-Owned Small Business and from the Minority and Women-Owned Business Enterprise program—the organization cited above that provides technical and professional assistance, as well as capital and contracting opportunities. These certifications are both advantageous to her business and an honor to receive.

With all of Jackson's previous laudable accomplishments, she is now planning a new career goal: to work within the juvenile justice system as a forensic SLP. In this capacity, she will provide speech and language services to youths whose communication deficits may have been a factor in their being caught up in that system. By working to improve their communication abilities, she wants to influence their ability to successfully navigate through the system and be placed back onto the path toward successful lives. □

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

Felicia Phillips graduated from NSU's Bachelor of Science in Respiratory Therapy program in 2019.



Shifting into High Gear

Felicia Phillips Follows Through for Patients and Family

BY JENNIFER BENCSIK, M.H.S., RRT

Felicia Phillips, B.S., began as a student in the Bachelor of Science in Respiratory Therapy program at the Palm Beach Campus in August 2017. From her very first semester, it was obvious to all her professors that she had what it took to be an excellent health care professional.

Her motivation and dedication to her studies and use of all resources available, including extra lab time,

gave her the confidence to feel completely competent in her hands-on skills. All of this proved valuable when she started her clinical rotations, where her compassion and skill set impressed every facility she was assigned to.

The excellence she displayed brought about multiple job offers within her first year in the program. Phillips was accomplishing all of this as a student while also

working and being a single mother. She never used her obligations or responsibilities outside of school as an excuse to not put her academic success as a top priority. She knew all her sacrifices would pay off in the end for her and her son, and now she is living her dream.

Phillips spent her pediatric and neonatal clinical rotation at Joe DiMaggio Children's Hospital in Hollywood, Florida, from January to May 2019. It is there she found her passion to care for the smallest of respiratory patients and knew this was where she wanted to be when she graduated. That is why she chose to spend her final clinical rotation at the hospital, which provided an additional 432 hours of experience to prepare her for employment after graduation.

Being hired as a new respiratory graduate directly into a Level III neonatal intensive care unit is extremely uncommon. Most facilities prefer to hire experienced respiratory therapists, due to the critical nature of premature babies, especially when it comes to their respiratory system. Phillips completed her graduation requirements in August 2019. She then sat for both her board examinations in September, passing each on her first attempt.

In October 2019, Phillips was offered and accepted a position in the neonatal intensive care unit at Joe DiMaggio Children's Hospital. Accepting the job meant she would be driving almost an hour each way to and from work, as she resides in Rivera Beach. Adding two hours to a 12-hour work shift is not desirable, but Phillips knew the experience was worth the sacrifice. She made the long drive for more than a year, until she realized it was time to look for employment closer to home.

With the positive impression she had already made on her coworkers and patients' families, the hospital happily offered her a position transitioning from full-time to support staff. Recently, her work with her premature patients and their patients' families received the highest honor, as she was nominated for a Patient First Award by one of the neonatal intensive care unit's physicians.

In December 2020, Phillips accepted a full-time position at Palm Beach Gardens Medical Center to work in the adult critical care units. The respiratory director remembered having her there as a student and was so excited to see Phillips had applied that she offered her the position before the interview even began.

Phillips is one of only a few respiratory therapists at Palm Beach Gardens Medical Center who is being



Phillips takes a brief break at Joe DiMaggio Children's Hospital's Neonatal Intensive Care Unit.

prepared to train to work as an extracorporeal membrane oxygenation (ECMO) specialist. The hospital is only providing this training to individuals who possess a bachelor's degree and the highest quality of critical care skills, due to the nature of the patients requiring ECMO treatment.

Phillips' hard work and dedication to being an excellent health care provider and a compassionate respiratory therapist makes her a true superstar in the field of respiratory care. During this past year, the pandemic has brought to light the invaluable role respiratory therapists play in all hospital critical care settings.

Knowing respiratory therapists like Phillips are out there on the front lines taking care of the youngest and oldest of patients provides a sense of comfort when so much uncertainty still exists. Graduates like Phillips make the struggle to get current students into clinicals and through to graduation worth the additional hours and countless moments of frustration. These current students will soon be working alongside the already-exhausted respiratory therapists out there, providing additional compassion and support where it is so desperately needed. If they are lucky enough to end up working or training with Phillips, her inspiration will carry them through the hardest of days. □

Jennifer Bencsik is the director of clinical education in the Department of Cardiopulmonary Sciences—Palm Beach.

STUDENTS UNITE FOR NSU's Global Day of Service

BY JEFFREY JURKAS, M.B.A.



The Nova Southeastern University (NSU) Alumni Association hosted its second annual Global Day of Service on January 23—a day aimed at fostering community and providing opportunities for service. Through the collaboration of the Dr. Pallavi Patel College of Health Care Sciences' Student Government Association (SGA), students united to write notes of hope to those who might need a little extra encouragement and appreciation during these challenging times.

The initiative collected letters through a Microsoft form link, allowing all students to participate in sharing a personalized message regardless of their location. The letters were printed and delivered to frontline health care workers, first responders, nursing homes, men and women of service, and children's hospital patients. In all, 235 letters were written by NSU students, alumni, and faculty and staff members.

Among the SGA members, representatives from both the Orlando and Jacksonville campuses decided to take the initiative one step further. "We wanted to personalize things, so we created cards," said Rachel Faircloth, B.S., president of the Jacksonville anesthesiologist assistant program.

"The Jacksonville Campus SGA brought in Mr. Taco, a local taco shop, to feed the physician assistants and anesthesiologist assistants while we worked on the

cards," she added. "We were in separate rooms for social distancing purposes."

Alyssa Hamel, B.S., president of the physician assistant program at the Orlando Campus, reflected on her experience and what it meant to her. "I immediately resonated with the idea because, as a former paramedic and the daughter of a career firefighter, first responders have been, and always will be, my heroes," she explained.

"Although saving lives is considered part of their job description, neither first responders nor emergency medicine providers get half the credit or recognition they deserve for keeping our communities healthy and safe," she continued. "So, I was absolutely thrilled that we got to play a small part in reminding them how appreciated they truly are."

Both campuses identified local first responder groups to sponsor. The Jacksonville Campus created cards for the First Response Training Group, an organization that lead the campus's Pediatric Advanced Life Support training.

The PA Orlando Campus provided thank-you notes, as well as a dozen doughnuts, to the Orlando Fire Department Station 17 and Millenia ER. "They were so, so grateful," Hamel concluded. □

Jeffrey Jurkas is the director of the Department of Student Affairs—Fort Lauderdale.



Left: Rachel Faircloth and the Jacksonville students display their cards in their socially distanced workshop.

Below: PA Orlando students Jessica Klein, B.H.Sc., and Michael Band, B.H.Sc., deliver their notes and doughnuts to the Orlando Fire Department Station 17.



Top: Rachel Faircloth, president of the Jacksonville anesthesiologist assistant program



Above: Alyssa Hamel, president of the physician assistant program at the Orlando Campus





Virtual Connection

LINKING STUDENTS AND FACULTY
MEMBERS TO POTENTIAL APPLICANTS

BY JOANN GALLICHIO, D.SC., PT, NCS;
KATHLEEN ROCKEFELLER, SC.D., M.P.H., PT;
AND KEIBA SHAW, D.P.T., ED.D., M.A., PT

Potential applicants to Nova Southeastern University's (NSU's) blended Doctor of Physical Therapy (D.P.T.) program are technologically savvy and comfortable connecting with others in a virtual environment.

To leverage access to multiple programs, the American Physical Therapy Association has conducted a virtual open house for several years where potential applicants can interact with program representatives to ask questions about D.P.T. programs in a real-time, interactive format. The Tampa Bay D.P.T. program has participated for the past several years.

While program representatives have included several faculty members, as well as individuals from the admissions team, we feel that the best ambassadors of the program have been the many current Tampa Bay D.P.T. students who have volunteered to take part in these open houses. The students take the initiative to answer questions from the participants and engage in give-and-take sessions in the virtual format.

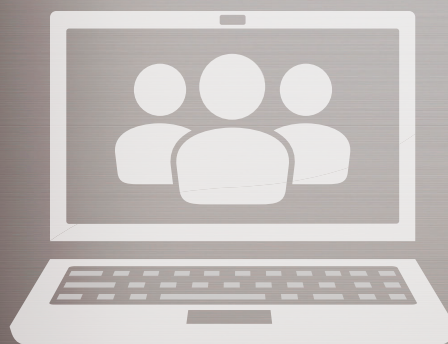
Faculty members and admissions representatives are there to provide additional clarification and perspective as needed. After the open houses, feedback from potential applicants has been consistently positive and appreciative of the honest perspectives of, and information from, actual students.

Students have also been involved with the program showcases offered by NSU. They share their perspectives on a "day in the life" of a physical therapy student in a blended program and give honest answers to questions related to their ability to balance work, life, and school.

Students have been professional, friendly, and helpful in all their interactions in these virtual environments. They have represented themselves, the profession, the Tampa Bay D.P.T. program, and the university well. □

VIRTUAL DEMONSTRATION ACTIVITIES INCLUDED

- explaining how one is able to access, see, and hear recorded content
- sharing examples of SharkMedia presentations, including one that demonstrates a physical therapy skill
- showing potential applicants how faculty members interact with students inside and outside of courses
- providing examples of how students demonstrate skills through online interactions
- explaining how the content done online is linked to what is done when the students come for their on-campus institutes



Joann Gallichio is an associate professor and Kathleen Rockefeller and Keiba Shaw are professors in the Department of Physical Therapy Doctoral Program—Tampa Bay.



The past year has made us all incredibly aware of the importance of health care. It has also enhanced our appreciation for the hard-working professionals who provide the care we need to not only survive, but thrive.

That's why I'm so proud that Nova Southeastern University's (NSU's) Health Professions Division (HPD) is a leader in providing the highest quality education possible. This fact is characterized by the skilled graduates of our

various programs who are making a positive difference in their professions and assuming leadership roles in their respective fields.

I recently spoke with several health care leaders in Florida, including several of our alumni. I spoke to the director of emergency medicine at one of the largest hospital systems in the state, who is a physician assistant graduate from NSU's Dr. Pallavi Patel College of Health Care Sciences. I had a conversation with the lead cardiologist of a preeminent cardiac care hospital, who is a graduate of the Dr. Kiran C. Patel College of Osteopathic Medicine. Additionally, I had a discussion with a graduate from the Ron and Kathy Assaf College of Nursing, who is in charge of nursing operations at another large hospital system serving Florida and other parts of the nation.

The conversations I referenced made me reflect back to 1986 when Dr. Morton Terry, founder of Southeastern University of the Health Sciences and NSU's HPD, invited me to join his leadership team. At the time, I was working as both a health care provider and as a member of the Florida House of Representatives, where I spent much of my time imploring my colleagues to help our health care systems reach the highest level and availability of care possible.

Dr. Terry believed in this philosophy from the very beginning, which is why we created Southeastern University of the Health Sciences, which became the NSU Health Professions Division when we merged with Nova University in 1994. After the merger, I had the privilege of working with many forward-thinking NSU administrators to expand our health care programs beyond the Fort Lauderdale/Davie Campus. We created additional campuses in Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, and Tampa Bay, Florida, as well as in San Juan, Puerto Rico. This growth gave us the opportunity to offer preeminent health care education in a programmatic structure that features some of the finest administrators and faculty members not only in the state of Florida, but in the entire United States.

I am very proud of our many graduates who are offering kind, high-quality care to their patients, while also communicating the importance of wellness and health awareness.

A handwritten signature in blue ink, reading "Frederick Lippman".

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

Veterans Access Clinic
NOVA SOUTHEASTERN UNIVERSITY

NSU
Florida

Health Care for Our Nation's Heroes and Their Families

LOCATIONS

Fort Lauderdale/Davie Campus
Miami Campus

and other sites

SERVICES



Medical



Dental



Vision



Audiology



Speech



Psychological Services



Family Therapy



Physical Therapy



Occupational Therapy



Pharmacy



Nutrition

(954) 262-FLAG (3524)

Website: nova.edu/healthcare/veterans

Email: VeteransClinic@nova.edu

We Specialize in Health Care Career Options.



Dr. Pallavi Patel College of Health Care Sciences offers undergraduate and graduate degrees and professional certificates in

Anesthesia | Audiology | Cardiopulmonary Sciences | Health and Human Performance | Health Science | Occupational Therapy | Physical Therapy | Physician Assistant | Speech-Language Pathology

healthsciences.nova.edu/index.html