

Summer 2019

## **Perspectives, Summer/Fall 2019, Volume 7, Number 2**

Nova Southeastern University

Follow this and additional works at: [https://nsuworks.nova.edu/hpd\\_hcs\\_magazine](https://nsuworks.nova.edu/hpd_hcs_magazine)

 Part of the [Medicine and Health Sciences Commons](#)

---

NOVA SOUTHEASTERN UNIVERSITY SUMMER/FALL 2019  
**Perspectives**  
DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES



# Daring to Care

Page 4

# 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

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

The next submission deadline is September 9, 2019. 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](mailto:studentaffairschcs@nova.edu).

**NSU**  
Florida

NOVA SOUTHEASTERN  
UNIVERSITY

# TABLE of Contents



## FEATURES

- 3 CREATE a Change**
- 4 Daring to Care**—HEIDI SCHAEFFER, M.D., ENDEAVORS TO CREATE SOLUTIONS
- 8 Swedish Exchange**—NSU AND KAROLINSKA INSTITUTET STUDENTS SWITCH PLACES  
Physical Therapy—Fort Lauderdale
- 10 Overseas Outreach**—HELPING PUERTO RICANS HEAL  
Physical Therapy—Tampa Bay
- 12 Planning ToMorrow**—TERRY MORROW NELSON: A PURPOSEFUL LIFE  
PCHCS Student Affairs—Fort Lauderdale
- 18 Now Hear This!**—THE CARE PROJECT INTRODUCES FAMILY RETREATS



## DEPARTMENTS

- 2 Dean's Message**
- 22 Program News**
  - RECESS REBOOT • Doctor of Physical Therapy—Fort Lauderdale / **22**
  - SCORING HONORS • Health and Human Performance Athletic Training M.S. Program—Fort Lauderdale / **24**
  - BRAINS & BRAWN • Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale / **26**
  - UNDER THE CAPE • Professional Development and Education / **28**
  - FIELD FEEDBACK • Occupational Therapy—Fort Lauderdale / **30**
  - A NEW EDGE IN 80 HOURS • Anesthesiologist Assistant—Tampa Bay / **32**
  - MACA MAYBE • Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale / **34**
  - NFL STUDY DRAFT • Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale / **35**
  - INSPIRATIONAL AND INNOVATIVE • Physician Assistant—Fort Lauderdale / **36**



## 38 Alumni Perspective

BIG APPLE DREAMS, NSU SOLUTIONS • Physician Assistant—Jacksonville

## 40 Student Perspective

FROM STAGE TO SONOGRAPHY • Health Science Medical Sonography Program—Fort Lauderdale

## 42 Faculty Perspective

A DYING CONCERN • Physician Assistant—Fort Lauderdale

## 44 Event Perspectives

ETHICS CHAMPIONS • PCHCS Student Affairs and Physician Assistant—Fort Lauderdale / **44**

BOOT CAMP FUN • Speech-Language Pathology—Fort Lauderdale / **45**

VOLUNTEER WEEKEND • Physician Assistant Studies Program—Orlando / **46**

DEEP BREATH • Cardiopulmonary Sciences—Palm Beach / **48**

LUNG FORCE • Cardiopulmonary Sciences—Palm Beach / **49**



## 50 Chancellor's Message

ON THE COVER: Heidi Schaeffer, M.D.

*Perspectives* is produced by  
**NOVA SOUTHEASTERN UNIVERSITY**  
Dr. Pallavi Patel College of Health Care Sciences  
3200 South University Drive  
Fort Lauderdale, Florida 33328-2018

[healthsciences.nova.edu](http://healthsciences.nova.edu)

#### NOVA SOUTHEASTERN UNIVERSITY

**George L. Hanbury II, Ph.D.**  
President and Chief Executive Officer

#### HEALTH PROFESSIONS DIVISION

**Frederick Lippman, R.Ph., Ed.D.**  
Chancellor, Special Projects

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

Vice President for Operations

#### DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES

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

#### EXECUTIVE EDITOR

**Scott Colton, B.A., APR**  
HPD Director of Medical Communications  
and Public Relations

#### MANAGING EDITOR

**Brenda Van Hoose**  
Assistant Director of Student Affairs  
[vanhoose@nova.edu](mailto:vanhoose@nova.edu)

#### ART DIRECTOR

**Susan Tischenkel-Hayward**  
Associate Director/Senior Designer  
Office of Publications and Creative Services

#### ORIGINAL ARTWORK FOR PAGES 4-5

**Hannah G. Kuker**  
NSU University School Student

#### OFFICE OF PUBLICATIONS AND CREATIVE SERVICES

**Bernadette Bruce**, Director  
**Sheryl Koral**, University Editor  
**Carol Reynolds-Srot**, Associate Editor/Copywriter  
**Roberta Harris-McCafferty**, Production Manager

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

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

05-067-19SAT



*"No amount of ability is of the slightest avail without honor."*

—Andrew Carnegie

Among NSU's eight Core Values, integrity stands as a sentinel value from which many others gain strength. As students, faculty and staff members, and alumni of the Dr. Pallavi Patel College of Health Care Sciences, it is important that we strive to exude professionalism in our daily interactions with others and lead lives with integrity and honor.

Webster defines integrity as "the quality of being honest and fair," but those words

become meaningless if they are merely spoken or written. They must be lived. Integrity births seeds of self-assurance, which allows one to be humble enough in the presence of praise, but courageous enough to stand alone eschewing the crowd. Its attributes are exceedingly consequential and unequalled.

Integrity must be considered the cornerstone of one's character. It is the professional attribute upon which all other principles must be built. It influences every facet of life in dealings with classmates, colleagues, patients, and the general community. When faced with the prospect of cheating on a test, falsifying a patient record, or merely giving less than your best on a project, integrity responds with a resounding, "NO, I CAN'T!"

Destroy the foundation of integrity and the building falls, no matter how beautiful the windows, the doors, or the porches—all come crashing to the ground in the face of an uncertain foundation. In the words of William Shakespeare, "Mine honor is my life; both grow in one. Take honor from me, and my life is done."

Integrity is not just the adherence to what is legal, but also to what is ethical. Your integrity must not only be judged by legal tenets, but by ethical dictates—an adherence to the principle of "doing right when no one is watching."

Essentially, integrity is not a passive avoidance of wrong, but an active promotion of what's right. I recently came across this quotation. I do not know from whom it came, but it states, "Don't be overwhelmed by decisions. Only consider the ethical ones—you'll find your options are much fewer."

Essentially, integrity has no equal.

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

Dean

Dr. Pallavi Patel College of Health Care Sciences  
Nova Southeastern University



# CREATE a Change

BY BRIANNA BLACK KENT, PH.D., R.N.

**T**he Coalition for Research and Education Against Trafficking and Exploitation (CREATE) was made possible in 2015 through a lead donation by the Heidi Schaeffer, M.D. Charitable Trust, which was administered by the Community Foundation of Broward, and in-kind support from NSU.

In 2019, CREATE was funded by a grant from the James I. Coddington, Jr. Charitable Fund, which Schaeffer matched.

## CHALLENGE

There is limited research on human trafficking.

## KEY EFFORTS

- Raise awareness of human trafficking among practicing clinicians, students in health care education programs, health care organizations, and community health settings in Broward County, Florida.
- Educate and prepare dental, optometry, and mental health clinicians to provide trauma-informed health care services to victims of human trafficking.
- Measure the success of CREATE's outreach efforts.

## KEY FINDING

- Providers trained in trauma-informed care demonstrated greater

awareness, knowledge, and skill in their delivery of care to trafficked survivors. The NSU faculty members who presented the results of the "Trauma-Informed Health Care for Human Trafficking Victims" study at the 2019 American Dental Education Association Annual Meeting in Chicago, Illinois, were Brianna Black Kent, Ph.D., R.N., PCHCS assistant dean of professional development; Sandrine Gaillard-Kenney, Ed.D., PCHCS associate dean; Adel Khatib, D.D.S., postgraduate program director of community and public health sciences at NSU's College of Dental Medicine (CDM); and Diane Ede-Nichols, D.M.S., M.H.L., M.P.H., CDM chair of community and public health sciences.

## NEXT RESEARCH GOAL

- Explore the experiences of victims who received trauma-informed health care services through NSU's health clinics.

## NEXT AWARENESS STEPS

- Continue to raise awareness of trafficking through trainings, presentations, publications, and education of health care professionals, law enforcement, and local and national communities.
- Develop a daylong human trafficking symposium in preparation for the 2020 Super Bowl, as requested by the United States Attorney's Office—Southern District of Florida. Scheduled to take place in Miami Gardens, Florida, the symposium will prepare the attendees to recognize the indicators of sex and labor trafficking.

## NEXT ACTION STEPS

- Improve the delivery of health care to the vulnerable and special needs population of human trafficking victims.
- Expand CREATE's partnership with NSU's College of Dental Medicine, as it is the primary resource in South Florida providing a wide range of dental services to victims of trafficking at no cost.
- Continue CREATE's partnership with NSU's College of Psychology to provide mental health services to survivors.
- Serve at least 40 human trafficking survivors over the next 2 years, providing dental, mental health, and/or optometry care, as well as transportation services as necessary.
- Forge additional partnerships within the NSU community and with victim agencies in local communities.

## ONE PERSON AT A TIME

In 2016, CREATE assisted its first survivor, a 24-year-old male from Eastern Europe who was brought to Hollywood, Florida, by a sex trafficking ring.

When this survivor was rescued by law enforcement, he left behind what few items he owned, including his prescription glasses. CREATE and the NSU College of Optometry partnered to provide an extensive eye examination and new prescription glasses.

CREATE will continue to make a difference for children, women, and men who are reclaiming their lives from the trauma of human trafficking—one person at a time. □



# DARING TO CARE



## Heidi Schaeffer, M.D., Endeavors to CREATE Solutions

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

**H**eidi Schaeffer, M.D., has a heart for justice and compassion and the will to lead a charge for change. Schaeffer is an internal medicine physician who is committed to addressing the human trafficking epidemic in our nation.

“I am proud to be a voice for those without the liberty to use theirs, due to enslavement in human trafficking,” Schaeffer said. She has been an effective advocate for legislation at both the state and federal levels.

Due to her collaborative efforts, hotline signs in emergency rooms and massage establishments are



commonplace. Most recently, a new requirement for Florida nurses to earn continuing education credits in human trafficking for their license renewal is empowering nurses to identify and aid trafficking victims.

Empathy, commitment to justice, and strong will to achieve emerged in Schaeffer's early years. "I came from humble beginnings and a difficult childhood. Bullying from (wealthy) peers was a common occurrence. However, I focused on my education to rise above; and even as a kid, I knew I would one day help others overcome," she explained.

She graduated from the University of Miami as valedictorian in both of her college majors while volunteering at Joe DiMaggio Children's Hospital, the Laubach Literary Foundation, Take Stock in Children, and other organizations. As a physician, Schaeffer has dedicated time to private and public health care, including to the Department of Health.

**THE MULTIPLIER EFFECT**

Building partnerships to create change is one of Schaeffer's unique gifts. "Collaborating with knowledgeable community partners like NSU has made a broader impact. I am especially passionate to reach the next generation of health care workers, particularly because there was no instruction on human trafficking during my own medical school and residency training," she noted.

"Teaching human trafficking indicators to high school, college, and medical school students has been rewarding," she added. "Moreover, it has been a privilege

to educate doctors working in several of Florida's hospitals."

Schaeffer serves on the advisory boards for NSU's Dr. Pallavi Patel College of Health Care Sciences (PCHCS), as well as the NSU Coalition for Research and Education Against Trafficking and Exploitation (CREATE). Prior to these roles, she served three years as a community adviser to NSU's project HEAT (Health Educators Against Trafficking) before it became CREATE in 2015.

"Over the past 10 years, Schaeffer has been one of the strongest supporters of our research and efforts to raise awareness of human trafficking among the medical and allied health care professions. Her kind generosity provided a private gift

that allowed us to expand NSU's project HEAT into NSU CREATE," said Sandrine Gaillard-Kenney, Ed.D., cofounder of CREATE.

Also a cofounder of CREATE, Brianna Black Kent, Ph.D., R.N., added that Schaeffer's talents along with her donation made it possible to expand the team's scope of work. "She is committed to building partnerships and strengthening relationships between law enforcement and human trafficking advocacy groups in the South Florida tri-county area," Kent said.

"Within the NSU community, CREATE also formed collaborative partnerships with the College of Optometry, the College of Dental Medicine, and the College of Psychology," Kent added.

**Dare to care—don't just 'treat and street.' Be a true champion for your patients. This must include being knowledgeable about human trafficking, as we cannot 'do no harm' if we are seeing patients without having human trafficking as part of our differential diagnosis."**

*—Heidi Schaeffer*



“Through Schaeffer’s gift, and partnerships, CREATE provides dental, vision, and mental health services to survivors of trafficking at no cost to the survivors.”

### THE NSU X FACTOR

When asked what attracted her to NSU, Schaeffer said, “NSU’s spirit of community drew me in. The Dr. Pallavi Patel College of Health Care Sciences is dedicated to producing clinicians that care holistically about the patients they serve. NSU’s Core Values of opportunity, diversity, and community resonate with my own. From the dean level down, the college’s faculty members are true role models of compassionate, competent care.”

Regarding a decade of collaboration and contributions, Schaeffer added, “from thought to action, NSU’s creation of a center for human trafficking research, education, and medical/dental services has been the most meaningful” part of her NSU experience.

“NSU was at the forefront of human trafficking research and took strides to educate professors and students alike about this public health epidemic,” Schaeffer said. “Courses in human trafficking are now available for

undergraduates, graduates, and postdocs, and clinical awareness of human trafficking has been significantly improved.”

### NATIONAL CONNECTIONS

When asked about other organizations she has engaged to help address the prevention and intervention of human trafficking, Schaeffer replied, “Being a longstanding member of the American Women’s Medical Association and its very active Human Trafficking Committee, I do feel like we’ve influenced research, advocacy, and health education nationwide,” she said.

“I am proud of the community outreach accomplished through work with boots-on-the-ground organizations like KidSafe Foundation, Soroptimist International, Ark of Freedom Alliance, and the Broward Human Trafficking Coalition,” she said. “As president of the Human Trafficking Coalition of the Palm Beaches, I am excited to further increase awareness of the perils of human trafficking.”

### STUDENT CONNECTIONS

In 2019, during a recent PCHCS Advisory Board meeting, the stories of two students who were experiencing significant life

challenges were shared to see if members could leverage their networks to assist them. Schaeffer was not able to find immediate assistance, so for one student who was performing well and expected to graduate in August, she created a scholarship to cover the remaining tuition from the previous semester, thus lifting the hold that would prevent further registration.

Beyond assisting the student financially, she joined her for lunch at a seaside restaurant one day, during which Schaeffer shared her personal challenges in becoming a health care professional. She expressed confidence in the student’s future success and, when the student conveyed her deep appreciation for Schaeffer’s support, encouraged her to pay it forward to someone else in need.

As Schaeffer reflected on her path, she noted, “My journey has not been an easy one, but certainly I am grateful for the opportunity that a good education has provided. It is no wonder that I’ve been inspired to assist students to achieve their own academic goals, with NSU as the ideal partner to support students who strive to make a difference.”

Schaeffer’s words of wisdom to current and emerging health care professionals are “Dare to care—don’t just ‘treat and street.’ Be a true champion for your patients. This must include being knowledgeable about human trafficking, as we cannot ‘do no harm’ if we are seeing patients without having human trafficking as part of our differential diagnosis.” □

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



# Swedish Exchange

## NSU AND KAROLINSKA INSTITUTET STUDENTS SWITCH PLACES

BY CHERYL HILL, D.P.T., PH.D., PT; SHARI RONE-ADAMS, D.B.A., PT; AND DEBRA STERN, D.P.T., D.B.A., PT

The Karolinska Institutet is a medical university within the Stockholm urban area of Sweden. It is recognized as Sweden's best university and is one of the largest, most prestigious medical universities in the world. Since 2007, students from NSU and the Karolinska Institutet have engaged in an exchange program for clinical internships during the students' final year in the physical therapy (PT) programs. To date, NSU has sent 22 Doctor of Physical Therapy (D.P.T.) students, usually in pairs, to the Karolinska Institutet for a 10-week clinical experience.

The NSU students do not have to speak Swedish other than simple greetings, as most of the patients are bilingual. Students are mentored in approaches to patient management by the Swedish PTs, who volunteer to participate with international students. NSU students also socialize and engage with other students, as well as travel through Scandinavia and Europe, during their free time.

In reciprocation, NSU has provided outpatient PT clinical internship experiences for 22 Karolinska Institutet physiotherapy students. While the Karolinska students are in the United States, they intern

with Howard Layne, an NSU D.P.T. graduate and coowner of OrthoSport, Inc., in Davie, Florida.

English is taught as a second language in Swedish schools, so the students come to the United States with good social-language skills. However, they often need mentoring with English medical terminology and patient/client education.

Interestingly, students are often challenged with understanding the U.S. medical reimbursement system. Sweden has a universal health care system, so the idea of patient services depending on the type of health insurance and the patient's ability to pay for services is a new concept.

While at the Fort Lauderdale/Davie Campus, the PT department strives to involve the Karolinska students in as much of campus life as possible. The exchange students have access to campus services, including the library, food services, and the RecPlex.

The students' first introduction to the PT department includes a meet-and-greet breakfast with faculty members and student class officers. PT program class officers include the Swedish students in social activities throughout their time at NSU. Additionally,



Swedish exchange student Andreas Henningsson treats a patient recovering from an ACL repair at OrthoSport.

students sit in on one or two classes so they get to experience the U.S. academic environment. The students also spend a day observing in the NSU PT outpatient clinic.

In 2019, the Swedish students also participated in the annual Hendry-Glades Community Health Fair, where students and faculty members of NSU's PT Program provided balance, developmental, and musculoskeletal screenings while collaborating with audiology and occupational therapy students. The Swedish students were able to work alongside NSU students and faculty members and appreciate the value of serving the underserved population.

The exposure and unique learning experiences of the NSU-Karolinska Institutet exchange program are unparalleled in domestic placements. Students develop enhanced self-confidence and self-esteem, while cultivating international networks. Acceptance and understanding of their respective cultures and community perspectives are promoted, friends are made for life, and all are richer for the experience. □

*Cheryl Hill is a professor and the editor in chief of the Internet Journal of Allied Health Sciences and Practice; Shari Rone-Adams is chair and professor of the Physical Therapy Department, and Debra Stern is the director of clinical education and associate professor in the Department of Physical Therapy Program—Fort Lauderdale.*



The NSU physical therapy contingent is shown at the 2019 Hendry-Glades Community Health Fair. Front row, kneeling from left, are PT students Ariela Hazel, LanAnh Nguyen, Michael Ngo, and Pamela Gavrina. Back row, standing from left, are Oividio Olivencia (faculty member) and PT students Andreas Henningsson (Sweden), Elin Frisell (Sweden), Erin Opat, Angela Dominico, Michael Stanzone, Dean Presser, and team leader/professor Cheryl Hill.



# OVERSEAS OUTREACH

## Helping Puerto Ricans Heal



*The April 2019 Puerto Rico medical outreach PT team consisted of NSU faculty members and students from Tampa Bay and Fort Lauderdale, as well as USF's health sciences department translators.*

BY MARY T. BLACKINTON, ED.D., PT, GCS, CEEAA

*NSU's Dr. Pallavi Patel College of Health Care Sciences organized two medical outreach trips to hurricane-ravaged Puerto Rico under the leadership of two faculty members—Keiba Shaw, D.P.T., Ed.D., PT, professor and chair of the college's Community Outreach Committee, and Ovidio Olivencia, D.P.T., PT, OCS, associate professor from the Doctor of Physical Therapy (D.P.T.) Program—Fort Lauderdale.*

*The first trip occurred in November 2018 and included physical therapy (PT) faculty members and students from both the Tampa Bay and Fort Lauderdale/Davie campuses. The second, which occurred in April 2019, included faculty members from the PT and psychology programs, as well as a volunteer nurse, a medic, and three student translators from the University of South Florida (USF).*

*In the following Q&A, two participants from the Tampa Bay D.P.T. Program—Carla Ortiz, a class of 2021 PT student, and Jessica Estrada, D.P.T., PT, a 2015 NSU alumna and a current lab assistant in the Tampa Bay D.P.T. Program—discuss their experiences.*

**Q:** What were the major factors influencing your decision to become involved with both outreach trips to Puerto Rico?

**Ortiz:** I helped initiate the first medical outreach trip to Puerto Rico because it's something extremely personal to me. Hours and days after the hurricane, it was very difficult to communicate with family and friends on the island. It was even harder to ship basic life necessities and watch the island's health care resources decline so rapidly. As a Puerto Rican, I felt strongly about creating a medical outreach program, such as this one, because I knew it would provide vital resources to people in these communities.

In November, our first group had a big impact on this fact-finding trip. By April, Dr. Shaw and Vanessa Blanco from NSU's Puerto Rico Regional Campus coordinated a more expansive second trip. I was curious and excited to witness how much the outreach program had grown in such little time.

**Estrada:** The major factor influencing my decision to be part of this medical outreach program is that I consider Puerto Rico to be my second home, having spent every summer there as a child. Seeing the struggle continuing more than a year after the hurricane broke my heart. I was given the opportunity to make a difference for many people still laboring to rebuild their lives, as well as provide them with needed physical therapy services.



From left, Jessica Estrada, D.P.T., PT (wearing cap) with NSU D.P.T. students J.T. Briggs, left, and Casey Costello



Tampa Bay D.P.T. students Nick Vultaggio (standing) and Taylane Mitchel (foreground) with USF student translator John Martinez Soto, right



The April 2019 medical outreach trip participants pose with local children, who received NSU goody bags.

During the first trip in November, we did a lot of networking and attended meetings with community leaders in Puerto Rico. Based on everyone's feedback, and with help from the Federal Emergency Management Agency, we were able to narrow down, to four cities, the places that had the greatest needs. When we returned in April, we were able to cover all the locations: Bayamon, Utuado, Humacao, and Anasco. The people of Puerto Rico were in most need of physical therapy services, physician assistants, psychology, women's health care, physicians, and a dietitian.

As a student, I had participated in the Jamaica medical outreach trip. The work in Puerto Rico was different. As an alumna and PT faculty member, I helped, taught, and guided the students during this adventure, allowing them to be the best version of themselves and explore their creative sides.

**Q:** Describe your interactions with both the local organizers in Puerto Rico and the people you served. Does any experience stand out?

**Ortiz:** Interacting with local organizers was a blast. The NSU director in San Juan is a wonderful individual who truly has a passion for helping her communities. Her connections are some of the most helpful people I've ever met. They truly stepped up to the plate and helped us find lodging and meals throughout our time there.

My interaction with the people I served was very humbling. It didn't matter how long our treatment session was; the people just wanted someone to listen to them. And that's exactly what we did. The people were all so thankful and showed their gratitude with smiles and hugs. One patient told me that, after the hurricane, they painted angels on the walls; but, we were the real angels.

**Estrada:** Both the local organizers and the people we served were all very welcoming and extremely grateful for our services. The ones that stood out the most were the women in Humacao, who made us breakfast, lunch, and dinner daily and tidied up our room while we were in the clinic working. They took time to show us around the island on their personal boat and provided us with all kinds of snacks, water, towels, and snorkeling gear.

**Q:** How did participating in this outreach impact you personally and professionally?

**Ortiz:** Personally, I've always wanted to help create opportunity or something that would impact others. This outreach has allowed me this experience. It also reminded me to serve others unselfishly, because these were the times I've learned the most. Professionally, this outreach has motivated me to continue working hard in school so that someday I can instruct future students on the trip or volunteer my time as a licensed medical professional.

**Estrada:** There is no "I" in team. This was definitely a team effort between the people in Puerto Rico and the faculty members and students. I am grateful to be able to be a part of such a wonderful and caring team. I am honored to be able to provide my services and make a difference in someone's life.

I also had the opportunity to share my knowledge and skills with students and help them gain the most from this experience. Treating patients in Puerto Rico definitely brings out your creative side and forces you to think outside the box when it comes to evaluation and treatments. □

*Mary T. Blackinton is the program director and a professor in the Professional Doctor of Physical Therapy Program—Tampa Bay.*

# PLANNING TOMORROW

## TERRY MORROW NELSON: A PURPOSEFUL LIFE

BY SCOTT COLTON, B.A., APR

In her role as assistant dean of student affairs for the Dr. Pallavi Patel College of Health Care Sciences (PCHCS), Terry Morrow Nelson, Ph.D., M.S., is dedicated to making the student experience both engaging and empowering for the multifaceted enrollees in the college's 29 degree programs.

Whether it is creating the Student Success Task Force, the PCHCS Effective Writing Center, or the Interprofessional Diabetes Education and Awareness (IDEA) Initiative, Morrow Nelson tackles these tasks with a winning mix of compassion, serenity, and desire for enhancing the lives of others. She also believes in being a positive agent of change.

These admirable qualities were on display when Morrow Nelson, who was born in Flagstaff, Arizona, and grew up in Las Vegas, Nevada, was just a child. "Initially, I wanted to be a dolphin trainer. I loved animals and spent most of my allowance on giving to the Humane Society and the World Wildlife Federation," said Morrow Nelson, who has two younger sisters. "I've always been less focused on a career and more focused on finding ways to contribute."

During her formative years, Morrow Nelson's parents, Sharon and Chuck, owned the Morrow & Associates Insurance agency and provided a stable and loving environment that allowed her and her sisters to flourish. "We had a lot of freedom, and I enjoyed riding my bike through the neighborhood and spending time with friends," she explained. "I think my love for autonomy was cultivated during that time."

### GOAL SETTING SWIMS INTO FOCUS

At age eight, Morrow Nelson was introduced to the world of competitive swimming, which instilled in her traits perfectly suited for her future career. "I swam competitively through college," said Morrow Nelson, who reveled in the disciplined activity that involved practices before and after school. "It was through swimming that I learned the skills that have made me successful, including perseverance, goal setting, visualization, physical and emotional resilience, and a commitment to team success."

Thanks to her aquatic prowess, Morrow Nelson was recruited to attend various universities on a swimming scholarship, ultimately choosing the University of Redlands in California because of its liberal arts focus. "I swam and played water polo. I even held pool records in the division for swimming—the upside of competing in a smaller division," she joked.

A year later, however, Morrow Nelson moved back to Las Vegas and enrolled in the University of Nevada, Las Vegas (UNLV) Honors College, where she received both a swimming and an academic scholarship. Unfortunately, after suffering a debilitating herniated disc in her back, Morrow Nelson

*continued on page 14*





**“I really love the university environment and the organizational leadership and student development aspects of the profession.”**

**—Terry Morrow Nelson**



*Heidi Jameson, B.S., coordinator of student affairs, left, discusses an important issue with Terry Morrow Nelson.*

*continued from page 12*

made the difficult decision to conclude her competitive swimming career in her junior year.

“I was no longer able to compete at the level I wanted due to the injury, so I knew my swimming career was finished,” said Morrow Nelson, who relied on her faith and her serene mindset to look to the future with positivity. “Leaving the sport was very hard. I had been swimming competitively since I was eight years old, but it was a wonderful opportunity for me to get more involved in the university.”

#### **INJURY HEALED THROUGH INVOLVEMENT**

Because she served as a resident assistant, was involved in student government, and participated as a student ambassador and orientation leader, Morrow Nelson easily transitioned into the next phase of her life. “I was involved in several committees within the university and worked with faculty members on white

papers addressing university issues. It is through these experiences that I gained access to the world of higher education administration,” she explained.

“I really love the university environment and the organizational leadership and student development aspects of the profession,” she remarked. “During this time, I also received academic scholarships and compensation for my student leadership roles that exceeded my tuition, housing, and food needs, so I graduated without any student loans.”

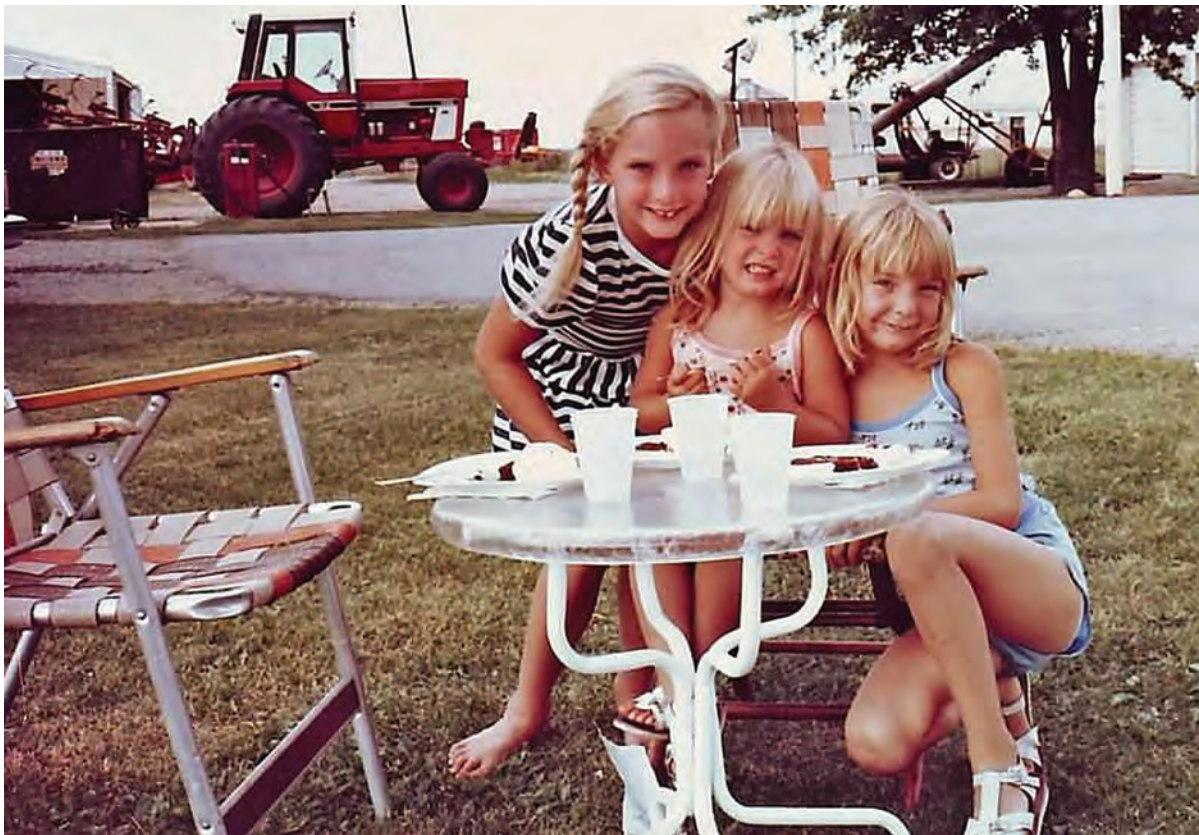
Before graduating from UNLV, Morrow Nelson studied abroad for a year at Reading University in England. “While I was there, I traveled to 12 different countries and made friends from all over the world,” she said. “This experience opened my eyes to the amazing world of travel and the joy of learning about different cultures, interacting with people who have different backgrounds, perspectives, and beliefs than me, and exploring new terrain. Since then, I have traveled to 21 countries and 28 states.”

After graduating summa cum laude with her Bachelor of Arts in Communications with an emphasis in management and public relations in December 1997, Morrow Nelson accepted a position as residence hall director and coordinator of cocurricular programs at Illinois Wesleyan University in Bloomington, Illinois. However, she would soon head south and discover a job opportunity that continues to reap dividends today.

#### **PASSION AND VALUES ALIGN**

While she was visiting one of her sisters, who was pursuing her mental health counseling degree in South Florida at NSU’s Fort Lauderdale/Davie Campus, Morrow Nelson felt a kinship with the university and applied for a position. In 2001, she began her NSU career as the university’s assistant director of the Office of Student Activities and Leadership Development.

It proved to be a challenging and rewarding position that allowed Morrow Nelson to launch various



*From left: Terry Morrow Nelson (age 8) with her sisters Amy (age 3) and Kim (age 6) at their aunt and uncle's farm in Indiana*

NSU regional campus student affairs programs and student government associations that exist today. Her role as a student-centered administrator also allowed her to develop and shape initiatives that align with her passion and values, including leadership development, spiritual life, multicultural affairs, and civic engagement at the Fort Lauderdale/Davie Campus.

Because she is an earnest lifelong learner who believes in providing the best to her students, Morrow Nelson earned a Master of Science in Conflict Analysis and Resolution with an emphasis in college student personnel from NSU in 2005. In 2007, after spending six months as interim director, Morrow Nelson became the inaugural director of the renamed Office of Student Leadership and Civic Engagement.

Her success in that position led Morrow Nelson to even greater heights, culminating in 2011 when she was named assistant dean of student affairs at the Dr. Pal-lavi Patel College of Health Care Sciences. "One of the first things I did when I took on this role was to create the Student Success Task Force to engage faculty members from each of our academic programs," she said.

"The goal was to identify the strengths within the college and the opportunities for development and enhancement," added Morrow Nelson, who earned

her Ph.D. in Conflict Analysis and Resolution with an emphasis in organizational conflict from NSU in October 2011. "I knew there were likely best practices and great initiatives happening in each program that could be expanded. As a result, we could do some cross-pollinating of those strengths across the system."

While interacting with her PCHCS colleagues, several areas were identified, including a need to provide students with writing support services. "While there were writing resources on campus for undergraduate students, there was very little support for graduate students," she said. After initially struggling to acquire writing assistance for PCHCS graduate students, Morrow Nelson fostered a fruitful partnership in 2012 with the Martin and Gail Press Health Professions Division Library to establish a writing center for the college.

"With a very tiny budget, I pieced together funds, writing coaches, and an infrastructure," said Morrow Nelson, who watched proudly as the college's Effective Writing Center grew to accommodate 700 student appointments annually. "This initiative influenced the university's decision in 2018 to establish a writing center for all NSU students called the Writing and Communication Center."

*continued on page 16*

*continued from page 15*

In 2013, Morrow Nelson spearheaded another novel enterprise called the Interprofessional Diabetes Education and Awareness (IDEA) initiative, which has become a resounding success. “I started the IDEA initiative after being asked to create a diabetes walk team. We had the capacity to do much more than just a walk,” she explained.

The American Diabetes Association shared that there was a huge need for diabetes education in Broward County, so Morrow Nelson created faculty-led student interprofessional teams to develop diabetes prevention and management workshops for the community. “Today, we have 14 different professions involved and average about 9 faculty-led teams of 7 or 8 students each,” Morrow Nelson said. “We collect data each year using our Institutional Review Board-approved research protocol and have disseminated the information at more than 10 professional conferences.”

### TRIALS AND TRIUMPHS SHAPE OUTLOOK

For most of her adult life, Morrow Nelson focused on pursuing educational goals and achieving career success in the academic arena. In 2013, however, she

met the love of her life, Brian Nelson, an NSU University School teacher, whom she married on March 15, 2014.

A few years later, the Nelson family expanded with the birth of daughter Emily on May 24, 2016, and son Caleb on November 2, 2017. “I had my first child at 41 and my second child at 43,” said Morrow Nelson. “Becoming a mother has been the most amazing experience and a true blessing. I had three miscarriages prior to Emily being born, so when I got pregnant with her, there were several factors that made my doctor quite surprised it was possible. She was clearly a gift from God.”

Despite the joys that come with being a new mom, Morrow Nelson is the first to admit that juggling two toddlers and a demanding leadership role at the PCHCS can be challenging. “It definitely keeps me on my toes. I am naturally intentional about how I spend my time and energy, and having children has caused me to be even more focused,” she admitted.

“Each day, I ask myself how I can use the gifts I’ve been given to serve those around me and be a good steward of those gifts,” she added. “Sometimes, I make the decision to take an afternoon off and spend quality time with my kids. Other times, I must work late and try to make it home in time to put my little ones to bed. I know they will not always be little, so I have made it a priority to spend as much quality time with them as possible.”

### INNOVATION AND POSSIBILITIES

Because she innately takes the time to savor life and assist others, Morrow Nelson is always seeking ways to maximize her commitments. “What drives and energizes me is the opportunity to be innovative—to build opportunities, infrastructure, and initiatives to address unmet needs or to improve the quality of an organization, initiative, or individual life,” she explained.

“I can usually see potential or possibilities, and I enjoy creating collaborative partnerships to achieve collective potential,”



*Morrow Nelson and her animal-assisted therapy dog, Katie, interact with attendees during a Health Professions Division stress relief event.*



*Family portrait (clockwise from left): Terry Morrow Nelson, Brian Nelson, daughter Emily, and son Caleb*

she added. “The college, and my supervisors, have always supported my efforts, and it’s a pleasure to serve under great leadership.”

Morrow Nelson’s caring nature extends beyond the university and her home. She and her dog, Katie, participate in animal-assisted therapy at NSU’s Alvin Sherman Library, Research, and Information Technology Center and at the nearby Young at Art Library. “We also went to Kidz Korner, a children’s rehabilitation center, for four years,” she said. “We get as much out of the experience as the children receive.” She also serves as a certified Florida Supreme Court mediator and a certified Christian conciliator.

Throughout the years, NSU has recognized Morrow Nelson for exemplifying the university’s core values.

In 2016, she received the prestigious President’s Excellence in Community Service Award. She also holds the rare distinction of winning two NSU Student Life Achievement (STUEY) Awards, claiming the College

of Arts, Humanities, and Social Sciences Student of the Year STUEY in 2007 and the NSU Executive of the Year honor in 2013.

Beyond spending quality time with her family, Morrow Nelson remains committed to excelling as a PCHCS administrator. “I’ve recently moved into the chair position for the Multicultural Affairs Committee, and I am very excited about the possibilities for impact and collaboration to continue to promote an inclusive campus culture that celebrates the diverse perspectives, backgrounds, beliefs, and cultures that exist on campus,” she explained. “I enjoy the opportunities for innovation, collaboration, and learning alongside others who are also passionate about learning and serving.” □

*Scott Colton is the director of medical communications and public relations for the NSU Health Professions Division.*



## The CARE Project Introduces Family Retreats

BY NANNETTE NICHOLSON, PH.D.

The birth of a child diagnosed unexpectedly with hearing loss often comes with myriad emotions, questions, challenges, and opportunities. Often, one of the most-welcomed opportunities is the chance to build a strong support system within the family and the community to optimize the child's potential for growth and development.

The CARE Project is a nonprofit organization dedicated to bringing hope to families of children with hearing loss through counseling aimed at facilitation of the grieving process connected to the disability. While hearing loss is the only challenge the majority of the 50,000 infants diagnosed per year will encounter, almost 30 percent of these children will be diagnosed with co-occurring disabilities.

Most recently, CARE Project members worked with Johnnie Sexton, Au.D., executive director of The CARE Project, and Patti Martin, Ph.D., director of audiology and speech pathology at the Arkansas Children's Hospital, on The CARE Project Family Retreat National Initiative.

### **PROJECT GOAL**

To develop a replicable model of family support that can provide emotional support and empowerment for families with children who are deaf or hard of hearing.

### **PROJECT STRATEGY**

Organize a weekend family retreat to help engage parents in assisting children who are deaf or hard of hearing to reach their full potential.

### **STUDENT COMPONENT**

Most of the retreats also provide a service-learning experience for graduate students in audiology and speech-language pathology, exposing them to a critical mass of very young infants and children who are deaf or hard of hearing outside of a clinical setting.

### **STORYTELLING COMPONENT**

Storytelling is recognized as a powerful method of healing. Consistent with the principles of "narrative medicine," the stories are videotaped, and many are shared on The CARE Project website: [thecareproject.com/shared-video-experiences](http://thecareproject.com/shared-video-experiences).

Shared stories help reach and touch other parents, as well as deepen relationships with care providers, and facilitate partnerships.

### **IMPLEMENTATION**

Each retreat is developed collaboratively at the state level via a team of stakeholders.

*continued on page 20*



continued from page 18

### POST-RETREAT ACTIVITIES

- formal and informal events
- state-specific events
- National Early Hearing Detection and Intervention conferences
- parental support group gatherings
- virtual community access

### BENEFITS

- an immersion experience for families
- increased parental engagement
- increased peer relation and socialization among children
- ongoing efforts to maintain connectivity post-retreat
- publicly available recorded testimonials (e.g. [youtube.com/watch?v=Cd2QkQE2szw](https://www.youtube.com/watch?v=Cd2QkQE2szw))
- facilitation of further evaluation of the outcomes associated with this type of strategy for family support

### CARE PROJECT RESEARCH

The CARE Project efficacy outcomes were captured through a pre- and post-survey questionnaire. It is based on a theoretical model for parent-to-parent support for parents of children who are deaf or hard of hearing proposed by Henderson, Johnson, and Moodie (2016).\*

The questionnaire consisted of 17 items across four broad categories.

- **Family Well-Being**—family connectedness, interaction, adaptation, confidence
- **Child Well-Being**—advocacy, confidence, goals, socialization
- **Knowledge**—sharing, finding accurate information, decision-making confidence, interaction with other parents
- **Empowerment**—confidence in communication, ability to adapt, feeling empowered, decision-making confidence, participation

\*Henderson, R. J., Johnson, A. M., & Moodie, S. T. (2016). *Revised Conceptual Framework of Parent-to-Parent Support for Parents of Children Who Are Deaf or Hard of Hearing: A Modified Delphi Study*. *Am J Audiol*, 25(6), 110–126.

### PRELIMINARY RESULTS

Initial results demonstrate significant improvements across all domains. This speaks to the efficacy of The CARE Project Family Retreat in filling a void and linking kindred spirits. Parents of children with hearing loss often report the sense of isolation following a diagnosis; however, there have been few reports of an effective intervention to meet this need.

### FAMILY WELL-BEING

In the domain of family well-being, the elements of connectedness and interactions showed the greatest improvement from pre- to post-survey score.

### CHILD WELL-BEING

In the domain of child well-being, the most notable increase was in peer relations and socialization. In a similar fashion, parents viewed the chance for children to interact with other children who wear technology for better auditory access as heartwarming.

### KNOWLEDGE

In the domain of knowledge, the categories “gathering information” and “peer role model and mentor relationships” changed the most from pre- to post-event values. This speaks to the power of meeting people who are at a similar stage, one step ahead of those families who have recently received a diagnosis.

### EMPOWERMENT

For the domain of empowerment, the greatest gain was seen in perceived confidence in communication. This could reflect both the parents’ sense of confidence in finding their own voice, as well as a sense of strength and confidence in their child’s developmental trajectory.

### NEXT STEPS

Evaluation results provide evidence for the importance of the emotional journey addressed in a parent-to-parent venue. These results have been shared in multiple groups, including the American Speech-Language Hearing Association (2017, 2018) and the Early Hearing Detection and Intervention Conference (2017–2019). A three-hour preconference seminar will be presented at the 2019 A.G. Bell International Listening Symposium in Madrid, Spain. For more information about The CARE Project, please email [nnichols@nova.edu](mailto:nnichols@nova.edu). □

*Nannette Nicholson is a professor in the Department of Audiology—Fort Lauderdale.*

*Right: A child plays at the Student Center.*

*Below: Young adults share their stories with parents of newly diagnosed children.*



*Above: Parents have a safe place to ask questions.*

*Left: Student volunteers help with child activities.*





# Recess Reboot

## NSU Student Earns 2019 APTA Minority Scholarship Award

BY JENNIFER CANBEK, PH.D., PT, NCS

At the impressionable age of eight, class of 2019 Doctor of Physical Therapy student Ashley Wilson traded in recess time to assist children at her school with physical and mental disabilities. Twenty-four years later, her passion for helping others continues to be the driving force in her life, and she is being recognized for it.

Wilson received the 2019 American Physical Therapy Association (APTA) Minority Scholarship Award, sponsored by the Minority Scholarship Fund and voluntary contributions. The award

recognizes minority physical therapy students who are in their final year of an accredited program, as well as faculty members who are pursuing postprofessional doctoral degrees for their professional character and academic excellence.

Her training began in 2012 when Wilson, a South Florida native, graduated with highest honors from Broward College, earning an Associate of Science degree as a physical therapist assistant (PTA). During her stint at Broward College, Wilson was the recipient of the 2012 APTA Minority Scholarship, which

recognizes senior PTA students for outstanding community service in diversity affairs.

Additionally, she was the recipient of Broward College's Irene Fischley Award, given to one outstanding student in each health care program for academic excellence and community service. Following graduation, Wilson began her career as a licensed PTA with a concentration in outpatient orthopedics and pediatric physical therapy. As a passionate PTA and avid learner, she felt compelled to further her education in the physical therapy field.

In 2016, she was accepted to NSU's Professional Doctor of Physical Therapy Program. While at NSU, Wilson has demonstrated academic excellence, student leadership, and community service. She has maintained a 3.84 grade point average and was the recipient of several academic awards, including—but not limited to—the Academic Excellence Honor Roll Award, the Dean's Honor Roll, and the Professionalism Award.

While excelling academically, Wilson dedicated countless hours serving as class copresident. She also presented to students from other Health Professions Division colleges on topics such as time management and diversity in health care.

Academic excellence always has been important to Wilson, but her passion for community service truly defines her purpose in life. She has spent countless hours providing health care services, such as blood pressure screenings, diabetes prevention education, and health and wellness promotions, to medically underserved populations.

Wilson also has dedicated her time as a volunteer coach, teaming up with Dynamic Orthopedics and the Memorial Rehabilitation Institute for the inaugural junior wheelchair basketball team in South Florida—the Fort Lauderdale Junior Sharks. Additionally, she has spent time traveling throughout Fort Lauderdale to speak to school-aged children about youth empowerment, with an emphasis on perseverance.



Her recent academic research, “Examining ICF Related Factors to Address Obesity and Physical Activity Among High School Adolescents from Medically Underserved Populations (MUP),” was led by Annabel Nunez-Gurnards, Ph.D., PT, and published and presented at the APTA 2019 Combined Sections Meeting. Wilson strives to make the community better by using physical therapy as a platform to educate and encourage others to get physically active.

Wilson leaves an everlasting impression on those she encounters. Colleagues point to her interpersonal skills, adaptability, and cultural competence together with her love and support for her daughter, family, and friends.

According to Wilson's mentor Kurt Klein, M.T.C., PT, owner of AccuCare Physical Therapy in Fort Lauderdale, Florida, “Ashley is a gem!”

To learn more about the APTA Minority Scholarship Award, please visit [apta.org/HonorsandAwards/Scholarships/MinorityScholarship/](https://apta.org/HonorsandAwards/Scholarships/MinorityScholarship/). □

*Jennifer Canbek is director of the Doctor of Physical Therapy Program—Fort Lauderdale.*



## Athletic Training Students Receive State and National Recognition

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

Multiple students in the NSU Athletic Training Program (ATP) have achieved success and recognition through scholarships and leadership positions provided by key organizations. These include the Athletic Trainers' Association of Florida (ATAF), the National Athletic Trainers' Association (NATA), and the Southeast Athletic Trainers' Association (SEATA).

### **NATA RESEARCH & EDUCATION FOUNDATION HONOR**

**Notable:** Scholarship award is only presented to 40 United States students annually.

#### **2018 Winner**

Angel Stone

#### **2019 Winner**

Ramon Ramirez



From left: Athletic training students Kayleen Martin, Ramon Ramirez, Kristen Sanchez-Breton, and Angel Stone

### ATHLETIC TRAINERS ASSOCIATION OF FLORIDA

**Notable:** Through NSU, athletic training students have been involved in the Student Leadership Enhancement and Professional Success Program (LEAPS) from its inception. The ATAF Legacy Scholarship is awarded annually to one deserving athletic training student from Florida.

**Benefit:** The leadership program places students on ATAF committees to expose them to the structure and work required by professionals in the organization. Each student also presents at the ATAF annual meeting and attends multiple leadership presentations and workshops.

**2018 Committee Member to 2018 ATAF LEAPS Member**  
Kristen Sanchez-Breton

**2018 ATAF Legacy Scholarship Winner**  
Ramon Ramirez

**2019 Committee Member to 2019 ATAF LEAPS Member**  
Angel Stone

### SOUTHEAST ATHLETIC TRAINERS' ASSOCIATION (SEATA) HONOR

**Notable:** There are nine member states. Each state selects two students to serve on the SEATA Student Senate.

**Benefit:** Allows students to network with state and regional leaders through conference calls and committee service. Each member also participates in the SEATA Student Symposium and serves as a state ambassador.

**2019 Student Senator**  
Kayleen Martin ☐

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



## BRAINS & BRAWN

The Emerging Field of  
Sports Neuroscience

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

### PRINCIPAL INVESTIGATORS

Corey Peacock, Ph.D., CSCS, CISSN, associate professor

Jaime Tartar, Ph.D., neuroscience professor

Jose Antonio, Ph.D., CSCS, FNSCA, FISSN

### RESEARCH OBJECTIVE

Study the role of the brain in athletics—a new and rapidly growing field of sports neuroscience.

### CURRENT PROJECTS

1. “The Neurobehavioral Assessment in Active and Recently Retired NFL Players and MMA Fighters”
2. “Warrior/Worrier Gene (the COMT Gene) in MMA Fighters”

## RATIONALE

Professional contact sport athletes are at risk for developing chronic traumatic encephalopathy (CTE)—a degenerative brain disease caused by repetitive head impacts. Until very recently, CTE was not well understood. It was initially observed in boxers and classified as “dementia pugilistica.”

Due to the robust relationship between mood and long-term outcomes for neurological health in contact sport athletes, two groups of elite contact sports athletes were tested—National Football League (NFL) players and professional mixed martial arts (MMA) fighters.

## PROCEDURE

The test addressed a comprehensive set of neurobehavioral health areas and included both emotion and cognition domains. These groups were then compared to a professional, noncontact-sport control group.

## FINDINGS

**Study #1**—Although both the NFL and MMA groups experience repetitive blows to the head, neither group demonstrated cognitive impairments relative to a control group. The NFL group showed significant impairments on three measures of negative affect (fear/anxiety, perceptions of physical anxiety, and anger/physical aggression) and on the measure of perceived stress. However, the data are preliminary. We will need a much larger sample to make any definitive statements.

**Study #2**—Nineteen MMA fighters were compared to 21 noncontact-sport athlete controls and 41 nonathlete controls in a collaboration project with the neuroscience department. At the focus of the project was a functional, single-nucleotide polymorphism (SNP) in the catechol-O-methyltransferase (COMT) gene (rs4680) (aka, the warrior/worrier gene).

The team found a trend for an increase in the warrior (GG) genotype, wherein MMA fighters have the highest frequency (58 percent), followed by the athlete control group (43 percent). The non-athlete control group showed the lowest frequency (20 percent). Combined, our findings suggest that the “warrior” genotype may play a role in participation in competitive sports, and especially combat sports.

## STUDENT PARTICIPANTS

Kudos are extended to exercise and sport science and neuroscience students Alina Ali, Dom Cabrera, Madaline Kenyon, Sarah Knafo, Julius Thomas, Kayla Thompson, and Cailey Weaver, who have helped with the second project. Our latest data will be presented at the 16th Annual International Society of Sports Nutrition in Las Vegas, Nevada. □

*Jose Antonio is a program director and an associate professor in the Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale.*



*From left, Jose Antonio, graduate students Julius Thomas and Dominick Cabrera, and professors Jaime Tartar and Corey Peacock*

# UNDER THE CAPE

## New Faculty Residency Program Integrated into Academies

BY ROBERT MCCALLA, M.S.L., AND BRIANNA BLACK KENT, PH.D., R.N.

A few years ago, Stanley Wilson, Ed.D., PT, CEAS, Dr. Pallavi Patel College of Health Care Sciences (PCHCS) dean, and Mary Blackinton, Ed.D., PT, GCS, CEEAA, associate director of the Hybrid Entry-Level Doctor of Physical Therapy (D.P.T.) Program—Tampa Bay, developed a Description of Specialty Practice (DSP) for the Physical Therapy Faculty Residency Program in the college. Jennifer Canbek, Ph.D., PT, NCS, professional D.P.T. program director, Physical Therapy—Fort Lauderdale, was involved in the program's initial design.

Duke University offers the only other residency program for physical therapists (PT). Residents in the Duke program must live in the Duke area, because they are required to spend 80 percent of their time teaching in the Duke PT Program for two years. The PCHCS program offers PTs a fully online residency program. The proposed DSP was submitted to the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE) and was granted candidacy status in fall 2017.

Melissa Tovin, Ph.D., PT, CEEAA, approached the Center for Academic and Professional Excellence (CAPE) to incorporate the PT Faculty Residency Program into the CAPE academies. Residents need exposure to content areas of teaching, scholarship, service, and governance.

Consequently, Kathleen Rockefeller, Sc.D., PT, augmented content in the CAPE academies that specifically targets PT faculty residency scholarship requirements. The inaugural class of two PT residents—Megan Kim, D.P.T., PT, ATC, and Stephanie Fullerton, D.P.T., PT—entered the Teaching and Learning Academy in winter 2019. The ABPTRFE will conduct an on-site review in July 2019 to determine if



the residency program should be recommended for full accreditation.

### MEGAN KIM

Kim, who is a Florida native, is a physical therapist with areas of interest in the acute care and pediatric settings. She is employed at the Cleveland Clinic and Our Kid's Playground in Weston, Florida, and the Baudhuin Preschool in Davie, Florida. She holds a Doctor of Physical Therapy degree from NSU and is

also a licensed athletic trainer and a former two-sport collegiate athlete.

She also has a strong desire to enter academia. “The faculty residency and CAPE have provided me with an immense amount of resources and opportunities to achieve my goals.” Kim said. “The residency provided me one-on-one faculty mentoring, which has been instrumental in my growth as an educator.”

Heather Hettrick, Ph.D., PT, CWS, CLT, CLT-LANA, physical therapy professor at the Fort Lauderdale/Davie Campus, is Kim’s primary mentor in the program. Kim also noted that participating in the CAPE Teaching and Learning Academy gave her “a platform for learning and dialogue” that aided her transition from the clinical world into education. Her future goal is to “become a faculty member at a program that will allow me the opportunity to focus on acute care, pediatrics, and clinical education.”

The faculty residency and CAPE Teaching and Learning Academy have provided Kim with the resources to enter the next phase of her career in education “with a strong foundation and a plan to develop further as an academician,” she said.



**STEPHANIE FULLERTON**

## STEPHANIE FULLERTON

Fullerton, who graduated from the University of South Florida with a Doctor of Physical Therapy degree, is an assistant professor and pre-physical therapy coordinator for the Department of Human Performance and Sports Studies at Southeastern University in Lakeland, Florida. She also works in an outpatient clinic, is certified in Lee Silverman Voice Treatment, and enjoys working with the geriatric population. Her professional experience includes outpatient geriatrics, orthopedics, and neurology.

Fullerton stated that she was drawn to the PCHCS PT Faculty Residency Program because of its “focus on four different areas of academia—teaching, scholarship, service, and governance.” As a new faculty member, she realized the importance of “being involved in all these areas. I didn’t have the experience to understand what they truly meant,” she explained.

The PT Faculty Residency Program and the CAPE Teaching and Learning Academy have given Fullerton

greater understanding of these areas and “examples on how to become more involved” as an educator. In the future, she would like to pursue PT board certification in geriatrics and ultimately “teach in a D.P.T. program.”

The faculty residency and CAPE Teaching and Learning Academy have provided Fullerton with the “foundational knowledge that is necessary to be successful in academia.” She said the teaching and learning course taught her valuable information about assessment, curriculum, and information technology that she may have never learned on her own.

There are two PT clinical residencies offered at the college—neurological, with two sites in Fort Lauderdale, and an orthopedic residency in development. The orthopedic residency will be based in Fort Lauderdale and in Tampa Bay, Florida. □

*Robert McCalla is the professional development manager, and Brianna Black Kent is the assistant dean of professional development and education for the Dr. Pallavi Patel College of Health Care Sciences.*



# Field Feedback

## Service Brings Case Studies to Life

BY NARDIA ALDRIDGE, M.S., OTR/L, AND SARAH BLAYLOCK, PH.D., OTR/L

Second-year Master of Occupational Therapy (OT) students engage in community service using case studies in their Adult Practice course. In groups of four, the students are responsible for contacting the assigned client and holding professional meetings with the individual throughout the semester.

The students conduct full client evaluations as part of the assignment, including an occupational profile. They also select and implement assessments, develop short-term and long-term goals, and implement evidence-based and client-centered interventions.

The consistent positive feedback from both students and clients illustrate the value of this assignment for preparing students to become client-centered and evidence-based therapists while serving the community. The students learned professionalism, as well as how to advocate for OT services and the benefits OT could have in a person's life. This case-study experience highlights taking lessons learned in the classroom to providing service in the community. □



# Top 10 Soundbites from the Field

“It allowed us to understand the assessment and intervention process by carrying it out from beginning to end. Our case had an added element of a very interactive caregiver, which was another great learning experience.” —*Sophia Brown*

1

2

“Compared to role-playing with my peers or a simulated case, these live case studies helped me gain confidence in my abilities to put my clinical reasoning to the test.” —*Alexandra Frieder*

“I was especially happy to see the immediate impact our interventions had with a client as her inner volition and self-efficacy changed.” —*Devir Galindo*

3

4

“I am thankful to have had the opportunity to work with someone and get to think about someone’s life holistically.” —*Vicki Myan Lam*

“Case studies written on paper are not as useful as actually talking to individuals, going to their homes, understanding their personality and their story, and trying to figure out what it is that they need from us.” —*anonymous student*

5

6

“This assignment enriched my learning experience and better prepared me as a future occupational therapist.” —*Ashley Rodgers*

“I now have an understanding of what the OT’s role in hospice is.” —*Erin Moseley*

7

8

“This case study allowed me to practice putting the client’s quality of life first rather than focusing on my emotions associated with the case.”  
—*Celeste Romero*

“From lying on my living room floor and being shown how to get up, to going out in my garden for the first time alone, it was an awesome experience.”  
—*Rose Seenarine (client)*

9

10

“The students were able to assess occupations my mother did in the past and incorporate those interests with her current ability in order for her to engage in meaningful activity.” —*Helene Lieberman (client’s daughter)*

# A NEW EDGE in 8 Hours

## One-of-a-Kind NSU Internship

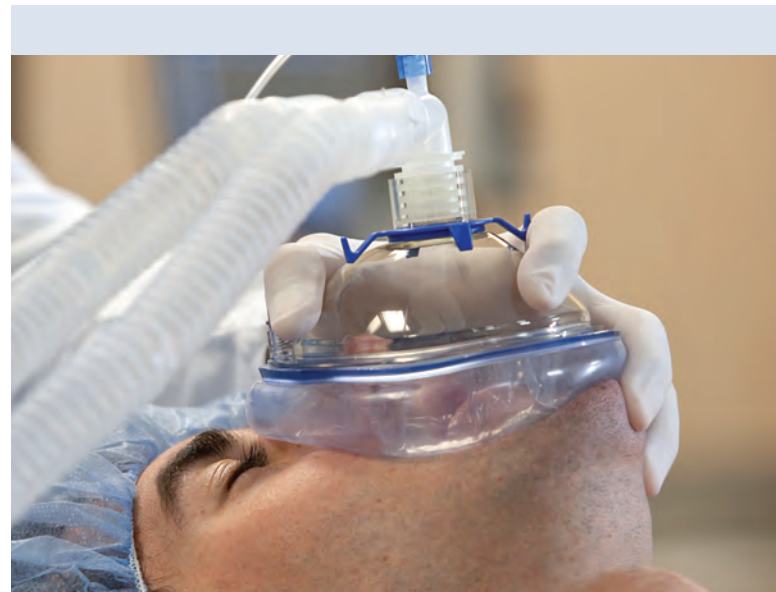
BY LORI DESORBO, M.M.SC., CAA

Educating an anesthesia student does not only occur in the operating room with real patients. NSU anesthesiologist assistant (AA) students are well-rounded individuals who learn from a multitude of teaching techniques in a simulation lab, a classroom setting, and through hands-on experiences in a hospital or clinic.

By the time our graduates secure their first job, they have been introduced to a variety of possible anesthetic scenarios, subspecialties, and different areas within the medical community. To further differentiate the edge it provides students, NSU offers an 80-hour internship not found in other U.S.-based AA programs.

The summer before students leave for their second year of clinical rotations, their didactic load decreases significantly. This provides time to complete an 80-hour educational internship in an area of interest outside their regular clinical rotations. The objective is for students to gain knowledge in an area of health care not normally part of his or her professional life. The twist is that the students teach the concepts they learn.

The idea stems from the Roman philosopher Seneca, who posited “by teaching we learn.” When tasked with explaining a topic, teaching a skill, or communicating concepts, students find that they must first solidify their own knowledge. They must also write and grade quizzes in a timely fashion, create PowerPoint presentations and reading assignments, lecture on topics, and help lead a lab simulation. Each lab further requires written objectives and outlines that are emailed to the senior student mentors and their fellow classmates, who they will take turns teaching.



The added responsibilities raise awareness that an educator must be knowledgeable, patient, organized, communicate effectively, and be skilled at time management. Students also gain an understanding of how difficult a task it can be to create exams to fairly assess a student’s knowledge and skill level. As they gain valuable insight into the comprehensive role of an educator of AAs, students also come to appreciate what it takes to properly educate them.

The education internship becomes an amazing opportunity for those students who aspire to teach the anesthesiologist assistant profession. They gain valuable insight into the comprehensive role of an educator of AAs and truly appreciate what it takes to properly educate them. □

*Lori DeSorbo is an assistant professor in the Anesthesiologist Assistant Program—Tampa Bay.*



*Two senior students in the education internship teach other students how to bag, mask, ventilate, and listen to breathing sounds accurately.*

### **SAMPLE INTERNSHIPS**

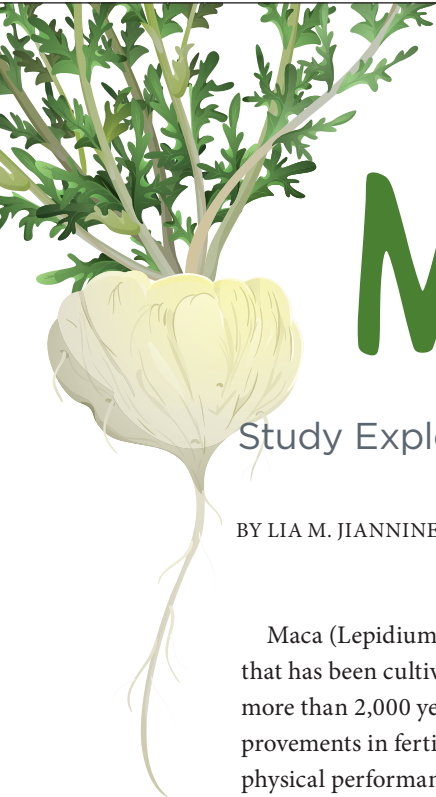
- veterinarian anesthesia
- perfusion therapy
- anesthesiologist assistant education
- paramedic/EMT/fire rescue
- electronic medical recordkeeping
- respiratory therapy
- intensive care
- blood banks
- STAT labs
- anesthesia technician
- post-anesthesia care unit
- prep-operative unit
- medical billing

### **PERSONAL BENEFITS**

- confidence
- experience speaking to groups
- peer relationships
- time management skills
- organizational skills
- pride in helping teach others

### **PROFESSIONAL BENEFITS**

- demonstrated knowledge of a new organization/unit
- identification of operational strengths and weaknesses
- practice assessing, researching, and proposing practical solutions to an organization/unit's needs
- ability to outline a possible plan of improvement implementation
- improved knowledge and skills for the benefit of patients and community



# MACA MAYBE

## Study Explores Supplementation and Sexual Functioning Benefits

BY LIA M. JIANNINE, PH.D., ACSM-CEP, CSCS, CHES, AND JOSE ANTONIO, PH.D., CSCS, FNSCA, FISSN

Maca (*Lepidium meyenii*) is a Peruvian plant that has been cultivated in the Central Andes for more than 2,000 years. It has been linked to improvements in fertility, energy, stamina, and physical performance. However, new research highlighting maca's aphrodisiac properties have caused renewed interest in this plant.

Forty-seven healthy volunteers came to NSU's Exercise and Sport Science laboratories for research examining the effect of maca on body composition, grip strength, mood, and sexual functioning. Participants were instructed to ingest 2.1g of a maca-containing product (Nutrition21 proprietary maca blend Lepidamax) or a placebo each day for 28 days.

Although there were no changes in body composition, men who consumed maca had significantly higher handgrip, fatigue, and sexual functioning scores when compared to the men who consumed the placebo. Females in the treatment group had significant changes in fatigue, confusion, tension, orgasm, and handgrip from baseline. However, those differences were not significant when compared to the placebo group.

This study suggests that maca supplementation may have promise. Moreover, maca supplementation may be of increased importance as sexual dysfunctions rise in conjunction with higher rates of obesity. □

*Lia M. Jiannine is an assistant professor, and Jose Antonio is a program director and an associate professor in the Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale.*



*Lia M. Jiannine, left, and independent student Tatyana Salguero in NSU's Exercise and Sport Science Lab.*

# NFL STUDY DRAFT



## NSU Scores Football Players to Help with Training

BY G. MONIQUE MOKHA, PH.D., LAT, ATC, CSCS, AND  
LIA M. JIANNINE, PH.D., ACSM-CEP, CSCS, CHES

More than 40 players preparing for the National Football League (NFL) Draft descended on NSU's Exercise and Sport Science laboratories in January to score a complete physical assessment that could guide and monitor their training.

Athlete monitoring and data tracking are paramount in elite sports, where minute changes can make big differences in a player's draft prospect. The players were training at Bommarito Performance Systems in Davie, Florida, run by owner and head coach Pete Bommarito, M.S.

Bommarito, who has a sport-science background, initiated the partnership with NSU so his players could benefit from high-tech analyses. Along with Jose Antonio, Ph.D., CSCS, FNSCA, FISSN, and a select group of students, faculty members tested body composition, as well as jumping and running biomechanics, using the labs' sophisticated equipment.

After six weeks, players returned to the labs for post-testing. For many, this was just days before they traveled to Indianapolis, Indiana, for the NFL Scouting Combine. NSU faculty members were able to document the changes in lean muscle mass, fat percentage, water content, reactive jump strength, and sprint-force magnitude and timing.

This unique project culminated with the lead author attending the NFL Scouting Combine, as well as attending presentations at numerous international sport-science conferences by the project team. □

*G. Monique Mokha is a professor, and Lia M. Jiannine is an assistant professor, in the Department of Health and Human Performance Exercise and Sport Science B.S. Program—Fort Lauderdale.*

# Inspirational and Innovative



## NSU Alumna Celebrated for Cancer Patient Care

BY PAMELA JAFFEY, M.D., FCAP

Physician assistants are versatile in terms of their capability to practice in a broad range of medical specialties. Very few, however, work full time with hematology and oncology patients in a hospital setting. These patients often have complicated, life-threatening conditions.

Many of them must cope with first learning that they have cancer. Gerriann Meandro, B.S., PA-C, a graduate of the Fort Lauderdale/Davie Campus physician assistant class of 2001, is one of the first physician assistants to serve these patients in this role in southwest Florida.

In 2009, the Florida Cancer Specialist Research Institute, the largest private cancer institute in southwest Florida, created a unique position for Meandro, who works primarily at one of the busiest hospitals in Fort Myers—Gulf Coast Medical Center.

She also cross covers at Cape Coral Hospital, Health Park Hospital, and Lee Memorial Hospital. She is well equipped to handle the many challenges of her job because of her previous experience in cardiothoracic surgery, cardiology, emergency medicine, and internal medicine.

Meandro, who is an outstanding athlete, starts the day with a run and never stops running at work. She reviews countless labs, radiologic images, and pathology reports, and then sees her patients. Throughout the day, she consults and admits patients from the emergency department. Meandro, who discusses each patient with her supervising physician, explained that her knowledge base expands considerably through this interaction.

With all her responsibilities, Meandro always finds time to treat her patients with the utmost compassion as she discusses their latest test results and any recent changes in their health management. She listens patiently and thoroughly addresses their questions. “Knowledge is great, but empathy is key,” she stressed. “I try to get to know our patients, and many become lifelong friends.”

Meandro's excellent communication and interpersonal skills, which are invaluable with patients, also prove to be very beneficial in other settings. “As close to noon as possible, I join a hospital team meeting with the hospitalists, case managers, physical and occupational therapists, and administrators who follow the flow and events of each patient,” she explained. “Questions regarding the details and prognosis of our hematology and oncology patients are addressed to me so all disciplines present are aware of our plan.”

Setting up outpatient visits for hospitalized patients at the Florida Cancer Specialist Research Institute upon hospital discharge is, as Meandro states, “a team effort to say the least.” Seeing to it that homeless and uninsured patients receive adequate outpatient care is especially difficult, but she perseveres until plans are in place.

She is well known throughout her hospital for the high standard of care she provides to the cancer patients. Her service to the emergency department is prompt, as is her attendance to consults. She also collaborates well with other clinicians. In addition, her kindness and empathy are quite apparent.



*Gerriann Meandro listens intently to her patient.*

Meandro has proven to be a wonderful asset to the Florida Cancer Specialist Research Institute. Because of her medical service to the community, including the homeless and uninsured, she received a distinguished honor.

In February, Meandro was recognized as one of Southwest Florida's Most Inspirational and Innovative Health Leaders. The honor, presented by the Cape Coral Community Foundation, is presented to a small group of clinicians each year. In celebrating

the cadre of influencers and future-thinkers in the health care sector, Meandro was spotlighted for the high standard of care she provides to the cancer patients.

Reflecting on her achievement, she said, "I feel fortunate to have acquired my skills and mentoring from Nova Southeastern University, where I continue to cherish my colleagues' friendships." □

*Pamela Jaffey is an associate professor in the Physician Assistant Program—Fort Lauderdale.*



# Big Apple Dreams, NSU Solutions

## One Alumna's Journey to PA Program Director

BY NICOLE SUÁREZ AND KANDEE N. GRIFFITH, M.ED., M.S., HRM

En route to a career in medicine, Charlene Bolton, Ed.D., M.S.Ed., M.M.S., PA-C, did not follow a direct path. She began in New York in the field of social work, then transitioned to elementary education in the New York public school system, all the while hoping to one day study medicine.

While teaching, Bolton earned her Master of Science in Education with an advanced certification in guidance and counseling from CUNY Brooklyn College in New York. After completing her master's degree, she served as a guidance counselor for nine years. Over the course of nearly a decade, she often spent her lunchtime reading medical books.

In 2001, Bolton moved to Florida and applied only to NSU. Starting the following summer, NSU's dual-degree program allowed her to earn both a Bachelor of Health Science and a Master of Medical Science Physician Assistant degrees.

Bolton, who has three children, admits that she made a huge sacrifice by moving away from her family for 27 months.

Thankfully, the hard choice paid off when she graduated in 2004 with both degrees and gained clinical experience practicing in family medicine, cardiology, and internal medicine. "I knew I had the drive and was emotionally ready. Failure was not an option," she said.

According to Bolton's faculty adviser Hugh Rappa, M.D., associate program director and professor, "Charlene was a no-nonsense student who was very conscientious about why she was there. She was a determined student who did all that was required of her to be successful."

In September 2013, after practicing for nine years, Bolton joined the Physician Assistant Program faculty

at NSU's Jacksonville Campus. Her reunion with NSU allowed her to reconnect with her former adviser, Rappa, who is now her colleague and mentor.

Bolton recalled Rappa telling her, "It takes five years until a new assistant professor gets comfortable with the teaching. You must ensure the information you're giving the students is what they need. Find the balance."

Within a four-year span at the Jacksonville Campus, Bolton obtained her doctorate in organizational leadership and received two promotions. Currently, she is the program director and an assistant professor in the program.

Bolton's transition to program director came with a few challenges. Although she knew and understood the role of being a faculty member, she had to adjust from being a colleague to a leader.

"She listens to everyone before she makes a decision, especially when she doesn't know the topic," said Rappa about seeing Bolton soar to such great heights. "She hears all sides and makes a balanced decision."

In her role as program director, Bolton is committed to preparing competent health care providers, focusing on the patients, and changing the program's culture to be fair, thoughtful, and compassionate.

As the program grows, Bolton remarked that she works hard to create and maintain a culture where faculty and staff members are treated equitably and everyone works together to move the program forward. She believes this will ultimately benefit the students, because people who are happy in their jobs work hard because they want to—not because they feel obligated to do so. □

*Nicole Suárez was an editorial intern in NSU's Office of Publications and Creative Services, and Kandee N. Griffith is an admissions counselor III at the Jacksonville Campus.*



“I knew I had the drive and was emotionally ready.  
Failure was not an option.”

—Charlene Bolton

# FROM STAGE TO SONOGRAPHY

Childhood Actress Pursues a  
Second-Act Career at NSU

BY PATRICIA VARGAS, D.H.SC., RVT

Although Caitlin Hale's career is in the health sciences now, what the NSU community might not know is that she is also a famous actress and singer who performed professionally until she was 14. And that life still intersects with her current one.

From a young age, Hale was determined to succeed as an actress, despite the fact that no one in her family was involved in the film or music industry. After enduring countless auditions in New York City, she landed a part in the box office hit *School of Rock* in 2003, singing, dancing, and acting in the film as Marta. She was 11 years old. Four years later, she was cast in a minor role in the musical romantic drama *Across the Universe*.

Hale appeared in several other theatrical productions and TV roles. She worked as a guest star on the soap opera *All My Children* and played the main role of Jacinta in New York City's Off-Broadway musical *Fatima*. She was a presenter for the 2014 San Diego Film Awards, the spokesperson for online Hyundai and Volvo vehicle advertisements, and the national anthem singer at University of Connecticut men's and women's basketball games.

Many of her *School of Rock* castmates remain close friends, and Hale dates fellow actor, Angelo Massagli, who graduated from the University of





*Caitlin Hale acted in the popular film School of Rock in 2003, left, when she was 11 years old.*

**“What I like most about diagnostic medical sonography is its ability to ultimately save lives and years of suffering.”**

**—Caitlin Hale**

Miami School of Law in May with aspirations to practice entertainment law. At the beginning of 2019, most of the movie’s cast, including its star, Jack Black, reunited in New York City to celebrate the film’s 15-year anniversary.

Despite the ongoing ties to the entertainment industry, in her teenage years, Hale’s attention turned toward her academic education. In 2013, she graduated cum laude with a Bachelor of Arts in Journalism and Public Relations from the Walter Cronkite School of Journalism and Mass Communication at Arizona State University. She then set her sights on making a difference in the health care field.

Personal experience with endometriosis sparked Hale’s interest in reproductive health and sonography. Consequently, she is specializing in obstetrics and gynecology ultrasound. She understands that sonographers play a powerful role in health care, and she

aspires to help women overcome challenges to help them experience healthy, joyful pregnancies through guidance and education.

“What I like most about diagnostic medical sonography is its ability to ultimately save lives and years of suffering,” Hale said.

Hale successfully completed her first clinical rotation at Memorial West Hospital in Pembroke Pines, Florida, and recently finished her second clinical rotation at the Miami VA Healthcare System in Miami, Florida.

She took to the stage once more in August, when she graduated with honors from NSU’s Medical Sonography Program. □

*Patricia Vargas is an associate professor and clinical coordinator in the Department of Health Science Medical Sonography Program—Fort Lauderdale.*

# A Dying Concern

## Examining the Issue of Compliance

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

Do we expect compliance from our patients? Should we expect compliance from our patients?

In the traditional patient-clinician relationship, we engaged in a paternalistic model. Patients looked at us and saw success, knowledge, solutions, and safety. As a result, patients often became dependents, confessors, and/or believers.

In an article in the *Internet Journal of Allied Health Sciences and Practice*,\* I addressed the clinician-patient relationship. In it, references were made to the changing clinician-patient relationship and the potential influence(s) on compliance. Some questions arose about what a clinician becomes responsible for in a patient relationship.

If the patient presents with an acute medical concern, then there is no question. The knife must come out from the spleen, the rhythm must be reestablished in the heart, the dislocation must be reset/repaired, the gash must be stitched, and the antibiotic must be started immediately.

If the patient presents with a chronic problem, we think a bit differently. Examples include losing weight and keeping it off, monitoring the diabetic, post-procedure



**“If we earn their respect and their confidence, we stand a better chance of getting their compliance, especially when they are out of our sight.”**

—Robert C. Grosz

rehabbing, a Prozac dose trial, and prescribing a decongestant.

With acute medicine, emergency and “now” is more pronounced. However, with chronic medicine, “later” becomes more important. Thus, compliance becomes more important. This causes examination of our influence over patients when they are in our presence, and when they are not. Obviously, we are surer of the former influence.

### AUTHORITATIVE COMPLIANCE

Patients come to us for decisions in health and, quite often, various aspects of their lives, such as their intimate/interpersonal relationships, even financial advisement or what car to buy. In the past, we expected—indeed, often demanded—complete compliance. Because of the aura in which we existed, and the image in which medical professionals were thought of, our patients for the most part complied.

Then the “drug bible”—the *PDR (Physicians’ Desk Reference)*—was made public. As part of the effort to educate the masses and encourage some autonomy, it is possible that we spurred patients to question our decisions. Add to this the steady increase of TV/radio commercials describing disease symptoms and drug mechanisms.



Are patients becoming more educated, but at the same time more paranoid, more questioning, and even more challenging? There is a good chance that in the old paternalistic model, one of the prime motives for patient compliance was, to a degree, fear. If the patient did not do exactly as we said, it was believed there would be dire consequences.

But, in general, that was an old societal behavioral trait. We did things out of fear of being wrong, causing problems, and alienating someone. From the 1930s into the 1950s, for instance, people still showed remnants of Depression-era behavior.

### DEMOCRATIC COMPLIANCE

Originating in the 1960s, people wanted to fear less and control more. As we progressed and started to alter the patient-clinician relationship accordingly, we wanted the patient to share more responsibility in the decision-making process.

We desired a more educated, cooperative patient who complies

not out of fear, but out of understanding and confidence, with the added comfort that they are being heard. However, we must remember that behavior earns respect—not necessarily the mere existence of a diploma on the wall or from where it came.

### TODAY'S GIVE AND TAKE

There is a difference between intention and a patient's perception. It is not enough for us, as clinicians, to know that we need the patient's cooperation and to desire that the patient be open with us. It is also not enough to feel that we are sincerely interested in their total well-being. Our patients' perceptions are reality.

So, how do we exhibit sincere interest?

This is where appearance, action, or behavior come into play. We must show interest in those under our care, not just think it. If we earn their respect and their confidence, we stand a better chance of getting their compliance, especially when they are out of our sight.

### DEMONSTRATING ATTENTION WHILE USING TECHNOLOGY

In a recent TV commercial, a couple is seated in a restaurant. She is speaking, and he keeps taking quick looks at the phone screen on his lap. As she starts to express annoyance, he tries to show greater attention to her. There is a lesson in this scene for medical providers. Patients do not want to feel as though they are competing with machines to get our sincere attention.

Today, we see patients and enter information into a database almost simultaneously. While working efficiently, we could easily give patients a wrong impression of our priorities at a time when we strive to create a positive impression anchored by our interest in them. They must leave our presence feeling they are our first concern.

### CIRCLING BACK TO COMPLIANCE

It could be easy for us to sit back and assume we have a great deal of influence over the patient's behavior when, in fact, we must earn respect and confidence. We must cultivate the kind of relationship that will foster compliance with our treatment not only when the patient is in our office, but, most importantly, when he or she is out of our immediate influence.

During these changing times, we should continually ask whether our behavior could be demonstrating less sincere interest—and registering as less concern over patient compliance. □

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



Left to right: Harvey Feldman, M.D., PA faculty member; Watfa Krayssa, PA-C, coach; PA class of 2020 students Alexandria Rekas, Bonnie Chappell, Jessa Richards, Hannah Patterson, Amanda Lange, and Nicole Sultan; Lucia Lopez, PA-C, assistant coach; and Pamela Jaffey, M.D., PA faculty member

## Ethics Champions

### PA Fort Lauderdale Wins 2019 Ethics Bowl

BY TERRY MORROW NELSON, PH.D., M.S., AND PAMELA JAFFEY, M.D., FCAP

During NSU's annual Health Professions Division Ethics Bowl, held on March 27, more than 120 students and faculty and staff members attended to compete or cheer on their team. Eleven teams competed for the coveted distinction of Ethics Bowl champion. Each round, two opposing teams were challenged with questions about medical scenarios with ethical dilemmas. A volley of responses ensued, followed by a simulated drum roll and the announcement of the match winner.

In the end, the Physician Assistant—Fort Lauderdale team captured first place, while the Anesthesiology Assistant—Fort Lauderdale team came in second. Third place went to the students from the Physical Therapy—Fort Lauderdale program.

Leading up to the event, students spent several months working with their team coaches, honing their ethical reasoning skills to prepare for the cases that might be presented to them. Fourteen faculty members served as judges alongside six moderators to make each of the four rounds fair and organized.

Each year, an Ethics Bowl Spirit Award is given to the team(s) that bring the most supporters and team spirit. Because there was so much energy in the room this year, four teams were selected: Anesthesiology Assistant, Medical Sonography, Nursing, and Physician Assistant. □

*Terry Morrow Nelson is the assistant dean of student affairs at the Fort Lauderdale/Davie Campus, and Pamela Jaffey is an associate professor in the Physician Assistant Program—Fort Lauderdale.*

# BOOT CAMP FUN

## BOOT CAMP FUN

### DAY OF PLAY PROMOTES SPEECH STRATEGIES AND SKILLS

BY ANNA MULLEN-KROLL, M.S., CF-SLP

Local speech-language pathologists (SLPs), graduate students, parents, and children gathered at Memorial Regional Hospital's New Garage Convention Center on June 23, 2018, for a day of networking and learning at the Speech Therapy Boot Camp. The Cleft and Craniofacial Program at Joe DiMaggio Children's Hospital in Hollywood, Florida, organized the event in honor of National Cleft and Craniofacial Awareness Month.

The boot camp was designed to simultaneously give professionals an opportunity to learn and apply their skills, allow parents to socialize, and let children engage in play-based and individualized speech therapy sessions.

Thirty-six SLPs and graduate students attended a series of lectures by SLP field experts Diana Acevedo, M.S., CCC-SLP, adjunct instructor; Tambi Braun, SLP.D., CCC-SLP, associate professor; Kristen DeLuca, M.S., CCC-SLP, clinical preceptor; and Raquel Garcia, M.S., CCC-SLP, clinical preceptor.

Topics ranged from anatomy and special treatment considerations to usage of therapy techniques. While the professionals were learning, so were the parents. Ann Lindahl, a parent and family advocate, along with several parent volunteers, planned the day.

Parents connected with other families, discussed community resources, exchanged stories, and offered support on raising children with craniofacial differences. Parents watched the movie *Wonder* and made

scrapbook pages while their children received group and individual speech therapy with local graduate students and SLPs.

During the morning hours, SLP graduate student clinicians and Child Life volunteers collaborated to target speech while playing games, making crafts, and socializing with the 18 campers. The graduate students ensured the children were using their speech strategies while doing activities specifically chosen to promote speech and language skills.

"I liked playing with the dolls," said eight-year-old Maddie. "I liked dressing up as a fireman," said seven-year-old Marcel. Other favorite activities included making paper cubes, bowling, and jumping rope.

After lunch, professionals were assigned to campers so newly acquired therapy techniques could be practiced. Professionals and students rotated groups to experience working with children who are just beginning treatment and those who are nearing discharge. Experts floated from group to group helping the professionals hone their skills throughout the rotations.

"What made this camp a unique experience was that we were able to learn skills and immediately get to practice them with the campers," said one SLP attendee. □

*Anna Mullen-Kroll is an alumna of the Department of Speech-Language Pathology—Fort Lauderdale.*



# Volunteer Weekend

## NSU Students Help Out at the RunDisney Marathon

BY JOHN GERKE, JR., M.M.S., PA-C; JONATHAN CAPLAN, M.H.A., PA-C; AND DEREK JACKSON, M.P.A.S., PA-C, CHES

On a cold weekend in January, more than a dozen students and faculty members from NSU's Physician Assistant (PA) Program in Orlando, Florida, got up at 3:00 a.m. and made their way to Walt Disney World's Epcot theme park to participate in the RunDisney Marathon Weekend.

They would soon be joined by more than 18,000 racers participating in the half marathon and 12,000 in the full marathon. Many individuals use the event to challenge themselves in their exercise goals and gauge where they are in their pursuit of wellness, while others use the races to prepare for larger events. Whatever the motivation, racers get fit while taking in the world-renowned scenery of the Walt Disney World Resort.

The RunDisney Marathon Weekend also provides a wonderful chance for faculty members and students to get out into the community in support of health and wellness. The enormity of the event necessitates large numbers of medical and nonmedical volunteers be present. Medical volunteers span a spectrum of professions, including EMT/paramedics, LPNs, nurses, doctors, and PAs.

With excited looks in their eyes and caffeinated beverages in their hands still steaming in the cold early-morning air, NSU students arrived ready to volunteer their time and put their freshly minted medical skills to the test. They served in the triage center and medical tent for both the half and full marathons. A few of them were second-year students who already had several months of clinical experience and their full didactic education to apply to these real-life scenarios. The remaining students were barely halfway through their first year of studies.

For some, the event marked their first time encountering real patients. For the majority, the acuity level of those being carted in on wheelchairs and gurneys as the hours and miles steadily progressed was far beyond their prior experiences. Each day presented new challenges and scenarios for the students to face.

For Saturday's half marathon, sprains, strains, and fall injuries were exceptionally common. For these patients, the students applied wraps, slings, braces, and crutches and provided the necessary patient education required for use and care.

Heat played a major factor in Sunday's full marathon. Most runners who finished late presented with heat exhaustion and cramping, while some were suffering from heatstroke. Others presented in critical condition, with altered levels of consciousness, abnormal heart rhythms, and more.

NSU students saw them all, stepping up to the task by performing focused assessments, obtaining brief medical histories, and treating each runner with care and compassion.

They witnessed the physiological toll exercise can take on the human body, but also saw how quickly it can recover with some simple electrolyte replacement beverages, ice, and a banana. Regardless of the presenting complaint or condition, the students met the various challenges.

For those having chest pain or experiencing trouble breathing after miles of dedication and enduring spirit, the mantra of the students was "We've got you covered" as they provided oxygen, nitroglycerin, or speedy transport to the ambulance and nearest hospitals when necessary.



*Pictured, front row, from left, are first-year PA students Angela Denardo, Kendal Schrote, and Allie Rossi, who volunteered during the half-marathon event. Back row, from left, are Liana Berkowitz, Paige Belcher, Maddison Magan, Daniel Hendrick, Bao Hoang, and Melissa Falzon.*

Whether patients were trampled at the starting line or collapsed at the finish line, our students triaged and treated them, merging seamlessly with the licensed medical professionals directing and supervising care. To quote African writer Ama Ata Aidoo, “Humans, not places, make memories.”

Another experience our students won’t soon forget was their victory at the Florida Academy of Physician Assistants Student Challenge Bowl. Second-year students and winning teammates Fadi Essak, Jeremy Gordon, and Jordan Walker brought the trophy to its new home after competing against 27 teams represent-

ing several universities from around the state. The team will now compete in the National Challenge Bowl at the American Academy of Physician Assistants conference in Denver, Colorado. □

*John Gerke, Jr., is a clinical director and assistant professor; Jonathan Caplan is an assistant professor; and Derek Jackson is an assistant professor in the Physician Assistant Studies Program—Orlando.*



## Deep Breath

### Respiratory Therapy Students Enjoy Inaugural White Coat Ceremony

BY LISA FARACH, D.H.SC., R.N., RRT

NSU's Bachelor of Science in Respiratory Therapy Program held its inaugural White Coat Ceremony on January 8. This event represented a transition for the 19 respiratory therapy students who were starting their second didactic semester with an addition of their first clinical rotation.

The ceremony began when I explained to the students the meaning behind the White Coat Ceremony and the pride they should all feel as they wear their NSU white coats from this day forward.

This ritual, which began in medical schools, will now be a part of NSU's Bachelor of Science in Respiratory Therapy Program every year. The white coat symbolizes compassionate care and the mindset to treat each patient as an individual and not an illness. All departmental faculty and staff members participated in the event.

The ceremony marked the official start of clinical practice and becoming part of a health care clinical team. Students gathered before the ceremony dressed in business attire or their assigned pewter-colored scrubs and waited to hear their names called to receive a white coat in front of their class.

As the last student had a white coat placed by a faculty member, the room changed to a vision of bright white, full of promise and expressing the student goal to become the very best future respiratory therapists they could be. The students' faces reflected their pride as they looked at their names embroidered on their new white coats. The celebration continued as students enjoyed a catered lunch, as well as individual and group photos taken to remember this special occasion. □

*Lisa Farach is chair of the Department of Cardiopulmonary Sciences—Palm Beach.*



*First-year B.S. in Respiratory Therapy students*



# Lung Force

*Cardiopulmonary Sciences Students Participate in Lung Force Expo*

BY RANDY DE KLER, M.S., RRT

## **A LOOK BACK**

The 1919 tuberculosis epidemic led to the founding of the American Lung Association (ALA). At the time, the infection was so widespread that new hospitals were constructed specifically for the purpose of treating tuberculosis patients.

One common treatment was to deliberately collapse the affected lung segment or lobe and fill the space with glass beads. These beads could be seen on chest radiographs of the time, and much later in patients who survived the treatment but did not return to the doctor to have the beads removed.

Pulmonary medicine has progressed significantly since then. However, the need to conduct research into the diagnosis, treatment, and prevention of lung disease continues. Included in this process is the dissemination of research findings.

## **A LOOK FORWARD**

Among the community outreach programs offered by the ALA is the annual Lung Force Expo. The Cardiopulmonary Sciences Department participated in the most recent symposium's planning and execution.

I served on the planning committee and presented two educational offerings—a presentation on patient education and an interactive case-study exercise that included a rapid-response panel.

Cardiopulmonary sciences students George Bell, Josef Macugoski, and John Samame participated in the exercise by reviewing the critical-care case studies distributed to conference attendees. After developing a patient plan within the allotted time, the rapid-response panel of experts critiqued the care plans.

The expert panel included Sunil Kumar, M.D., a Broward Health critical care physician; Andre Moses, Pharm.D., a clinical pharmacist at Baptist Health South Florida; Sue Piligian, A.R.N.P., an emergency department nurse at Memorial Healthcare, and me.

Symposiums often consist of noninteractive, PowerPoint-enhanced, verbal presentations where communication only travels in one direction. The case-study exercise allowed attendees to be engaged with the presenters and to contribute to learning, rather than being passive recipients. □

*Randy De Kler is a registered respiratory therapist in the Department of Cardiopulmonary Sciences—Palm Beach.*



The past few years have been incredibly productive for the Nova Southeastern University (NSU) Health Professions Division (HPD), and more achievements are on the way. When you reflect on your future, however, it's also important to review your past.

I find it extremely satisfying to assess all that has occurred since Morton Terry, D.O., applied his visionary approach and professional abilities to

create the first osteopathic medical school in the southeastern United States in 1979, which evolved into what we now know as the NSU Health Professions Division.

This year marks the 40th anniversary of the establishment of Southeastern College of Osteopathic Medicine, now known as the Dr. Kiran C. Patel College of Osteopathic Medicine. When you look at the HPD, which consists of eight successful colleges, it stands as a proud testament to Dr. Terry, as well as the various Board of Trustees and Board of Governors members who have supported us over the years.

I have been affiliated with the HPD for more than 36 years. During this time, I have carefully looked to the past for a view of the future when it comes to enhancing the education we provide, simply because education and the presentation of pedagogy are constantly changing. In terms of our academic structure, we are always looking to enhance the educational experience for our students. This is accomplished by implementing the most cutting-edge technology, and through our various, and sometimes subtle, curricular revisions.

At NSU, we are always looking toward the future. The HPD now offers more than 60 degree and certificate programs through its 8 colleges at the university's campuses in Fort Lauderdale/Davie, Fort Myers, Jacksonville, Miami, Miramar, Orlando, Palm Beach, Tampa Bay, and Puerto Rico.

A recent high point is the official opening of the cutting-edge, 325,000-square-foot facility in Clearwater called the Tampa Bay Regional Campus, which houses an additional site for the Dr. Kiran C. Patel College of Osteopathic Medicine with another 150 matriculants, as well as new facilities for the Dr. Pallavi Patel College of Health Care Sciences and other HPD programs.

In keeping with this progressive trend, the Martin and Gail Press HPD Library at the Fort Lauderdale/Davie Campus was revamped, replacing written texts with a digital workspace that allows students to immediately access a wealth of databases and almost triple the amount of information that was previously available to them. During the closing month of the recent spring semester, more than 47,000 visits were made to the Martin and Gail Press HPD Library, which is amazing.

Thanks to Dr. Terry's remarkable vision, all of us at the HPD are living the future.

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

# Dr. Pallavi Patel College of Health Care Sciences

## DONOR CIRCLE

(UPDATED MAY 9, 2019)

### NOVA CIRCLE

#### \$100,001+

CAE Healthcare, Inc.  
Catholic Health East  
Community Foundation of Broward  
Dan Marino Foundation, Inc.  
Drs. Kiran and Pallavi Patel  
Family Foundation  
GE Healthcare  
GN ReSound Corporation  
Hear the World Foundation  
KP COM Management, LLC  
Mr. and Mrs. Daniel Marino  
William H. Marquardt  
Dr. Heidi E. Schaeffer  
Dr. Don and Mrs. Kathleen Sokolik

### PRESIDENT'S CIRCLE

#### \$50,001-\$100,000

Resound A/S Global Audiology

### CHANCELLOR'S CIRCLE

#### \$10,001-\$50,000

Drs. Richard and Margaret Davis  
Estate of Mr. August C. Paoli  
Florida Physical Therapy Association  
Heart to Heart International  
Hill-Rom Company, Inc.  
Lynne and Howard Halpern  
Family Foundation  
Dr. Samuel Martin  
Peter Moscovita  
Rich Nagle  
Mrs. Toni Paoli  
The Robin Shari Parker  
HAPPI Foundation, Inc.  
Mr. and Mrs. Stephen M. Ross  
Charles F. Schwep  
Mr. and Mrs. Don Shula  
Dr. Peter Taylor

### DEAN'S CIRCLE

#### \$5,001-\$10,000

Barry and Judy Silverman Foundation  
Dr. Mary T. Blackinton  
Margaret A. Davis  
Dr. and Mrs. Harvey A. Feldman  
HealthSouth Sunrise Rehab Centre  
National Student Speech Language  
Hearing Association (NSSLHA)  
Natural Strength & Conditioning  
Association  
Dr. Terry Morrow Nelson  
Robert Steven Wagner  
Dr. Stanley H. Wilson

### CLINIC CIRCLE

#### \$1,001-\$5,000

American Speech Language  
Hearing Association  
Brian Anderson  
Mr. Jim Barrett and Dr. Stacy Coulter  
Big Brain Productions, Inc.  
Mr. and Mrs. Adolfo J. Cotilla  
Dr. Rachael Coulter  
DEA Miami Field Division  
Hispanic Committee  
Louise Diamond  
Mr. and Mrs. Morton Diamond  
E.B.S. Group, LLC  
Mr. and Mrs. Michael J. Ferreira  
Dr. Stanley and Mrs. Pearl Goodman  
The Grabel Foundation  
James C. Hancock  
Jewish Family Services of Broward County  
J.M.E.C. Management, Inc.  
Kristina Lucia  
Phyl Macomber  
MD Live, Inc.  
National Commission on Certification  
of Physician Assistants  
Victor Newman  
Dr. Wren Newman  
Catherine G. Page  
Pediatrix Medical Group  
Ari Abraham Porth  
Progressus Therapy, LLC  
Mrs. Adele Rubin  
Sheridan Healthcorp, Inc.  
Dr. Elizabeth Swann  
Temple Beth Emet Inc.  
Victory School, Inc.  
Jennifer Weinman  
Mr. and Mrs. Seth Wise

### ASSOCIATE CIRCLE

#### \$501-\$1,000

AIM4ZEN, LLC  
Stephanie Barner  
David S. Bowers  
Mrs. Diana Cherkiss  
Marc Crocquet  
Joseph D'Alto  
The Exiles Band  
Dr. Alicia Fernandez Fernandez  
Mark Friedman  
Genesis Healthcare Corp.  
Mr. and Mrs. Steven Hersh  
Dr. Jennifer Hixon  
Hollywood Beach Festival, Inc.  
Jewish Communal Fund  
Kevin Kunkel  
Maxine Kunkel  
Leslie Kyrimes  
LifeExtension Supreme Management  
Lifeguard Financial, Inc.  
Moris and Lillian Tabacinic Charitable Fund  
Dr. Guy Nehrenz  
Odd10Out Entertainment, Inc.  
Passariello & Staiano, CPA, PA  
Jed Reifer  
Jovany Salazar

The college would like to recognize the hundreds of generous donors who made contributions of less than \$500. Although space constraints prevent us from running all the names of these donors in the magazine, you can see a complete list of sponsors by visiting [healthsciences.nova.edu/college-board/index.html](http://healthsciences.nova.edu/college-board/index.html) and clicking on the donations menu on the bottom left of the screen.

**NSU**  
Florida

NOVA SOUTHEASTERN  
UNIVERSITY

**NSU**  
Florida

NOVA SOUTHEASTERN  
UNIVERSITY

**DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES**  
3200 South University Drive  
Fort Lauderdale, Florida 33328-2018

NONPROFIT ORG  
U.S. POSTAGE PAID  
NOVA  
SOUTHEASTERN  
UNIVERSITY

Do you know how many options you have  
to work in health care?



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

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

[healthsciences.nova.edu/index.html](http://healthsciences.nova.edu/index.html)

**NSU**  
Florida

NOVA SOUTHEASTERN  
UNIVERSITY