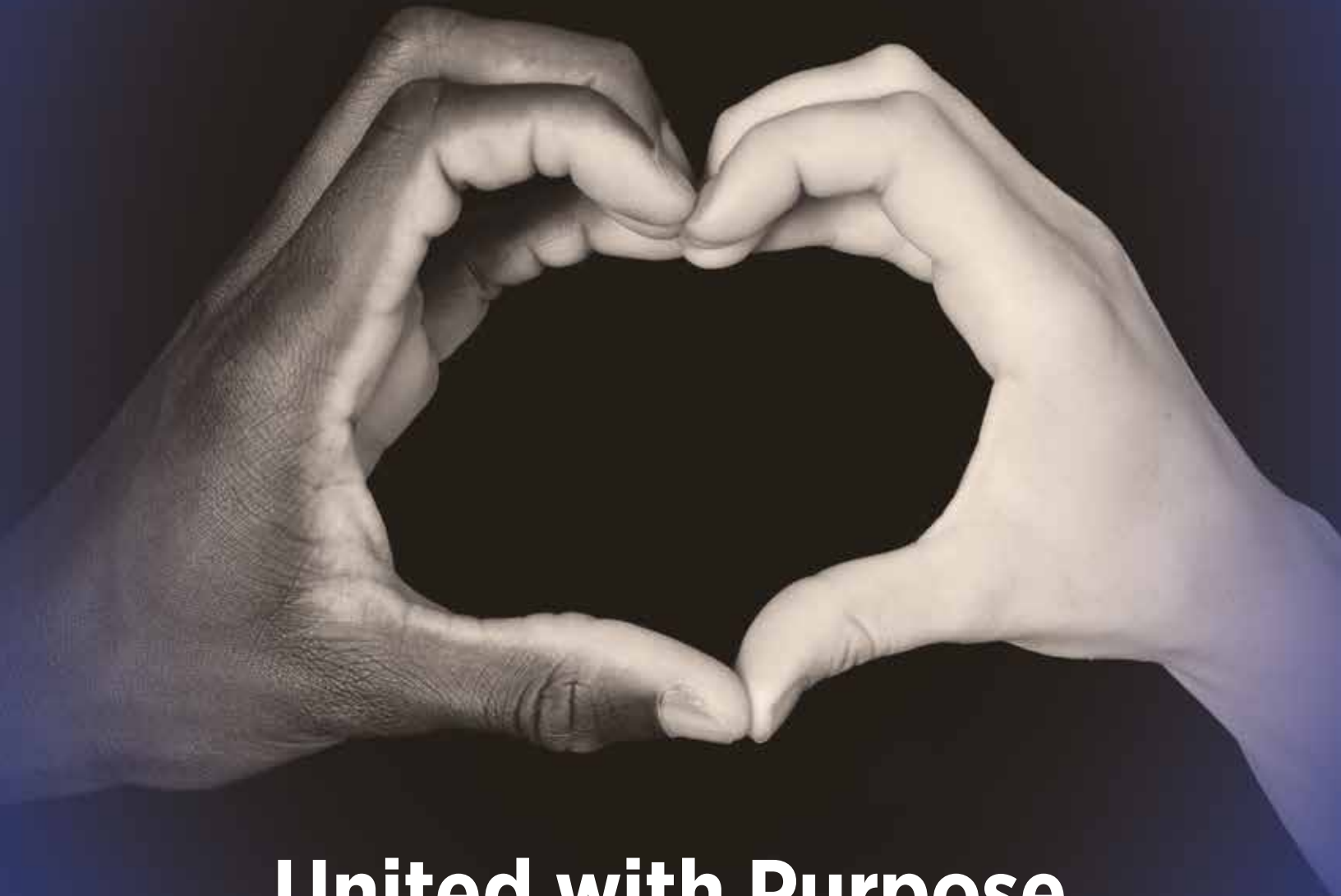


NOVA SOUTHEASTERN UNIVERSITY WINTER/SPRING 2021

Perspectives

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES



United with Purpose
STUDENTS LEAD THE WAY

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 March 5, 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.

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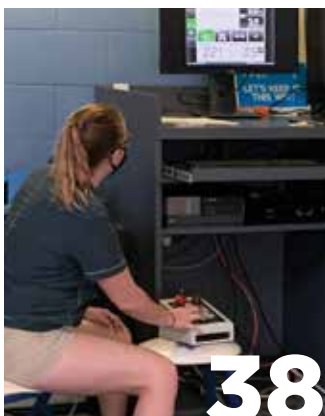
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Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, gender, gender identity, military service, veteran status, or national or ethnic origin to all the rights, 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.

10-068-20SAT



"Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty... I have never in my life envied a human being who led an easy life. I have envied a great many people who led difficult lives and led them well."

—Theodore Roosevelt

The poignant words above fittingly epitomize what should be our mental posture as we persevere through today's enormous challenges. My message to the students and faculty and staff members of the Dr. Pallavi Patel College of Health Care Sciences (PCHCS) is to keep your eyes firmly fixed on the future with an unrelenting optimism that defies convention.

I am not asking you to ignore the travails of the past and present, but I am imploring you to use the lessons learned to propel you to a brighter future. As health care practitioners of today and tomorrow, we bear a tremendous responsibility to exude strength in the face of weakness and courage in the face of fear.

It is this uncommon courage that has seen our health care professionals work tirelessly to heal the minds and bodies of those wounded by COVID-19, even at the expense of their own lives. Our resounding response in uniting with this struggle should be that we will do no less and will do much more.

To you, the PCHCS faculty and staff members and administrators, I am enormously grateful for your dedication and commitment to our students and to each other during these extraordinary times. Despite the many challenges you have faced over the past few months, your patience and support for the students have not waned, and for that I am incredibly appreciative.

By your actions, you continue to plant seeds in very fertile ground that will bear much fruit for the future. Like a phoenix, let us rise with a greater sense of purpose and commitment to positively impact the future with new ideas and new initiatives. The lessons learned must result in an embrace of opportunities to be renewed and revitalized.

And to you, our students, thank you for sticking with us and remaining committed to pursuing your career and professional objectives with the PCHCS. We remain committed to you, but we encourage you to join us on adventures that will see your fingerprints emblazoned all over new and exciting discoveries.

You are, and will be, leaders to which others will aspire, so let us not return to the status quo. The inflections of the past few months must propel us into a sustained dynamism for excellence. To that end, the college looks forward to working closely with you, our students, in creating a climate for positive, measurable change as we venture into the future.

As I conclude this message, I know I am addressing many of you who have lost loved ones or who are continuing to deal with difficult challenges faced by you or family members. As a college, I want you to know that we stand ready to support, encourage, and act to relieve your burdens, when possible. I look forward to your continued, valuable contributions to the future accomplishments of the Dr. Pallavi Patel College of Health Care Sciences and wish everyone continued health and success as we travel this road together.

Stanley H. Wilson, Ed.D., PT, CEAS

Dean

Dr. Pallavi Patel College of Health Care Sciences

Student Leadership



Physician assistant students hold a White Coats for Black Lives peaceful demonstration in downtown Orlando.

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

In his recent inauguration speech, President Joe Biden called on Americans to work together in unity. After noting some recent challenges in our country in the last year, Biden said the following: “To overcome these challenges—to restore the soul and secure the future of America—requires more than words. It requires that most elusive of things in a democracy: unity.” Nova Southeastern University’s (NSU’s)

Dr. Pallavi Patel College of Health Care Sciences (PCHCS) students and faculty and staff members are learning and working together in unity to promote a community that is inclusive, compassionate, and prepared to serve our increasingly diverse society.

“During the demonstration, several members of the community approached the students and thanked us for standing with them. One Black individual even shared that he never thought he’d see the day that a white health care provider would stand up for him.

care workforce in Florida, compared to minority population statistics. Unfortunately, this glaring underrepresentation of minorities in health care professions in Florida may not be ameliorated until an equally undersupplied higher education system takes concerted actions to offer some functional solutions.

Statistical population profiles continue to show that, as the nation’s general population increases, there is a concomitant percentage decrease among those who are able to access the appropriate health care they need. Importantly, having an adequate health care workforce to serve the needs of a growing, diverse, and aging population is paramount in

“I believe we chose to be in health care because we care about humanity and the well-being of our patients.”

—Melissa Falzon

Students Speak Up

During the summer of 2020, physician assistant (PA) students at NSU’s Orlando Campus organized a peaceful demonstration in downtown Orlando, Florida. “I believe we chose to be in health care because we care about humanity and the well-being of our patients,” said Melissa Falzon, past president of the PA Orlando student association.

“When we received our white coats, we made an oath that warmth, sympathy, and understanding may outweigh the surgeon’s knife or the chemist’s drug,” she added. “Because of this, I personally believe health care professionals should eliminate racial bias in the practice of medicine and recognize racism as a threat to the health and well-being of people of color.”

As she reflected on the experience, Falzon noted that,

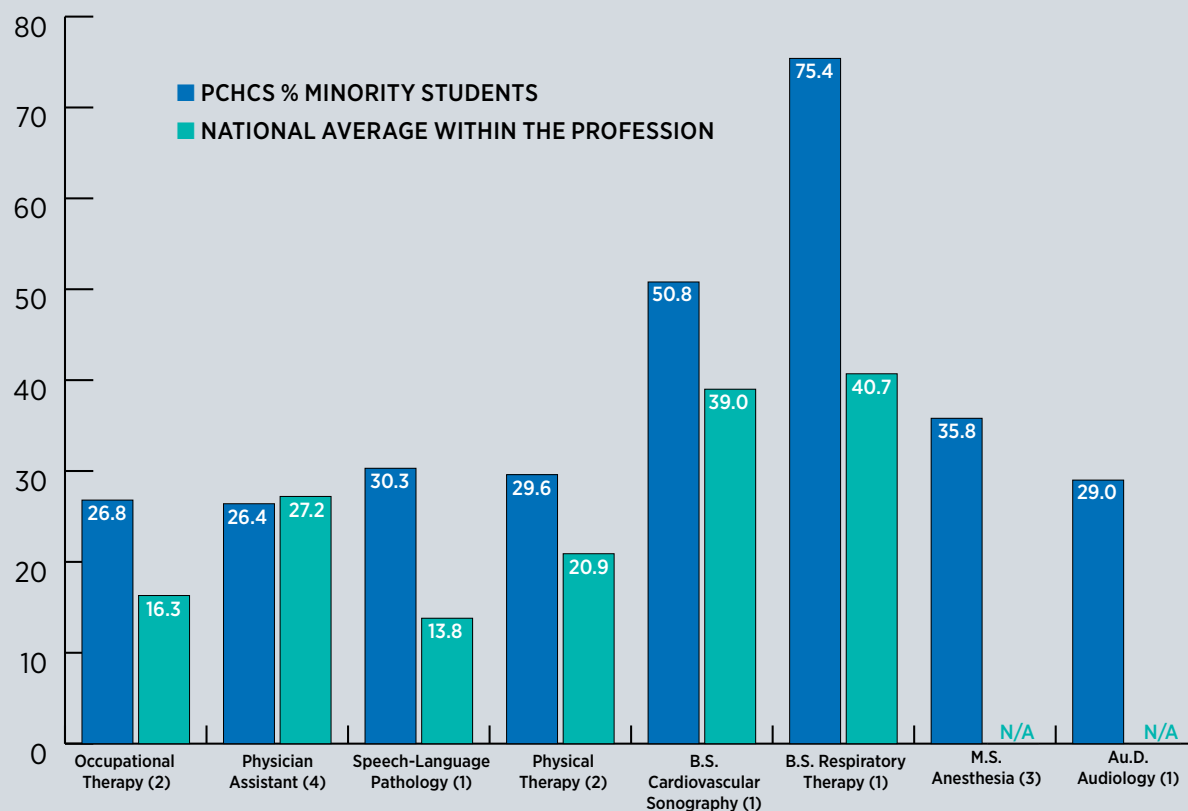
It was incredibly moving to know that the demonstration’s message was received. It was moving to see alumni from the program and other local health care providers join us as well.”

A June 17, 2007, report by the Florida Alliance Initiative, “Documenting Disparities in Florida’s Health Care Education Pipeline and Workforce,” cited the Sullivan Commission on Diversity in the Healthcare Workforce report, “Missing Persons: Minorities in the Health Professions.” The report documented that, nationally, African Americans, Hispanics, and Native Americans make up approximately 25 percent of the population, yet represent just 9 percent of nurses, 6 percent of physicians, and 5 percent of dentists.

Further, the Florida Alliance report indicated that there is a major underrepresentation of minorities in the health



DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES Enrollment Statistical Data



achieving the kind of health care access that is desirable.

Many studies have consistently shown that diversity in the health care workforce not only enhances the practice environment for all populations, but further indicates that minority health professionals are more likely to practice primary care in minority and underserved communities.

Exploring What Could Be

In April 2020, Stanley H. Wilson, Ed.D., PT, CEAS, dean of the PCHCS, coauthored the federal grant proposal

“Increasing Minority Representation in the Allied Health Professions: A Path Toward Equity” requesting \$6 million to support scholarships and educational assistance for underrepresented minorities.

The goal is to leverage the PCHCS’s unique strength toward fulfilling a critical need in our nation.

NSU has a history of providing effective teaching/learning programs and services,

Nationally, African Americans, Hispanics, and Native Americans make up approximately 25 percent of the population, yet represent just 9 percent of nurses, 6 percent of physicians, and 5 percent of dentists.

—Florida Alliance Initiative

especially to economically and educationally disadvantaged students. More specifically, NSU's Health Professions Division, composed of seven colleges including the PCHCS, is also committed to the same dictum: "The mission of Nova Southeastern University's Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas."

Of particular importance is the fall 2019 enrollment of minorities in the PCHCS (aka, allied health professions). The percentage of minorities enrolled in professional/entry-level programs averages 38 percent of the allied health professions outlined in the bar chart on page 5. As is evident, the PCHCS percentages also exceed national averages of minorities in the professions.

The PCHCS enrollment bar chart shows the total percentage of minority students (Black, Hispanic, Native American, Asian, nonresident alien) enrolled in some of the allied health programs in the PCHCS in comparison to the national percentage representation within each profession. The college will seek funding for student scholarships for 16 of its allied health programs.

With such disappointing national statistical data, the support and establishment

of allied health career initiatives for economically and educationally disadvantaged students is critically needed.

Doing What Can Be Done Now

Fostering a diverse campus community is about enrollment, retention, and intentional developmental initiatives to encourage understanding,

professor of the Doctor of Speech-Language Pathology program, and Keiba Shaw, D.P.T., Ed.D., professor of the Physical Therapy—Tampa Bay program, hosted listening sessions. These sessions were geared toward students and faculty and staff members to hear their stories, hopes, and needs. MAC members took notes during the sessions

To promote multicultural awareness and inclusivity through engaging experiences that promote self-awareness, respect, and humility to prepare health care professionals to serve diverse populations.

—Multicultural Affairs Committee Mission

awareness, and respect for those different from ourselves. The college's Multicultural Affairs Committee (MAC) consists of students and faculty and staff members who work together to promote the MAC mission: "To promote multicultural awareness and inclusivity through engaging experiences that promote self-awareness, respect, and humility to prepare health care professionals to serve diverse populations."

In the summer of 2020, the MAC's conversations and dialogue team, led by Rachel Williams, Ph.D., CCC-SLP, director and associate

to help guide their future work and ensure they were including the perspectives and experiences of those who attended.

In August, occupational therapy student Sarah Williams, chair of the MAC student development team, led a weeklong series for students. The series is called SPARK, which stands for Share, Promote, Act, Reflect, and Knowledge. Students, as well as faculty and staff members, engaged in learning and dialogue on topics such as navigating racism and discrimination in health care and bias and privilege.

Elizabeth Swann, Ph.D., ATC, director of interprofessional integration, worked with her MAC faculty development team to plan a series of monthly workshops called the Diversity Roundtables. During the workshops, faculty and staff members and students learned and reflected together through shared reading experiences and guest speaker-led discussions.

Additionally, the MAC simulations team, led by Melissa Morris, M.S.N., R.N., CPN, CHSE, director of simulation and interactive technology, worked with the students and faculty and staff members to craft case studies for health care simulations that weave issues of diversity, equity, and inclusion into the experiences. These learning experi-

ences have been advertised university-wide with cosponsors and attendees from a variety of campus areas.

While the college's strategic plan has traditionally included tactical priorities around diversity and inclusion, the college's leadership team decided to take a deeper dive to make sure the plan is aligned with best practices. A team of individuals has been researching national best practices and is considering ways to integrate them into the college's practices and culture.

Finally, the college leadership retreat, led by Hal Strough, Ph.D., ATC, associate dean, is focusing on inclusion. Academic program leaders are working with their faculty and staff members to have

conversations about how to create an inclusive student experience.

The PCHCS seeks to exemplify the NSU core value of diversity and prepare emerging health care professionals to effectively serve a diverse patient population. As a result of the commitment and contributions of our students, faculty and staff members, and college leadership team, we are learning, reflecting, and growing together and—along with our nation's president—inviting others to join us on the journey.

For more information or to get involved, please email mac@nova.edu. □

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



Working in Unity

NATIONAL INSPIRATION

“This is our historic moment of crisis and challenge, and unity is the path forward ... Let us listen to one another. Hear one another. See one another. Show respect to one another.”

—excerpt from the inaugural address
of President Joseph R. Biden



*“And the norms and notions of what just is isn’t always just-ice
And yet, the dawn is ours before we knew it
Somehow, we do it”*

...

*“We are striving to forge a union with purpose
To compose a country committed to all cultures, colors,
characters, and conditions of man
And so we lift our gazes, not to what stands between us,
but what stands before us
We close the divide because we know, to put our future first,
we must first put our differences aside”*

—excerpts from the inaugural poem by Amanda Gorman



LOCAL ACTION



Rachel M. Williams, Ph.D., CCC-SLP

Dialogue and
Listening Sessions Co-Chair
Associate Professor and Director
Doctor of Speech-Language
Pathology (SLP.D.) Program
Department of
Speech-Language Pathology
Dr. Pallavi Patel College of
Health Care Sciences



Elizabeth Swann, Ph.D., ATC

Faculty Development Co-Chair
Professor and Director of
Interprofessional Integration
Dr. Pallavi Patel College of
Health Care Sciences



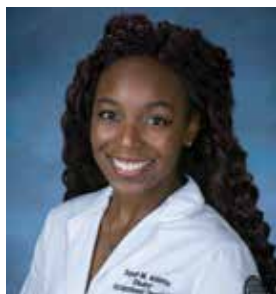
Erica B. Friedland, Au.D.

Strategic Planning and
Systems Chair
Chair and Associate Professor
Department of Audiology
Dr. Pallavi Patel College of
Health Care Sciences



Keiba L. Shaw, D.P.T., Ed.D., M.A., PT

Dialogue and
Listening Co-Chair
Professor
Professional D.P.T. Program
Dr. Pallavi Patel College of
Health Care Sciences



Sarah Williams

Student Development Chair and Com-
munication Co-Chair
NSU Master of Occupational
Therapy Student
COTAD NSU Chapter Founder/Liaison
Graduate Assistant of Student
Development and Multicultural Affairs
Dr. Pallavi Patel College of
Health Care Sciences



Melissa Morris, M.S.N., R.N., CPN, CHSE

Diversity, Equity, and Inclusion in
Simulations Chair
Director of Simulation and
Interactive Technology
Dr. Pallavi Patel College of
Health Care Sciences



Jeffrey Jurkas, M.B.A.

Communication Co-Chair
Director of Student Affairs
Dr. Pallavi Patel College of
Health Care Sciences



**Jacquie Marshall, Ph.D., R.N.,
M.S.N./Ed., M.P.H., CNE**

Faculty Development Co-Chair
Associate Professor
Ron and Kathy Assaf College of Nursing



Terry Morrow Nelson, Ph.D.

Multicultural Affairs Committee Chair
and Dialogue and Listening Co-Chair
Assistant Dean of Student Affairs and
Associate Professor
Dr. Pallavi Patel College of
Health Care Sciences

Multicultural Affairs Committee Impact Areas Leadership Team

Students and faculty and staff members within the
Dr. Pallavi Patel College of Health Care Sciences,
and all of Health Professions Division, are working
together to be the change they wish to see in this world.

Q&A

Sarah Williams

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

Sarah Williams is an occupational therapy student who is leading the way in promoting inclusion and health promotion within the college. She is currently a team leader within the Interprofessional Diabetes Education and Awareness (IDEA) Initiative, founder of the Coalition of Occupational Therapy Advocates for Diversity (COTAD), and student development impact team chair for the Multicultural Affairs Committee (MAC).

Q: What have been three of your best experiences within the Dr. Pallavi Patel College of Health Care Sciences?

A: Being the vice president of the Student Occupational Therapy Association (SOTA) has helped me develop myself professionally and helped meet the needs of others. While making apparel orders, promoting occupational therapy (OT), and making room reservations was a big portion of my role, I was called to a higher role I didn't expect.

In an era of social injustice and hurt, I was able to uplift my fellow OTs by developing an immersive conversation about the social injustices plaguing our nation and why OTs have a responsibility to speak up and take action. I was surprised by the positive feedback, and it inspired me to create SPARK (Share, Promote, Act, Reflect, and Knowledge) week.

Without the support and encouragement from the SOTA and faculty members, it would not have happened.

Creating and developing SPARK week was one of my biggest joys and successes. After hearing similar stories of hurt and pain throughout other programs, I felt the need to rise up. It was all about taking action while the pain was still fresh. I was amazed at how supportive MAC was and how fast it came together.

I was also excited that different programs were joining together to share stories, promote kindness, take action, reflect, and learn about social injustice. We can be the generation of health care professionals that sparks change in the way people of color, indigenous people, Black people, and LGBTQIA+ people are treated in health care.

Being the founder of the COTAD NSU Fort Lauderdale

chapter was another one of my greatest accomplishments. There was such a feeling of joy when I saw the email saying, "Congratulations, your chapter is officially recognized by the national chapter." COTAD will help minority and LGBTQIA+ students after I graduate. It gives me hope that other brown-skinned girls with afro puffs and a white coat can feel supported and hold their heads high as they speed walk through the Health Professions Division.

Q: You have stepped into a number of leadership roles in the college. Currently, you are an IDEA team leader, SOTA vice president, multicultural affairs student development chair, and founder of the COTAD. What inspires you to rise up and lead, and what have you gotten out of these experiences?

A: From a very young age, I was told that I have to try harder, work harder, be smarter, and do better because I am Black. People will see my skin before they see who I am and my potential. I feel like I have a responsibility to help those who do not have the strength to speak up, or those who speak up and go unheard. From these experiences, my confidence has grown in my ability to create a better future, one ripple at a time.

I have been able to learn from others and learn how to be an activist while being a full-time student who works part time. I have also gained confidence that people want to see a change. Some of my greatest contributions have been coleading an IDEA diabetes prevention workshop at the Broward County Jail, creating MAC's SPARK week, founding the COTAD NSU Fort Lauderdale chapter, implementing discussions between faculty and staff members and students through SOTA, and being able to provide safe spaces for people to share and listen.

Q: How do you fill your spirit and create balance in your life as a leader?

A: It can be a bit challenging at times to make sure I find the balance, with two jobs, extracurriculars, and being a full-time student. I have a ritual



of writing my next day's schedule every night before I go to sleep, which helps me unwind. I also try to read a book or go outside for about 30 minutes to let my mind relax for a moment. I am a big fan of listening to podcasts while I drive and singing in the shower, even though I don't have the vocals for it.

I practice mindfulness when I eat and make sure to savor the flavors, scents, and textures. I have to remind myself to find the spaces in between my day and make time for the people I love, even if it's just a quick text or phone call. I also have a set bedtime to make sure I get my seven hours of sleep. I don't always uphold it, but I at least try.

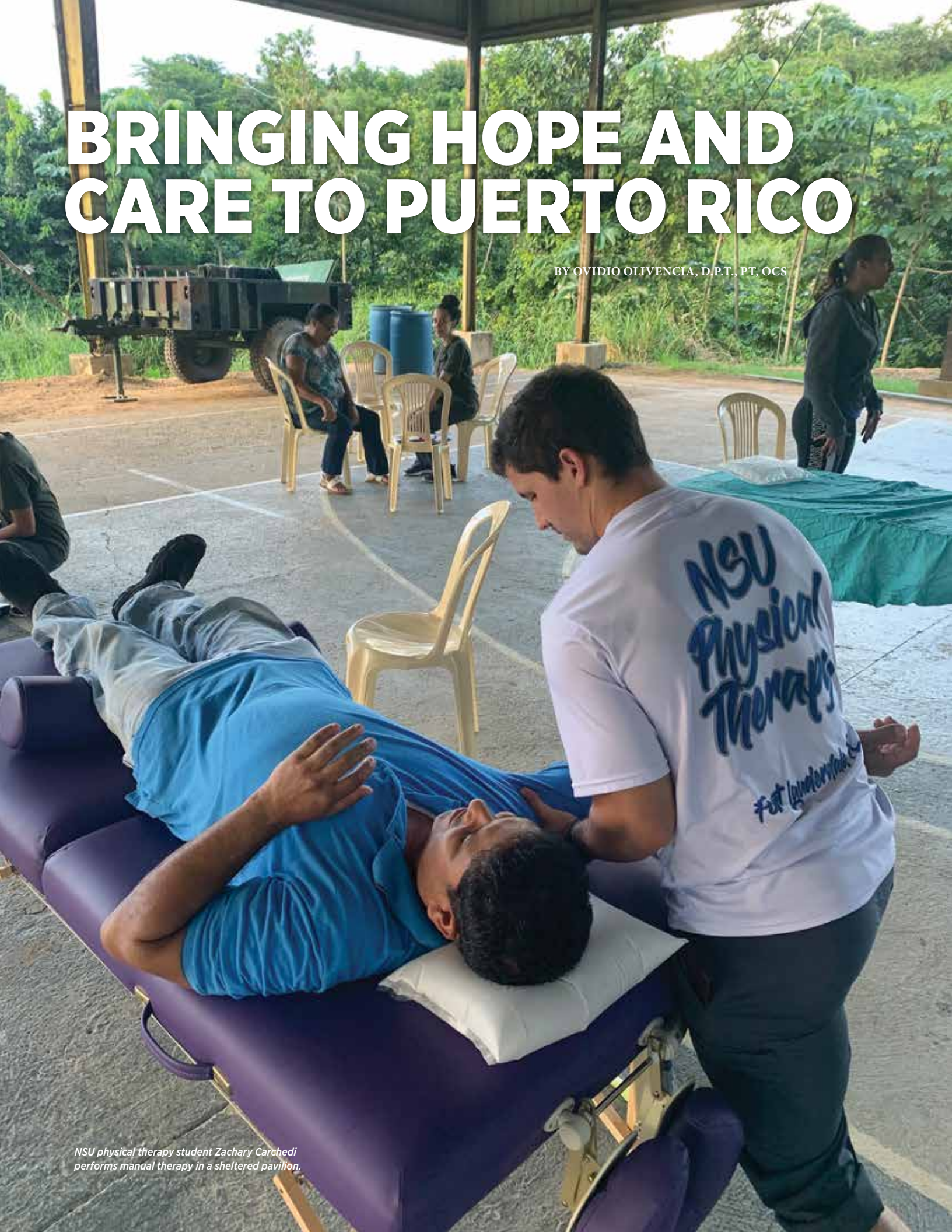
Q: What advice do you have for other emerging health care professionals for getting the most out of their college experience?

A: If you think in a year you will say, "I wish I would have....," then do it. Make sure to prioritize school, plan ahead, and find time for the meaningful occupations in life that you have to do, want to do, and need to do. That includes making time to binge-watch, take a shower, study, cook a meal, and call your mom.

Our lives may be short, but the possibilities are endless and overflowing with positivity if we just open our eyes to what could be. It's easy to dwell on the negativity, but it's exhausting, yet worth it, to be positive. □

BRINGING HOPE AND CARE TO PUERTO RICO

BY OVIDIO OLIVENCIA, D.P.T., PT, OCS



NSU physical therapy student Zachary Carchedi performs manual therapy in a sheltered pavilion.

A white van carrying six students and their professor drove through winding roads and lush mountainous paths. They were to arrive at a church in Humacao, Puerto Rico, where the team would be staying for the first half of its humanitarian trip—a region devastated by Hurricane Maria.

Padre Jose Colon Otero, the priest from Parroquia del Carmen in Punta Del Carmen, Humacao, recalled the devastation Hurricane Maria caused his island and his church in 2017. He recalled waking up early in the morning to thunderous winds and rain.

Roofs were blown away and electrical poles were on the ground. To make matters worse, the Atlantic Ocean had welcomed itself into his parish. The inundation resulted in the total destruction of his seaside church.

Three months prior to their visit, some of Nova Southeastern University's (NSU's) finest physical therapy students and professors raised more than \$1,000 to purchase much-needed supplies for the trip. Keiba Shaw, D.P.T., Ed.D., PT, a physical therapy professor in the NSU Tampa Bay program, assembled and coordinated a multidisciplinary team consisting of physical therapists, psychologists, and physician assistants.

Leading the Fort Lauderdale physical therapy team was me—a native to the island—and my students Zachary Carchedi, Hayley Davis, Ariela Halzel, Ella Khan, Ethan Larson, and Michael Veloz, who had volunteered not realizing how impactful the trip would be.



From left, Ovidio Olivencia and PT students Ariela Halzel, Ella Khan, Hayley Davis, Ethan Larson, and Michael Veloz proudly represent NSU at the community center, Parcelas Aguas Claras in Ceiba.

For me, it was a meaningful way to give back to my community.

Members of the church, including Colon Otero, welcomed the team with traditional Puerto Rican food, which would become the much-needed fuel for the days to come. The team ate accompanied by the unique sounds of the coqui—a beloved frog species known as a symbol of Puerto Rico. The church members proudly provided the NSU team with a tour of the grounds. According to Colon Otero, the church was rebuilt from the ground up thanks to the hard work of the community and church members.

The church accommodated the group in modest dormitories equipped with bunk beds and a shared bathroom. This would become the place where the team would recharge after treating more than 70 patients a day in the steamy Puerto Rico heat.


The days to come consisted of breakfast at dawn, followed by long drives to the remote towns that were most affected. One of our visits was to the town of Las Piedras, located in the eastern

region of the island, which is a barrio founded in the 1700s. This region was especially devastated by Hurricane Maria. The team arrived at Las Piedras to see an unconventional outdoor clinic set alongside a basketball court. The paved, sheltered area next to the court provided a perfect spot to evaluate the patients.

The team evaluated more than 40 patients that day. The cases ranged from patients with lower-back pain to those with neurological conditions. The students put their skills to work and even found creative ways to communicate with Spanish-speaking patients.

Thanks to the team's fundraising efforts, the people of Puerto Rico shared their gratitude and warm smiles with each of the volunteers, especially after the team worked together to treat a stroke victim who had been unable to walk for months. The entire community center cheered and clapped for the man as he took his first steps. It was a moment he and this group of physical therapists will never forget. □

Ovidio Olivencia is an associate professor in the Department of Physical Therapy at NSU's Fort Lauderdale/Davie Campus. Since 2018, the department has participated in three humanitarian trips to Puerto Rico.



The Gait Buddy attaches the wheelchair to the walker for a secure and steady connection.

Launching an Invention

ALUMNA INTRODUCES NEW GAIT TRAINING DEVICE

BY CASSI PETSCH, D.P.T., PT

I am a 2009 Nova Southeastern University graduate who spent six years researching gait-training techniques and gait-training equipment. What I found was a lapse in the proper equipment available for physical therapists, restorative aides, nurses, and other mobility staff.

Current gait-training procedures put both the patient and staff at risk of injury, with no affordable solution available. I set out to invent an easy-to-use solution to better protect both staff members and patients and accomplished

this amazing feat by inventing the Gait Buddy—a much-needed tool I launched into the market in early 2020.

I started my career in a skilled nursing facility and quickly realized I would rarely have assistance from a second person, which meant I would be ambulating my patients by myself. This is when therapists hold onto a patient's gait belt and twist their lower back to pull the wheelchair behind them—all while hoping the patient doesn't have any sudden loss of balance and the wheelchair steers evenly.

This hinders, and essentially eliminates, evaluative and skilled gait training. I refer to this dangerous method as the “wheelchair shuffle.” This realization prompted me to find a way to eliminate the wheelchair shuffle and to allow clinicians the ability to gait train and provide walking practice without needing an additional person to push the wheelchair.

An affordable, user-friendly assist did not appear to be commercially available. There are LiteGait and Body-Weight support systems, but they cost thousands of dollars,



Top: The current method, referred to by the author as the “wheelchair shuffle,” is dangerous for both the patient and the staff member.



Bottom: Improved staff positioning allows for improved instruction, carryover, and safety.

are bulky, and many of them still require two staff members to ambulate a patient. This spurred me to create the Gait Buddy.

The Gait Buddy attaches the wheelchair directly to the walker, so the wheelchair will track securely behind patients as they walk. This eliminates the need for a second person to push the wheelchair and prevents the therapist from twisting through his or her lower back to reach and drag the wheelchair.

The Gait Buddy allows the clinician to ambulate weaker and

less mobile patients without secondary staff assistance. The device works with most standard wheelchairs, with a resistance of less than two pounds.

The Gait Buddy increases the treatment options for clinicians. It is extremely lightweight—weighing less than one and a half pounds—making it a simple solution to bring to a patient’s room.

Many COVID-19 treatments are done in the patient’s room where you don’t have a second person to assist, so the Gait Buddy allows you to still do standing balance and gait with your patient during these treatments. It is also easily transportable for home health therapists to take to a patient’s home, since they do not have a second staff member to help walk their patients.

Another treatment option with the Gait Buddy is resistance walking, where weight is added to the wheelchair to help work on the patient’s strength and stamina.

Quality of life is significantly influenced by the ability to move. Reduced patient mobility is a problem across the globe. Immobility is independently associated with the development of a series of complications, including pressure ulcers, deep vein thrombosis, pneumonia, urinary tract infections, and more.

Because mobility is so vital, facilities across the United States are implementing mobility programs that are carried out by certified nursing assistants, nurses, and restorative and rehabilitative staff. Despite extensive research promoting mobility, significant

barriers to more frequent assisted mobilizations include lack of staff, the increased risk of a work-related musculoskeletal disorder, and/or lack of necessary equipment or resources. The Gait Buddy was launched to help bridge this gap.

Discussion

The American Physical Therapy Association (APTA) has published a safe patient handling (SPH) program to enable health care workers to move their patients in a way that does not cause strains or injuries. The APTA recognizes that physical therapists and physical therapist assistants have a high rate of injury while performing patient functional mobility. Manual patient handling tasks result in excessive physical loads that can lead to injury.

In facilities with an SPH program, physical therapists report a reduction in fatigue and an increase in treatment options, as well as earlier and more frequent patient mobilization in lower-functioning patients, which ultimately leads to better patient outcomes.

Therapists cited factors that limit their use of SPH equipment. These include the lack of appropriate equipment, that it takes too long to set up, the device is complicated, options are bulky and expensive, and patient’s fear of lifts. The Gait Buddy is a simple solution to this complicated problem, with a goal of optimizing gait training for patients and staff members across the United States. □

Cassi Petsch is the CEO of Gait Buddy, LLC; a physical therapist; and an NSU alumna.

BEHIND THE CAPE

Robert McCalla Receives Distinguished Staff Employee Award of Excellence

BY BRIANNA BLACK KENT, PH.D.

Robert McCalla, M.S., was the worthy recipient of the 2020 Distinguished Staff Employee Award of Excellence. McCalla, who joined NSU's Dr. Pallavi Patel College of Health Care Sciences (PCHCS) Dean's Office as professional development manager in 2015, is responsible for the organization of all Center for Academic and Professional Excellence (CAPE) activities.

He develops the academy courses in Canvas, collaborates with course leaders and instructors in course preparation, and serves as an instructor and mentor in the Academy for Career Enrichment. On August 13, 2020, McCalla arranged and hosted the inaugural Virtual CAPE Induction and PCHCS Awards Ceremony.

McCalla always goes beyond his responsibilities. One example was his facilitation of the innovative Health Professions Division faculty and staff enrichment series Laugh and Learn, conducted by Jackie Hinckley, Ph.D., CCC-SLP, ANCDs, speech-language pathology associate professor.

Laugh and Learn was the first application of improvisational theater techniques in an online format to teach critical communication skills and adaptability in a health care environment. The series success resulted in Hinckley's poster presentation "Laugh and Learn: Connection, Ideas, and Empathy in an Online Format" at the 2020 Academy of Communication in Healthcare Virtual Research Forum.

Because the coronavirus pandemic is an unprecedented crisis, McCalla made every effort to assist faculty and staff members in dealing with the stress emerging from it. As a result, he organized a series of 12 meditation learning activities conducted by James Kraut, Psy.D., a licensed clinical psychologist, for faculty and staff members in the PCHCS and other academic units. At the conclusion of the meditation series, participants reported the value of the new skills they gained to successfully work and live through the pandemic and manage the resultant pressures and uncertainties.

McCalla prefers to work in the background and allow the results of his efforts to speak for him. □

Brianna Black Kent is the assistant dean for professional development and education, interim director of the Ph.D. in Health Science program at the Fort Lauderdale/Davie Campus, and director of the NSU Coalition for Research and Education Against Trafficking and Exploitation (CREATE).



Robert McCalla received the 2020 Distinguished Staff Employee Award of Excellence.



International Scientist Exchange

O.T.D. INTRODUCES OCCUPATIONAL SCIENCE SCHOLARS SERIES

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

The COVID-19 pandemic triggered a mad rush to eLearning, with educators stepping out of the familiar to deliver courses virtually. Typically, the entry-level Doctor of Occupational Therapy (O.T.D.) program at the Tampa Bay Regional Campus delivers its curriculum using a 70/30 blend of virtual and on-campus sessions. Virtual interactions are synchronous or asynchronous over the Internet, while on-ground interactions occur on campus.

Virtual interactions rely on technology for the interactions to occur predictably and to maintain rigor and quality of the teaching-learning experiences. Participants attend from various physical

spaces and time zones. On-ground interactions require that all participants be in the same venue at the same time. This is the traditional interaction that is most familiar and usually used for the hands-on learning needed for skill competency.

The challenge with the pandemic-driven conversion to 100 percent eLearning was how to provide alternative means to provide hands-on laboratory experiences for blended learners. It also required advanced planning and logistical adjustments. Strategic course adjustments required creative design of activities and novel ways to sustain learner engagement and participation.

Dialogues

This article provides a glimpse of a strategy implemented by the O.T.D. program called the Dialogues with Occupational Science Scholars series. Because it is delivered using a blended model, the O.T.D. program relies on constructs from the community of inquiry, implicit curriculum, and the perspective of William E. Doll, Jr., Ph.D., on postmodernism. Faculty members provide rituals and socialization opportunities to connect students with established occupational scientists.

The series occurs during Zoom sessions attended by students enrolled in Occupational Science and Wellness in Occupational Therapy (OT) courses. Students prepare by searching for information about invited scholars and then use such information when asking questions during the dialogue.

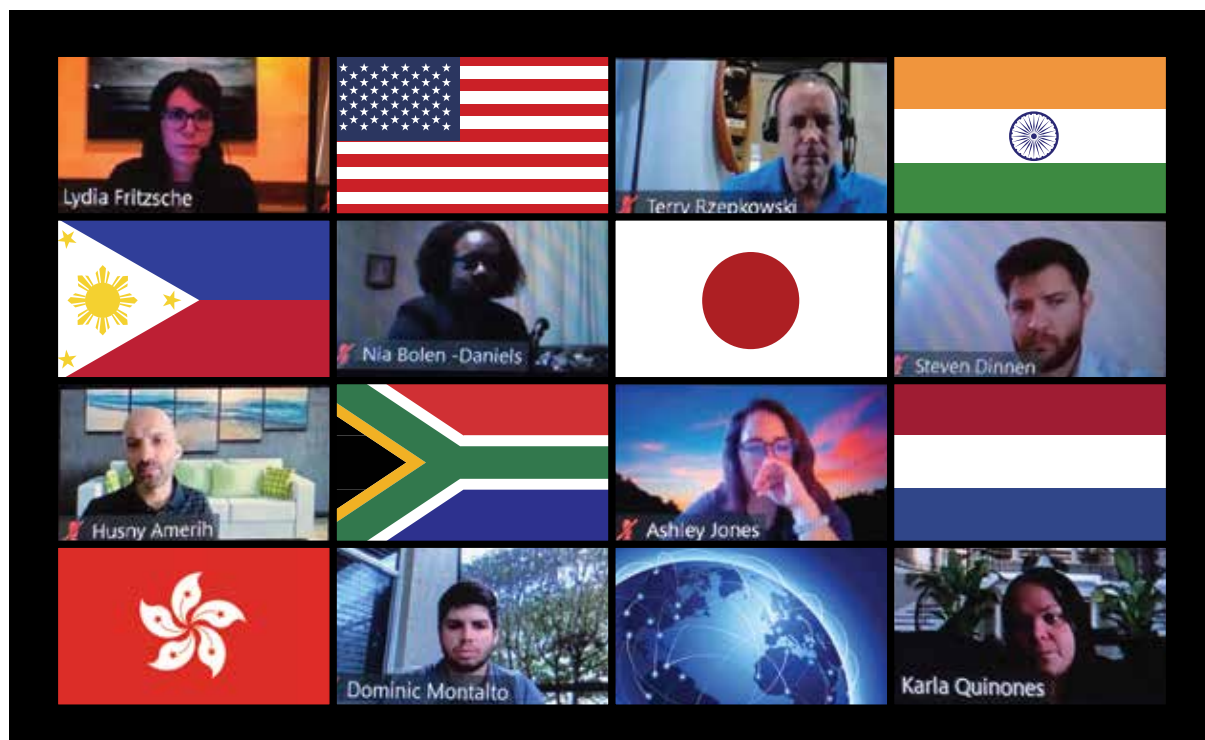
Scholars and Topics

- Roxie Black, Ph.D., OTR/L, FAOTA, refugee acculturation, United States
- Lyle Duque, M.Sc., OTRP, FPAOT, occupational therapist in regulatory bodies and international OT education, Philippines
- Sheama Krishnagiri, Ph.D., OTR/L, FAOTA, recipient of the first Ph.D. in occupational science and part of a pioneering group that established occupational science, United States/India
- Frank Kronenberg, Ph.D., OT, politics of occupation and living, Netherlands and South Africa

- Amy Paul-Ward, Ph.D., OT, foster care, United States
- Doris Pierce, Ph.D., OTR/L, FAOTA, research in occupational science, United States
- Kit Sinclair, Ph.D., OTR/L, FWOT, FAOTA, occupational science from a global governance perspective, Hong Kong
- Toni Thompson, Dr.O.T., community integration from human trafficking, United States
- Shirley Wells, Dr.P.H., OTR/L, FAOTA, lived experience as a Black person and writing a book on cultural social justice and marginalization, United States
- Hiromi Yoshikawa, Ph.D., OT, occupational science outside the Western culture and assessment translations, Japan

Immediately after each dialogue, while the interaction is fresh in their minds, the students write their reflections on the experience. Students have been candid in expressing their reflections, some of which include “inspired dialogue; identified a career direction I did not think about; cultural competence does not stand still; we cannot live in the past, but we can correct mistakes moving forward; occupational science indeed informs occupational therapy; increased respect for humans as occupational beings; and we are all connected simply because we are humans.” □

Ricardo C. Carrasco is the director of, and a professor in, the Department of Occupational Therapy at NSU's Tampa Bay Regional Campus.



In Memoriam

Rose Maria Colón

BY BRIANNA BLACK KENT, PH.D.

On September 14, 2020, the Department of Health Science lost a dear colleague and friend when Rose Maria Colón, Ph.D., passed away. Colón earned a Ph.D. in Social Psychology from the University of Houston and was awarded a post-doctoral fellowship from the U.S. Department of Veterans Affairs Health Services Research and Development area. Her first academic appointment was at Michigan State University.

Colón, who joined the Department of Health Science in 2009, served on numerous committees at the departmental, college, and university levels, including as the Dr. Pallavi Patel College of Health Care Sciences' representative for the NSU Institutional Review Board (IRB). Colón, who taught in the four online health science programs, loved teaching and mentoring students in her courses, which focused on topics including culture and inclusivity—and everything research.

She was indefatigable in her willingness to share her knowledge with students, as well as faculty and staff members. Brian Montero, B.S., administrative coordinator in the Doctor of Health Science program, described how Colón was always willing to talk about his future academic plans.

"She encouraged me to return to graduate school. Coming from an esteemed academic like her, it was very encouraging," he said.

C. Lynn Chevalier, D.H.Sc., M.P.H., M.S., CPH, CSSGB, CPC, assistant professor in the Department of Health Science, worked with Colón during the weeklong Ph.D. research practicum winter institute. They assisted Ph.D. students in preparing their research practicum protocols for submission to the IRB.

Chevalier remembered a specific day when she and Colón taught all day without a break. "I promised Rose I would bring her lunch from the student-faculty lunch, but I





Rose Maria Colón holds the newborn of Sandrine Gaillard-Kenney in January 2011.

forgot,” she admitted. “Rose told me she would never let me forget and that I would always owe her lunch, saying, ‘Even if you get me lunch, you will always owe me lunch.’ No matter how tired Rose felt during the institute week, she kept her sense of humor.”

Colón was a caring person and a strong advocate for disenfranchised populations, such as migrant farm workers and victims of human trafficking. In 2010, as founding member of Project HEAT (Health Educators Against Trafficking), she became dedicated to raising awareness of human trafficking among health care professionals through grant-funded research.

Since 2014, her research focused on the development of a reliable and valid trafficked victim identification tool. In collaboration with the Broward Sheriff’s Office, federal law enforcement, and her community partners, she subsequently piloted the instrument.

Odo “Kenny” McCallum, M.P.H., CHES, director of clinical education for the college, was a member of the Community Advisory Panel (CAP) for Colón’s

research of the victim identification tool. McCallum recently listened to a recording of a CAP meeting and described how the recording “brought back some good memories, especially hearing Rose’s laughter.”

He described Colón as “an extraordinary soul and a tenacious spirit with an unwavering commitment to bring awareness of trafficked victims.” Beyond her dedication to researching human trafficking, Colón advocated for survivors of trafficking as an invited participant on two United States Congressional roundtables that addressed sex and labor trafficking.

Many in the college and the Health Professions Division can recall Colón’s kinds words of encouragement, even when she experienced her own personal struggles. Lisa Farach, D.H.Sc., M.S., R.N., RRT, chair of the Department of Cardiopulmonary Sciences, described Colón as a dear friend and colleague who “was there to offer a smile and a perspective of hope and encouragement. Rose’s love for family and friends was seen through her thoughtful actions.”

Jodi P. Clark, M.D., M.P.H., CWWS, associate professor in the Department of Health Science, described how she and Colón met years ago as “work buddies” and quickly became more than colleagues. “We became good friends,” said Clark of the extended love and unconditional support she received from Colón when she became a new mother two years ago. “I continue to take all of Rose’s wisdom and advice to heart each day.”

Sandrine Gaillard-Kenney, Ed.D., associate dean and interim director in the Doctor of Health Science program, met Colón when she interviewed for the health science faculty position. Colón presented as an accomplished researcher and a very strong, spirited woman who did not seem afraid of anything.

Colón also had a softer, maternal side. “After the birth of my daughter, Rose visited me and held my newborn,” recalled Gaillard-Kenney. “Rose shared stories about her sons and about being a new mom while she was in graduate school. We often talked about our children.”

Stanley H. Wilson, Ed.D., PT, CEAS, dean of the Dr. Pallavi Patel College of Health Care Sciences, best described that in Colón’s passing, “We have lost a very loyal and loving coworker. Our prayers and deepest sympathies go out to Dr. Colón’s family.” □

Brianna Black Kent is the assistant dean for professional development and education, interim director of the Ph.D. in Health Science program at the Fort Lauderdale/Davie Campus, and director of the NSU Coalition for Research and Education Against Trafficking and Exploitation (CREATE).

Bite into Microlearning

BY EUNICE LUYEGU, PH.D.

The Office of Professional Development and Education (PDE) is serving learning in small bites that are easy to digest. The bitables are concise, flexible, applicable, relevant, and just in time—when you need them most.

These learning nuggets are professional development opportunities for faculty members to focus on tools and best practices they can use to take their teaching and learning a step forward. PDE is offering faculty members two types of microlearning opportunities: The Virtual Learning Quick Takes and the self-paced, five-week Learning Units.

1. Virtual Learning Quick Takes

Virtual Learning Quick Takes are short, topical, bite-sized workshops. The mini-workshops are offered twice a week, Tuesday and Thursday during lunch hour, and last about 20 to 30 minutes. Each workshop begins at 12:15 p.m. and ends at 12:45 p.m.

Workshop facilitators are experts in the field of teaching and learning. Each workshop has one or two learning objectives and yields four to five key takeaways. Due to their brevity and purpose, Virtual Learning Quick Takes focus on a narrow topic, concept,



or idea. In Quick Takes sessions, history, background information, and theories have been eliminated. The focus is on application.

Sessions are usually in the form of a presentation, activity, discussion, video, poll, or demonstration. All session recordings are available on the PDE SharkMedia channel.

2. Five-Week, Self-Paced Learning Units

Starting in summer 2021, PDE will offer five-week, self-paced Learning Units. These have just the right amount of information to help faculty members achieve specific learning goals. They are highly focused and consist of micro exercises. While these experiences will have a facilitator, they are mostly self-directed.

The Learning Units will be readily available to faculty members when they need them. Each unit will span more than 10 weeks, but participants need only 5 weeks to complete a unit. Faculty members may enroll at any time before the start date or during the first five weeks that the learning unit is offered.

They may register for one or more units at any given time. A certificate of completion will be awarded upon successful completion. The focus is on pedagogy and learning technologies, with the possibility of expanding to other areas in the future.

To summarize, these are short learning experiences faculty members can take at their own pace, wherever they are, and whenever they need them. They are convenient to take in between CAPE courses or when faculty members don't have time to dedicate to a long course.

For more information on Virtual Learning Quick Takes or self-paced Learning Units, please contact Robert McCalla at rmccalla@nova.edu. □

Eunice Luyegu is the curriculum design specialist in the Office of Professional Development and Education at NSU's Fort Lauderdale/Davie Campus.



New Telehealth Concentration

BY DEBRA A. DIXON, D.H.SC., M.S., RDH

As we face unprecedented challenges with the COVID-19 pandemic, health care professionals are confronted with uncertainty and risk every single day. Many medical professionals are now offering telehealth visits to their patients, which means patients can be evaluated, diagnosed, and treated virtually.

Due to the increased use of telehealth, the Department of Health Science at Nova Southeastern University's (NSU's) Dr. Pallavi Patel College of Health Care Sciences has developed a telehealth concentration designed to provide clinical and administrative health professionals with the theoretical and practical training necessary to enhance career mobility and professional advancement.

This new concentration will offer courses in ethics, risk management, research, health policy, and other essential areas of telehealth. It will emphasize the basics of telehealth, the

importance of interprofessional collaboration and the roles of different health care providers, and an overview of the technology needed for successful telehealth implementation.

These courses will be open to all graduate-level and undergraduate students to take as an elective. The NSU Master of Health Science program student population comprises potential leaders in health care in every facet of the system. The program has the resources and expert faculty to provide students with a meaningful educational experience in telehealth.

For additional information regarding the Master of Health Science program, please visit healthsciences.nova.edu/healthsciences/index.html. □

Debra Dixon is the director and an associate professor in the Department of Health Science at NSU's Fort Lauderdale/Davie Campus.



NSU Partners with Miami Dade College

BY DEBRA A. DIXON, D.H.SC., M.S., RDH

Beginning with the Miami Dade College Physician Assistant program matriculating class of 2021, all students accepted into the Miami Dade Physician Assistant program will be concurrently enrolled in both the Miami Dade College Physician Assistant program and the Nova Southeastern University (NSU) Dr. Pallavi Patel College of Health Care Sciences (PCHCS) Master of Health Science (M.H.Sc.) program through an affiliation between the two schools.

Physician assistant students who complete all the requirements of the Miami Dade Physician Assistant program and the NSU M.H.Sc. program will graduate with the professional credential from Miami Dade College and the PCHCS M.H.Sc. degree.

The Accreditation Review Commission on Education for the Physician Assistant has acknowledged and accepted the agreement. The online program offers a generalist curriculum, as well as concentrations in telehealth, sports medicine, higher education, health care administration, health law, leadership, and health care risk management. □

Debra Dixon is the director and an associate professor in the Department of Health Science at NSU's Fort Lauderdale/Davie Campus.

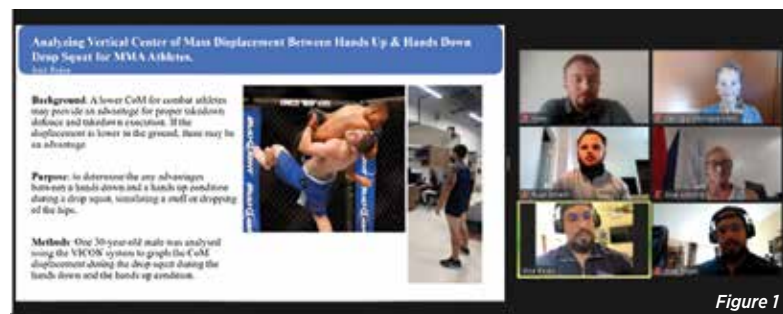
NSU Launches Master of Sports Science Degree

The winter 2020 semester began with a bang. As many programs struggled to transition to an online format, members of the Exercise and Sport Science program faculty were also finishing preparations to launch the new Master of Science (M.S.) in Sports Science graduate program in the summer of 2020.

The program boasts a focus on groundbreaking advances in technology and research in high performance that allows students to study in a hybrid environment. Students explore core courses in research methods, sports supplements, biomechanics, and data analytics.

They directly apply practical skills such as body composition measurement or aerobic capacity testing in the laboratory and/or local facilities, which include high-performance training centers and gyms. Some students desire to pursue their Ph.D. in the biomedical sciences (e.g., biomechanics, neuroscience, exercise physiology), while others intend on using their M.S. degree skills to further careers as applied sport scientists.

The first two courses were Advanced Sports Biomechanics, taught by Monique Mokha, Ph.D., ATC, professor, and Laboratory Instrumentation, taught by Tobin Silver, Ph.D., associate professor and practicum director.



With the first half of these courses moved online, Mokha got creative, using apps and free online motion-capture software so students could measure the mechanics of various sport and fitness maneuvers safely at home. Silver frontloaded the Laboratory Instrumentation course with theoretical content and how-to videos.

Mokha and Silver met with the students weekly on Zoom, so they could relay course content and get to know the inaugural class. In doing so, the duo learned that Ryan Smach, B.S., had just completed a prestigious sports science internship with the sports strength and conditioning staff at the University of Minnesota; Nyles Rife, B.S., was studying for his board exam for athletic training; and Jose Rojas, B.S., is a Marine veteran who trains mixed martial arts fighters.

Once Mokha and Silver received the green light to come to campus, students were excited to do hands-on learning with

high-tech equipment in the body composition and movement laboratories. Silver was pleased with their abilities to calibrate and operate the equipment independently.

Students capped off their course with Mokha by presenting pilot studies on topics such as the relationship between workload as measured by a global positioning system and musculoskeletal injury risk in male soccer players, effects of a weighted vest on the force profile during jumping, and differences in center of mass movement in the drop squat under two arm conditions. (See figure 1.)

In order to graduate, all students must complete a publishable research project under the mentorship of one of the stellar Health and Human Performance Department faculty members: Jose Antonio, Ph.D., associate professor; Lia Jiannine, Ph.D., assistant professor; Mokha and Silver; or Corey Peacock, Ph.D., program director and associate professor. □

NSU Celebrates Two Inaugural Residency Graduations

With the close of the summer semester, the Department of Physical Therapy at the NSU Tampa Bay Regional Campus celebrated the graduation of residents from two new residency programs—the Orthopedic Physical Therapy Residency and the Faculty Residency programs.

The orthopedic residency program is overseen by Melissa Lazinski, D.P.T., D.H.Sc., PT, OCS, associate professor and orthopedic residency program coordinator, while the faculty residency program is coordinated by Kathleen Rockefeller, Sc.D., M.P.H., PT, professor. The physical therapy (PT) department now has three residency programs that are overseen by Melissa Tovin, Ph.D., M.A., PT, CEEAA, director of postprofessional clinical advancement.

Orthopedic Residency

Currently, there is one orthopedic residency graduate and two incoming residents. Keri Davis, D.P.T., PT, is a 2019 graduate of the Tampa Bay D.P.T. program. She completed her orthopedic residency in September 2020



Keri Davis, 2020 Orthopedic Physical Therapy Residency graduate

and was honored during the Tampa Bay D.P.T. White Coat and Awards Ceremony.

Orthopedic residents complete a rigorous, yearlong curriculum that includes more than 300 hours of instruction, 1,500 hours of clinical practice, and 150 hours of clinical mentoring. Davis completed her clinical hours at the residency site at Optimal Performance and Physical Therapies (OPPT) in Palm Harbor, Florida.

Several Tampa Bay faculty members served as her clinical mentors, including Lazinski; Robin Galley, D.P.T., PT, OCS,

CLWT, associate professor and director of clinical education; Joy Moulton, D.P.T., PT, OCS, assistant professor; Lance Cherry, Ed.D., PT, OCS, associate professor; and Amy Harcourt, D.P.T., PT, SCS, COMT, assistant professor.

In the 2020–2021 academic year, the orthopedic residency program welcomed two residents. Bryan Sterling, a 2020 Fort Lauderdale D.P.T. graduate, will complete his residency at OPPT Palm Harbor, Florida. Madison Disson, a 2020 Tampa Bay D.P.T. graduate, will complete her residency at the NSU Physical Therapy Clinic at the NSU Fort Lauderdale/Davie Campus and will be the first Fort Lauderdale resident. Several Fort Lauderdale faculty members will serve as her clinical mentors, including Melissa Dreger, D.P.T., PT, OCS, instructor; Ovidio Olivencia, D.P.T., PT, OCS, associate professor; and Kelby Kaplan, D.P.T., PT, assistant professor.

The orthopedic residency, which achieved accreditation in January 2021, is a collaborative effort between faculty

members at the Tampa Bay Regional and Fort Lauderdale/Davie campuses. The faculty members provide administrative oversight, didactic instruction, and clinical mentoring, as well as collaboration with the program's clinical partner, OPPT.

Orthopedic residency faculty members have diverse expertise, including orthopedics, medical screening, motor control, ergonomics, regenerative medicine, pain science, concussion, legal/ethics, teaching, leadership, and more.

Faculty Residency

The Faculty Residency—the only nonclinical residency of the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE)—is designed to provide knowledge and experience in four pillars of faculty life: teaching, scholarship, governance, and service. Faculty residents complete an 18-month curriculum of 1,800 hours that includes coursework, practical teaching experiences, and mentoring.

The NSU PT Department Faculty Residency program was accredited by ABPTRFE in October 2019 and is the second of only two accredited faculty residencies in the United States. Two leaders in the Dr. Pallavi Patel College of Health Care Sciences were members of a national work group that conducted a needs assessment and later submitted the proposal for the faculty residency to ABPTRFE—

Stanley H. Wilson, Ed.D., M.S., PT, CEAS, dean, and Mary Blackinton, Ed.D., PT, GCS, CEEAA, professor and former director of the Hybrid D.P.T. program at the Tampa Bay Regional Campus.

Rockefeller, the program coordinator, also serves as the mentor for Tampa Bay-based faculty residents, while Heather Hettrick, Ph.D., PT, CWS, CLT, CLT-LANA, professor and admissions chair, is the faculty residency mentor for Fort Lauderdale faculty residents. In addition to mentorship, faculty residents participate in four CAPE courses as part of their residency education—Blended 101, Conflict Management, Leadership in Academia, and Teaching and Learning—as well as a scholarship in academia course. The first two graduates of the Faculty Residency were recognized during the CAPE Induction Ceremony in August 2020. They were Stephanie Eton, D.P.T., PT, GCS, and Megan Kim, D.P.T., PT, ATC/L. Eton obtained her D.P.T. degree from the University of South Florida in 2013 and has been practicing in a variety of settings since graduation. While in the residency, she obtained her clinical specialist certification in geriatric physical therapy. She is now an assistant professor of practice at the University of Tennessee—Chattanooga.

Kim is a 2013 graduate of NSU's Fort Lauderdale physical therapy program. She has a variety of clinical experiences, especially



Stephanie Eton, 2020 Faculty Residency graduate



Megan Kim, 2020 Faculty Residency graduate

in acute care. She will be joining the physical therapy program in Fort Lauderdale as a new faculty member.

In January 2020, the Faculty Residency welcomed two new residents to its second cohort—Stacy Campbell, M.P.H., PT, who is currently the program director of the Physical Therapist Assistant Program at Taylor College in Ocala, Florida, and Amie Rosenfeld, D.P.T., PT, who is a research physical therapist associated with the University of Miami. □

Telepractice and Simulation

New Speech-Language Pathology Techniques During COVID-19

BY FREDERICK DICARLO, ED.D., CCC/SLP, AND MELISSA EDRICH, ED.D., CCC/SLP

Because of safety concerns brought on by the pandemic, local and distance speech-language pathology graduate student externs were removed from their clinical placements. At that point, the Department of Speech-Language Pathology (SLP) administrative team had a choice—to have the students sit the summer semester out and graduate a semester late or create an online clinical experience to allow students the opportunity to obtain clinical hours and graduate on time.

The decision was made to create an experience that would provide them with the opportunity to obtain hours virtually. The department determined that the new normal for the summer semester would be the students obtaining hours via clinical telepractice and simulation.

The American Speech-Language-Hearing Association (ASHA) requires that students complete 375 hands-on clinical clock hours for degree conferral. Fortunately, due to the pandemic, the ASHA quickly adjusted its rulings on clinical education by accepting clinical hours in telepractice and simulation.

Clinical education is regarded as an essential element of graduate



Frederick DiCarlo meets with his student clinicians to review their final telepractice Parkinson's support group session for the summer semester.

training; thus, for cases where face-to-face education is not feasible, telepractice and simulation are options. According to Howells et al. (2019), systematic reviews in SLP and telepractice exhibited equal or better outcomes as compared to face-to-face clinical delivery.

Furthermore, the department felt confident using telesupervision, based on numerous research studies that substantiate the claim that telesupervision is as effective as face-to-face supervision. Carlin et al. (2013) indicated that graduate students who were telesupervised were less intimidated about observation and felt supported. Carlin (2012) expressed that “e-supervision”

was comparable to face-to-face supervision and provided increased feedback to students.

With this knowledge, the administrative team was ready to move forward and develop a plan to meet the students’ needs in obtaining their required hours to graduate on time. Two aphasia organizations offering telepractice sessions—Aphasia Recovery Connection and Voices of Hope for Aphasia—were contacted.

Both organizations were very collaborative with, and inviting to, the department. In return, the department provided the organizations’ clients with an extension of speech and language services. Furthermore, two existing face-to-face collaborations

“Going into my clinical fellowship year, I feel prepared to provide teletherapy. The school where I am placed will be complete virtual learning for the first half of the school year. Although it is a different setting and population I will be working with, I feel as if this semester has prepared me in ways that a face-to-face experience would not have.”

—Ashley Persaud

“I wouldn’t want to trade this semester for anything. An immense amount of personal growth, knowledge, and experience was obtained, just as I expected would come from a final, in-person externship, and that, to me, speaks volumes.”

—Emily Powley

“This clinical semester has been the most rewarding. I was able to connect with participants from all over the world. I am so grateful to have had telepractice as my last educational experience and will carry everything I have gained with me as I venture into the professional field.”

—Alexa Prendergast

in Florida were transitioned to telepractice platforms—the Charter School of Excellence in Fort Lauderdale and AdventHealth and Parkinson Outreach Center in Orlando.

For the simulation experience, all students were paired with clinical supervisors and assigned various simulation cases through Simucase. Students had the opportunity to work through pediatric and adult cases with a variety of speech, language, hearing, swallowing, and cognitive-linguistic disorders. A complex system for 100+ students to rotate through supervisors and cases was implemented.

Thanks to the contributions of the Department of Speech-Language Pathology team (see sidebar), the transition to virtual learning was a success that met student needs for clinical hours and afforded each graduate student extern the ability to graduate on time.

As part of their telepractice experience, the students were asked to write a self-reflection paper. Sharing a few quotes from their papers serves as a fitting way to summarize the department’s success. □

Frederick DiCarlo is an associate professor and director of academic and faculty support in the Department of Speech-Language Pathology at NSU’s Orlando Campus. Melissa Edrich is the chair and director of the master’s degree program in the Department of Speech-Language Pathology at NSU’s Fort Lauderdale/Davie Campus.

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SPEECH-LANGUAGE PATHOLOGY TEAM

- **Nicole Andriesse**, M.S., CCC/SLP, instructor/clinical supervisor
- **Erin Beasley**, M.S., CCC/SLP, instructor/clinical supervisor
- **Jennifer Bergstrom**, M.S., CCC/SLP, assistant professor
- **Tambi Braun**, SLP.D., CCC/SLP, associate professor
- **Jackie Hinckley**, Ph.D., CCC/SLP, director of the bachelor’s program in speech-language and communication disorders and professor in the Department of Speech-Language Pathology
- **Sharla Jefferson**, M.S., CCC/SLP, instructor/clinical supervisor
- **Lea Kaploun**, Ph.D., CCC/SLP, associate professor
- **Leslie Kyrimes**, M.S., CCC/SLP, clinic director and instructor
- **Jennifer Pusins**, C.Sc.D., CCC/SLP, associate professor
- **Elizabeth Roberts**, Ph.D., CCC/SLP, associate professor
- **Jocelyn Slater**, M.S., CCC/SLP, instructor/clinical supervisor
- **Barbara O’Connor Wells**, Ph.D., CCC/SLP, associate professor
- **Rachel Williams**, Ph.D., CCC/SLP, director of the Doctor of Speech-Language Pathology program and associate professor in the Department of Speech-Language Pathology

Are We Living on Thin Ice?



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

As human beings, clinicians are subject to the same pitfalls in life as anyone else, such as family problems, financial difficulties, physical ailments, emotional stresses, and concerns about loved ones. But the clinician has one extra concern, or stress, to deal with, which is looking after others who are facing all of those pitfalls—the physical or emotional ills of their patients.

Today presents an extremely stressful set of concerns, which are due to five phenomena that are interacting and converging on everyone. The operative words being interacting, converging, and everyone.

One of those stressors is the COVID-19 pandemic, which is affecting everyone directly, indirectly, physically, and/or emotionally. There is the health issue itself, but ancillary to direct physical health concerns is the degree and intensity of isolating oneself that is taking a toll.

Humans are social animals. Depriving them of opportunities to exercise adequate human contact can, in itself, become traumatizing.

A second issue is the economy, which is exerting a devastating toll on many. There is an inability to sustain a daily lifestyle—sleeping, eating, shopping, a sense of personal security. This is because financial resources are either diminishing or disappearing, which is creating a deepening fear—especially because the perception is that there is no, or very little, dependable hope in near sight.

Thirdly, added to this mix is the constant reminder, along with startling events, of the continued existence of racism and social injustice. No one escapes the hurts that emerge when there are such strong, deep fears of social injustice, and racial inequality, in particular.

These fears stimulate very strong emotional and behavioral demonstrations, as well as tragedies. Both the desires and the fears rise to the top via these emotional demonstrations and contribute to hostilities across racial and cultural divides.

Fourthly, in addition to these life-affecting concerns is the political chaos that has evolved and mushroomed. This upheaval has eroded confidence in the problem-solving capabilities of leadership in just about every sphere of government, including at the federal, state, and local levels.

Facing these trials and tribulations daily with the feeling of little hope in sight has contributed to creating an abyss of depression and despair. Sinking deeper into

It will be up to the clinicians to identify these emotions and behaviors and help guide their patients into effective coping to alleviate fears.

this abyss adds to creating fears that become the fertilizer for anxiety, anger, and hostility.

For some, deepening depression can lead to internal expression, such as suicidal ideation. For others, the anxiety and anger can lead to feelings of hostility, which may result in external expression, such as rage.

Finally, there has evolved an overall feeling or fear that we may no longer expect what we have come to describe as normalcy in life. If we cannot, in a sense, predict what life will be like—if there is this concern that life will be radically different—then we run the risk of exacerbating or deepening our fears.

So, where does the clinician fit into this mosaic of life both today and tomorrow?

As clinicians, we will have to be more vigilant in observing, more sensitive, and more concerned with not just the physical complaints patients present to us. There will be underlying emotional ills as well.

Additionally, there are always acute problems that are immediately demanding, as well as chronic

problems that require longer-term oversight to maintain our patients' health status—especially when patients are getting on in years. But the extra vigilance and sensitivity are necessary to determine the emotional status of the patient, which is being so heavily stoked by today's events, and which is frequently not as obvious as respiratory congestion, a sore knee, an earache, etc.

It is reasonable to think that there will be (if there is not already) a rise in “fear-stimulated depression and anxiety.” It will be up to the clinicians to identify these emotions and behaviors and help guide their patients into effective coping to alleviate fears. This certainly would require clinicians to be aware of appropriate resources that would be available, when necessary.

It will require clinicians to be more alert and, equally important, able to find appropriate resources for support of the patients in order to help prevent them from “living on thin ice.” □

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

Note: Although my thinking was influenced by the times, my concern about spotting emotional needs does not necessarily diminish with a vaccine, an election, or a protest march. And while some readers may feel that there is a light at the end of the tunnel, clinicians should remain diligent.



Success Story

Anesthesiologist Assistant Program Graduates Continue to Excel

BY RICHARD MUDD, M.M.SC., CAA, PA

I recently sat in a quiet conference room reviewing the transcripts of an anxious young man who was interviewing for one of the 33 seats for the Tampa Bay anesthesiologist assistants' class of 2022. I couldn't help but think back nearly 30 years when it was me who was being interviewed, sitting across from Emory University's interview committee and hoping I answered all their questions to their satisfaction.

I wondered if I looked like this young man did now. I suspect that I did. I have to admit that a lot has changed in those 30 years, but interviewing for the opportunity to have the best career in medicine as an anesthesiologist assistant (AA) has changed very little.

Each year, there are more than 1,000 applicants who are seeking the opportunity to fulfill their dream career by attending the

AA program at the Fort Lauderdale/Davie, Jacksonville, or Tampa Bay Regional campuses. The competition is fierce, since there are fewer than 100 seats to be filled between the three programs.

The applicant pools have included students from almost every U.S. state and several foreign countries who have credentials that include newly acquired bachelor's, master's, and doctoral degrees. We take

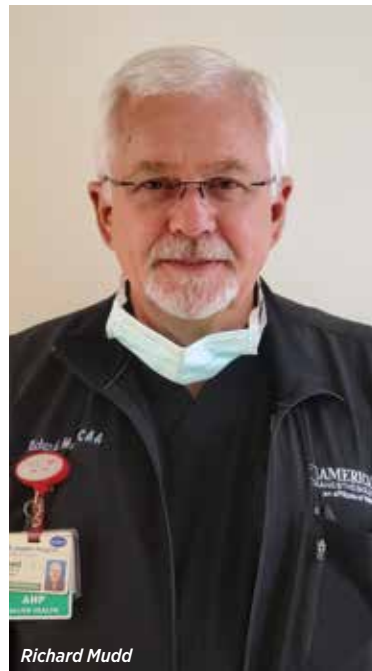
our interview responsibilities very seriously and have been extremely pleased with the quality and determination of our selected students.

I have been involved in the Tampa Bay interview process for the past five years and was curious to discover how well the students we had selected over those years have performed. What I found was exciting and revealing about the Tampa Bay program's success.

During the past four years, the Tampa Bay program has had only one student who did not pass the national certification examination for anesthesiologist assistants on the first attempt. This gives the Tampa Bay program a significantly better pass/fail ratio than any other AA program in the United States. In addition to that accomplishment, we continue to have 100 percent job placement for our students well in advance of their graduation date.

Why and how does this happen year after year? Why is our success rate significantly higher than any other AA programs in the country? Is it because we are able to consistently choose only the best students from each applicant pool? Is it because we have an exceptional leader in our program director, or is it that we have brilliant professors?

My belief is that it's a combination of all the factors mentioned above. Of these, none is more important than the passion, enthusiasm, and hard work our students demonstrate day in and day out, in the classrooms, in the labs, and during their clinical rotations.



Until the COVID-19 outbreak struck in 2020, you would find many of our students on campus from the time the doors are unlocked until they are forced to leave for the night. I admit that all that time isn't spent studying, because we all recognize that a relaxed mind is just as important as a mind full of new knowledge.

Another great quality our students demonstrate repeatedly is their willingness to help their fellow students. As with most advanced degree programs, all our students want to be the top student in the class. Thankfully, that competition has never kept our students from helping each other understand a difficult concept or interpret a tricky EKG tracing, even though one's success might impact another's class ranking.

And yes, I do believe that our leadership and faculty members are exceptional. The teaching faculty members are primarily

certified anesthesiologist assistants who practice in a variety of hospital settings and have several years of clinical experience. We have all been where our students are now and easily relate to the stress and frustration of this very demanding program.

I know, without a doubt, that our high-fidelity mannequins, fully functioning anesthesia machines, and monitors are significant to our program's success. Our students spend many hours in the labs, running through surgical cases and scenarios that require different anesthetic techniques and medications.

Finally, there is another important piece to the success of our program that I think is often overlooked. It is the glue that holds our program's exceptional qualities together. This magic glue I am referring to are the wonderful and equally hardworking support staff members who keep track of the students' paperwork.

These dedicated colleagues make sure old and new rotation sites are being fully utilized. This allows the students access to learning opportunities that are only accomplished when a patient puts his or her life into our students' hands during a procedure.

Without our support staff members from all of our campuses, things would definitely be different. We are grateful for all they do to help make our program stand apart from all others. □

Richard Mudd is an assistant professor in the Department of Anesthesia at NSU's Tampa Bay Regional Campus.

Two Experts Join Audiology Faculty

BY NANNETTE NICHOLSON, PH.D., CCC/A

The Department of Audiology welcomed two faculty members during the fall 2020 semester. Laura Campos, Au.D., comes to Nova Southeastern University (NSU) from Denver, Colorado, while Karah Gottschalk, Au.D., returns to her home state of Florida from Lexington, Kentucky.



Laura Campos

Originally from Kansas City, Missouri, Campos received her bachelor's degree in communication sciences from Missouri State University in 2008 and her Au.D. degree from Missouri State University in 2012. She received a National Institute on Deafness and Other Communication Disorder T-35 Research Traineeship at Washington University School of Medicine in St. Louis, Missouri, where she developed a distortion-product otoacoustic emissions (DPOAE) protocol to be used in mice to track otitis media.

Otitis media with effusion (OME) is one of the most commonly occurring childhood illnesses in the United States, and one of the primary reasons for infants and children to visit their primary care providers. DPOAEs are responses generated by the inner ear when stimulated by specific tonal stimuli, which create an “echo” back through the auditory system that can be recorded and used to determine the presence or absence of auditory dysfunction.

Prior to her project, only auditory brainstem responses (ABRs) were used to give objective measurements of auditory function in the mouse model. A mouse model is often advantageous to better understand the pathophysiological and microbiological characteristics of OME and to evaluate preclinical treatments. Her collaborative research demonstrated that DPOAEs in mice, much like in humans, were more sensitive to induced otitis media than ABRs.

Following completion of her T-35 traineeship and graduation

with her Au.D., Campos worked clinically in an ear, nose, and throat practice for several years while teaching as an adjunct faculty member at Missouri State University. She also served as the regional coordinator for the Missouri Department of Health Early Hearing Detection and Intervention program.

In 2016, she accepted a position at the University of Colorado Hospital, where she specialized in adult diagnostics, amplification, cochlear implants, and vestibular evaluations. While there, she began her Ph.D. in clinical science. Now a doctoral candidate, she plans to complete her dissertation in the next year.

Her dissertation focuses on the effects of amplification on fall risk and balance in adults over 60 with presbycusis. Given that research shows a correlation between degree of hearing loss and increased fall risk, she is hoping to demonstrate a protective function that hearing aids can provide to this association.



Karah Gottschalk

Karah Gottschalk is a Broward County, Florida, native who obtained her bachelor's degree in communication sciences and disorders from the University of Florida. After completing her Au.D. degree at the University of Louisville, she founded the audiology department for a hospital in upstate New York.

During her time in New York, she was a clinical preceptor/adjunct professor at Syracuse University, as

well as a member of the Falls Prevention Coalition for the state. As a result of her clinical experience, she developed an interest in the cognitive well-being of her aging patients. Due to the lack of research surrounding the wide-ranging impacts hearing loss has on people, she decided to pursue a Ph.D. in gerontology at the University of Kentucky in Lexington.

While in Kentucky, Gottschalk worked in a residential facility for adults with cognitive disabilities, as well as in nursing homes around the area providing hearing services. She is currently in the final stages of completing her Ph.D. at the University of Kentucky. Her dissertation is focused on the relationship between hearing and cognition in adults.

Sensory input to the brain allows humans to understand speech and participate in social activities. When sensory inputs are diminished through the natural aging process, there can be short-term consequences to brain functioning and

long-term deprivation that can affect the neuroplasticity of the brain.

Gottschalk's research suggests that individuals with even mild hearing loss do not perform as well as their hearing peers on attention, memory, and social cognitive tasks.

Joining the NSU faculty was an easy choice for Gottschalk for several reasons. In addition to traditional academic roles for faculty members, which include teaching, service, and research, NSU values faculty roles in clinical teaching.

In her current role, Gottschalk is also able to see patients in a clinical setting and provide patient care. She believes this clinical connection reduces the gap between classroom and clinic. At the same time, it provides access to a clinical population for continued research to broaden the corpus of literature related to her areas of interest within audiology. □

Nannette Nicholson is a professor in the Department of Audiology at NSU's Fort Lauderdale/Davie Campus.



Summer Flip

Cardiovascular Sonography Curriculum Changes Due to COVID-19

In the spring of 2020, many issues and uncertainties faced Nova Southeastern University's (NSU's) Dr. Pallavi Patel College of Health Care Sciences regarding how to effectively respond to the COVID-19 pandemic, while keeping the best interests of the students in mind. One successful response was implemented for the incoming Bachelor of Science (B.S.) in Cardiovascular Sonography program students in May 2020.

Illustrative of the NSU core values of innovation, academic excellence, and student centered, a flipped curriculum plan was created by Samuel Yoders, Ph.D., RVT, director and assistant professor of the Department of Health Science Cardiovascular Sonography program, as a response to the COVID-19 challenges faced by NSU.

With input from Akiva Turner, Ph.D., J.D., M.P.H., department chair; Brianna Black Kent, Ph.D., assistant dean for professional development and education, interim director of the Ph.D. in Health Science

program, and director of the NSU Coalition for Research and Education Against Trafficking and Exploitation (CREATE); and Sandrine Gaillard-Kenney, Ed.D., associate dean of the PCHCS, the plan was approved by the college's dean to begin in the summer of 2020.

Chris Mitchell, M.S., Bachelor of Health Science program director, and Elizabeth Bennett, M.B.A., health science program coordinator, along with Renata Rosenqvist, J.D., health science department program manager, were instrumental in implementing the new plan for the summer 2020 term, which continued into the fall.

The flipped curriculum plan is an innovative reorganization of the B.S. in Cardiovascular Sonography program's normal lockstep curriculum. New students in the incoming class of May 2020 took online courses only for the summer term.

Right: Cardiovascular sonography students at NSU's Tampa Bay Regional Campus give a big Fins Up and thank you to the college's dean, Stanley H. Wilson, Ed.D., PT, CEAS, and George L. Hanbury II, Ph.D., NSU president and CEO, for allowing students to be on campus for the fall semester as part of the flipped curriculum plan.

The courses, sourced from the Bachelor of Health Science catalog, are normally taken one per semester throughout the usual lockstep curriculum of the B.S. in Cardiovascular Sonography program. Instead, four courses were selected for the summer, with all remaining online and core cardiovascular courses reorganized or “flipped” into a new curriculum sequence.

The academic excellence of the core courses normally taken in the summer was also preserved. Instead of a compromise learning arrangement over the summer for remote or online delivery of the critical, hands-on skills in the core cardiovascular sonography courses, those courses are now reorganized to the fall and winter terms in the new plan.

This has preserved the integrity of the critical psychomotor skills learning provided in these core courses, which are now being delivered using the new BlendFlex learning model, which was implemented in the fall of 2020.

The student-centered benefits of the plan included relief of multiple areas of uncertainty for the new students, such as a safe schedule of online-only courses for the summer term and allowing time for the COVID-19 situation to somewhat stabilize. Most of the new students had to move from out of state or distant Florida cities, which meant they faced major obstacles regarding travel to Tampa Bay and arranging for relocation and housing.

Fortunately, these logistical uncertainties were relieved by the plan. The online-only courses over the summer also provided relief for new students who have children, since they could stay at home and care for their children, while still making meaningful progress in the B.S. in Cardiovascular Sonography curriculum.

Other student-centered benefits of the plan have helped maximize student retention and satisfaction. Student concerns over what and how they would be taught in their first semester of the program were quickly and clearly addressed well before the start of the summer term. Their concerns regarding if they could or should be physically present at NSU for the start of classes were also relieved. □



STUDENT REFLECTIONS

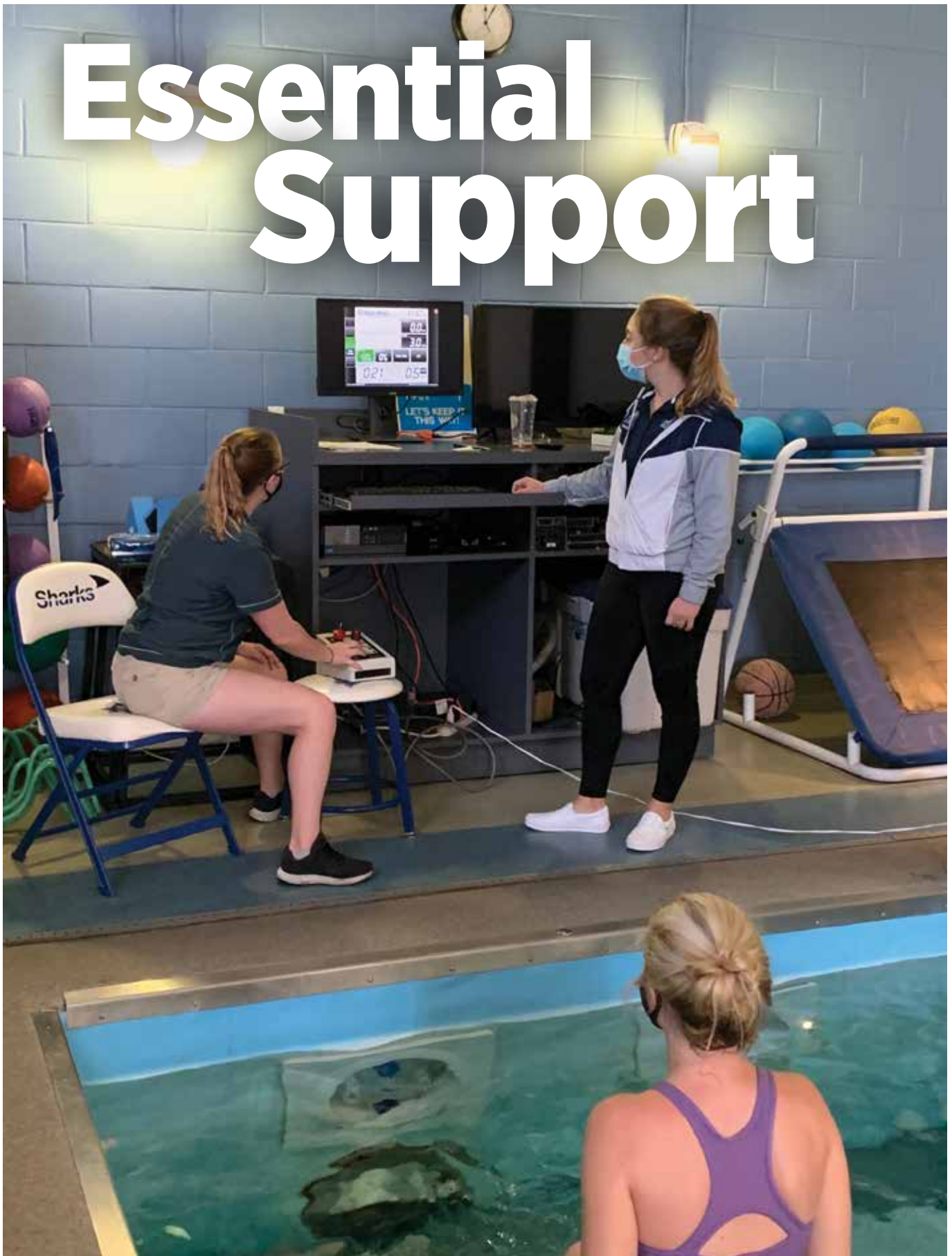
“I was thrilled with the decision to take our Bachelor of Health Science courses over the summer instead of doing Zoom lectures for the [core] classes we were initially supposed to take. I believe the flipped curriculum plan over the summer was the best decision for the conditions at that time.” —*Jessica Schirmer, class of 2022*

“I liked having the online classes over the summer. It gave me a little extra time, while still completing requirements for the program.” —*Marie Hayes, class of 2022*

“The flipped curriculum was a wonderful solution during an unstable time, and I am glad we were able to get started with the program rather than postponing it. It also gave me more time to relocate to Clearwater. I am very happy to be on campus now, and I feel safe with the current precautions NSU has implemented. I am hoping to continue attending lectures and labs on campus in the future terms.” —*Edita Buran, class of 2022*

“The flipped curriculum for the summer semester worked, and I feel like I got the online classes out of the way to focus on the core classes. With that being said, I believe I get a better education and understanding having the core classes face-to-face. After these four weeks [of the fall term], I could not imagine learning this information virtually. Thank you for making it possible!” —*Viktoriya Taran, SGA vice president, class of 2022*

Essential Support



AT Students Help NSU Athletics Manage Its Season

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



Above and opposite: NSU Master of Science in Athletic Training students monitor NSU athletes during a hydrotherapy session.

With the anticipated restart of the athletic season during the end of the summer, the pandemic provided much uncertainty for the health care management of student-athletes. Athletic training program students Rachel Adamski, Corey Dirks, and Jessica Pokryfke began working with the Nova Southeastern University (NSU) athletic department to prepare the student-athletes for their competitive season with preparticipation physical exams (PPEs).

Because many student-athletes lived in different cities, states, and countries, there were a number of challenges for the NSU sports medicine team to manage regarding the pandemic, including testing, quarantine, and plans to begin athletic activity.

“We developed a plan based on the Centers for Disease Control and Prevention, the National Collegiate Athletic

Association, and the Florida Department of Health guidelines, which provide time lines, testing procedures, and activity levels for our student-athletes,” said Zevon Stubblefield, M.S., LAT, ATC, NSU director of sports medicine.

“Like many universities across the country, NSU athletics is working diligently to safely resume sports amidst the pandemic. Adamski, Dirks, and Pokryfke have helped the NSU sports medicine team conduct PPEs on more than 300 student-athletes during the preseason,” he added. “Their hard work, professionalism, and collaboration have allowed NSU athletics to do so in an efficient and effective manner. They will continue to help conduct PPEs when practices resume.”

Coordinating this effort involved a number of individuals to help plan and ensure the safety of the student-athletes. “The Master of Science in Athletic Training program students have made a huge impact during these uncertain times,” said Amanda Leon, M.S., LAT, ATC, staff athletic trainer. “Without them, we would not have been able to get our athletic programs up and running. They are an essential part of our athletic training support team.”

The NSU athletic department continues to monitor and work toward a safe return to practices and competition. □

Pradeep R. Vanguri is an associate professor in the Department of Health and Human Performance at NSU's Fort Lauderdale/Davie Campus.

“Like many universities across the country, NSU athletics is working diligently to safely resume sports amidst the pandemic.”

—Zevon Stubblefield

The Business of Working Out Online

TWO ALUMNI ADAPT TO COVID CONDITIONS

BY MONIQUE MOKHA, PH.D., ATC, LAT, CSCS

What do you do with your Nova Southeastern University (NSU) Bachelor of Science (B.S.) in Exercise and Sport Science and Master of Public Health (M.P.H.) degrees? You listen to your community when citizens express concerns over barriers to healthy lifestyles, including exercise, and start your own business.

“We can be stronger together” is the personal and professional motto of 2017 B.S. in Exercise and Sport Science alumnus Sammy Medina, who owns and operates his own company—Medina Strength.

Medina Strength did not start out as an online fitness company. However, Medina said that, during the pandemic, he was inspired to develop online training videos via Instagram and other formats to show his clients how to adapt. He believes adaptability is an important personal characteristic, as it allows one to adjust to new conditions and overcome obstacles.

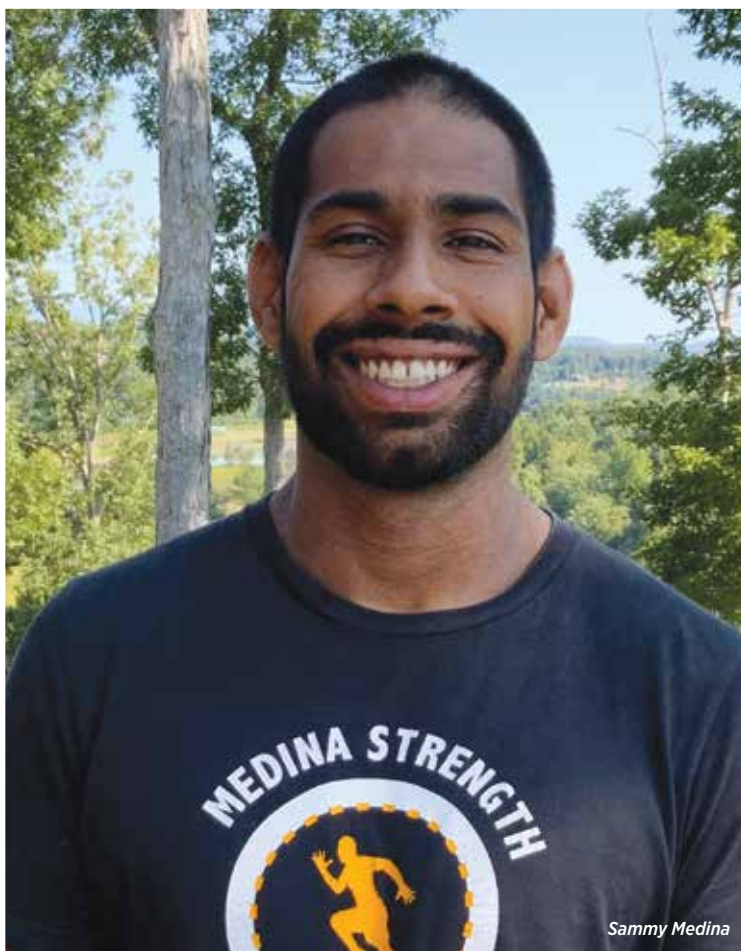
He also said a highlight of training through the pandemic has been learning how he can help people without being there in person. His successful online business is now helping people all over the world.

Medina credits part of his success to the opportunities he had in NSU’s undergraduate program in exercise and sport science. Specifically, he cited working on multiple research studies and with the Florida Panthers hockey team with providing him with hands-on experiences a person cannot obtain from a textbook. After graduating, Medina worked as a collegiate strength and conditioning specialist.

Shadia Blair, M.P.H., is the owner and operator of Shine Performance Training—an online fitness business where she uses Zoom to engage with clients to understand who they are socially and physically and where they are located. She also hosts interactive, small-group sessions.

Her overarching goal is to increase health equity in the community. Blair credits her degree experiences with teaching her that adjusting is critical for success. She plans on using her revenue to open a facility specific to vulnerable populations to provide them with a welcoming and safe training experience that will be complemented with education and lifestyle changes. □

Monique Mokha is a professor in the Department of Health and Human Performance at NSU’s Fort Lauderdale/Davie Campus.



Sammy Medina



Shadia Blair





Interprofessional students work a case in one of NSU's simulation labs prior to replicating these activities in a virtual setting.

IPE from the Start

BY ELIZABETH SWANN, PH.D., ATC, AND ALYSSA OJEDA, B.S.

The start of the summer 2020 semester began with an online orientation for Nova Southeastern University's (NSU's) Dr. Pallavi Patel College of Health Care Sciences (PCHCS) and the new Shark family. For the second consecutive year, the college is offering an interactive, interprofessional session as part of the schedule for incoming professional students in Fort Lauderdale.

A mix of didactic and interactive activities were delivered highlighting the four Interprofessional Education Collaborative (IPEC) core competencies. They consist of values and ethics, roles

and responsibilities, interprofessional communication, and teams and teamwork.

The interprofessional education (IPE) research describes three phases for integrating IPE exposure, immersion, and mastery. In the case of simulation, students from different professions learning in parallel is the example of IPE exposure. Having this event during PCHCS orientation provided the students with early exposure to IPE and laid the groundwork for future interprofessional practice and collaboration.

The IPE objectives were designed to identify leadership

behaviors in the context of the IPEC core competencies. They were also designed for the students to explain interprofessional collaborative practice and help them participate in an IPE simulation activity.

After a brief review of the IPE session objectives and definitions, the PCHCS was able to showcase its IPE student programs, including the Interprofessional Diabetes and Awareness program. Additionally, NSU continues to be innovative in health care by integrating interprofessional practice into the care of veterans at the Veterans Access

Clinic locations throughout Broward County.

Because of the COVID-19 pandemic, offering a virtual, live format with more than 200 students engaged from the same point of view was a challenge the college embraced. The students had a front-row seat from their computer screens to observe and engage with the IPE simulation.

The main part of the interactive IPE session included three faculty members who participated in the case-based simulation: Elise Bloch, Ed.D., OT/L, associate professor in the Occupational Therapy Department—Fort Lauderdale; Diana Cherkiss, M.M.S., M.P.H., PA-C, associate professor in the Physician Assistant Department—Fort Lauderdale; and Kimberly Smith, D.P.T., PT, director and assistant professor of clinical education—Fort Lauderdale.

The case presented a health care worker who did not follow the new policy related to COVID-19 in a clinical setting. The design for the

case scenario described a required continuing education class in a clinic setting for appropriate Occupational Safety and Health Administration standards.

In the current pandemic, this is a realistic scenario in which clinical sites have improved and modified their patient interactions by adding hand sanitizer stations and other safety protocols. The colleague used conflict resolution strategies in confronting the health care worker. This is a difficult situation, and it demonstrates several IPEC core competencies, such as the value and ethics of adhering to the new policy.

The faculty members, each representing a different profession, shared the importance of interprofessional collaboration and how they would approach the situation. While the PCHCS students will have time in their coursework to build their foundational knowledge before their clinical rotations, this situation is common.

The solution? Using professional communication to share the new COVID-19 policy, with emphasis on the need for teamwork to keep the patient/client safe. Bloch, Cherkiss, and Smith shared their experiences and common goals from the field and from their different professional backgrounds.

These outstanding faculty members are actively involved in their respective clinical work. As a result, they were able to provide current expertise and, more importantly, connect with the audience.

Interprofessional education is required by many of the college's professional programs as a standard requirement from their accreditation agencies. During their time at NSU, the students will have the opportunity to immerse themselves in an interprofessional practice setting. At the PCHCS orientation, the students' educational career began with the interprofessional session to expose them to the first steps of their professional journey.

For more information about the Interprofessional Diabetes and Awareness program, the Veterans Access Clinic, and the Center for Interprofessional Education and Practice, visit the following websites: healthsciences.nova.edu/idea/index.html, nova.edu/healthcare/veterans-access-clinic/index.html, and healthsciences.nova.edu/pde/ipe.html. □

Elizabeth Swann is the director of interprofessional integration in the Office of Professional Development and Education in the PCHCS. Alyssa Ojeda is a graduate assistant of interprofessional simulation in the PCHCS dean's office at NSU's Fort Lauderdale/Davie Campus.



Interprofessional students learn about gait training in the lab prior to new COVID-19 protocols.



The COVID-19 virus is diabolical. It came upon us like a thief in the night, with an insatiable appetite for victims.

That's why keeping Nova Southeastern University (NSU) students and faculty and staff members safe, while remaining fully operational during a pandemic, is a testament to the many individuals who played a key role in making this happen. Thanks to the extraordinary leadership

of NSU President Dr. George Hanbury and his administration, in cooperation with the university's deans and all our employees, we are not only surviving, we are thriving.

NSU has worked hard to provide its students with the technology and curricular adjustments needed to pursue their education virtually, while also welcoming students and employees back to campus in a restructured environment that emphasizes safety, social distancing, and high-quality education. Dr. Harry K. Moon, NSU's executive vice president and chief operating officer, and his COVID-19 task force have done a commendable job of making sure that anyone involved with on-campus work is protected to the highest level of nationally recommended safety standards.

Although many aspects of our lives have changed or been put on hold during the pandemic, it's comforting to know that some things remain the same. For example, NSU's clinics are continuing to provide nonemergent health care to their patient populations. Similarly, work is progressing at the NSU Academical Village, with ongoing construction of the hospital complex and the demolition of the buildings on the north end of University Park Plaza at the Fort Lauderdale/Davie Campus, which will accommodate a hotel/conference center and residential facilities.

As I reflect on all that has transpired in 2020, I feel significant pride regarding how the NSU community has responded and adapted to the COVID-19 health crisis, which included a transition to telework and an interruption in the way we traditionally deliver our educational product to many of our students. It has been daunting at times. However, we can come together as a family to help lift each other up.

By utilizing interactive communication strategies, the university's administration showcased care and compassion for its students and faculty and staff members. We truly are One NSU.

Be well and stay safe.

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

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

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