

Summer 2020

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Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

SUMMER/FALL 2020

Perspectives

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

Caring Is Sharing

PAGE 3



SHARKS DO MORE THAN SURVIVE. THEY THRIVE.



DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

DEPARTMENTS AND PROGRAMS

Anesthesiology

Audiology

Cardiopulmonary Sciences

Respiratory Therapy

Health and Human Performance

Athletic Training • Exercise and Sport Science

Health Science

Bachelor in Health Science • Cardiovascular Sonography

Doctor in Health Science • Doctor in Philosophy

Master in Health Science • Medical Sonography

M.H.S./D.H.S. in Health Science

Occupational Therapy

Physical Therapy

Physician Assistant

Speech-Language Pathology

NSU
Florida

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The college invites alumni to share a class note or story idea.

The next submission deadline is September 4, 2020. 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.

TABLE of Contents



FEATURES

- 3** Caring Is Sharing
- 8** Faith and Determination
- 12** Nerve Blocking
- 14** Vaping Dangers

DEPARTMENTS

- 2** Dean's Message

16 Program News

STUDENT RESEARCH YEAR IN REVIEW • Audiology—Fort Lauderdale / 16

THEY ACED IT / 18

20 Faculty Perspectives

COMPLEX COPING • Physician Assistant—Fort Lauderdale / 20

SPIRITUALITY AND TECHNOLOGY RECEPTIVITY • Health Sciences—Fort Lauderdale / 22

AN ACCIDENTAL MARRIAGE • Health and Human Performance Exercise and Sport Science—Fort Lauderdale / 24

26 Student Perspectives

STOP THE BLEED • Physician Assistant—Jacksonville / 26

28 Event Perspectives

TEAM SPIRIT! • Student Affairs / 28

EVERYONE HEALS DIFFERENTLY • Physician Assistant—Orlando / 30

WINTER GAMES TO REMEMBER • Health and Human Performance Athletic Training Program—Fort Lauderdale / 32

REACH BEYOND • Office of Professional Development and Education / 34

NSU PROUDLY PRESENTS • Physical Therapy—Fort Lauderdale and Tampa Bay / 36

38 Chancellor's Message



ON THE COVER: From left, Cleveland Clinic Inpatient Physical Therapy team: Megan Kim, D.P.T., ATC, NSU PT alumna, and Ashley Lonergan, B.S., were happy to receive a box of personal protective equipment from their former professors at NSU.

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05-027-20SAT



*"Courage is resistance to fear, mastery of fear,
not absence of fear."*

—Mark Twain

As I pen this message, the nation and the world are caught in an unrelenting battle with a pandemic called COVID-19. It has disrupted our lives and led to unprecedented challenges that many of us would have found

unthinkable before now.

It has left many in a state of heightened fear and insecurity, but we must remain vigilant and resist becoming paralyzed by fear and inaction. It is my hope that, by the time this edition of *Perspectives* reaches you, we would have returned to some semblance of normalcy.

Online education has become the preferred means of instruction for students at Nova Southeastern University, and most other colleges and universities, as we all heed social-distancing mandates by state and federal agencies. The Dr. Pallavi Patel College of Health Care Sciences has worked hard, and continues to do so, to ensure that the quality and rigor of our education is not compromised as we all adjust to this new normal.

Our faculty and staff members and administrators are committed to that dictum and have worked tirelessly to ensure that we are attentive and responsive to our students. As dean, I am extremely proud of our employees, who have intensified their efforts to provide the best education under very trying circumstances.

I would also like to thank our programs for their generosity and altruism during the COVID-19 crisis. Our medical sonography, physical therapy, and speech-language pathology programs donated personal protective equipment to our health care community partners. Similarly, our respiratory therapy program lent several of its ventilators to local medical centers.

We are very proud of reports about our alumni, who have stepped forward to treat the sickest among us while braving the dangers they face. Times of adversity call for bold and resolute action, and those affiliated with our college have resolutely taken up the mantle.

We are strong as a college and as a university, and we will ultimately be successful in overcoming the challenges that lie ahead. As you peruse this issue of *Perspectives*, may you be inspired by the many stories of service and accomplishments that bind our communities.

My best wishes to everyone.

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

Dean

Dr. Pallavi Patel College of Health Care Sciences

Nova Southeastern University



Caring Is Sharing

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

The Dr. Pallavi Patel College of Health Care Sciences at Nova Southeastern University partnered with local health care facilities to save lives.

As the COVID-19 pandemic spread in South Florida, the Bachelor of Science in Respiratory Therapy program at NSU's Palm Beach Campus loaned seven ventilators to two local health care organizations. Additionally, the college reached out to its clinical partners and alumni locally and nationally with a request to donate personal protective equipment (PPE) to community hospitals.

Continued on page 4



Caring Is Sharing



To help keep our clinical instructors and patients safe during this pandemic, the medical sonography program (represented by Patricia Vargas, D.H.Sc., RVT, clinical coordinator, above left) donated boxes of PPE to the Miami Cardiac and Vascular Institute at Baptist Hospital (represented by Muhammad Hasan, M.B.B.Ch., RDMS, RDCE, RPVI, RVT, manager of the departments of echocardiography and noninvasive vascular testing, above right). The hospital staff members appreciated NSU's help and support to keep them safe.

As COVID-19 spread across the globe, ventilators that pump oxygen into the lungs of critically ill patients had been embraced as the best hope for saving lives. One of the most concerning aspects of the pandemic was the widely reported shortage of these ventilators.

One well-publicized estimate, repeated by *The New York Times*,

The New Yorker, and CNN, was that the United States would need roughly a million ventilators—or about five times more than what was available. Ventilators are crucial in keeping severely ill COVID-19 patients alive, but hospitals across the country were facing a critical shortage of the lifesaving medical device amid

the rapidly spreading and unpredictable pandemic.

COVID-19, the potentially deadly illness caused by the novel coronavirus, affects the respiratory system, causing shortness of breath or trouble breathing in acute cases. A ventilator could mean the difference between life and death for some patients.



Top: Jennifer Benschik, M.H.A., RRT, PCHCS, respiratory therapy director of clinical education, right, helps her Wellington Regional Medical Center colleague load the ventilators.

Bottom: Ventilators at the Palm Beach Campus prepared for delivery.

In less-developed countries, decisions about who would get a ventilator when there weren't enough available are unfortunately commonplace. But for systems that operate in relative abundance, like the United States, such a situation challenged health care personnel and ethics committees who were having to determine how these difficult decisions would be made.

Sounding the Alarm

In early April, Lisa Farach, D.H.Sc., R.N., RRT, program director for the Bachelor of Science in Respiratory Therapy program, was contacted by both Wellington Regional Medical Center and Palm Beach Gardens Medical Center regarding ventilators. Hospitals often rent ventilators if needed, but due to the high demand, no ventilators were available to rent.

Just weeks before, NSU transitioned all its students to virtual learning communities, in line with Centers for Disease Control and Prevention guidelines. "We have excellent relationships with both of these systems, and we were happy to come alongside them to assist," Farach said. "We loaned five ventilators to Wellington Regional Medical Center and two to Palm Beach Gardens Medical Center."

"On behalf of our facility, our staff, our patients, and our community—thank you for your generosity. It is gestures and teamwork like this that will get us through the COVID-19 outbreak," expressed Michael R. Ewing, Esq., senior counsel for Tenet Health with the Palm Beach Gardens Medical Center. On April 15, Wellington Regional Medical Center picked up the ventilators from the NSU Palm Beach Campus and delivered them to the hospitals.

"Thank you so much for your support and kindness," said Luis F. Mosos, RRT, respiratory therapy supervisor at Wellington Regional Medical Center, who was



Caring Is Sharing



From left, Cleveland Clinic Inpatient Physical Therapy team: Megan Kim, D.P.T., ATC, NSU PT alumna, and Ashley Lonergan, B.S., receive their boxes of PPE.

moved by the kindness of Farach's gesture. "Our facility greatly appreciates the support from NSU."

In addition to the loan of the hardware, NSU has provided educational support from the Department of Cardiopulmonary Sciences' faculty members. As hospitals swell with patients testing positive and having breathing difficulties, respiratory therapists are on the front lines managing these patients and running ventilators.

Donating PPE

The speech-language pathology, medical sonography, physical therapy, and physician assistant programs collaborated with their clinical partners to provide much-needed PPE to support efforts on the front lines of patient

Along with the equipment donations, faculty members sent cards with words of gratitude and encouragement.

care. NSU's Jacksonville Campus students and faculty and staff members provided ongoing support to local hospitals by donating supplies and providing food to hospital heroes. They have worked with various facilities, including St. Vincent's Southside and Baptist Hospital Downtown.

Helping Alumni

The Department of Physical Therapy donated vital equipment to its alumni at Cleveland Clinic to share with their colleagues.

The PPE donation included 12 boxes of gloves in various sizes, 5 boxes of sterile gloves, 3 bags of isolation gowns, and 1 box of surgical masks. The Bachelor of Science in Medical Sonography program delivered 20 boxes of large gloves, 1 case of isolation gowns, and 1 case of safety glasses to Baptist Health of Miami.

The Speech-Language Pathology program shipped PPE to its local alumni, as well as to some in other states, to share with their colleagues at hospitals

From left: Chris Aspergjis, director, Department of Cardiopulmonary Sciences, and Louis Mosos, supervisor, Department of Cardiopulmonary Sciences at Wellington Regional Medical Center, pick up ventilators from NSU's Palm Beach Campus.

and skilled nursing homes. Along with the equipment donations, faculty members sent cards with words of gratitude and encouragement. Student leaders in the National Student Speech-Language-Hearing Association even delivered masks to the porches of at-risk seniors. Additionally, face masks were donated to local community partners that serve food to the elderly.

Preparing the Next Generation of Heroes

As crowds across the globe cheer for the health care workers in their communities, the Dr. Pallavi Patel College of Health Care Sciences celebrates the commitment, fortitude, and sacrifice of its alumni and community partners and looks forward to providing communities with more dedicated graduates to follow. NSU's Bachelor of Science in Respiratory Therapy program is preparing emerging health care professionals to meet community needs through professional preparation, equipment support, and expert consultations from skilled faculty members, as just one example. The college has 31 academic programs preparing emerging health care professionals and health care leaders to provide the highest-quality patient care.

For more information about the college's programs and community initiatives, contact PCHCSinfo@nova.edu. □

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



Taking a Breath

BY LISA FARACH, D.H.SC., R.N., RRT, AND RANDY DE KLER, M.S., RRT

Respiratory therapy is an exciting and intriguing discipline that is critical in the current pandemic. NSU's Bachelor of Science in Respiratory Therapy programs lent seven ventilators to local hospitals in the Palm Beach County area during the COVID-19 pandemic. Respiratory therapists assisted on the front lines to manage the patients and run the ventilators. COVID-19-positive patients who experience severe respiratory distress can require mechanical aid. As the number of patients who experienced difficulty breathing increased, respiratory therapists put their lives on the line by being exposed to COVID-19 by patients requiring close contact. Mechanical ventilation hardware is only one part of mechanical ventilation intervention. Operating a ventilator effectively and safely takes special education and training. In addition to the loan of the hardware, NSU also provided educational support from Department of Cardiopulmonary Sciences' faculty members.

NSU's Department of Cardiopulmonary Sciences prepares students to fill that role and address community needs. The program, which is intense and rigorous, results in practitioners who can function in a critical care unit immediately upon graduation. □

Lisa Farach is the chair in the Department of Cardiopulmonary Sciences and the program director of respiratory therapy programs. Randy De Kler is an assistant professor in the Department of Cardiopulmonary Sciences—Palm Beach.

Faith and Determination

American Veteran and SLP Alumna Overcomes Incredible Obstacles

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

Candice L. Caesar, M.S., CCC-SLP, a Master of Science in Speech-Language Pathology alumna and a U.S. Army veteran, is a dynamic, highly accomplished woman. She has overcome incredible physical and professional obstacles through sheer determination and tenacity—qualities she attributes to her unwavering faith in God.

In 1999, while Caesar was serving in the Army as a staff sergeant stationed in Germany, she was severely injured during a motor vehicle accident. When the vehicle skidded on black ice and crashed, the soldier sitting behind her in the back seat—who wasn't wearing a seat belt—was catapulted onto her.

Caesar was knocked unconscious and sustained numerous injuries, including several broken vertebrae, a punctured lung, and a traumatic brain injury. During surgery to repair C6 and C7 vertebrae, doctors took bone from Caesar's pelvis and fused vertebrae C6–T2. Unfortunately, her vocal fold function was impaired during the procedure.

The diagnosis was a posterior glottal chink and right vocal fold paralysis. She was unable to speak for six years without voice amplification and had difficulty swallowing.

During Caesar's recovery, the doctors told her they did not believe she would be able to walk again due to paralysis on her right side and foot drop. Caesar was understandably devastated. Her dream had been to be a drill sergeant, a commissioned officer, and, ultimately, a physical therapist.

Goal 1: Walk Again

Realizing all these plans were taken from her in an instant during the accident, she resolved to prove these doctors wrong. Caesar spent approximately five weeks in the military hospital, where she received physical therapy to teach her to walk again. At the end of this rigorous training, she walked out of the hospital with a flatbed crutch and a cane.

Caesar received speech therapy to regain her voice and learn to swallow efficiently again. It was while working with the speech-language pathologist (SLP) that she received inspiration and was set on the path toward becoming one herself. She ultimately achieved this goal in 2010, receiving a master's degree in speech-language pathology from NSU. She currently works as an SLP, providing home health services to children.

For six years, she was unable to speak without voice amplification. And doctors said she would likely never walk again. Candice Caesar vowed she would run instead.

Goal 2: Run Marathons

Similarly, the long road to achieve her goal of running a marathon was full of seemingly insurmountable hurdles, but Caesar persevered. “When I left the Army, I was able to walk with a cane, with assistance, and some leg braces,” she explained. “To walk, I had to ‘hip hike.’ I had to concentrate to lift my leg, ensuring my toes cleared the ground prior to each step. Although I am able to move my right side better than before, my muscles are still weak.”

Since July 2014, she has competed in 1 ultramarathon, 24 marathons, 84 half-marathons, 14 triathlons, and 2 duathlons in 46 states and Washington, D.C. One of her favorite competitions was the Dopey and Castaway Cay Challenge at Walt Disney World, which consisted of four days of running—a 5k, a 10k, a half-marathon, and, on the final day, a marathon. Two days later, she completed another 5k on Disney’s private island in the Bahamas.

Future Plans

What are some of her future plans? One is to complete 100 half-marathons before turning 50 in



Candice Caesar, with medals and a trophy at Leon's Triathlon in Indiana

Faith and Determination



“I am blessed to be able to move, and I plan to move until I can’t move any longer. ...I will fail along the way, but I will embrace my failure. I will not be defeated, I will get up, dust myself off, and try again. When I can no longer do that, I will do what I can. No, I can’t run every day, but on the days my body allows me, I will, and I will give it my best and stop hiding in the fear.”

—Excerpts from *kandikaneruns.com* blog post dated February 20, 2020

Caesar, training on a handcycle

2022. Another long-term goal she is considering is to run a half-marathon on each of the continents before age 60. An immediate goal? She qualified for the 2020 Boston Marathon on the hand cycle.

In addition to these impressive accomplishments and future goals, Caesar is a blogger, a podcaster, and a motivational speaker. She uses these venues to share her story and experiences so she can help others meet their personal goals.

Her blog, *Inspiring Recovery Actively Through a Commitment to Exercise (IRACE)*, is available

at *kandikaneruns.com*. Her podcasts are available at *anchor.fm/IRACE/episodes* or by searching IRACE on other podcast platforms.

Caesar is a true profile in courage. The Dr. Pallavi Patel College of Health Care Sciences is proud to call her an alumna, a professional peer, an accomplished athlete, a motivator for others—and a true dynamo. □

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



Above: Caesar training in a pushrim, a racing wheelchair.

Left: Working with a four-year-old via telepractice during the COVID-19 outbreak.

Top: Caesar with the medals she received at the National Veterans Wheelchair Games, July 2019, in Louisville, Kentucky. The gold medals are for swimming, pushrim, and handcycle competitions and a silver medal in the air rifle competition.

Bottom: Caesar at the Newport Marathon with her guide, John Graves, who runs with her for support in case of a medical emergency.

NERVE BLOCKING



NSU Builds First Facility in U.S. for Regional Anesthesia Training

BY MARK LEONARD, M.SC., CAA, AA

Regional anesthesia is a technique whereby a part of the body is anesthetized, rather than the whole body, when a patient undergoes general anesthesia.

For regional anesthesia techniques, local anesthetic is placed into an area—or directly around individual nerves—to anesthetize the individual nerves or complexes that supply innervation to a particular area. This technique can be used for complete anesthesia or in addition to a general anesthetic, where it will provide analgesia during and after the patient's procedure.

Spinal and epidural anesthetics are described as central neuraxial techniques, as these will often anesthetize the entire lower half of the patient for procedures such as cesarean-section delivery and childbirth. Other regional anesthesia techniques may be described as peripheral nerve blocks and fascial plane nerve blocks, as well as other descriptions relevant to the nerve block being performed. An example would be an interscalene brachial plexus nerve block, where local anesthetic would be injected into the patient's neck to anesthetize the shoulder area for surgery.

One of the key skills of peripheral and fascial plane nerve blocks involves the mastery of ultrasound to perform the block. Anesthesiologist assistant students will already have an in-depth knowledge of surface anatomy, but sonoanatomy, as seen on the ultrasound screen, is very different from the textbook or cadaveric teaching they are used to in classes.

Leveling Up

A steep learning curve is involved with ultrasound use, and hands-on scanning practice is the best way to develop this skill. The second skill students must master is hand-eye coordination. While looking only at the ultrasound screen with the ultrasound probe in one hand, they must perform the nerve block using a needle in the opposite hand, which is similar to playing a video game console. This comes naturally to many in the gaming generation.

However, many are not used to staring at a screen while operating both hands independently, so practice makes perfect with this technique. The training suite allows students to have supervised access to all of the equipment that will help to increase their exposure and training in regional anesthesia—underpinned by a semester of didactic teaching.

Anesthesiologist assistant students have always received training in regional anesthesia techniques. However, with the opening of the NSU Tampa Bay Regional Campus, a purpose-designed anesthesia skill suite was factored into the building design. The anesthesiologist assistant program at the Tampa Bay Regional Campus is the only one in the United States to offer this dedicated training facility.

Adding Value

When NSU recruited me from the United Kingdom to develop the university's teaching package, it also tasked me with delivering training across all campuses housing anesthesiologist assistant programs.

One strategy included reaching out to companies within the specialty and gaining substantial discounts, as well as free training items that could be utilized by the students. This has made the training suite a state-of-the-art facility, which has fast become the envy of many regional anesthesia professionals across the globe.

Students will now be able to use ultrasound to not only scan each other—increasing their knowledge and familiarity of sonoanatomy—but to scan some of the anatomically correct, ultrasound-guided regional anesthesia phantoms, which can also be utilized to practice their needling techniques. The ultrasound systems can be further connected to the large-screen monitors within the training suite.



Top: Vascular access training simulators

Bottom: Ultrasound-guided regional anesthesia simulators

Expanding Reach

Scans made in Tampa Bay can be projected to any of the classrooms within the Tampa Bay complex and via link to other NSU campuses, allowing many students to be a part of the scanning sessions. Systems within the suite will also record students as they practice their skills. Reflective observation is an effective way for students to review their performance and to be debriefed while observing the playback. This technique is proven to decrease the time needed to become competent in regional anesthesia training.

Additionally, Tampa Bay students have an opportunity to volunteer to be scanned at regional anesthesia workshops held outside the campus and to attend a full-day course where more than 20 delegates will scan them during the day. Not only do the students have access to excellent training at these events, they are representing NSU and their anesthesiologist assistant profession—often introducing delegates from states that do not have access to anesthesiologist assistants and are unaware of the profession and its role. □

Mark Leonard is an assistant professor in the Anesthesiologist Assistant Program—Tampa Bay.



Respiratory Therapy Program Educates Middle School Kids

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

On October 30, 2019, second-year student Jozef Macugoski and I visited Pioneer Middle School in Cooper City, Florida. Kimberly Tegeler, a peer-counseling teacher, invited us to speak to her five classes of seventh- and eighth-grade students about the dangers of vaping.

In the past, Tegeler mentioned that she had presenters visit her classroom to discuss cigarette smoking. This, however, was no longer relevant to her current generation of students.

My daughter Julianna is a seventh-grade student in Tegeler's sixth-period class. She helped me put together 185 goody bags for the students, including a no-smoking

sticker, the night before the presentation. To ensure the presentation was current and relevant to the students, I gathered information from the Centers for Disease Control and Prevention (CDC) website.

I visited the CDC's Office on Smoking and Health site and found numerous free resources for educators and parents. Through this site, I was able to download a PowerPoint specifically designed for middle school children on vaping statistics. I also downloaded and printed out two educational worksheets for every student about vaping from the Teachers Pay Teachers website.



Jennifer Bencsik and Jozef Macugoski, a Bachelor of Science in Respiratory Therapy student, with the peer-counseling students at Pioneer Middle School

Macugoski and I took turns speaking throughout the presentation, allowing time for questions and reactions to the information we provided. Many of the students were truly shocked to find out that the large corporations behind the tobacco industry were the same ones funding vaping.

For example, the most common vape device known to Pioneer Middle students was JUUL, and the organization with \$13 billion invested in JUUL is the maker of Marlboro cigarettes. Another important fact shared was that one JUUL pod contains the same amount of nicotine as 20 cigarettes. Since many JUUL pod users often go through two or three pods a day, the amount of nicotine they are inhaling is extremely alarming.

Consequences

We focused our discussion on why this student age group is more at risk, since vaping is tied directly to the developing brains of teenagers. Most of the students could correctly answer the question that their brains continue to develop until they are 25.

What they did not know, however, was that nicotine negatively affects the parts of their brain that control attention and learning. This realization helped them understand why the harmful consequences of vaping were significantly higher for them than for adults who vape.

We ended each presentation by providing multiple resources to the students to help them quit vaping and educate them on how to help their family and friends. The no-smoking cigarette stickers were a huge success, as students could be seen walking in the halls wearing them on their clothes—and even on their faces.

Providing the students with facts on why they should not vape, instead of a strict “do not do this” approach, left them feeling empowered and educated. I am looking forward to doing additional vaping presentations for other middle and high school students in the near future. □

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



Doctor of Audiology students are understandably proud of their research contributions.

Student Research YEAR IN REVIEW

BY KATHARINE FITZHARRIS, AU.D., PH.D.

The NSU audiology faculty has a long history of presenting at numerous local, national, and international conferences, with an average of two presentations per faculty member per year. We take pride in being able to share the research being conducted at NSU in audiology education, balance, electrophysiology, pediatrics, and beyond. While the faculty members always strive to involve students in the work to as great a degree as possible, student-led presentations have really taken off in the past year.

Recently, Au.D. students have been taking the conference circuit by storm, with more than a dozen unique posters at five different conferences.

These included the

- EHDI (Early Hearing Detection and Intervention) Meeting in Chicago, Illinois
- AAA2019 (American Academy of Audiology Convention) in Columbus, Ohio
- FLAA (Florida Academy of Audiology) in Orlando, Florida
- AAO-HNSF (American Academy of Otolaryngology—Head and Neck Surgery) 2019 Annual Meeting and OTO Experience in New Orleans, Louisiana
- ASHA (American Speech-Language-Hearing Association) 2019 Convention in Orlando, Florida

Three student posters were also accepted to the canceled AAA2020 convention. The students plan to present their posters at future conferences.

Poster presentations allow students to share their hard work with a broader audience, to travel to meetings, and to interact with professionals. The FLAA meeting had not held a student poster session in several years, but attendees were actively engaged with the NSU presenters.

Furthermore, NSU students are earning national accolades for their presentations. One poster earned a nomination for the AAA Susan and James Jerger Award for Excellence in Student Research, and two other posters earned a Meritorious Poster Award at the ASHA convention.

CLASS OF 2019

- “Survey of Residential Doctor of Audiology (Au.D.) Students and Graduates 2018” (presented by Dani Roth at AAA2019)

CLASS OF 2020

- “On the Other Hand: A Twin Study in Auditory Processing Evaluation” (presented by Lindsay Shears, Daniela Cardona, and Rachel Kansky at AAA2019)

CLASS OF 2021

- “EI & CI: How Early Is Too Early?” (presented by Natasha McLaren at EHDI)
- “Treatment Options for Otitis Media: Is the Evidence Aligned?” (presented by Alyssa Attard at AAA2019)
- “A Joint Effort: Audiology and Rheumatoid Arthritis” (presented by Kelly Jones, who was nominated for the AAA Susan and James Jerger Award of Excellence, at AAA2019)
- “Houston, We Have a Balance Problem: Zero Gravity and its Effects on the Vestibular System” (presented by Ali Silverman and Corinne Pyne at FLAA)
- “Getting Old Ain’t for the Weak: Ears, Brains, and Quality of Life” (presented by Brianna Stanikmas, Kara Naberhaus, and Tasha Takeshita, at FLAA)

- “Effectiveness of Hearing Conservation Programs: Are Young Adults Using ‘Sound’ Judgment?” (presented by Erin Kelly at FLAA)
- “Can You Hear Me Now? Exploring the Link Between Vestibular Schwannoma and Mobile Phone Usage” (presented by Lyndsay Rogers at FLAA and ASHA)
- “Ready or Not, the Future of Tele-Audiology Is Hear” (presented by Mary Buckman at FLAA)
- “The Current State of Neuromodulation for Tinnitus Treatment: A Systematic Review” (presented by Marsadi Parliament at AAO-HNSF)
- “The Future Is Hear: Tele-Audiology and Cochlear Implants” (presented by Mary Buckman at ASHA)
- “Turn Down for What? Effectiveness of Hearing Conservation Programs in Young Adults” (presented by Erin Kelly, who won a Meritorious Poster Award at ASHA)
- “Amplification Workout: Keeping Your Mind Strong—A Mini-Systematic Review” (presented by Tasha Takeshita, Kara Naberhaus, and Brianna Stanikmas, who won a Meritorious Poster Award at ASHA)
- “EAR-Radiating: A Mini Systematic Review of Vestibular Schwannoma and Radiation Exposure” (presented by Lyndsay Rogers at ASHA)

CLASS OF 2022

- “Consistently Inconsistent: Diagnostic Protocols for Meniere’s Disease Utilizing ECoChG and VEMPs” (presented by Katherine [O’Quinn] Myers at FLAA)
- “A Tale of Two Disorders: Auditory Processing Interventions for Children with Autism Spectrum Disorder” (presented by Diamond Prus at FLAA) □

Katharine Fitzharris is an assistant professor in the Department of Audiology—Fort Lauderdale/Davie Campus.

“The courses touched on topics that ranged from revamping my résumé to developing and delivering presentations, all of which were very helpful.”

—Deidra Love-Ross,
administrative coordinator II

“The skills and learning I acquired through ACE have come in handy, not only professionally, but academically as a graduate student.”

—Brian Montero, program coordinator

They **ACED** It!

BY ROBERT MCCALLA, M.S.

The Center for Academic and Professional Excellence (CAPE) in the Dr. Pallavi Patel College of Health Care Sciences (PCHCS) was established in 2011 with academies primarily focused on faculty members. The Academy for Career Enrichment (ACE) is a part of CAPE and was launched in the fall of 2015 in support of administrative staff members. Since its initiation, 19 support staff members who completed the two-tier coursework have graduated from the academy.

Graduates report using various aspects of the course—such as developing and identifying personal values, résumé and cover-letter writing, developing and delivering presentations, and team building—as springboards for launching their professional endeavors. ACE graduates can also serve on CAPE committees and teach ACE courses.

“Work culture can sometimes support the idea that team members are only there to serve the needs of their employer. Not

at the Dr. Pallavi Patel College of Health Care Sciences,” said Iris M. Reynolds, one of the academy’s inaugural graduates. “When I expressed my interest for equal opportunities for the staff, I was presented with a generous invitation, under the dean’s leadership, to become a member of the initial planning committee that created similar benefits for PCHCS staff members through ACE.”

Others began their ACE journey after being encouraged by



"I recommend ACE to my colleagues, because the skills they will gain will help them develop professional tools they could use in all their endeavors."

—Karla M. Quinones, program support coordinator



"Since my first day at NSU, I witnessed every season peppered with occasions for faculty members to grow professionally."

—Iris M. Reynolds, administrative assistant

their colleagues to join them. Administrative staff participants recognized prospects for professional growth early in their Tier 1 course. The modules they completed included NSU Core Values, team building, and leadership. In Tier 2, administrative staff members completed challenging modules on résumé writing, goal setting, and public speaking.

Administrative staff members concluded each tier with presentations to an audience that included PCHCS administration, faculty members, and colleagues. "I was pleased to be inducted into CAPE in August 2018 and honored to return to ACE as a co-instructor for Tier 1 in fall 2018," said Brian Montero, program coordinator. "Instructing in ACE was another layer of new skills I gained due to my experiences with CAPE. I highly encourage any and all colleagues to consider enrolling at the next available opportunity."

"When I expressed my interest for equal opportunities for the staff, I was presented with a generous invitation, under the dean's leadership, to become a member of the initial planning committee that created similar benefits for PCHCS staff members through ACE."

—Iris M. Reynolds

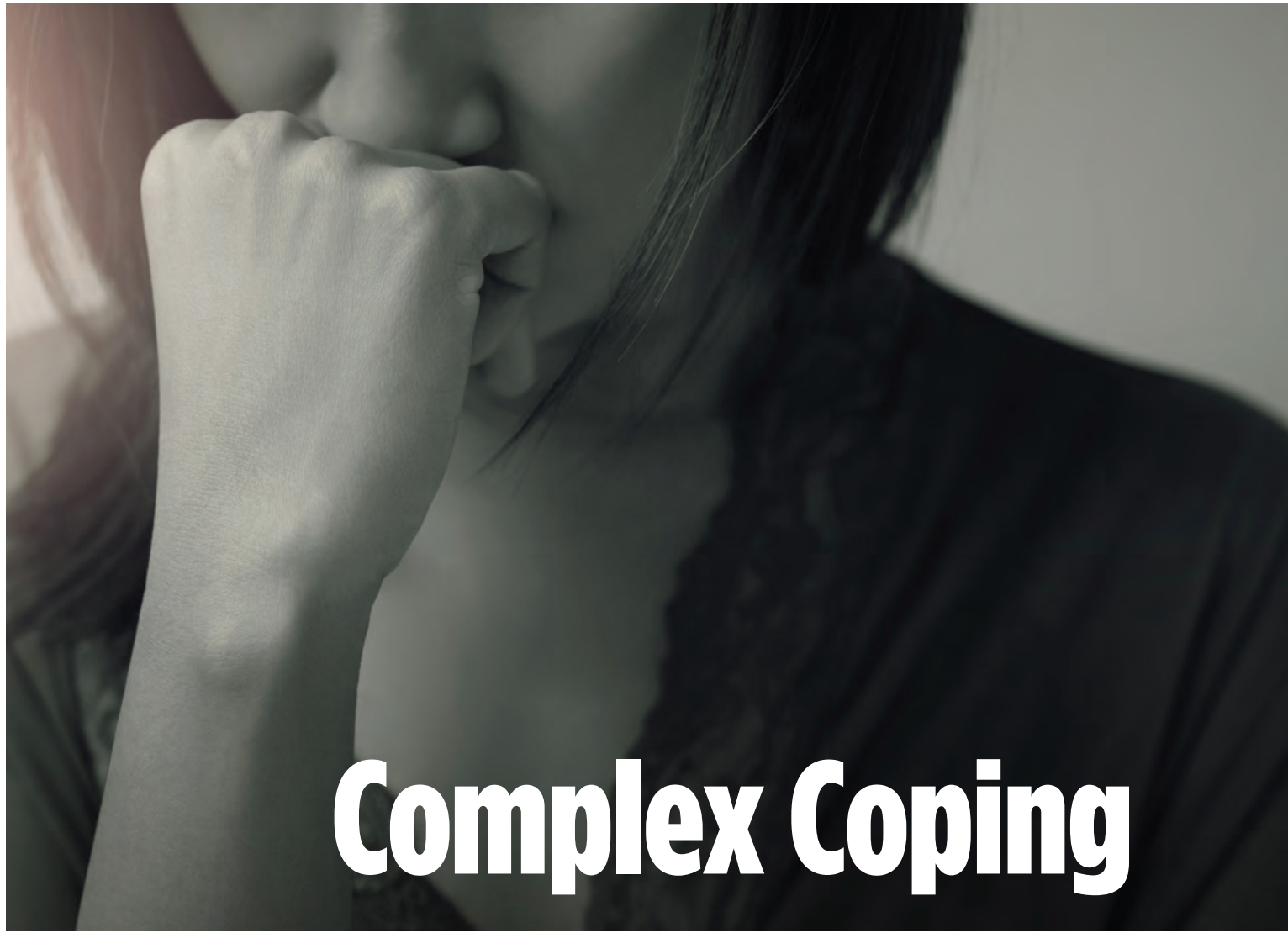
Deidra Love-Ross, another recent ACE graduate, described the academy as a great opportunity for her to advance her professional development skills. "I highly recommend ACE to any staff members looking to improve their communication, leadership, and office-management skills, as it provides a launching point for ongoing and intentional professional development," she said.

Karla M. Quinones, a current ACE planning committee member, successfully completed the academy in March 2018. As a graduate, Quinones accepted the

opportunity to continue with ACE as a co-instructor, which allowed her to share what she had learned. This included effective interaction and collaboration with instructors and peers, as well as understanding different perspectives.

"ACE was a great experience," Quinones said. "In addition to my professional growth, ACE taught me many things about myself I may never have discovered had I not taken the courses." □

Robert McCalla is the manager of professional development at NSU's Fort Lauderdale/Davie Campus.



Complex Coping



Are We, as Clinicians, Prepared to Deal with Our Patients' Suicide or Suicidal Ideation?

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

It is becoming apparent that this is a time of increasing suicidal ideation and mounting depression and anxiety—and that the need for coping and treating is increasing.

However, are we, the medical community, increasing our awareness and recognition of symptoms? Are we growing increasingly sensitive and willing to increase our alertness to this mounting problem?

Such concerns appear to be rising globally. Coping with suicide and suicidal ideation is challenging for all clinicians—and not just mental health clinicians—as these are extremely complex issues.

There are the proactive issues, including recognizing and evaluating the patient. There are reactive issues, such as coping with survivors and coping with clinicians' own feelings. In between is the treatment of the patient, along with the monitoring of one's own feelings and beliefs as a clinician.

What guidelines, safeguards, and sensitivities need to be embedded in the education of our mental health clinicians and all clinicians in general? For example, how efficient are we in educating the orthopedist or the urologist about how to recognize suicidal ideation or depression in a patient complaining about his knee or her kidney stone? How are clinicians taught to deal with this issue, or themselves, if a patient dies by suicide?

The chances are that there would be feelings of professional inadequacy and guilt, possible depression, fears of seeing the next patient, a broken sense of self-confidence, fears of legal entanglements or reprisals, concerns about professional

We need to reassess medical education to prepare all clinicians to be better prepared and sensitive to the signs of depression and anxiety.

evaluations and loss of trust, and possible insurance issues. The clinician may be just as vulnerable to grief and post-traumatic stress as the survivor.

Many domestic and global studies are showing increasing incidences of depression and anxiety, suicide contemplation and completion, and a close correlation between depression and anxiety and suicide. Consequently, we need to reassess medical education to prepare all clinicians to be better prepared and sensitive to the signs of depression and anxiety.

Any type of practice (e.g., orthopedics, neurology, urology) should have a mental health therapist available for patient

referrals. It's one thing for the gastroenterologist or the endocrinologist to counsel and reassure a patient about a personal issue the doctor can address. It's quite different, however, to embark on a talk-therapy regimen.

Usually, the doctor will not have the expertise in talk therapy or the time to engage in it. Writing an antidepressant prescription only serves to relieve some behavioral symptoms and make the patient more comfortable—at least temporarily.

The bottom line is simple. Medical education is constantly evolving to accommodate and include changes in technology, instrumentation, supporting sciences, and societal and economic demands. As a result, shouldn't we be more aggressive in changing our educational structure to better equip all medical practitioners to be more alert to our patients' behavioral and emotional needs—especially those related to suicidal ideation? □

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

What guidelines, safeguards, and sensitivities need to be embedded in the education of our mental health clinicians and all clinicians in general?

Spirituality and Technology Receptivity

A New Study on Older African Americans Used to Inform Tailored Chronic Disease Self-Management Intervention

BY KAMILAH B. THOMAS-PURCELL, PH.D., M.P.H., MCHES

Chronic diseases affect approximately half of American adults, with one in four adults also having at least two or more chronic conditions.¹ Having multiple chronic conditions (MCC) is most common in older adults.^{1,2} This prevalence is likely due to health care improvements, which have given rise to greater numbers of people living with MCC for longer periods. As a result, chronic conditions have emerged as a major focus of health care.³

Despite these health care improvements, the burden of chronic conditions is not shared equally. Disparities are evident according to race/ethnicity, income, and geography.⁴ People of color face persistent disparities in health coverage that contribute to poorer health access, outcomes, and unnecessary costs.⁵ There is a disproportionately higher prevalence of chronic conditions in the African American population compared to the general population, and these disparities have brought attention to the need to develop accessible and efficacious interventions to improve disease management.^{6,7}

Self-Management and Spirituality

Self-management programs teach participants information and skills related to their chronic disease to increase their self-efficacy. They must then be able to perform the necessary activities to manage their health condition.⁸ Spirituality has been linked to enhancing the self-management of diabetes in African Americans by serving as a source of support to not only cope with their illness, but to assist in following their daily self-management regimen.^{8,9}

Self-Management and Technology

Mobile health (mHealth) has the potential to increase access to chronic disease self-management (CDSM) interventions, as it can provide information and build skills without the limitations of time of day or physical location.¹⁰ With this method, more individuals are reached at a reduced cost, and large amounts of data can be collected. This can help generate more adaptive and effective programs.¹¹

Many patients simply lack the ability to fully comprehend provider instructions for disease management or medication prescriptions.¹² This presents a challenge to clinicians dealing with time constraints during visits, limiting their ability to provide the appropriate health education.¹² Growing health information technology innovations can help address these disparities by increasing the availability, as well as the efficacy, of patient education, which may lead to better patient outcomes.¹²

Receptivity Study Approach

A preliminary step in the development of a CDSM mHealth intervention that incorporates spirituality is to understand the aspects of spirituality that older African American patients use to manage MCCs and their receptivity to technology. My recent research study used focus groups to investigate participants' attitudes and beliefs about spirituality and their receptivity of mHealth for CDSM. Below is a snapshot of the results.

Data was collected from five cisgender focus group sessions divided into three female and two male



sessions. Thirty men and women between the ages of 50 and 78 participated.

Receptivity Study Results

Participants described spirituality as an appreciation for life and belief in an entity greater than oneself, whether it be God, nature, or the universe. It was seen as a holistic approach to life. In this sample, both men and women expressed that they were spiritual. Spirituality was explained as something within an individual, while religion was explained as a way to share your spirituality with others.

Multiple participants discussed reliance on prayer for both physical and emotional issues. Prayer is used as a form of contemplative practice, to heal pain and disease, to support physician competence, and to reduce the side effects of medication. Participants also expressed the desire to include prayer in their wellness plans.

In terms of technology receptivity, most participants stated that they use computers regularly to get information about their illnesses, research their medications and side effects, and obtain recommendations for

symptom reduction. Participants were also very interested in mHealth for virtual appointments, keeping track of medical records, and health education. A few participants admitted they would like to use technology, but lack of knowledge about how to use computers and cell-phone applications beyond simple Internet searches and texting was a major barrier.

Others were skeptical about the ability to maintain privacy and the loss of face-to-face interactions. Some were afraid of their private records getting into the wrong hands. Another concern was the loss of a personal touch.

In addition to the desire for CDSM education, suggestions for incorporating spirituality into an mHealth education application included the use of testimonials to learn from what others went through and incorporating inspirational messages.

Next Steps

This study was initiated to guide the development of a tailored mHealth intervention that focuses on spirituality to improve health literacy and chronic disease self-management. The results expressed by participants will be integrated into the design of culturally relevant messages. Next steps include the development of an mHealth intervention prototype and pretesting it with a group of older African Americans prior to deployment.

This research was funded by a generous grant from the National Institutes of Health Office of Minority Health. □

Kamilah B. Thomas-Purcell is an associate professor in the Department of Health Sciences—Fort Lauderdale.

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An Accidental Marriage

Neuroscience and Exercise Science Programs Realize Benefits from Partnering

BY JOSE ANTONIO, PH.D., CSCS, FNCSA, FISSN

There have been famous duos throughout the history of humankind. Some you've heard of like the infamous bank robbers Bonnie and Clyde, the singing duo Sonny and Cher, and, of course, that awesome combination you put between two slices of bread—peanut butter and jelly (PB&J).

Now, I'll be the first to admit that neither Bonnie and Clyde nor Sonny and Cher ended well. The police killed the former in 1934, and the latter divorced in 1975. Yes, I know—ancient history. In the annals of history, however, peanut butter and jelly will last forever. And, just like PB&J, the marriage of neuroscience and exercise science, though odd at first, is closer to PB&J than Bonnie and Clyde.

You might ask, how can such disparate fields come together to form a new category of academic study referred to as sports neuroscience? As with all new things, the beginnings were rather inauspicious and accidental.

In 2015, I received a phone call from Jaime L. Tartar, Ph.D., professor and research director in the Department of Psychology and Neuroscience. She wanted to know if she could send one of her students over to the exercise science lab to collect data on the effects of aerobic exercise on brain response via electroencephalogram.

My knowledge of the brain is about equal to a fish's knowledge of tree climbing. Nonetheless, I grudgingly agreed to let the student into the lab, and this ultimately resulted in the publication of "Acute Aerobic Exercise Decreases a Neurophysiological Response to Emotionally Negative Stimuli."

One thing led to another, and before we knew it, there was a full-blown collaboration between the neuroscience and exercise science programs. It became clear that each field could learn from the other. Exercise scientists are great at understanding the periphery (i.e., what happens from the neck down).

Neuroscientists are spectacular at understanding everything from the neck up. Therefore, like PB&J, the field of sports neuroscience was a natural combination of two fields of study.

Since 2016, the combined efforts of Jaime Tartar; Corey Peacock, Ph.D., program director and associate professor, exercise and sport science; and me have resulted in more than a dozen presentations coauthored by a mix of faculty members and students. They include

- “Neurobehavioral Assessment in Active and Recently Retired NFL Players and MMA Fighters”
- “Allele Frequencies of the ‘Warrior/Worrier’ COMT Polymorphism in MMA Fighters, Athletes, and Non-Athletes”
- “Neurofilament Light in Division II Female Soccer Players: A Potential Biomarker for Sports-Related Concussion”

Planning the Honeymoon

However, we left no stone unturned and decided to create a new organization that focused on sports neuroscience. We realized there wasn’t a home for sports neuroscience. Thus, the idea for the Society for NeuroSports was born in 2018. Peacock joined us as the third amigo, realizing what an incredible

opportunity this represented for our program since he was doing interesting work with professional combat athletes.

We decided to hold our very first neurosports conference in South Florida. We felt like wedding planners—minus the unattractive bridesmaids’ dresses and cake that never tastes as good as it looks. We selected a hotel, decided on the speakers, and ordered the food and beverages.

After almost a year of planning, the inaugural Society for NeuroSports Conference came to fruition on November 15–16, 2019, at the Wyndham Deerfield Beach Resort in Florida. The symposium attracted about 150 attendees, some of whom came from as far away as Canada, Belgium, and the United Kingdom.

The keynote speaker, Rachel Seidler, Ph.D., M.S., professor and graduate coordinator in the Department of Applied Physiology and Kinesiology at the University of Florida, gave an outstanding seminar on the cognitive contributions to motor learning. Additionally, NSU students were well represented during the poster presentations. The conference included 28 oral presentations, 24 posters, and unlimited camaraderie.

Neuroscience and exercise science—an accidental marriage, but one with a bright future. □

Jose Antonio is an associate professor in the Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale/Davie Campus.



Society for NeuroSports Conference attendees

STOP THE BLEED

Teaching Citizens How to Help in an Emergency

BY BILLY ELLIOTT, B.S., EMT-P, AND MELCHISEDEK JEAN, M.P.A., EMT-B

Community service and giving back are ubiquitous traits found in those working in the medical field, and there is certainly no lack of it at the NSU Jacksonville Campus. One of the ways our students are making an impact is by establishing a Stop the Bleed program.

Stop the Bleed, launched by the White House in October 2015, is a national campaign to increase the awareness and intervention capabilities of nonprofessionals and bystanders to help in severe hemorrhagic emergencies before professional help is available. The program teaches individuals to manage severe bleeding by properly packing wounds and applying tourniquets.

Mass Response

The initiative was bolstered by the Hartford Consensus, which showed that, after most mass shootings, hemorrhage control was significantly delayed. Death from bleeding can occur in less than five minutes, so immediate intervention is integral to survival. Training the public to identify a life-threatening bleed, and to



NSU PA students pair up to practice applying a pressure bandage using gauze.



Left: NSU PA class of 2021 students obtain hands-on training in applying a tourniquet and a pressure bandage and packing a wound with combat gauze.

Below: NSU PA students practice the four P's—peel, push, and pile pressure—with a simulated wound manikin.



properly apply pressure, packing, and tourniquets, has saved and will save lives.

Student Instructors

During a collaboration with the Memorial Hospital Jacksonville trauma team, we were able to organize and train a small group of physician assistant students to become instructors. This team, along with individuals from the Memorial trauma team, held our first Stop the Bleed class in September 2019 with 40 students.

Following a didactic class, students attended a wet lab. Using

high-fidelity wound simulators, gauze, and tourniquets, students were able to practice their skills until they became competent.

Since then, we have established Club 19 to manage the program and its logistics. The NSU PanSGA awarded a grant to Club 19 for training equipment, which we used to acquire four wound and amputation simulators for wound packing and tourniquet training.

We have had inquiries from seven programs and are working to schedule Stop the Bleed classes with four committed programs. In addition, we are planning and

organizing Stop the Bleed classes for the communities we visit during future medical outreach trips. This represents more than 500 individuals, many of whom will go on to train others. Join the initiative by visiting Stop the Bleed at whitehouse.gov/blog/2015/10/06/stop-bleed. □

Billy Elliott and Melchisedek Jean are class of 2021 PA students in the Department of Physician Assistant—Jacksonville.



TEAM SPIRIT!

The physician assistant team earned the Ethics Bowl Spirit Award.

Facing Off at the 2020 Ethics Bowl

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

NSU's Dr. Pallavi Patel College of Health Care Sciences hosted the 16th annual Ethics Bowl competition on February 27. This interprofessional experience brings students together from different health care professions to engage in thoughtful deliberation

about current ethical issues in health care.

The practice of ethics is the systematic, reasoned deliberation regarding values and the appropriateness of choices made in the ever-changing circumstances of personal and organizational life.

Health care ethics specifically focuses on matters of health, life, and death that arise from the complex relationships among medicine, science, technology, and society. Some of the cases the student teams considered involved the opioid epidemic,

organ donation, and a young girl with AIDS.

Seventy-four students, faculty coaches, faculty judges, and staff moderators participated from the following professions:

- anesthesiologist assistant
- medical sonography
- nursing
- occupational therapy
- pharmacy
- physical therapy
- physician assistant

Teams practiced together for many weeks with the hopes of winning the Ethics Bowl trophy. It was a close competition, but the NSU Palm Beach Campus nursing team won the final round and took home the gold medals. Physical therapy earned silver medals this year, while the physician assistant program rocked the house with a large and boisterous group of faculty members and students adorned in costumes and waving homemade signs. The physician assistant team also took home the Ethics Bowl Spirit Award. □



Above: The physical therapy team poses with its supporters.
Right top: The Palm Beach Campus nursing team won the 2020 Ethics Bowl.
Right bottom: The Physical Therapy Fort Lauderdale team captured the runner-up trophy.



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



New Mental Health Awareness Initiative Introduced

BY VICTOR QUINONES, M.S., PA-C, EMT-P, AND JAIME RODRIQUEZ, M.S.

According to the Centers for Disease Control and Prevention, an estimated 50 percent of all Americans are diagnosed with a mental illness or disorder at some point in their lifetime.

Each year, the NSU Orlando Campus Physician Assistant Student Government Association chooses a way to give back to the local community. In 2019, students decided to focus on mental health. After researching local groups whose sole purpose is to provide mental health services, the philanthropy committee chose to work with Peer Support Space, Inc.

Selecting a Project

Peer Support Space was a new, grassroots organization that had only been in existence for a few months when the team met for the first time. On a warm afternoon in February at a local coffee shop, a small group gathered to discuss the common goal of raising mental health awareness and providing affordable resources to those in need.

Peer Support Space members said their chief objective was creating a respite center that would be free to the public. The idea was to provide a safe space

to drop in and take a timeout from life. This would allow people the opportunity to acknowledge their current mental state and address their needs before reaching the point of hospitalization.

Identifying Needs

The respite center vision included free resources, complete with trained staff members who could relate to those who were visiting. The purpose of peer support? To receive encouragement from others who have experienced and conquered similar challenges.

This was no small feat. While a physical location was already in mind, the team needed to raise money for renovations, furniture, and supplies. The goal was to have the respite center active and ready to help the community by the end of the year. How could a large sum of money be raised in such a short time span? The group had a few ideas.

Funding the Transformation

The team brainstormed several options, considering everything from a gala and a banquet to a tournament. The challenge was finding a way to raise money without investing in large production costs. Everyone reached out to friends and local contacts to see what resources could be donated or discounted.

One of those friends happened to be a comedian and suicide survivor named Colin Williams, who immediately offered to help. What better way to raise money and promote mental health awareness than to involve people who once suffered from a mental health illness themselves? This was, after all, the fundamental basis of Peer Support Space.

The Healing Show

Williams began his career when he was barely 17 years old. After enduring a life of hardship, abuse, and surviving a suicide attempt, he chose to heal through comedy. His goal was to normalize a topic considered taboo in order to allow mental health sufferers the opportunity to speak freely about their illnesses.

He centered his comedy set on the suicide note he wrote before attempting to take his life. A decade of experience as a stand-up comedian helped Williams develop a show capable of delivering an important message interwoven with humor.

The venue was booked, contracts were signed, and the event was set. The philanthropy team continued



From left: Orlando PA students My Kim Tran, Jaime Rodriguez, Emily Saldanha, and Benjamin Anderson after volunteering at the mental health event

reaching out to the community for donations and sponsorships while promoting the opening of the new respite center. Many businesses and individuals were eager to help in the undertaking of this large project.

On August 2, 2019, the doors opened at 6:30 p.m. for a preshow reception. Volunteers handed out drinks and light snacks, while guests mingled and enjoyed live music. A silent auction with gift baskets and artwork donated from local artists and mental health survivors lined the walls.

A photo booth with top hats and props allowed for photos with Williams. Guests were encouraged to participate in a scavenger hunt that focused on meeting and learning about new people. At 7:45 p.m., the theater doors opened.

The show began with a series of skits, including slam poetry, dance, and song. The crowd enjoyed watching these performers—all mental health survivors—display the talents that helped with their recovery. Soon, Williams took the stage.

Williams shared his story and explained how he reached the point of suicide—and how he survived. Using dark humor, he was able to deliver an important message: it is okay to not be okay, and things do get better.

The Final Results

The show was a success and raised more than \$7,600 for Peer Support Group, Inc. By the end of 2019, the respite center opened and began providing free mental health services to those in need. □

Victor Quinones is an assistant professor, and Jaime Rodriguez is a class of 2020 student in the Department of Physician Assistant Program—Orlando



From left: NSU AT students Juan Aquino, Shannon Stowe, Kelley Henderson, Alex D'Innocenzo, and Katie Tallman

Winter Games to Remember

BY KELLEY HENDERSON, ED.D., LAT, ATC

In February, I, along with four athletic training (AT) students from Nova Southeastern University, traveled to Seven Springs Mountain Resort in Champion, Pennsylvania, to provide medical care for the 2020 Special Olympics Pennsylvania Winter Games. Special Olympics provides year-round training and competitions for people with intellectual disabilities. Athletes can range in age from 8 to 80.

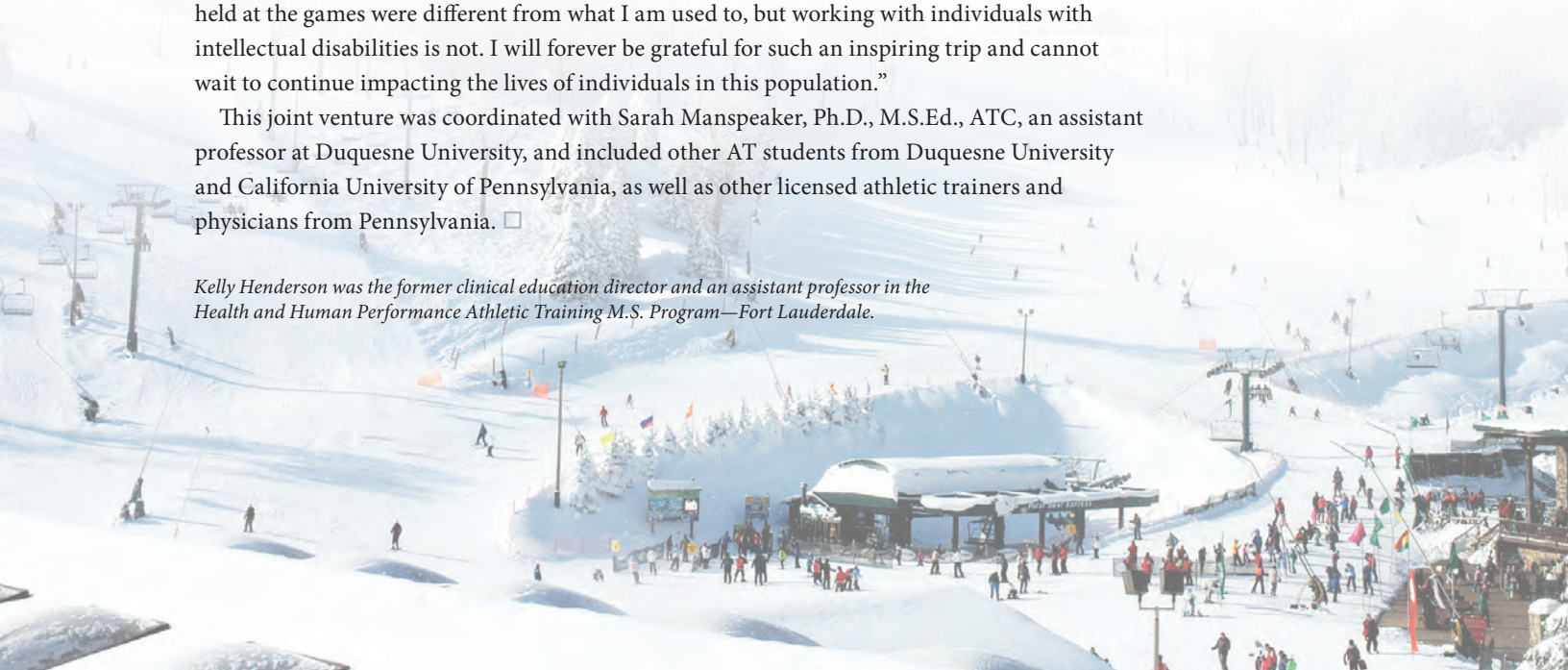
“The contribution of certified athletic trainers and athletic training students is vital to the success of our state Winter Games,” said Sarah Manspeaker, one of the event’s medical coordinators. “Through their interprofessional collaboration with physicians, ski patrol members, and emergency medical services, we are able to provide these athletes with thorough medical care throughout the course of competition.”

The students were able to provide care for athletes competing in alpine skiing, cross-country skiing, and snowshoe. Each student had an opportunity to rotate between each event to experience sport and weather conditions at different venues.

“Attending the Special Olympics Winter Games in Pennsylvania was a unique opportunity,” said Alex D’Innocenzo, a senior athletic training student. “Being from Florida, the types of sports held at the games were different from what I am used to, but working with individuals with intellectual disabilities is not. I will forever be grateful for such an inspiring trip and cannot wait to continue impacting the lives of individuals in this population.”

This joint venture was coordinated with Sarah Manspeaker, Ph.D., M.S.Ed., ATC, an assistant professor at Duquesne University, and included other AT students from Duquesne University and California University of Pennsylvania, as well as other licensed athletic trainers and physicians from Pennsylvania. □

Kelley Henderson was the former clinical education director and an assistant professor in the Health and Human Performance Athletic Training M.S. Program—Fort Lauderdale.





The physician assistant high-fidelity manikin laboratory during an interprofessional simulation

REACH Beyond

2,500 Attendees | ~100 Research Presentations | Curated IPE Experiences

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

NSU continued to display its commitment to research and interprofessional education by hosting the inaugural REACH (Research Education and Collaboration in Health) Day on February 21. The event is a combination of the Health Profession Division's (HPD) Research Day (held every two years since 2008) and IPE (Interprofessional Education) Day (held annually since 2009).

The event featured health, medical, and biotechnology research coupled with IPE experiences for teams of health care students. More than 2,500 researchers, faculty members, and students attended REACH Day, which featured about 100 research presentations from world-renowned researchers and HPD faculty members and students.

Some of the HPD's federally funded research includes cancer treatments, AIDS and HIV prevention, hypertension, dental stem-cell therapies, blood-thinner drugs, heart disease, and diabetes. The research is

conducted by the HPD's seven colleges—osteopathic medicine (D.O.), pharmacy, optometry, health care sciences, dental medicine, nursing, and allopathic medicine (M.D.).

REACH Day, which is one of the largest research seminars in Florida involving students, offers participants a chance to learn more about the HPD's cutting-edge discoveries and its efforts to train the health care teams of tomorrow. IPE events included teams of students solving problem-based learning cases and developing better teamwork and communication skills by working with standardized patients. The day also included interactive simulations that provided students with opportunities to experience clinical skills alongside other health professionals.

The objectives for the IPE sessions included

- communicating one's roles and responsibilities clearly to patients, families, and other professionals

Some of the HPD's federally funded research includes cancer treatments, AIDS and HIV prevention, hypertension, dental stem-cell therapies, blood-thinner drugs, heart disease, and diabetes.

- explaining the importance of interprofessional relationships
- collaborating in the care of patients in health care settings
- using the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients.

Student Feedback

The REACH Day evaluations took place using a cloud-based tool that processed 1,789 student responses. The Interprofessional Collaborative Competency Attainment Survey tool was used for the quantitative data.

The initial qualitative analysis of student feedback included the following questions: "What was the most beneficial part of participating in REACH Day today?" and "Describe an experience you had today that will be useful to you in your professional program." The three themes that stood out were learning what other professions do and how they contribute to patient care, meeting and interacting with students in other professions, and participating in interprofessional cases and simulations.

For the first theme, students reported satisfaction with the insight they gained into the perspectives other professions use when assessing and caring for a patient. Many also reported appreciation for specific professions they did not know much about prior to the event.

The second theme encompassed reports of positive conversations between students of different professions and enjoying the interaction with other professionals. Lastly, the students reported gaining significant value from caring for a standardized patient within a team of multiple professions.

When asked for suggestions on how to improve NSU's interprofessional atmosphere, most students reported that they simply wanted "more opportunities to crack interprofessional cases." Additionally, the problem-based learning format used this year was well received.

The Dr. Pallavi Patel College of Health Care Sciences had the largest faculty volunteer group. Additionally, all NSU campuses participated in the event for the first time. While the next REACH Day will be held in 2022, planning is already underway for next year's IPE Day. □

Elizabeth Swann is the director and professor of interprofessional integration, and Alyssa Ojeda is a graduate assistant in interprofessional simulation—Fort Lauderdale.

INTERPROFESSIONAL EDUCATION PLANNING TEAM

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

- Elise Bloch, Ed.D., OT/L (Occupational Therapy)
- Megan Colas, Ph.D., ATC, LAT, NREMT (Athletic Training)
- Melissa Morris, M.S.N., R.N., CPN, CHSE (Simulation)
- Nannette Nicholson, Ph.D., CCC-A (Audiology)
- Alyssa Ojeda, B.S. (Psychology)
- Elizabeth Swann, Ph.D., ATC (IPE)
- Patricia Vargas, D.H.Sc., RVT (Medical Sonography)

COLLEGE OF PHARMACY

- Andrea Levin, Pharm.D., BCACP
- Karen Sando, Pharm.D., BCACP, BC-ADM

DR. KIRAN C. PATEL COLLEGE OF OSTEOPATHIC MEDICINE

- Noel Alonso, D.O.
- Carmen Hernandez
- Michelle Johnson, D.O.
- Marysel Sierra, M.S.
- Kimberly Valenti, M.S.

DR. KIRAN C. PATEL COLLEGE OF ALLOPATHIC MEDICINE

- Nikette Neal, M.D., FAAP

RON AND KATHY ASSAF COLLEGE OF NURSING

- Caroline Smikle, Ph.D., M.S.N., R.N.
- Lisa Soontupe, Ed.D., R.N., CNE

COLLEGE OF OPTOMETRY

- Felicia Timmermann, O.D., FAAO

NSU Proudly Presents

PHYSICAL THERAPY FACULTY MEMBERS SHINE AT APTA COMBINED SECTIONS MEETING

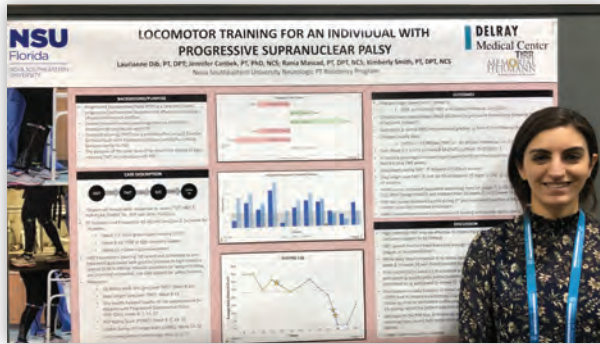
13,000+ attendees from **30+** countries met at the annual American Physical Therapy Association (APTA) Combined Sections Meeting held February 12-15 in Denver, Colorado. Over the course of a few days, participants advanced their knowledge through **50+** specialty-specific sessions and **1,000+** poster presentations, including numerous faculty members from **2** NSU campuses: the Fort Lauderdale/Davie Campus and Tampa Bay Regional Campus.



Morey Kolber, Ph.D., M.D.T., PTOCS, CSCS (center), professor in the Department of Physical Therapy, accepts the James A. Gould Excellence in Teaching Orthopaedic Physical Therapy Award. Pictured (right) are **William J. Hanney**, D.P.T., Ph.D., PT, associate professor in the Division of Physical Therapy, University of Central Florida, and (left) **Paul A. Salamh**, D.P.T., Ph.D., PT, assistant professor, Krannert School of Physical Therapy, College of Health Sciences, University of Indianapolis.

Samuel Cheng, Sc.D., M.S., PT, physical therapy Ph.D. program director, greets conference attendees at the NSU physical therapy booth.





Laurianne Dib, D.P.T., PT, an NSU neuroresidency graduate, presents her poster “Locomotor Training for an Individual with Progressive Supranuclear Palsy.”



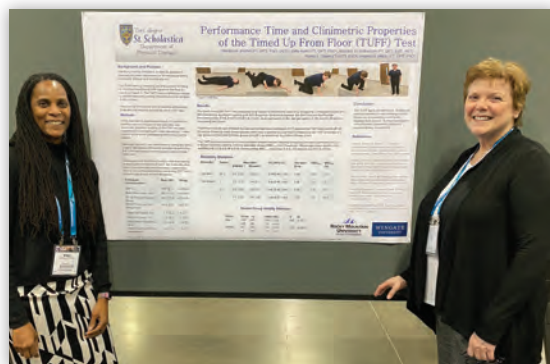
Jill Heitzman, D.P.T., Ph.D., PT, GCS, NCS, an NSU physical therapy Ph.D. graduate, presents her poster “Differences in Reach Distance on the Forward Functional Reach (FFR) Test Between Three Height Groups Among Older Adults.”



Ximena Tapia, D.P.T., PT, an NSU Transition Doctor of Physical Therapy graduate, presents her poster “Transitioning an Inpatient Rehabilitation Unit into Evidence-Based Practice: Promoting Knowledge Translation Among Therapists.”



Mitch Selhorst, D.P.T., PT, OCS, a current NSU physical therapy student, presents his platform presentation “Psychologically Informed Education Video Reduces Maladaptive Beliefs in Adolescents with Patello-femoral Pain.”



Keiba Shaw, D.P.T., Ed.D., PT, physical therapy faculty member, and **Marilyn Moffett, D.P.T., Ph.D., PT, GCS**, faculty member at the College of St. Scholastica in Duluth, Minnesota, present their poster “Performance Time and Clinimetric Properties of the Timed Up from Floor (TUFF) Test.”



Leah Nof, Ph.D., M.S., PT, C/NDT, CEEAA, physical therapy faculty member, presents her poster “Transfer of Knowledge from Classroom to Clinic: Longitudinal Effect of a Neurological Boot Camp.”



During these difficult times, I offer my thoughts and prayers to everyone who is working hard from home or on campus, both administratively and educationally, to enable Nova Southeastern University (NSU) to continue to function as a quality educational institution during the COVID-19 pandemic.

I am saddened for you and your families, who have certainly suffered

duress during the COVID-19 outbreak. I do hope, however, that everyone is following the suggested protocols related to safety and social distancing that have been provided by NSU and the various governmental health agencies.

The NSU Health Professions Division has always strived to offer high-quality educational programs and to graduate compassionate and well-rounded professionals who can enhance the overall health and well-being of the populations they serve. In these times of high stress and uncertainty, it is more important than ever to remember the old adage “health is wealth.”

I am very proud of all our deans and university administrators, especially Dr. George L. Hanbury, NSU’s president and CEO, who has consulted and remained in frequent contact with all university stakeholders. Dr. Hanbury’s valued leadership pertaining to the well-being of our students’ personal health, as well as their concerns and needs related to their education in these difficult times, has been outstanding and laudatory.

Additionally, the utility of our modern technological platforms has allowed the students to continue their education without interruption and fulfill their obligations to become the finest health care professionals possible. This is something we can all be extremely proud of, as it takes a unified team effort to accomplish this.

I also want to thank the Health Professions Division Board of Governors for its input and actions, which are led by our chair, Dr. Barry J. Silverman, who also serves the NSU community as vice chair of the NSU Board of Trustees. These two highly responsive lead organizations have been very thoughtful and supportive of Dr. Hanbury and other administrative leaders in being sensitive to everything from educational and housing issues to numerous other concerns that have arisen in these unprecedented times.

The past several months have exemplified the fact that we truly are One NSU. We have dealt with many challenges, both individually and as a university, since the COVID-19 crisis began. One thing, however, is certain: We will get through this together.

Be well and stay safe.

A handwritten signature in blue ink, reading "Frederick Lippman". The signature is fluid and cursive.

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

Health Care for Our Nation's Heroes and Their Families

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