

JEFFERSON COLLEGE OF HEALTH PROFESSIONS Review

THOMAS JEFFERSON UNIVERSITY • FALL 2008



Mentoring the
Next Generation

Faculty provide guidance and expertise.

Message from the President



Robert L. Barchi, MD, PhD

Synergy

Synergy. The concept is common in medicine — two elements becoming much stronger when combined.

We see synergy in virtually every area of Jefferson. Dissatisfied with the standard model of “team education” — a model that often merely frustrates students — we designed a unique approach that promises to become the gold standard throughout the country. In research, our bench investigators and clinicians have broken down traditional barriers to become partners, bringing medical discoveries to patients at record speeds. And in a groundbreaking agreement this fall, we formalized our collaboration with the University of Delaware, laying the foundation for a new partnership in health sciences education.

Through this teamwork, we are creating programs far stronger than any one department or healthcare institution could devise alone.

At many institutions, “team education” means throwing medical students, physical therapists and nurses together without training and giving them a problem to solve

as a team. This “sink or swim” approach often ends with students foundering. We wanted a better model.

First, we built a unique facility, the Dorrance H. Hamilton Building, dedicated to team-based healthcare education. This facility houses the latest, state-of-the-art simulation environments for realistic education of the entire healthcare continuum, from undergraduate to house staff.

Under the guidance of Drs. Dale and Katherine Berg, co-directors of the Clinical Skills and Simulation Center, faculty members from medicine, physical and occupational therapy and nursing created a story line about “Mr. Voight,” a patient in a persistent vegetative state. Students taking “The Team Approach to End of Life Issues” watch sections of a video about Mr. Voight that pertain specifically to them, then discuss the challenges of the case and the reactions of Mr. Voight’s wife.

A symposium at the end of the semester brings all the students together for the first time to watch the final installment of the video. They then break up into teams, sharing their own perspectives and knowledge as they face the final challenges of Mr. Voight’s case together.

The approach redefines and reinvigorates team education. And it’s unique to Jefferson.

With research, information from the human genome project and new computer software have allowed our lab investigators and clinical researchers to form close partnerships, getting discoveries to patients quicker than ever before. On the other side, clinicians feed information to researchers, allowing them to draw parallels between conditions. This synergy between clinicians and researchers has allowed us to identify risk factors for surgical complications, giving physicians a chance to head off life-threatening problems long before a patient even enters an OR.

Education and research converge in our new agreement with the University of

Delaware. Under arrangements before this fall, students could receive dual degrees, beginning their education at Delaware and finishing in occupational therapy or pharmacy at Jefferson. Under our new partnership, a joint steering committee is focusing on ways to expand in other areas, including nursing, health policy, public health, bioinformatics and biomedical engineering. We will open some classes to Delaware students, and our students will have access to courses in Newark. We also will jointly develop distance-learning classes and colloquia.

This agreement will strengthen Jefferson’s pipeline to gifted Delaware students interested in pursuing advanced degrees in the health sciences and will give them a clear picture of the opportunities we offer.

The collaboration also holds great promise for research that will bring grants to both institutions. Again playing to our strengths, a task force is focusing on joint projects in cancer biology and cardiovascular and neuroscience research. Delaware’s exemplary biomedical engineering department offers our investigators priceless resources in nanotechnology, virtual reality and the development of medical devices.

The next step involves strengthening our partnerships and applying for one of the most prestigious federal awards available, a Clinical and Translational Science Award. In winning the distinction, we will join an elite collaboration of the nation’s greatest healthcare centers, all working together to bring laboratory discoveries into the clinic.

At Jefferson, we know the greatness that comes from synergy and how to capture it.

Sincerely,

Robert L. Barchi, MD, PhD
President
Thomas Jefferson University

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Cover: Marcia Levinson, Physical Therapy professor and mentor. See page 4 for story.

The Dean's Column

I am pleased to share with you some of the most notable accomplishments of the 2007-08 academic year and aspirations for the current year.

The year began with the opening of the Dorrance H. Hamilton Building and concluded with Jefferson's 184th commencement exercises, which recognized the largest graduating class in the college's history and the first graduate of the doctor of nursing practice program. This milestone occurred 115 years after the first graduates of Jefferson's hospital based nursing program received their diplomas. During the intervening years, Jefferson has provided the healthcare system with more than 16,000 nursing and allied health graduates. Thus continues this institution's longstanding blending of tradition and transformation in healthcare education.

Concurrent with the opening of the Hamilton Building, the Jefferson Center for Interprofessional Education (JCIPE) began its first full year of operation. Faculty from across the university joined with representatives from Thomas Jefferson University Hospital in piloting several innovative projects designed to provide learning opportunities for students in truly interdisciplinary healthcare teams and settings.

In the last issue of *The Review*, I shared some examples of faculty scholarly accomplishments, particularly in research. The extent of these achievements is evident: in the most recent fiscal year, faculty earned a total of 42 awards in external funding, compared with 28 the previous year. Total funding increased by 24%, from \$3.6 million to just under \$4.5 million.

It is encouraging to see increased participation by JCHP faculty in the research

mission. As recently as five years ago, only seven faculty members were awarded external grants and contracts. In FY 2007 that number increased to 12, and in FY 2008, 18 faculty members received awards. To be responsive to faculty interest in increased research opportunities and to support initiatives recommended by the Research Task Force, the Deans' Council voted to set aside \$1 million of surplus funds to support and stimulate increased faculty participation in research activities.

A strong indication of the increased recognition of our faculty's accomplishments is manifested by the awarding of tenure to two outstanding JCHP faculty members. Consistent with the recommendation of the University Tenure Committee and President Barchi, the Board of Trustees voted to award tenure status to Laura Gitlin, PhD, Professor of Occupational Therapy and Director of the Center for Applied Research on Aging and Health, and Ann Barr, PhD, PT, Professor and Chair, Department of Physical Therapy. Drs. Gitlin and Barr are the first JCHP faculty members to join the ranks of tenured faculty at Jefferson, which is in recognition of their sustained scholarly contributions to the health professions and their peers' assessment that they have had an outstanding and enduring impact on their respective fields. Extending tenure eligibility to JCHP faculty is a major step in strengthening the college's ability to recruit and retain the best and brightest.

The college again closed its fiscal year in a positive position, with a surplus in the amount of \$2.5 million, all of which is being reinvested in the college. In addition to supporting research, surplus funds have been redistributed to support aca-

Accomplishments and Aspirations

To date, JCHP has provided the healthcare system with more than 16,000 graduates, continuing Jefferson's longstanding blending of tradition and transformation in healthcare education.



James B. Erdmann, PhD

ademic programs, deposited in a trust fund to support student financial aid and placed in reserve for capital upgrades.

Academic year 2008-2009 promises to add another new and exciting chapter in this institution's history as we welcome the first cohort of students enrolled in the Jefferson School of Pharmacy, the culmination of another major strategic initiative for the college and university. You can learn more about this talented first group of students and their diverse backgrounds in the article on page 20.

Budget projections for the college in FY 2009 are positive, although to a lesser degree than we have experienced in recent years. The increased revenues generated by new enrollments are more than offset by increased infrastructure costs in both physical and human resources.

With the sustained support of our faculty, administration, students and alumni, we will continue to advance the college towards making Jefferson an institution without peer in educating future leaders as members of inter-professional teams in the delivery of health care, in discovering new knowledge that will define the future of clinical care, and in setting the standard for patient-centered care for our community and for the nation.

James B. Erdmann, PhD

Dean

Jefferson College of Health Professions



Margaret Fetsko Herbut, RN, Nursing Scholarship Fund

“My mother truly valued her nursing background. This, combined with her nurturing nature, ended up helping others all her life.” — Paula Herbut

Jefferson is pleased to recognize Paula Herbut for establishing the Margaret Fetsko Herbut, RN, Nursing Scholarship Fund in 2007 with a generous gift to the School of Nursing in memory of her mother. Paula's father and Margaret's husband, Peter A. Herbut, MD, was president of Thomas Jefferson University and Hospital from 1966 until his death in 1976. The fund will provide scholarship aid to nursing students who have financial need and have demonstrated academic competence and compassion for others.

Mrs. Herbut (pictured above) was raised in Wilkes-Barre, Pa. and earned her RN degree at Wilkes-Barre General Hospital School of Nursing. She met her future husband while she was a nurse and he was an intern at Wilkes-Barre General. She also worked briefly as a nurse on Long Island, N.Y. and in Philadelphia. Mrs. Herbut was active for many years with the Jefferson Women's Board, Jefferson Medical College's Faculty Wives Club and the Philadelphia County Medical Society Alliance, which raised money for medical and nursing scholarships.

“I wanted to do something meaningful after my mother's death to honor her and celebrate her life, and establishing the nursing scholarship fund in her name seemed the best way to do this,” says Paula Herbut. “She truly valued her nursing background. She remembered some of her patients when she was a young nurse even in the last years of her life. And this background, along with her nurturing nature, ended up helping others all her life.”



“Our students are intelligent, strong, intellectually hungry and invested in the assignment. Truthfully, I learn from them as much as they learn from me.”

“**M**entoring is a long-term relationship,” explains Tracey Vause Earland, MS, OTR/L, assistant professor in the department of occupational therapy and a research coordinator at Jefferson’s Center for Applied Research on Aging and Health (CARAH). She should know: she is one of many mentors investing in the lives and futures of JCHP students.

Many mentoring relationships at the college start in the first year and may come in the form of research sponsorship, travel partners and program planning. Some of these relationships are formally required through coursework or grants, and others are natural developments as faculty or upperclassmen engage students. Most of these connections are filled with such rich interaction that the mentors feel they gain as much as those they mentor. Here are stories of three JCHP mentors and the effect they have on some of our newest health professionals.

Extending the Educational Experience:

MENTORSHIP HAS MUTUAL BENEFITS

Tracey Vause Earland, OT Mentor

Vause Earland first got to know Lynn Dailey and Susan DeCelle when they chose her as their faculty mentor for a research project. Both first-year students wanted to focus on the older adult population and Vause Earland's extensive experience with CARAH made her an ideal research sponsor.

Both students are now graduate assistants with CARAH, working on projects such as co-authoring articles, presenting at conferences, piloting online courses and working with an interprofessional team of psychologists, sociologists, nurses and social workers.

Vause Earland has enjoyed the give-and-take of being a mentor. "I'm able to facilitate their clinical experience and engage them in a relaxed, supportive environment. It's a collaborative process and an opportunity for creative problem solving," she says. "I tell my graduate assistants that I don't have all the answers; it's up to them to contribute to their own learning and offer their input and perspectives."

"The students often come to me very overwhelmed by the research process," Vause Earland continues. "My job is to help them take a big idea and narrow it down into something they can work with."

Dailey says that is just what Vause Earland did for her. "I came in not having a clear picture of what I wanted to do for a research project," she says. "But Tracey is an incredible listener, very perceptive, and helpful. She clarifies my ideas and shows me how to make them manageable."

DeCelle particularly enjoys the camaraderie between students and their faculty mentors. "We are on a first-name basis with our professors, and we work side-by-side on their research. I feel like I'm making a difference."

"The relationship starts out as academic mentoring," Vause Earland says, "but it also includes giving structure, guidance and encouragement to take risks, self-reflect and evaluate. Jefferson faculty are committed to making mentorship meaningful by continually asking, 'What can I offer the students above and beyond what they learn in the classroom?'"

"The caliber of our students allows us to offer this type of out-of-classroom mentoring experiences," Vause Earland shares. "They're intelligent, strong, intellectually hungry and invested in the assignment. Truthfully, I learn from them as much as they learn from me."

Left: Lynn Dailey and Tracey Vause Earland discuss their research in the Dorrance H. Hamilton Building's OT apartment.



“It’s my responsibility as a nurse practitioner to cultivate energetic nurses like Maria, who are just entering the field.”

Andrew Storer, Nursing Mentor

Maria Camela Tayoun, BSN '08, had always dreamed of traveling abroad to practice nursing in developing countries. To help make her dream a reality, Tayoun applied for and received the Foerderer Grant for International Study in the fall 2007 semester. During her search for a mentor for this project, she spoke to Beth Ann Swan, PhD, CRNP, FAAN, associate professor and associate dean of the graduate program in JSN. Swan suggested that Tayoun contact Andrew Storer, DNP '08, an ER nurse practitioner and doctoral student who had traveled to Jamaica the previous summer and was planning a return trip.

Storer gladly stepped into his role as mentor. “He encouraged me to talk about what I wanted to get out of the experience,” Tayoun recalls. “We developed an itinerary for the trip based on our outreach goals, including home visits and taking blood pressure and blood sugar screenings.”

The preparation paid off. “Maria was focused and enthusiastic about the trip, and her goals were clearly defined,” Storer says, explaining that he feels some obligation to serve as a mentor in his profession. “It’s my responsibility as a nurse practitioner to cultivate energetic nurses like Maria, who are just entering into the field.”

Tayoun and Storer arrived in Above the Rocks, Jamaica (population 3262), on June 16, 2008, and spent two weeks tending to the healthcare needs of the country’s poorest citizens. During

their stay at the small town’s Franciscan mission, a friar gave them first-hand accounts of the inadequate health care in Jamaica.

Tayoun tells of one of her own experiences. “Jamaica is very hilly and a lot of people live deep in the mountains,” she says. “One day we delivered medication to a deaf and blind woman who lived 30 minutes from the main road. We actually hiked to get to her. We communicated with the woman through our guide, who wrote letters on her forearm, spelling out the instructions we had for her, ‘Take your heart medication once a day.’”

Tayoun was impressed by the woman’s tenacity: “She’s so afraid of being left alone or forgotten, yet she has the will to live and fight.”

Storer speaks proudly of Tayoun’s transformation from timid nursing student to confident clinician. “On the first day, Maria was shy and not at all confident in her skills,” he says. “By the end of our trip, she was extremely competent in the way she approached the patients. The trip solidified her skills and knowledge base.”

Tayoun credits her professional growth to Storer’s mentoring style and says his generous advice and hands-on teaching inspired her to take her learning to the next level. “Everything I learned in nursing school came to life through my experiences in Jamaica,” Tayoun explains. “Now that I’ve experienced it I have the desire to learn more.”

Storer travels frequently to countries like Thailand and Vietnam, and he is a source of inspiration for Tayoun. “Being born in the Philippines makes me even more passionate about international work, especially in impoverished nations,” Tayoun says.

“I intend to go on more foreign work opportunities in the future. The possibilities are endless.”

Marcia Levinson, Physical Therapy Mentor

When Marcia Levinson, PT, PhD, MFT, mentors her students, she turns it into fun and games – literally. Apart from her duties as assistant professor in the department of physical therapy, Levinson is director of Camp Susquehanna in Lancaster, Pa.,

Left: Maria Camela Tayoun and Andrew Storer take a break in Jamaica.

Below: Vicky Burgos, Marcia Levinson and Emilie Stewart share a laugh on the Dorrance H. Hamilton Building terrace.

a camp for badly burned children from the greater Delaware Valley. Every summer, Camp Susquehanna welcomes 35 to 40 children ages 7 to 17, most of whom return year after year for the experience. Several Jefferson PT alumni volunteers also return to camp annually, and 14 first- and second-year PT students joined them for the first time this past summer.

“Students are not usually in a position to be role models,” Levinson says. “But at camp, they are responsible for the lives of the campers. It’s an amazing, life-changing process for them. I’m so proud of what they accomplish in a few short weeks.”

The students get a lot of personal satisfaction from working at Camp Susquehanna, and they see benefits in their professional lives, as well. “A lot of the students use Camp Susquehanna as a springboard to their clinical affiliations,” Levinson says. “During their clinical experiences, they often call me to ask specific content questions related to what they saw at camp.”

Levinson also invited students to help her pilot a comprehensive fitness program for the Early Childhood Center at Beth Hillel Synagogue in Wynnewood, Pa. The school’s board of directors was impressed with the students’ presentation and asked the group to implement the program immediately. Now Jefferson PT students teach children as young as three years old to play lacrosse, basketball, volleyball, and track and field. The group also planned and ran the school’s first-ever Health and Fitness

Fair for over 200 children, parents and faculty members. In addition, the school hired a full-time fitness coordinator to make fitness a constant focus.

“Dr. Levinson has taught us the value in being involved in the community,” says third-year DPT student Emilie Stewart. “It’s so rewarding to showcase what we’ve worked on outside of the classroom and to see something we’ve produced have such a positive impact.”

Third-year DPT student Vicky Burgos has worked closely with Dr. Levinson to organize Camp Susquehanna and fitness projects. “Dr. Levinson looks beyond grades and resumés and sees us as clinicians and individuals,” says Burgos. “Not only does she excel in pediatrics and enthusiastically share her knowledge base with us, but she makes each of us aware of our exceptional qualities, especially when we can’t see them for ourselves.”

Levinson is emotional when speaking about her role as a mentor. “My students teach me what’s important in teaching and make the experience meaningful, which is why I do it. I’ve learned how truly wonderful people can be.”

“My students make experiences meaningful. Through teaching, I’ve learned how truly wonderful people can be.”



Reflections on Practicum

Stories of three Couple & Family Therapy students.

For second year Couple and Family Therapy (CFT) students **Kim Henschinski**, **Tom Winner** and **Marcie Wood**, it's been an intense year of classroom instruction, clinical practica and self exploration. As part of their two-year, full-time master's in family therapy (MFT) program, students are required to complete a series of clinical practica at the offices of the Council for Relationships (CFR), Jefferson's partner in clinical therapy education. While students are automatically paired with the council for their clinical practica, they practice at any one of the CFR's 13 locations throughout the Delaware Valley or at the Institute for Sex Therapy in Center City Philadelphia, which is especially appealing to those students in the program's sex therapy certification track. "Completing our clinical practica at the Council for Relationships, where there's a concentration of incredibly talented people to learn from, is extremely valuable," Winner notes.

Prior to the clinical practica, students learn core therapy concepts in the traditional classroom environment, building a strong foundation of knowledge. "The classroom instruction and clinical practica are coupled perfectly," says Wood. "We learned the core concepts in the first six weeks of the semester, then dove into the clinical experience, which is the best way to learn. The classroom learning helps us to deal with the issues the clients are coming to us with. During class time, we talk about our experiences with clients – it's a place to talk, discuss concepts, and learn from each others' experience."

Winner describes his clinical experiences as very intensive and focused on developing a deep therapeutic relationship with a handful of clients. "During my client encounters, I am responsible for making the decisions of what to say and do in the moment," he shares. "My supervisor will give advice and direction, but in the moment of contact, it is my responsibility. It's like I'm working alone but I also have a strong support system in place if I need it."

The educational support system at the Council for Relationships is cross-disciplinary and collaborative. During their practica, students work alongside school guidance counselors, parole officers, case workers, psychiatrists and therapists; anyone who is involved in their clients' lives. Henschinski recognizes the value of differing backgrounds and opinions. "We receive excellent feedback from professors, senior therapists and peers," she says. "This collaboration helps us to delve deeper into a particular issue or work on a particular technique. It helps to see things from a new point of view."

The clinical practica has also allowed students to delve into the unique challenges of sex therapy. Wood is particularly interested in working with the Lesbian, Gay, Bisexual and Transgendered (LGBT) and polyamorous communities, especially on issues of integrating sexuality into one's



Counter-clockwise, from top: Kim Henschinski, Marcie Wood, Tom Winner.



“Being there for someone during a difficult time is very rewarding. It’s about seeing change in people, and knowing I was valued.”

— Kim Henchinski

lifestyle and renegotiating life expectations. Wood explains the challenges and rewards of working with the LGBT population: “I’ll meet with a client who has just come out and she or he will think they’ve come to terms with their sexuality, but as we get further into therapy, they realize they haven’t fully integrated it into their lives. Most in the LGBT community come out in their late teens and go directly into college where they can start anew in a safe haven. What they don’t realize is how difficult it is in the real world, like coming out in job situations and finding social networks that are aligned with your lifestyle. The integration happens every single time they tell someone new about their orientation. It’s almost like an identity crisis in making future goals.”

CFT students practice in a diverse setting at CFR’s main office in West Philadelphia. They counsel clients who are heterosexual, bisexual, homosexual; African-American, West Indian, Caucasian; immigrant and native born; and come from multiple generations and varying socioeconomic and education levels. Despite this diversity Henchinski sees commonalities. “The problems that everyone has — communication issues, stress management and getting one’s life in order — are the same across socioeconomic level, race and culture. We all just want someone to talk to.” And that’s why she likes what she is doing now. “Being able to be there for someone and support them as they’re going through a difficult time is very rewarding,” she shares. “It’s about seeing change in people and knowing I was valued.”





THE JEFFERSON-AOTA

CONNECTION

NATIONAL DELEGATE

Scholarship winner, commencement student marshal, vice president — leadership comes naturally to third-year BS/MS OT student Christina Subers.

Although she has chaired committees and represented her class on several occasions, few experiences compare to the whirlwind year of service and scholarship Subers spent as an American Occupational Therapy Association (AOTA) national delegate.

Subers first learned about the national delegate opportunity on AOTA's Web site and brought it up in conversation with her mentor, **Kathleen Swenson-Miller, PhD, OTR/L**, assistant professor in the department of occupational therapy. As it turned out, Jefferson's Student Occupational Therapy Association (SOTA) was actively promoting the leadership opportunity and accepting applications. With Swenson-Miller's encouragement, Subers took the initiative and applied.

As a national delegate, Subers is part of the Association of Student Delegates (ASD) within AOTA. She mentions attending the ASD pre-conference delegates' meeting at this year's AOTA national conference in Long Beach, Ca., as a highlight in her year of service. "A total of 125 student delegates from across the nation came together in one room to discuss student concerns, develop our mission, and set the tone for the rest of the organization," Subers reports. "We

“Our goal is to raise awareness for AOTA membership among Jefferson OT students. There are many valuable membership benefits that students aren’t aware of.”

broke out into smaller brainstorming sessions and came up with ambitious goals for ourselves, the profession, and our chapters. I came out of that session highly motivated and energized. We all [the delegates] carried that excitement back to our chapters following the conference.”

Subers’s goal of increasing student interest in AOTA membership has been a focal point of her term as delegate. “My main goal is to raise awareness for AOTA membership among Jefferson OT students,” she says. “There are many valuable membership benefits that students aren’t aware of, including the opportunity to do fieldwork at AOTA headquarters (see “Intern and Advocate”), scholarships and online access to the *American Journal of Occupational Therapy*. I especially want students to know that they have a professional association standing behind them in an ever-changing field. The AOTA works to protect our body of knowledge.”

With the goal of increasing awareness within the profession, Subers partnered with her classmate, **Therese Gallagher**, to blog before, during and after April’s AOTA conference. In addition to documenting the conference, Subers and Gallagher wrote about current research, emerging practice areas, and student perceptions of the role of OT in mental health, a topic that AOTA president Penelope Moyers, EdD, OTR/L, BCMH, FAOTA, addressed in her 2007 message.

“Therese has an interest in mental health, and my focus is in geriatric occupational therapy,” Subers explains, “so the blog is the perfect outlet for us to discuss pertinent issues and to educate our classmates and OT professionals nationwide. In fact, an OT working on her dissertation was searching the Web for more information and came across our blog. She commented on how timely and relevant our online discussion was.” Read Subers’s and Gallagher’s blog, “Mental Health Perspectives in OT,” at <http://jeffots.wordpress.com/>

Had it not been for the encouragement of Swenson-Miller, Subers may have never taken on such a significant a leadership role. She credits her mentor and professors for her success as a leader, saying, “Jefferson’s OT faculty support and encourage student

leadership, which has enabled me to assume this and other leadership positions both at the college and within the profession.”

The consummate high achiever, Subers has no plans to rest on her laurels following graduation this December. She hopes to continue on to the next level of leadership and education by running for the ASD Steering Committee and applying for Jefferson’s Doctor of Occupational Therapy (OTD) program.



Erin Rosser

INTERN AND ADVOCATE

“Professional advocacy should be a priority for entry-level practitioners, not just experienced occupational therapists,” says third-year BS/MS OT student Erin Rosser.

Advocacy has been important to Rosser since high school, when she represented young workers in the union at the grocery store where she worked. This summer she made it a priority as she prepares for her career in occupational therapy by interning at the national headquarters of the American Occupational Therapy Association (AOTA) in Bethesda, Md.

“I structured my time with AOTA as an independent study,” Rosser explains. She met her supervisor, Sandra Scheffkind, MS, OTR/L, AOTA pediatric coordinator, at the AOTA National Conference in April. “I came in with a clear syllabus and learning objectives: I wanted to learn how advocacy and legislation is handled by a professional organization on a federal level.”

During her internship Rosser worked on two main projects. One was the development of a PowerPoint on the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). She focused on the legislation’s

goal of giving consumers access to early intervention services. “My supervisor will present this at next April’s AOTA conference, and it will be on the AOTA Web site,” Rosser says. “I may attend the conference with her, which would be very exciting.”

As part of her studies, Rosser also wrote an article on the pediatric resources available through AOTA, to give practitioners tips on how to access the information. These resources are designed to improve occupational therapy services. Rosser focused on making the access user-friendly to ensure that clients as well as therapists would use the materials.

“I had an opportunity to build networks and learn professional advocacy during this internship,” Rosser explains. “Now I’m better able to articulate and define the profession, which is important for occupational therapists. I understand how OTs can advocate to meet societal health needs.”

For her final research project Rosser is developing a stress management program for workplaces that employ up to 50 people. The program includes skill development in mindfulness and life satisfaction, integrating these activities into client’s roles, habits, and routines. Rosser will be applying what she is developing in the union that she is still a part of, but she would eventually like to build it into something bigger.



What's New in Interprofessional Education

Jefferson Center for Interprofessional Education (JCIPE) piloted several projects during its first full year of operation. In October 2007 JCIPE debuted an interprofessional home visit video (view it at jeffline.jefferson.edu/jcipe/) which has been used by the Bridging the Gap summer program in which students work in interdisciplinary healthcare teams in the community. **Christine Hsieh, MD**, chief resident in the department of family and community health at Jefferson Medical College, also uses the video for resident education in home care. As a follow-up to that video, JCIPE worked with a committee of faculty from nursing, occupational therapy, physical therapy, medicine, radiologic sciences, couple and family therapy, bioscience technologies and pharmacy to develop a script for a video about interprofessional practice in the hospital setting. The outcomes

expected from this video are for viewers to observe interprofessional teams of health professionals in action, discuss methods to improve interprofessional communication and collaboration, articulate situations where interprofessional teamwork could be incorporated into practice settings and apply interprofessional collaboration activities in their own workplaces.

Faculty Support

To identify the interprofessional needs and interests of Jefferson faculty members, JCIPE issued a needs assessment survey in December 2007. Faculty responses commonly addressed the need to learn more about other professions and, as a result, JCIPE designed several tools to foster interprofessional connections. First, JCIPE developed standardized information about the education and responsibilities of the various health professions at Jefferson. This

resource – and accompanying videos of each profession – will be posted on the JCIPE Web site as a resource for faculty, students, employees and the public.

Two other interprofessional tools are more focused on interaction among faculty in the three colleges. The first, a series of faculty networking events, provides a place for Jeffersonians to meet and explore joint ventures in education, research and related scholarly activities in a relaxed environment. A more formal forum for interaction took place on October 23 at JCIPE's first conference, *Interprofessional Care for the 21st Century: Redefining Education*. This day-long faculty development and networking opportunity provided an interactive dialogue for participants from all health professions. Faculty exchanged information and cultivated common learning opportunities.

Watch videos, learn about our programs, and more on our Web site:
jeffline.jefferson.edu/jcipe/



At left, a faculty committee meets to discuss the JOIPE video about interprofessional practice in the hospital setting. Smaller photos depict several of the Health Mentors Program teams at their final meeting of the academic year in April 2008.



(Jefferson School of Health Professions, department of physical therapy) attended an institute for Interprofessional Prevention Education sponsored by the Association for Prevention Teaching and Research (APTR). The institute promoted innovative change in healthcare education through knowledge dissemination, shared resources and strategies for expansion of interprofessional prevention initiatives on campus. Through this training the faculty team enhanced Move4Health (M4H), a student designed and led 13-week program for female diabetic patients that focuses on self efficacy, quantitative measures of blood pressure, body mass index and hemoglobin A1C through an exercise-based diabetic education program. M4H partners physician faculty from the JMC department of family and community medicine with medical, physical therapy and nursing students.

The team has developed three online learning modules for students. Module topics include teaching students to teach, teamwork and interprofessional roles in prevention education, and introduction to chronic disease prevention. The interprofessional faculty advises student leaders of M4H, assisting in ongoing program development and evaluation with a focus on interprofessional collaboration and teamwork. Evaluation tools include reflective writing exercises targeted toward attitudes

regarding interprofessional collaboration. Additionally, the faculty uses a modified version of the Perception of Patients' Health Scale (PHS) (Diamond, et al 2007), which determines students' perceptions of how a patient with chronic illness may answer questions focused on assessing center of control, certainty, self-awareness and importance of health.

The M4H faculty team was selected to present their findings at two conferences including Preventive Medicine 2008 in Austin, Texas, where their poster was nominated for the best poster award.

Portable X-Ray Donated

The department of radiology at Thomas Jefferson University Hospital donated a portable x-ray machine for use during interdisciplinary simulation exercises and competency testing of radiography students. JCIPE funded the transportation of the machine from the hospital to the Hamilton Building. "Having a portable x-ray machine augments the education of radiography students and will significantly enhance the simulation exercises," explains radiologic sciences department chair **Frances Gilman, MS, RT(R)(CT)(MR)(CV)ARRT**. "The department is sincerely grateful to the radiology department for their continued support in the education of our students and their generous donation."

Health Mentors Program Grows

JCIPE's Health Mentors Program, in its second year, welcomed about 500 new JCHP students in September, bringing the total number of participants to approximately 1,000. In this program, medical, nursing, pharmacy, couple and family therapy, physical therapy and occupational therapy students are linked for two years with health mentors who are living with one or more chronic conditions. Students discover the roles and functions of professionals in a healthcare team, practice patient interviewing, active listening and communication skills and explore current issues in healthcare.

Move4Health

In September 2007, a faculty team including **Danielle Snyderman, MD**, (Jefferson Medical College), **Kellie Smith, RN, MSN**, (Jefferson School of Nursing), and **Christine Wade, MS, PT**,

Profiles

To the Rescue: Crisis on the 21 Bus

Carrie Kimball

Hometown: Philadelphia, PA

Program/Degree: BSN

Graduating Class: 2008



Carrie Kimball, BSN '08 was riding the 21 bus on the afternoon of April 18 when she heard a child coughing loudly behind her. She thought nothing of it until a woman asked him, “Are you okay?” and the child responded by crying. Kimball, at the time a FACT Nursing student, immediately sprang to action when she heard stridor, a high pitched sound resulting from turbulent air flow in the upper airway, coming from the child. She ran to the back of the

“The crisis on the bus was a pinnacle moment for me and I need to express gratitude to my instructors for an excellent education.”

bus, where the two-year-old boy’s terrified mother forcefully pounded on his back to stop the coughing. Kimball recalls the distressing scene, “He had saliva pouring from his mouth, tears streaming down his face, and he was bright red and wheezing.” Then Kimball noticed something equally alarming — the toddler was clutching a bag of Doritos tortilla chips and his baby bottle was filled with iced tea.

Kimball responded first to the most urgent issue at hand — preventing the boy from choking to death. When she told the mother she was a nurse, she immediately put her son in Kimball’s arms. She then flipped the child over in her lap and performed a series of downward thrusts. Kimball remembers the difficulty in getting the boy to breathe again, “It took a lot of work, but his airway finally cleared. When he started choking again, I flipped him over and repeated the process, which finally did the trick.”

At that point, the bus was near 34th and Walnut Streets, so Kimball encouraged the mother to take her son to CHOP. On the way

over to the hospital, the mother explained that they were on their way to speech therapy, and if they missed the appointment, the clinic would discontinue the boy’s therapy. The mother’s sad story continued on; she and her son lived in a shelter, which is adversely affecting their health benefits. Kimball’s heart went out to her. “I gave her lots of encouragement. I also recommended some referrals for more permanent housing,” says Kimball.

During the walk to CHOP, the boy slumped over in his stroller seat from exhaustion and his mother panicked. Kimball reassured her by teaching her how to tell when he was breathing well and oxygenating. When they finally got to the ER, Kimball gave the nurse their report and left them in good hands.

Kimball is amazed at how she acted swiftly and responsibly in a crisis, “In hindsight I realize how specific and ordered my actions were, and how I did them without any thought.” Not only did Kimball stop the boy from choking, but she encouraged his mother to take a child CPR/first aid class and explained how to stop the choking if it happened again. She also encouraged her to talk to the boy’s speech therapist since feeding is often related to speech. Recalling what she had seen the boy eating on the bus, Kimball recommended healthy toddler snacks and that he should avoid food with corners at this stage of his development.

“It was incredible how much ground we covered in such a short time frame,” says Kimball. “The whole experience helped me to see how much I learned in one year, and how it has prepared me to respond. Emergency response, community resources and education – all in 15 minutes with a stranger on the bus. Imagine what’s possible during a shift!”

Kimball, who is currently working in the NICU at Jefferson Hospital for Neuroscience, credits her professors for preparing her for whatever challenges she faces as a nurse, “The crisis on the bus was such a pinnacle moment for me and I need to express my gratitude to my instructors for the excellent education they’ve given me.”

Combining Dual Passions: Interiors for Independence

Marlene Weiner

Hometown: Gulph Mills, PA

Program/Degree:

BS in Occupational Therapy

Graduating Class: 1995

Marlene Weiner, BSOT'95, designed a career path that is anything but traditional. By combining her dual passions of home design and occupational therapy, she has created a niche and a successful interior design business.

Although Weiner's first job was in interior design, a long-time professional interest and creative outlet of hers, she found the field to be superficial. She recounts her decision to switch careers, "In my previous life, I was an interior designer. However, after 23 years I wanted to do something more meaningful, so I went back to school for occupational therapy." After earning her bachelor's degree in OT from Jefferson in 1995, Weiner worked in long term and subacute rehab for three years, but discovered that her day job didn't satisfy her creative urges. One day, a friend with Multiple Sclerosis called Weiner to ask her help in redesigning her home to accommodate for her disability. Weiner gladly offered her design and occupational therapy expertise and found the experience to be incredibly fulfilling. She realized that she had a unique skill set and could help many more people like her friend, people living in homes unsuitable for their disability. "My background in interior design, coupled with occupational therapy experience, allowed me to make her home accessible and functional, yet aesthetically appealing. The project made a big impact on her quality of life and was a career defining moment for me," says Weiner.



Weiner quit her job and started Interiors for Independence. With her business, Weiner helps physically disabled clients to live comfortably in their own homes. Her adaptations are both functional and fashionable, and every modification is tastefully done. In the past, people with disabilities were stuck with homes that resembled nursing facilities. Weiner's clients now have greater functionality and independence without forgoing elegance and style.

“My first project made a big impact on the client's quality of life and was a career defining moment for me.”

OnCampus



Greening with members of the KAU Advisory Board

BIOSCIENCE TECHNOLOGIES

Greening's Travels

Shirley Greening, CT(ASCP), CFIAC, JD, chair and professor of the department of bioscience technologies, has some new stamps in her passport. In May she was invited to return to King Saud Bin Abdulaziz University of Health Sciences (KAU) in Riyadh, Saudi Arabia, to attend the ground breaking ceremony for eight new buildings on the campus. During this second visit, she was the only female invited to serve on the university's international advisory board. A highlight of the trip was meeting King Abdullah bin Abdulaziz, who attended the groundbreaking ceremony. "All of the advisory board members were invited onto the stage to shake the hand of the king," explains Greening. "When it was my turn, I shook his hand and exchanged pleasantries. As I stepped off the stage, everyone was surprised that the king interacted like that with me, a woman! Maybe this is a shift for their culture." Greening's previous visit to Saudi Arabia, in December 2007, involved evaluating the programs that KAU has been operating with support from and according to materials supplied by Jefferson.

In July, Greening was invited to lecture and visit the Caja de Segura Social, a public hospital in Panama City. "The initial contact came from Silvia Green, a former student of mine, who always wanted me to come to Panama to lecture," Greening explains. "Now she is ready to retire from the role of educational coordinator for her department and she arranged for me to lecture and give seminars as part of her final activities." In Panama Greening gave a variety of lectures and seminars about medical technology, cytotechnology and histopathology; general lab practice issues; certification; and medical and legal issues.

CARAH

Gitlin Receives 2008 Barry Reisberg Award

Laura N. Gitlin, PhD, director of CARAH, recently received the 2008 Barry Reisberg Award, which is awarded annually by Hearststone Alzheimer Care to an honoree who has distinguished themselves in the area of research on non-pharmacological treatment for Alzheimer's disease. As part of the awards ceremony, Gitlin presented a lecture on her work to professionals and care partners at the Williams Club in Midtown Manhattan on Tuesday, June 3.

L.A. Times Features Gitlin

Dr. Gitlin advocated for integrated elder healthcare in the March 3, 2008, issue of the *Los Angeles Times*. In the article, Gitlin addressed the issue of an American healthcare system unprepared to address a growing number of seniors who wish to live independently. "Activities that help people age in place are not covered by insurers at this point," said Gitlin.

Chronic health conditions like dementia, diabetes and urinary incontinence prevent seniors from living independently in the long term because of the patient-focused, integrated medical care they need. According to the *Times*, the nurses, home aides, geriatric care managers and technological devices seniors need are rarely covered by insurance.

The article focuses on Gitlin's research on aging in place, in particular a study published in the *Journal of the American Geriatrics Society* in 2006. The study found that seniors who receive occupational therapy intervention in their homes had better quality of life and longevity than those without.

"Growing old is challenging," says Gitlin. "Our whole approach to geriatric care must be multidisciplinary and integrated and coordinated. Only when we have that approach will older people be able to age in place with a good quality of life."

Read the article in its entirety at www.latimes.com/features/health/la-he-aginghealth-3mar03,1,3362211.story?ctrack=3&cset=true.

Living Laboratory Launched

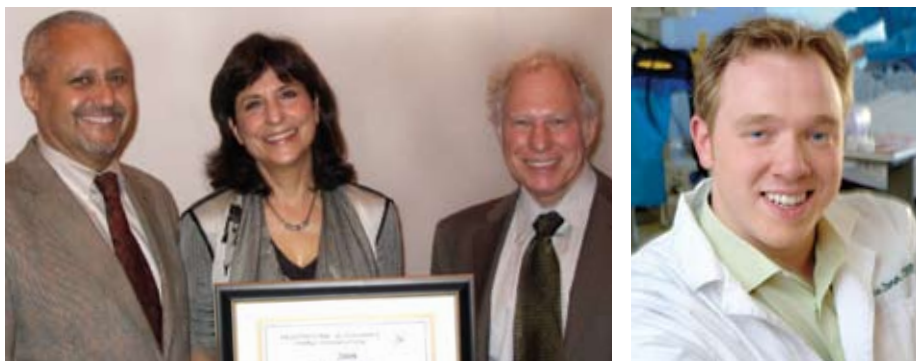
The Jefferson Center for Applied Research on Aging and Health (CARAH) kicked off its innovative Living Laboratory for Elder Care at the summit A New Age In Dementia Care: Turning Evidence Into Practice on September 17.

The Living Laboratory for Elder Care is the fulfillment of Jefferson's new vision for practice. It provides clinical services for older adults and their caregivers and training in evidence-based practices for health professionals, families and older adults. Throughout the implementation of services and training, data is collected and new inquiries emerge which are returned to CARAH for further research.

The Living Lab aims to translate research into real world service. The ultimate goal is to provide older adults with functional difficulties and clients with dementia and their caregivers access to the best care possible.

Gitlin and **Janice P. Burke, PhD, OTR/L, FAOTA**, dean, Jefferson School of Health Professions and chair and professor in the department of occupational therapy, are co-executive directors of the Living Lab. **Catherine Verrier Piersol, MS, OTR/L** is the Living Lab's clinical director. She oversees daily service and training operations and helps advance an infrastructure for translating evidence into practice.

Health professionals who will provide the clinical services include occupational therapists, physical therapists and nurses. All prac-



Dr. John Zeisel (director/founder of Hearthstone Alzheimer Care), Gittlin, Reisberg Storer

tioners will be trained in the latest evidence-based practices. Treatment through this virtual living lab will be conducted in clients' homes or at assisted living facilities or other community settings. For more information, visit http://www.jefferson.edu/jchp/carah/living_laboratory.cfm.

NURSING

JSN and Helene Fuld School of Nursing sign RN to BSN Agreement

A formal agreement between Helene Fuld School of Nursing (HFSN) in Camden County and Jefferson School of Nursing was signed on May 9, offering Helene Fuld graduates the opportunity to obtain a baccalaureate nursing degree in a short period of time following completion of the HFSN nursing program.

"I believe that this collaborative endeavor is the first to actually implement the recommendations that have been made by many

of our professional and educational bodies related to integration among nursing education programs to foster progressive academic opportunities for students," says **Mary G. Schaal, EdD, RN, JSN dean and professor.**

"Helene Fuld has always encouraged lifelong learning," says **Rose Saunders, EdD, RN, CNE,** dean of Helene Fuld School of Nursing. "Students choosing to earn a BSN will be admitted concurrently in the two schools. Upon completion of the diploma track, the graduates will continue in the TJU track and may earn a BSN within a year of initial licensure through this cooperative program," says Saunders. Graduates may also benefit from having the final year of the BSN program paid through tuition reimbursement plans offered by local hospitals.

Highest NCLEX Pass Rates in PA

Graduates of the Jefferson School of Nursing have once again raised the bar of excellence in nursing education. The

Pennsylvania Board of Nursing recently reported that in 2007 the Jefferson School of Nursing baccalaureate program graduates received a 97% pass rate on the NCLEX – National Council Licensure Examination, the highest among all nursing education programs in the state. Jefferson nursing graduates far surpassed both state (82%) and national (85%) averages.

"We are proud of our sustained history of excellent licensure examination results," says Schaal. "Graduates of the Jefferson School of Nursing consistently achieve pass rates on the nursing licensure examination that are among the highest for all baccalaureate, associate degree and diploma programs in the Philadelphia region and the Commonwealth of Pennsylvania."

First Doctor of Nursing Practice

Jefferson's Doctor of Nursing Practice (DNP) program was established in 2007 and provides academic preparation for professional nurses who will practice at the most advanced level of nursing. Full-time students who have an MSN may complete the 36-credit program in one calendar year; part-time students complete the degree on their own timeline with a mix of on-line and in-class courses. A combined MSN/DNP program enables students with a BSN to complete both degrees in three calendar years of full-time study.

Andrew Storer is Jefferson School of Nursing's first DNP graduate. Storer, also a graduate of Jefferson's master of science in nursing degree program, completed the

RN-BSN Program Featured in *Advance for Nurses*

RN to BSN students **John and Gena Mills** were among the students featured in the cover story of *Advance for Nurses* on May 12, 2008. The story focused on the accessibility of this hybrid program to nurses who may be working and have families and other obligations that make attending classes regularly impossible. While all courses have an online component, attending in-class sessions is optional; students determine if and when they will come to campus for class. Another attraction for many RNs is that they get credit for some work experience, which speeds the program along.



DNP in one year while working as an emergency department nurse practitioner at Thomas Jefferson University Hospital. “I came to Jefferson for my master’s degree because of the reputation and the variety of options here for graduate nursing,” he says. “I came back for my DNP because I knew the faculty and the quality of education.”

Storer’s interest in nursing started in high school when he spent four months working at a clinic in Honduras with a friend who is now a nurse practitioner in Jamaica. “I am an adrenaline junkie,” he says. “I loved the activity in the clinic with new cases walking in all the time. Nursing became my passion.”

“The most rewarding part of what I do is developing strong relationships with patients in a short time,” Storer explains. “You have to develop trust and work with limited resources to see what’s going on – all in about 18 seconds. The most challenging parts of emergency nursing include the high level of burnout and the large number of opportunities for evidence-based practice.”

Storer worked as an EMT and an extern at Temple University Hospital while earning his bachelor’s degree in nursing. There he got his first taste of research when he became involved in an NIH grant involving clinical trials research.

“The DNP is all about developing the knowledge base for using and developing evidence-based findings,” he says, noting that is in line with his own goals, which include research, patient care and teaching.



Piersol



Speakman



Burke

“I am currently doing research in advanced practice emergency nursing and general emergency nursing, studying the effect of clinical research networks in emergency medicine compared to clinical research in stand-alone sites. I have learned how to be at the top level of gathering evidence and disseminating research in clinical practice.”

Storer had four job offers before graduation. He decided to stay at Jefferson where he will have an opportunity to remain involved in multiple roles — as ED nurse practitioner, educator at Jefferson School of Nursing and researcher.

Students Develop PAL Curriculum

RN to BSN students in the Jefferson School of Nursing have teamed up with the Police Athletic League (PAL) for unique clinical experience. As part of their community health and leadership courses,

some students have been offered the opportunity to develop standardized curriculum for the young men and women who participate in PAL at 19 centers throughout Philadelphia.

The partnership between Jefferson and PAL began when Dean Schaal, who sits on the PAL Educational Board of Directors, learned that the organization needed new curriculum. She brought the idea to **Elizabeth Speakman, EdD, RN, CDE, ANEF**, assistant dean of RN programs and associate professor, who seized the opportunity.

“Developing the curriculum gives RN to BSN students a chance to step up,” Speakman says. “These students are already registered nurses and the opportunity to develop leadership skills while supporting the community at large is a chance for them to really experience professional transformation.”



Pictured, left to right: Caryn Johnson, Debbie Nightingale, Susan Toth-Cohen, and Terri Skirven.

OT Class Day 2008

After Commencement in May, the Department of Occupational Therapy had a Class Day luncheon in the Sidney and Ethel Lubert Plaza outside the Dorrance H. Hamilton Building. The luncheon celebrated the 45 students who received the master of science in occupational therapy that day. During the ceremony, Terri M. Skirven, OTR/L, CHT, of the Philadelphia Hand Center received the department’s Professional Leadership award and Debbie Nightingale, OTR/L, of Mental Health Consultants was awarded the Master Clinician award.



Schaaf (left), with daughter Dayna

Before developing the curricula, the JSN students met with PAL staff and participating children to find out their needs. The staff had particular topics in mind, while the kids wanted the lesson plans to be fun.

The first Jefferson School of Nursing/PAL project, “Positive Image,” aims to build esteem for girls. Students **Kim Boyle** and **Katrina Pfeiffer** developed this program, which focuses on healthy living with lessons on good nutritional choices, exercise, positive body images, and stress and coping skills. The curriculum is consistent with the health practices of adolescents and urban living.

A second pair of RN to BSN students developed a curriculum called “boys-2MEN” which teaches young males to become more mature, with topics ranging from etiquette and dress to gun control and taking responsibility for oneself. The students who wrote this program, **John and Gena Mills**, are a husband and wife with young children of their own.

OCCUPATIONAL THERAPY

Jefferson OT 13th in the Nation

“We are delighted to be recognized by the U.S. News and World Report rankings for graduate programs in Occupational Therapy,” remarks department of occu-

pational therapy chair and Jefferson School of Health Professions dean **Janice Burke, PhD, OTR/L, FAOTA**. “This distinction attests to the tremendous commitment of our highly talented faculty, the enthusiastic activity of our students and the ongoing support and encouragement from the College administration.”

New Online Post-professional Master’s

The post-professional masters degree in occupational therapy is an online curriculum designed for individuals who hold a bachelor’s degree in occupational therapy. The program is for OTs who want to become innovators in addressing the needs of individuals in new populations, new settings and using new techniques. Students will learn new ways to apply their occupational therapy skills in the workplace and beyond traditional healthcare settings. It focuses on infusing occupation as the core of the profession by exploring the relationship between occupation and health. The program also aims to transform practice through the use of evidence-based decision-making and educates OTs to be consumers and participants in the research process.

Offered both part-time and full-time, the post-professional MS is online with one to two meetings on campus each semester. Students customize 12 credits of electives to supplement 19 credits of required coursework that builds on existing experience and includes occupational science, clinical problem solving, program design and evaluation, clinical leadership and research. Each student will work with a faculty advisor to develop an individual program curriculum.

For more information and application, please visit www.jefferson.edu/jchp/ot or call 215-503-8890.

Schaaf Wins Ayres Research Award

Occupational therapy scholars, professionals and students from across the coun-

try honored **Roseann C. Schaaf, PhD, OTR/L, FAOTA**, at the 2008 American Occupational Therapy Association (AOTA) National Conference, held in Long Beach, Calif., in April. Schaaf, associate professor and vice chairman of the department of occupational therapy, received the distinguished A. Jean Ayres research award, which is conferred annually to two outstanding candidates who have demonstrated sustained commitment to the application, development or testing of theory in occupational therapy.

The award is given in honor of A. Jean Ayres, PhD, OTR, whose concentration on developing theory in support of practice was of great significance to the profession of occupational therapy. This honor has special importance to Schaaf, whose work directly stems from the influence of Ayres, who is best known for her research related to a type of developmental disorder known as sensory integrative dysfunction. Her pioneering work has helped thousands of children and their families cope with and recover from this baffling set of problems.

Schaaf, a scholar of neural and behavioral sciences, builds on Ayres’ research by studying the neural mechanisms of sensory processing and their impact on participation. She lectures extensively in the United States and abroad and has authored numerous articles, chapters and books on these topics. A Switzer Fellow of the National Institute of Disability and Rehabilitation Research, Schaaf maintains a private practice in which she works with children and families affected by sensory dysfunction.

Schaaf is not the first Jefferson occupational therapy faculty member to receive this prestigious award: department chair Janice Burke accepted the award in 1989.

Schaaf also received a 3-year, \$449,450 grant from Autism Speaks, an organization dedicated to facilitating global research into the causes, treatments and an eventual cure for autism. According to a brief



Johnson



The first JSP class recites the Oath of the Pharmacist.



Levinson



Pitts

about the awarded grant, Effectiveness of sensory based strategies for improving adaptive behaviors in children with autism, “it will evaluate whether a systematic intervention of occupational therapy is effective in decreasing sensory dysfunction in children with autism spectrum disorders (ASD). Subjects will work with occupational therapists with expertise in evaluating and treating sensory dysfunction, who will focus on enhancing independence and participation in activities. After occupational therapy, the subjects’ ability to participate in home, school and community activities will be assessed, and improvements in their sensory behaviors will be measured. This study will provide parents and therapists with much needed data about the usefulness of occupational therapy to address sensory dysfunction in ASD, and has the potential to provide effective strategies to enhance participation in everyday activities.”

Faculty and Student Notes

Stephen B. Kern, PhD, OTR/L, FAOTA, earned his doctor of philosophy degree from Nova Southeastern University. His dissertation was a participatory action research study, “The development of a health promoting, lifestyle redesign patient education program for individuals with heart failure.”

Caryn R. Johnson, MS, OTR/L, FAOTA, fieldwork coordinator and assistant professor, received the Fred & Sadye

Abrams Award for Excellence in Clinical or Laboratory Instruction at the JCHP Awards Ceremony in June.

Saroeun Yadah Kith, MS’08, received The Carolyn Erdmann Pheneger Award for her compassion in the care of patients with a terminal illness.

PHARMACY

First Class

After 18 months of preparation, Jefferson School of Pharmacy welcomed 73 students to the Class of 2012 in September.

“We were delighted with the academic quality and level of pharmacy experience, community service, and extracurricular activities of the applicants,” says **Rebecca Finley, PharmD**, dean of Jefferson School of Pharmacy. “It’s been a fun process to meet these individuals, learn about their backgrounds and realize how much they will learn from each other. They have tremendous life experiences.”

Applicants to the first class came from over 40 states and the accepted student body represents 21 states, including California, Arizona, Florida, Wisconsin and Nebraska, with about 25% from the Philadelphia region.

One student, **Stephanie Do**, from California, comes to JSP with a BS in biology and a master’s in public health. She came to an interest in pharmacy through her father’s experience with a pharmacist. “When my dad was ill with leukemia and had trouble

with the chemo, he asked a pharmacist if he had any advice,” says Do, who explains that the pharmacist’s response about a new drug eventually led to remission. “If that pharmacist had not helped him, my dad would not be here today.” Eventually Do wants to combine her MPH and PharmD to do research, provide health education and have hands-on interaction with patients.

Students need only two years of pre-pharmacy credits to be accepted to the program, but Do isn’t the only student who has more academic experience. “About 80% have at least an associate’s degree, and many of them have a bachelor’s degree,” says Finley. In fact, many of the students already have experience working in a pharmacy, and a number are certified pharmacy technicians.

Another JSP student, **Densley Francois** of Stroudsburg, Pa., has two years of pre-pharmacy coursework from East Stroudsburg University. “In high school I had an affinity for the medical field, but I was not sure which profession,” she explains. “Then in my senior year I became more interested in pharmacy and how medicines help the body.” She has volunteered at hospital and community pharmacies and enjoyed the chance to observe the profession and gain some basic knowledge.

As classes start, so does experiential learning. Students have one practical experience each semester, and in the first year one of those is a service learning experience at a free clinic such as a senior center, the Jeff Hope clinic which serves the homeless or

the Mazzoni Center, Philadelphia's LGBT health center. "A lot of the students have a strong background in community service," says Finley. "We think they'll really embrace this opportunity to begin exploring pharmacy out in the community. Students will be exposed to people who have challenges receiving healthcare. They will also have the chance to work with students and professionals from medicine, nursing, social work and other fields because each of these sites incorporates interprofessional practice."

As the students and faculty settle in, JSP recognizes and appreciates the support that the University community has offered. "We are grateful to everyone who has helped us prepare to welcome this first class," Finley says. "We've received a great welcome and support from everyone on campus."

JSP's White Coat Ceremony for students and their families was held on October 10, during pharmacy month. John Gans, PharmD, who is the executive vice

president and CEO of the American Pharmacists Association was the guest speaker at the event.

PHYSICAL THERAPY

Faculty Notes

Marcia Levinson, PhD, PT, MFT, assistant professor, received the Dean's Faculty Achievement Award at the JCHP Awards Ceremony in June.

Carl Pitts, PT, DPT, director of the transitional doctor of physical therapy program and instructor, received the Lindback Award for Distinguished Teaching at the JCHP awards ceremony.

RADIOLOGIC SCIENCES

Gilman Receives Grant

Frances Gilman, MS, RT(R)(CT)(MR)(CV)ARRT, department chair, received a

grant through Partners in Learning, an American Healthcare Radiology Administrators (AHRA) Education Foundation program sponsored by GE Healthcare. The program offers recipients an opportunity to spend time with another administrator with goals of rejuvenating current work practices, gaining innovative ideas and learning about new technologies.

The program matched Gilman with the University of Maryland Medical Center, where she was hosted by radiology administrator Penny Oliveri and her management team from June 23 to 25. "I wanted to learn more about radiology informatics and PACS administration and the University of Maryland has been at the forefront of this technology," Gilman says.

During her visit, Gilman observed the systems that the radiology informatics and quality control staff have developed to

Radiologic Sciences Faculty and Student Awards

In May, radiologic sciences students and faculty were recognized for excellence in scholarship, clinical performance, and teaching.

The **JRCERT Educator Award**, which recognizes outstanding performance in clinical education in the radiologic sciences, was awarded to the following faculty members: Lee Romani (Cardiac Sonography), Doreen Kuestner (General Sonography), Mary Pat Hulmes (MRI), Jill Steele (Medical Dosimetry), Tanya Cain (Nuclear Medicine), Amy Taylor (Radiation Therapy), Marie Buck (Radiography), Lauren Lown (Vascular Sonography).

The **JRCERT Student Award**, which recognizes graduating students who have achieved excellence in the radiologic sciences, was awarded to the following new alumni: Jennifer Dinko (Cardiac Sonography), Svetlana Zakharova (General Sonography), Royal Tettermer (MRI), Wendy Gault (Medical Dosimetry), Christopher Dinh (Nuclear Medicine), Modesty Orfetel (Radiation Therapy), Daniel Iaccio (Radiography), Jayshree Mahida (Vascular Sonography).

The **Mallinckrodt Award**, given to graduating students representing various programs within the department of radiologic sciences who have demonstrated academic excellence, outstanding clinical performance and professional demeanor, was awarded to the following recent graduates: Valery Mead (Cardiac Sonography), Kristina Naylor (CT), Geraldine Nogaki (General Sonography), Jenna Vuong (MRI), Judy Salzillo (Medical Dosimetry), Mary Lalor (Nuclear Medicine), Danielle Echols (Radiation Therapy), Paulina Cueva (Radiography), Megan Coyne (Vascular Sonography).



Top: Mallinckrodt Award winners pose with faculty: Nandu Rawool, MD, RDMS; Megan Coyne; Traci Fox, MS, RT(R), RVT, RDMS; Geraldine Nogaki; Valery Mead and Maureen McDonald, MBA, RDMS, RDCS.

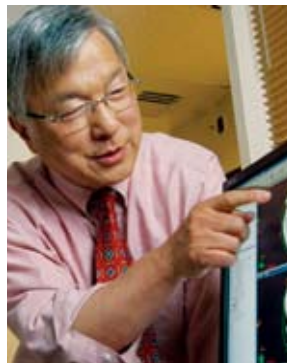
Bottom: Dan Iaccio and Frances Gilman, chair, radiologic sciences.



Fox



Gilman



Wu

streamline information within the radiology department. “The software allowed you to look at specific departments, like MRI or CT, and track such trends as patient turn around time and staffing,” Gilman says. “You could see weaknesses and strengths immediately. It is a great tool for managing a department.”

Oliveri was impressed by Gilman’s interest in learning what the hospitals are looking for in their radiology staff. “She said that I was the first educator who ever asked her what educators could do for her as a hospital administrator, and what she could do for educators,” Gilman reports. “This was a great opportunity for me to learn how to prepare students for the workplace, because how can I deliver a product if I don’t know what hospitals need from their staff? Gaining knowledge of the newest technology and considering how we can

incorporate some of it into our programs was an added benefit.”

Radiology Lab Wired

In August, the radiology labs in the Edison building were wired for audio and video, so students can be recorded as they interact with each other in their weekly positioning lab. After the lab, they get a copy of the recording so they can reflect on their actions and words. “When students have a chance to see what they are doing, it makes a big difference,” says **Joan Zacharko, MS, RT(R)(CT)(M)**, instructor and clinical coordinator of radiography.

#1 Downloaded Article by Jefferson Faculty Member

In addition to published researcher, **Traci Fox, MS, RT(R), RVT, RDMS**, instruc-

tor and clinical coordinator for the general and vascular sonography programs, can add “Internet sensation” to her resume. Fox authored “Multiple Pregnancies: Determining Chorionicity and Amnionity,” the #1 download article of the *Journal of Diagnostic Medical Sonography (JDMS)* in 2007. Read the article at <http://jdc.jefferson.edu/rsfp/1/>.

Medical Dosimetry Accredited

The medical dosimetry program in the department of radiologic sciences has been recognized for providing the scope and quality of professional preparation required in the field and exceeding the educational standards set by the review committees.

Chair **Frances Gilman, MS, RT(R)(CT)(MR)(CV)ARRT**, received formal recognition of the accreditation by the nationally recognized accrediting agency, the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Medical dosimetry is one of eight recently accredited programs, and one of only three baccalaureate programs recognized by JRCERT. “I am very pleased to announce that the medical dosimetry program received full initial programmatic accreditation,” says Gilman. “Congratulations to **Andrew Wu, PhD, Donna Powell, BS, CMD, RT(T), Karen D’Adamo AS,RT(T), CMD** and all of our clinical affiliates who support the program.”

Commencement Honors Corrections

We regret that Melissa McDaid was not included in the list of honors noted at the commencement ceremony on May 29, 2008. McDaid graduated cum laude with her ASN degree. We congratulate her and all of our graduates.



PT'98 Reunion

On Saturday, May 31, 2008, 18 physical therapy alumni from the class of 1998 celebrated their 10-year reunion. Alumni traveled from as far away as California to attend the reunion. The event was organized by class of '98 graduate, **Kathleen Ucciferri**. Congratulations again to the Class of '98 for reaching their 10-year milestone as physical therapists!



Commencement '08

The JCHP Class of 2008 totaled 639 graduates of the School of Health Professions and School of Nursing.

Andrew Storer was the first Jefferson student to earn a doctor of nursing practice degree.

Commencement exercises were held Thursday, May 29, 10:30 a.m., at the Kimmel Center for the Performing Arts.

Lee S. Shulman, PhD, past president of the American Educational Research Association (AERA), received an honorary doctoral degree.



ClassNotes

BIOSCIENCE TECHNOLOGIES

Theresa Boland '79 recently completed a master's in education degree at Immaculata University and received Pennsylvania certification to teach health and science. She currently teaches eighth grade health at Avon Grove Charter School. Her son, Daniel, entered his first year at Jefferson Medical College this fall. Theresa is confident that he will have "a wonderful experience at Jefferson!"

NURSING

Ruth E. (Craymer) Davis '75 is currently professor of nursing at Millersville University, a position she has held since 1992. Her research has focused on qualitative perspectives of various ethnic women and their health beliefs. She has presented her research at a number of international and national conferences and has been published in several professional journals, including *Qualitative*

Health Research, *Western Journal of Nursing*, and *Journal of Professional Nursing*. After graduating from Jefferson, Ruth went on to complete the MSN in women's health at the University of Pennsylvania and became a state and nationally certified women's health nurse practitioner. She started her teaching career as assistant professor of nursing at Holy Family College, where she taught for seven years. Ruth then became an instructor at Penn State University, where she completed a doctorate in education in 1993. Her dissertation focused on the health information needs of Puerto Rican women. Ruth completed the family nurse practitioner post master's certificate at Thomas Jefferson University in 1996. Since 1998, Ruth has been operating a free health clinic at the Shelter for Abused Women in Lancaster. She also provides primary care health services through Indian Health Services to the Blackfeet Indian

Tribe in Browning, Mont. Ruth has two cats, Elliot and Rudy, and her daughter is a high school chemistry teacher in Maryland.

Dawn (Miller) O'Neill '93 celebrates her 15th wedding anniversary this October and has 4 children, two girls and two boys who range in age from 5 to 13. This past May, Dawn was promoted to Nursing Director for Pediatrics, Pediatric ICU, and the Pediatric Emergency room at Virtua Hospital, Voorhees Division. She joined Virtua Hospital's Pediatric Intensive Care Unit staff in 2005 and concomitantly obtained her certification in pediatric nursing. She was immediately promoted to assistant nurse manager for pediatrics and the PICU, a position she held until her most recent promotion in May. Before joining Virtua, Dawn was an RN at CHOP for 12 years, first in the Cardiac Intensive Care Unit then in the After Hours telephone triage program.

OCCUPATIONAL THERAPY

Charles Berstecher '97 and Lynn Gitlow '97 recently received scholarships to complete their CAPS (Certified Aging in Place) credential. Charles currently works for the Department of Vocational Rehabilitation for the state of Georgia. Lynn is currently director of Husson

College's department of occupational therapy in Bangor, Maine.

Amanda DiGiovanni '01 recently started RehabTree, LLC, a therapy contracting practice, with friend and fellow OT, Emily Emerick. They hire physical, occupational, and speech therapists to work at private pediatric practices and outpatient clinics, hospitals, acute and sub-acute facilities across South Jersey. Amanda is happy to report that RehabTree has been very successful and is actively recruiting more staff. They are looking for experienced full-time, part-time or PRN therapists. Please contact Amanda at rehabtree@hotmail.com for more details.

Teal Benevides '04 and her husband, Zac, welcome the birth of Eliana Grace Benevides (Ella), who was born on June 5, 2008, at the Birth Center in Bryn Mawr, Pa. At birth, Ella weighed 8 lbs 2 oz and was 20 inches long. Teal has returned to work as an instructor in the department of occupational therapy, and is currently co-teaching an online summer course with Kathleen Swenson-Miller and Susan Toth-Cohen. She is working at home on an article for the Sensory Integration Lab with Dr. Roseann Schaaf, and is developing course materials for the fall semester. Ella plans to debut in OT department teaching videos for students on child development in the fall.

SUBMISSIONS

Tell us your news.

Send your Class Notes to:

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Philadelphia, PA 19107-4216

215-955-7920
Fax: 215-503-5084

or via our Web site at www.jefferson.edu/jchp/alumni/

We're looking for a few good graduates.

The JCHP Alumni Board Membership Initiative

Why become a member of the Alumni Board?

As with many alumni boards, membership provides an opportunity for service. Current Alumni Board members have similar motivations in volunteering: giving back. For one of our Board colleagues, volunteerism was instilled at an early age and is just a way of life. Another member's commitment is seen as a tribute to a deceased JCHP nursing alumnus, who worked at Jefferson Hospital for over twenty years. Many Board members see their membership as an opportunity to mentor those just starting careers in the health professions.

What is the commitment?

A term on the board is for three years. There are four meetings a year – three after work and one on a Saturday morning (prior to the spring JCHP open house). Participation on subcommittees may bring with it additional individual meetings aside from the Board meetings. In addition to your valued personal commitment, philanthropic support is expected.

Contact Melissa Chirinos (melissa.chirinos@jefferson.edu) for details on becoming a board member. Come join us in making a difference for the students at JCHP!

Alumni Family and Friends Day

Over 200 JCHP alumni and friends reunited on June 14, 2008, at a Camden Riversharks game at Campbell's Field in Camden, NJ. Bill Thygeson, PhD, Associate Dean for Student Affairs, and his grandson, Matt, threw out some pitches before the game. Alumni and friends enjoyed a delicious buffet, and the face-painters' art was appreciated by all. The event was sponsored by the JCHP Alumni Association.



How would Thomas Jefferson
use an **online
community?**



- upload a photo of his newly completed Monticello
- share news about his marriage to Martha Skelton
- change his address after returning from France
- learn about upcoming events at Jefferson

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