

JEFFERSON COLLEGE OF HEALTH PROFESSIONS Review

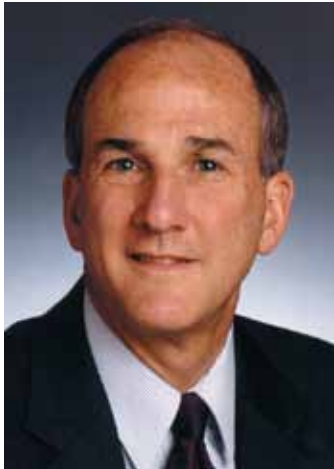
THOMAS JEFFERSON UNIVERSITY • SPRING 2009



Farewell to
Dean Erdmann

University Restructures

Message from the President



Robert L. Barchi, MD, PhD

The recession, with its string of financial setbacks in the headlines, has affected Jefferson as it has all of us. In many ways – because of prudent planning and the quality of our education and care – we remain on solid footing, with no immediate threats to our stability. But we do have deep concerns about the effects of the economic downturn on our students.

Jefferson is first and foremost an educational institution, and our budget relies on tuition as a major source of revenue. We are fortunate that demand for a Jefferson education is at an all-time high with applications to virtually all of our programs running well ahead of prior years and far in excess of the number of places available.

Although the university ended the first half of the fiscal year ahead of our very aggressive budget, we cannot assume that this performance will continue through the remainder of the year. While our clinical practices continue to do well, and we are holding our own with research grants despite the toughest environment I've seen in 30 years, we do expect the research situation to tighten even further as nonprofits retrench in the face of dwindling endowment income. Our own endowment has lost considerable value during the past month, mirroring the experience of other universities large and small. And philanthropic support has declined by nearly one third this year.

Our immediate, most critical concern centers on our students. Many rely on multiple public and private sources to finance their education, and these sources are not readily available now. Though we charge just a fraction of what a JMC education costs, our medical students now pay about \$64,000 annually for tuition and expenses and graduate with an average debt of \$150,000. Students in our other schools and colleges face similar financial challenges.

While we undoubtedly could fill the next class with students able to cover the full cost of their education, this approach would seriously undermine our commitment to diversity. We cannot allow ourselves to take

this step. We must respond to the financial challenge facing all our students by providing scholarship support to the most deserving without compromising our fiscal stability.

Most universities predict a downturn in charitable giving in the coming year. My hope is that JMC alumni recognize and respond to our great need for scholarship funds, reverse our current downward trend in fundraising, and make TJU an exception.

A rigorous expense reduction process coupled with expansion of our education opportunities have allowed Jefferson to remain in good standing. With the help of each and every TJU staff and faculty member, we have cut expenses in the past few months while reducing capital expenditures and restricting hiring. These are temporary initiatives designed to guarantee that we stay financially solid.

In doing so, we have not compromised our mission nor our momentum. A new orthopedics hospital/ambulatory care building remains central to our master plan, and the architectural work on it continues. Design work on a new academic home for our Schools of Nursing, Pharmacy and Health Professions is underway. Plans to open the School of Population Health in the fall remain unchanged. And we are unwavering in our commitment to diversity among our students.

We are conserving, marshalling and focusing our resources to allow us to continue to grow strategically. With help from alumni for our students, we will emerge from the recession stronger and closer to our goals.

Sincerely,

A handwritten signature in blue ink, appearing to read "Robert L. Barchi". The signature is fluid and cursive, written over a white background.

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

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Back Cover: Alumni Family and Friends Day



**Jefferson College of
Health Professions Review
Spring 2009**

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The *Review* is published twice annually by Jefferson Foundation to encourage alumni interest and support for the Jefferson College of Health Professions.

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The Jefferson community and supporters are welcome to receive the *Review* on a regular basis; please contact the address above. Postmaster: send address changes to the address above.

Cover: Dean Erdmann chats with students outside the Hamilton Building.



The Dean's Column

With your indulgence, rather than my usual update on the affairs of the college or comments on important issues related to the education of healthcare professionals, the tenor of this message is more personal since it will be my last as dean of Jefferson College of Health Professions. For those who have not heard, I will retire as dean at the conclusion of this academic year. This coincides nicely with plans of the president to modify the organization of the University. But more of that further on.

Having entered what some call the golden years, at 71, I look forward to doing some of those things with my wife that a full-time position makes difficult. These include travel and finally getting to all of those things around the house that I have promised myself (and my wife as well) that I would take care of some day. Despite this yearning, I have committed to an additional full-time year to help with the transition from the current University structure to the new.

A few words about the change in the organization of the University are in order. Currently, the deans of the three colleges of the University report directly to President Robert L. Barchi, MD, PhD. In addition to President Barchi as the chief executive officer, there has been for some time a position of senior vice president of academic affairs. Though the office existed, it was never operationalized. My planned retirement provided the opportunity to do so by having the senior vice president of academic affairs assume the

responsibility for supervising the affairs of the three schools of Health Professions, Nursing and Pharmacy and the new School of Population Health. The College of Graduate Studies will also fall under this umbrella. Michael Vergare, MD, the chair of the Department of Psychiatry and Human Behavior in the Medical College, has been appointed to this position. Effective July 1, the deans of the four schools and the College of Graduate Studies will report directly to Dr. Vergare. While the College of Health Professions will not continue as an organizational entity, the tradition of academic excellence it has built during its 40-year history will remain an integral component of the programs housed within each of the respective schools. It will be my privilege to work closely with Dr. Vergare during the coming year and assist in the transition to this new structure.

While the change in the organization is relatively minor, the transition is not free of challenges. When I was asked to serve as the dean of the College of Health Professions in January 2002, it was a period of hard times for schools of the health professions and for nursing. Enrollment had declined for a number of years and many institutions were experiencing financial problems. Some thought my role as the new dean was to close the school. On the contrary, I had the understanding that the University would support a deficit budget for the college for a period of time. Fortunately, through collaborative efforts of faculty and staff, enrollment began to



James B. Erdmann, PhD

It has been my honor and privilege to work closely over the years with so many dedicated faculty, students, staff and administrators. I will always remember with true fondness my many years with the Jefferson family.

expand, especially in nursing initially. As the financial outlook improved, a genuine sharing of the new infusion of resources benefited all programs, even those with less fiscal success. In fact, the reversal of the financial condition of the college worked to the benefit of the University as well.

This willingness of the program leaders with increased enrollment to adopt an institutional perspective by sharing resources for the betterment of all has been one of the most heartening experiences of my tenure as dean. The cohesiveness and collegiality that evolved have fostered major positive improvements in the quality of academic programs and in the physical plant in which students, faculty and the administration work together. During the upcoming transition, I am confident that the current leadership will preserve and cultivate this sense of collaboration.

I have little doubt that the cohesiveness developed among the schools contributed significantly to several achievements, including the expansion of graduate education in all programs, the doubling of enrollment and the reinvestment of more than \$2 million of surplus revenues into scholarship and grant funding for students and infrastructure for faculty research. Success in achieving strategic initiatives of the college reached its apogee in the establishment of the School of Pharmacy. The founding of the school, an important goal of the University's strategic plan, became a reality because the leadership, faculty and administrative staff of the college embraced the initiative, even though the

resources committed to its development potentially delayed enhancements to other JCHP programs.

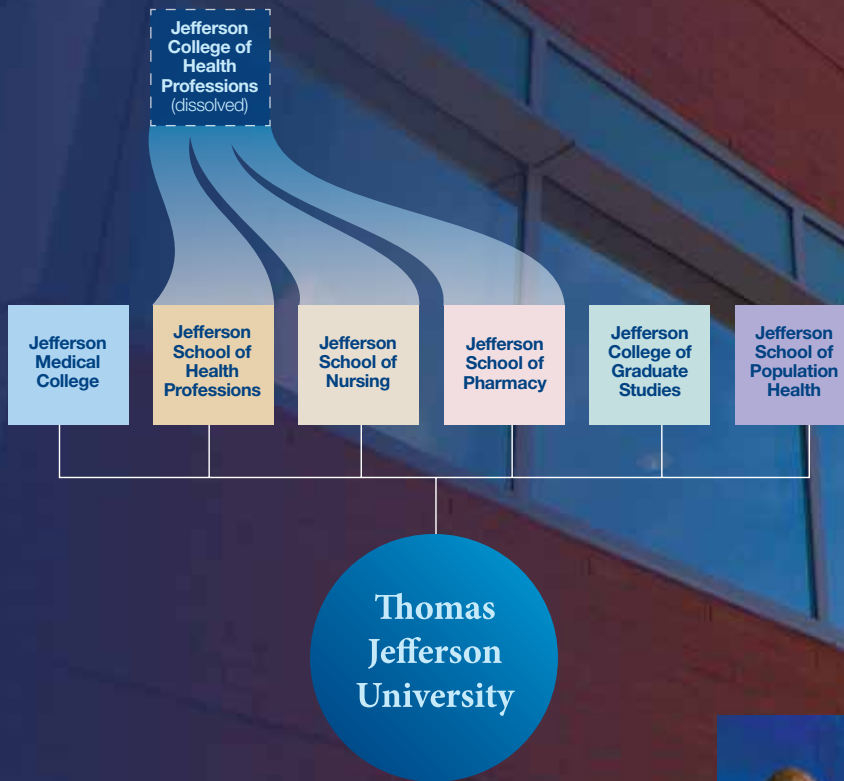
This outstanding culture of collaboration and sharing undoubtedly accounts for the enthusiastic support within the college for the establishment of the Jefferson Center for Inter-professional Education (JCIPE). In this and previous editions of the *Review*, you have heard much about the exciting ways in which JCIPE has already made strides in laying the educational foundation for the development of the integrated healthcare team, which many expert panels and organizations have agreed is essential to the effective delivery of health care in the future. In fact, I have no doubt that creating the integrated healthcare team is a most critical and overarching goal of the University.

As expressed in the message from President Barchi, Jefferson must face the serious challenges inherent in our nation's current economic downturn. Doing so will be possible only with this continued strong commitment to collaboration and genuine teamwork by the entire Jefferson community.

In closing, as I prepare to transition to my new role, my reflections on the 20-plus years spent at Jefferson, and particularly the last seven as dean of this college, are both positive and gratifying. I have seen both the college and the University advance significantly toward achieving the goal of making Jefferson an institution without peer in the realm of healthcare education, research and patient care. It has been my

honor and privilege to work closely over the years with so many dedicated faculty, students, staff and administrators who have shared a strong commitment to the mission and vision of this superb institution. Eventually, my retirement will enable me to spend more time with my family; at the same time, I will always remember with true fondness my many years with my other family, the Jefferson family.

James B. Erdmann, PhD
Dean
Jefferson College of Health Professions



University Restructures to Reflect Schools' Importance



Because of the importance of interdisciplinary health care to patient care, the College of Health Professions will disband in July, allowing the three schools to stand on their own with the new School of Population Health, the College of Graduate Studies and the Medical College.

The administrative change – coming on the 40th anniversary of the college and University – recognizes that the old structure grouped together disparate fields in an outdated organization, according to Michael J. Vergare, MD, senior vice president for academic affairs, who will oversee all but the Medical College.

“This is all part of the evolution of medicine,” said University President Robert L. Barchi, MD, PhD. “We’ve seen a shift to team-based patient care, with members other than physicians taking over responsibilities once restricted to doctors. The importance of the full spectrum of healthcare professionals has grown, and our new administrative structure recognizes and respects that.”

The three schools – Health Professions, Nursing and Pharmacy – already operate as separate entities in many ways.

“We’re taking it to the next level and structuring Jefferson as a full-spectrum university.”

— President Robert L. Barchi, MD, PhD



The administrative decision to dissolve the structure also reflects the growth of the schools, Barchi said. Since 2002, enrollment has doubled in the college, the number of faculty has increased twofold, and every program has introduced advanced degrees, including doctorates in nursing, occupational therapy and physical therapy.

“Allowing the schools to stand alone is appropriate to their size and importance,” Barchi said. “They have their own deans and their own budgets; the college format no longer makes sense. We’re taking it to the next level and structuring Jefferson as a full-spectrum university.”

Barchi and the Board of Trustees envision no further major changes in the next several years as the university focuses on emphasizing interdisciplinary training in existing programs.

Vergare and James B. Erdmann, PhD, who is retiring as dean of the College of Health Professions in July and joining Vergare in the Office of Academic Affairs for a year, will work with all the deans to analyze each school’s curriculum for opportuni-

ties to bring students of different disciplines together to train and work.

Vergare, who served as the Medical College’s interim dean for a year, believes the University can fulfill its mission of “setting the standard for quality, compassionate and efficient patient care for our community and for the nation” only by training nurses, pharmacists, healthcare professionals and researchers as well as physicians.

“The skills needed by the 21st-century physician have become increasingly complex,” he said. “While technical skills remain a part of every professional curriculum, the ability to work as part of a team of healthcare professionals has grown in importance. What better way is there to learn from each other than to share a campus?”

“Jefferson’s emphasis on translating scientific discoveries into quality patient care is integral to each of our schools. We have the unique opportunity to build these discoveries into better curricula to train healthcare professionals as a team.”





After leading the college through seven years of tremendous growth, Dean Erdmann will step down in July, turning his attention to a new university position.

“Dr. Erdmann is exceptional.
He does his work with style.”

— Joseph S. Gonnella, MD
Former Dean, Jefferson Medical College

Extraordinary Growth at JCHP Marks Dean Erdmann's Tenure

Erdmann often speaks with humility. He lists his biggest accomplishment as the team he assembled. "No one does anything without collaboration," he said. "I've selected the right individuals to be deans. None of this would have been accomplished without all these people."

Although Dean James Erdmann, PhD, opted for family over priesthood, the lessons he learned during eight years in the seminary have guided his life.

"When you live in close quarters with people, you have to find a way to deal with issues without destroying relationships," he said. "I learned how to relate to people in a positive way."

The even temperament he developed years ago mixed with fairness and insight have marked Erdmann's tenure at Thomas Jefferson University, starting with his recruitment in 1987 by then Jefferson Medical College Dean Joseph S. Gonnella, MD, as associate dean for administration and special projects in 1987 and through the past seven years as dean of Jefferson College of Health Professions. This July Erdmann will leave the dean's office for a new challenge, aide to Michael J. Vergare, MD, senior vice president for academic affairs.

The office, expanded in January, provides oversight for academic programming, faculty affairs and student affairs. It also coordinates Jefferson's academic affiliations with other regional institutions and focuses on ways to broaden the university's emphasis on interprofessionalism.

Erdmann's previous positions at Jefferson will serve the University well in his new role. As associate dean for administration from 1987 to 2001, he spearheaded recruitment efforts that built a faculty of national renown. He also served as registrar and senior associate dean for faculty affairs. While dean of the college, he championed the creation of the Jefferson Center for Interprofessional Education.

"Dr. Erdmann has that unique skill of being able to bring together people across all disciplines in a learning environment," Vergare said. "He's a good listener and a strong leader. He helps me and others around the university think through complex issues."

Pausing briefly, Vergare added, "He's a mensch."

After receiving his doctorate in psychology from Loyola University in 1966, Erdmann spent several years in higher education, teaching, researching and focusing on cognition and problem solving. His expertise took him to the Association of American Medical Colleges in Washington, D.C., in 1970 as the director of the division of educational measurement and research. Through his work, he came in contact with many medical school deans, and he and Gonnella, now director of the Center for Research in Medical Education and Health Care, became friends because of shared research interests.

Gonnella tried repeatedly to get Erdmann to come to Jefferson.

"I knew he would be the perfect match because he's exceptional," Gonnella said. "He does his work with style."

Erdmann, who was named a Fellow of the Association of Schools of Allied Health Professions last year, finally agreed after realizing he should wait no longer if he wanted to take his career in a different direction.

When Erdmann took over the dean's office, Jefferson College of Health Professions was struggling. He restructured the college, elevating nursing from a department into a school and forming the School of Health Professions. He oversaw

the development of additional advanced degrees in every program, including the master of science in bioscience technologies; the CRNA and DNP degrees in nursing; the OTD in occupational therapy; the DPT in physical therapy; and the master's degree in couple and family therapy. The University introduced tenure in the college while Erdmann was dean, and last year the School of Pharmacy opened.

Student enrollment has doubled, and the number of faculty has increased twofold. The dean's emphasis on research has greatly increased the number of grants, which totaled almost \$4.5 million in fiscal year 2008.

Erdmann takes pride in the college's central role in the university's strategic plan. "We're preparing an education program that leads to the delivery of integrated health care with the different disciplines collaborating," he said. "This would not have been possible without the teamwork in the College of Health Professions. All the schools have collaborated wonderfully, and the University would fall well short of its goal to be a comprehensive health professions university without them."

Erdmann identifies research as an important component, noting that the health professions focus on problems that fail to grab the attention of medical researchers. He cited the work of Laura Gitlin, PhD, professor of occupational therapy and director of the Center for Applied Research on Aging and Health.

"Dr. Gitlin is researching ways to work with caregivers to allow patients with Alzheimer's and dementia to stay in their homes longer," he said. "This minimizes

costs and the guilt of relatives who otherwise would be forced to put loved ones in an institution. This is a remarkable contribution in the care of the elderly.

"Her research involves physical therapy and family medicine. It's the kind of linked research and scholarship that can happen here. Research has got to happen in an interdisciplinary fashion."

Erdmann often speaks with humility. He lists his biggest contribution to the college as the team he has assembled. "No one does anything by himself; you have to have collaboration," he said. "I've selected the right individuals to be the deans of the various schools. None of this would have been accomplished without all these people."



Above: Erdmann and his wife, Becky, at his portrait presentation in April.



Portrait Presentation Honors Dean's Leadership

More than 300 colleagues, friends and relatives gathered on campus April 23 to honor Dean James B. Erdmann, PhD, with a portrait presentation in recognition of 22 years as a gifted leader at Jefferson.

"The greatest honor anyone can receive is the recognition and accolades of their friends, and look at this room – it's standing room only," President Robert L. Barchi, MD, PhD, said during the presentation in the Dorrance H. Hamilton Building.

“The greatest honor anyone can receive is the recognition of their friends, and look at this room – it’s standing room only.”

— Robert Barchi, MD, PhD
President, Thomas Jefferson University

Since joining Jefferson in 1987, Erdmann has served as associate dean for administration, registrar and senior associate dean for faculty affairs of the Medical College. He became dean of the College of Health Professions in 2002 and remade a struggling college into a thriving organization that doubled in size during his tenure.

When Erdmann departs as dean in July, the three schools now under the College of Health Professions – Health Professions, Nursing and Pharmacy – will leave the umbrella of the college and stand alone. Erdmann will spend the next year in the Office for Academic Affairs helping with the transition.

Addressing the crowd, Erdmann acknowledged the progress made at the College of Health Professions.

"The real question is, for how many of those achievements can I take credit?" he asked. "If I deserve any of the credit, it is mainly because I was able to stay out of the way of the exceptional team for which I had the privilege of being called 'leader.' ... The creativity and a tremendous amount of hard work was theirs."

Barchi noted the dean rarely mentioned himself during his speech but instead thanked a long list of colleagues, friends and family members.

"That is the kind of leader he is," Barchi said. "He has a paternal, avuncular approach to leadership that is unusual and valuable. I deeply respect that and have tried to emulate it."





Left: Jennifer Greene Naples has learned about infectious disease from her pharmacist preceptor at her IPPE at PennPresbyterian Apothecary.



Pharmacy Students

Learn Through Experience

Within weeks of starting their four years at the School of Pharmacy, students begin a unique program that allows them to learn firsthand the challenges and rewards of their profession through internships at drugstores, clinics and hospitals.

While other schools devised intense weeklong internships or added time to the end of a semester to provide students with the experiential education required for a degree, Jefferson incorporated Introductory Pharmacy Practice Experiences, known as IPPEs, into the weekly schedule.

“The IPPEs are a good integration of what we’re learning and a way to give back. I now have a pharmacist’s view of community service.”

— *Shelby Rodef, first-year pharmacy student*



“I really enjoy the hands-on aspect of the IPPE,” said Nick Cantiello, a student who completed one semester at St. Elizabeth’s Wellness Center and is now working at a Wal-Mart pharmacy. “I like that we are getting a real-life, real-time taste for the profession this early on in our education, instead of just reading about it in our textbooks.”

Students, who spend three hours each week at their IPPE, have a new experience each semester for the first three years in the areas of community pharmacy, health-related service learning, hospital pharmacy, ambulatory care clinics and inpatient acute care. During the fourth year, students participate in six full-time internships in various settings.

First-year IPPEs are in community pharmacy and health-related service learning. Independently owned pharmacies, chain drugstores, pharmacies located in grocery stores and in big box stores and pharmacies

affiliated with health systems are typical settings for the community pharmacy experience. Gerald E. Meyer, PharmD, director of experiential education, explained that Jefferson wanted to offer a wide range of options because many incoming students have already worked in a community pharmacy. “The act of filling the prescription is the same,” he said, “but the patients, services provided and amount of activity differs.”

Hassan Hammoud says he is learning more about the profession at CVS this semester than he did while working as a pharmacy tech before coming to Jefferson. “Now I am getting an idea of what goes on in the mind of the pharmacist,” he said. “I shadow the pharmacist, so I’m with him when he counsels patients. I observe all that he does and I ask questions.”

IPPEs expose students to career options and specialties within pharmacy. “The breadth of the field and how many doors it can open was a surprise,” says Jennifer Greene Naples, who is working at the

PennPresbyterian Apothecary. “I didn’t know that pharmacists could specialize, but here at Presbyterian, where many patients are HIV-positive, the pharmacists know all about infectious diseases,” she said. “Plus, there is a geriatric specialist across the street from the apothecary, so several people over the age of 100 come in for medication. Seeing these different populations is valuable.”

Students are also learning how pharmacists relate to patients. Shelby Rodef observed a memorable exchange at her IPPE last semester: “A patient confided in the pharmacist about illicit drug use,” she said. “He asked for advice about how to talk to his doctor about it. I was shocked at the openness of that relationship.”

At Aundrea Williams’ first IPPE, her preceptor answered a patient’s questions about why he had a new prescription. “To explain it to him, the pharmacist asked the patient questions in a way that he understood. The patient had been HIV-positive for 10 years, and the pharmacist really encouraged him, saying that he is doing great but that he has to adhere to his plan in order to stay well. It was a touching experience.”

The other first-year IPPE involves providing health-related services to clients of community organizations such as homeless shelters, senior centers and youth homes. Three students are matched with a pharmacist at each setting.

At the Mazzoni Center, which targets the needs of the lesbian, gay, bisexual and transgender communities, Rodef supports activities in the food bank, does blood



pressure screening and gives presentations about medicine adherence, encouraging clients to know which drugs they take. “The IPPEs are a good integration of what we’re learning and a way to give back to the community,” she said. “I now have a pharmacist’s view of community service and ideas about how I could get involved.”

At homeless shelters, pharmacy students work with medical students and residents to provide primary care. Hammoud was at Our Brother’s Place for one IPPE. “I joined the medical students when they met with patients at the shelter and I learned how doctors evaluate patients,” he said. “I realized that pharmacists really do work with other healthcare providers and that it’s important to know how to interact.”

This semester, Williams is at the Associated Services for the Blind, where students participate in support groups, offer health tips and record health-related public service announcements for the orga-

nization’s radio station. “When we join the clients at the support groups, they generally ask questions that they haven’t asked their doctor or pharmacist, and then we do some research and return with answers the next week,” she says. “For example, many of the clients have diabetes and they asked what they should eat for breakfast that doesn’t have too many carbohydrates or simple sugars. I suggested oatmeal but they said they already knew that – they want more options! So I still have some work to do.”

The biggest lesson of the IPPEs so far? “I have learned that I still have a lot to learn about the profession,” Cantiello said. “I thought I was pretty familiar with what this field was all about, but there is so much more than I thought.” Hammoud agreed: “I didn’t know all the things I could do as a pharmacist. I mostly thought it would be retail pharmacy, but now I know about clinical pharmacy.”



Aundrea Williams (center) and classmates Jayme Massey (left) and Meryn Lotkowsky developed a Jeopardy-style game with questions about nutrition for clients at their IPPE at the Associated Services for the Blind.

Top: Shelby Rodef helps fill bags at the food bank of the Mazzoni Center, which targets the needs of the gay, lesbian, bisexual and transgender communities.

Left: Williams and her classmates help Miss Diane, an ASB client, sort her medicine.

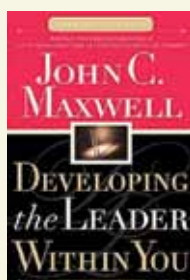
Leadership LIVE Celebrates Two Decades of Shaping Healthcare Leaders

“The program was an excellent tool during my clinical rotations. I was noticed for my leadership skills on the floor by nurses and my instructor.”

— Jillian Mikesell, BSN '08

FURTHER READING

The Leadership LIVE team gave special recognition to a select group of students who went above and beyond the requirements of the program and presented them with leadership expert John Maxwell's book *Developing the Leader Within You*.



More than two decades ago this year, Jefferson developed a leadership program to prepare graduates for the dynamic field of health care. The goals have remained the same over the years, but the format has changed as demand and the industry's complexities have increased.

William Thygeson, PhD, associate dean for student affairs, started the leadership program at Jefferson in 1985 in response to the challenges faced by alumni. “Our alumni surveys showed that our graduates were moving into supervisory positions and becoming active in local and regional professional organizations soon after graduation,” Thygeson said. “We looked at their Jefferson experience and found that the curriculum already included professional development concepts, but it needed a focus on leadership theory and practice in nursing and the allied health professions.”

In its first iteration, the leadership program was a two-day retreat for senior students in high academic standing. The first group comprised 18 students selected by faculty from across the college. The retreat, held in Jefferson Alumni Hall, offered students a crash course in basic leadership theory – conflict resolution, listening skills and self-assessment. At the end of Day 2, students tied the concepts together and planned for the future, sharing their goals with the group. By the end of the retreat, the students knew themselves and their peers on a deeper level.

“The retreat allowed me to meet and interact with students from other disciplines whom I would have been unacquainted with otherwise,” says Rimmon Greenidge, MSRS '07, an alumnus of the program who now serves on the nine-member leadership team that plans and facilitates the program. “It was very interactive and focused on



Leadership team members Patricia Cristiano and Rimmon Greenidge, MSRS '07, present leadership certificates to occupational therapy student Lindsay West and physical therapy student Stephen Lusk.

Left: Leadership Live honorees at this year's award ceremony, which took place on April 21.



team building, which brought out the best in us as a group. I learned a great deal about myself but also realized I had a lot to work on."

"The retreat was a wonderful self-exploration and bonding experience, but it was a shame that we couldn't offer it to all students," said Dayna Dunsmoor, MEd, director of the Career Development Center and eight-year member of the leadership team. "Many times students would approach me after the retreat and say, "This was an amazing experience, but I wish my classmates could have been here."

Patricia Cristiano, MSED, assistant director of residence life and five-year leadership team member, concurs. "The exclusivity of the retreat made it special, but we all agreed that a larger group of JCHP students could benefit from the leadership skills training," she said.

By 2006, the number of retreat participants had grown. Under the leadership of new hire Jennifer Gronsky, MA, assistant director of student affairs, the team met throughout the summer to reconsider the leadership program and create a new vision. With the goals of reaching more students and providing an ongoing leadership learning experience, the Leadership LIVE program was created. No longer a two-day retreat, the program now offers all JCHP students a series of sessions throughout the academic year.

This year, the leadership team developed a curriculum that promotes the core concepts of diversity, integrity, personal and professional development, principles of leadership, service and teamwork. Each of the series' 12 sessions focuses on one or

more of the core concepts. Students can focus on specific areas or they can attend all of the sessions and come away with a well-rounded leadership portfolio.

Students earn leadership credits by attending workshops, completing community service as a team, attending an etiquette dinner and networking with Jefferson alumni at a special evening panel discussion held in the fall. Those who earn seven leadership credits are invited to attend an awards ceremony, where they receive certificates of completion and have an opportunity to reflect on the Leadership LIVE experience with members of their group and the leadership team. Almost 200 students participated in the program this year, with half earning their leadership certificate in April.

"Our philosophy is that everyone has the potential to become a leader," Gronsky said. "Leadership LIVE provides students with the opportunities and the resources they need to develop and realize that potential."

Jillian Mikesell, BSN '08, a registered nurse at Thomas Jefferson University Hospital, reflects on her experience in the program, saying, "Leadership LIVE was an excellent tool for me while in school and during my clinical rotations. As a student, I was noticed for my leadership skills on the floor by nurses and my clinical instructor, and I'm glad to have dedicated two years to the program."

Dunsmoor explains her dedication to developing the Leadership LIVE program at Jefferson: "Our students are very altruistic in their motivation to develop their leadership skills. I'm impressed with who they are, and I want to be around their enthusiasm and help them succeed as leaders."



GRANT SUPPORTS LEADERSHIP FACILITATORS AND FUTURE PROGRAMS

The Farber Foundation recognizes the importance of leadership in the personal and professional development of Jefferson students and in 2008 made a \$50,000 grant to the Leadership LIVE program. The grant will supplement future programs, defray the cost of speakers and support the ongoing training of facilitators. Leadership team members Jennifer Gronsky and Jacqueline Paquet, PR/publications associate, attended the Leadership Educators Institute at the University of Maryland in December thanks to the generosity of the Farber Foundation.

Above: Gronsky, Paquet.



Right, top: Thomas Jefferson University Hospital President and CEO Thomas J. Lewis; David McQuaid, executive VP and COO; Mary Ann McGinley, PhD, RN, senior VP of patient care services and chief nursing officer; and Robert Adelson, Esq., chairman of the board, give the audience a “thumbs up” on April 13 after learning that Jefferson received a unanimous vote from the ANCC for MAGNET recognition. The announcement was made to a standing-room-only crowd.

Jefferson nurses lead a cheer with Eagles mascot Swoop at the Magnet Pep Rally last February.



Jefferson Nurses Earn Prestigious MAGNET® Status

Thomas Jefferson University Hospital, Center City campus, has earned MAGNET® status from the American Nurses Credentialing Center, joining an elite rank of healthcare organizations recognized for nursing innovations, superior patient care and nursing excellence.

Known as the “gold standard,” MAGNET® status has been earned by less than 5 percent of the nation’s healthcare organizations. Jefferson is the fifth to win the designation in Philadelphia.

“Jefferson is extremely proud of the high caliber of our nurses and the exceptional care they provide to patients,” said Mary Ann McGinley, PhD, RN, senior vice president of patient care services and chief nursing officer. “MAGNET® status validates what we already know and enhances our reputation as a center of excellence.”

MAGNET® status is granted only to hospitals that undergo a rigorous, yearlong evaluation process. To achieve MAGNET® status, a hospital must meet 14 performance criteria, known as the “Forces of Magnetism,” which involve clinical competence and assessment, education, certification, cultural diversity and collaboration. Jefferson’s 1,200-page application filled 10 volumes of written narratives, exhibits and demographics. After reviewing the documents, a team from the credentialing center visited in February.


MAGNET® organizations must provide annual monitoring reports and apply for re-designation every four years.

“MAGNET® recognition further strengthens Jefferson’s position as a leader of quality care and nursing excellence,” said Thomas J. Lewis, Jefferson’s president and chief executive officer. “Jefferson is honored to be among the best in the country for both medical and nursing services. It’s why patients choose Jefferson.”

The credentialing center began the MAGNET® program in 1993, a decade after a survey identified 14 “Forces of Magnetism” that allowed hospitals to attract and retain well-qualified nurses who promoted quality care. The organizations meeting the criteria were labeled “magnet hospitals.”

Studies have established the superiority of MAGNET® hospitals:

- They consistently provide the highest quality of care, according to a study conducted at the Center for Health Outcomes and Policy Research at the University of Pennsylvania.
- They consistently outperform their peers in recruiting and retaining nurses, according to a January 1999 study in the *Journal of Nursing Association*.
- Because quality nursing is one of the most important factors in enlisting high-caliber physicians and specialists, MAGNET® status benefits all areas of the hospital and all levels of patient care.



Groundbreaking Team Symposium Brings Disciplines Together

“You’re going to be in a lot of these situations, and it’s not something you can learn from a book.”

— John Menzano, first-year BSN student

A groundbreaking team approach to education culminated last December in a four-hour symposium that brought students from a broad cross-section of disciplines together to learn about handling delicate end-of-life issues.

The centerpiece of the course, “The Team Approach to End of Life Issues,” was a three-part video about a 64-year-old man in a persistent vegetative state and his confused wife and daughter.

At the beginning of the fall semester, internal medicine interns watched the first segment, which shows a heartless physician talking with the wife; students studying physical and occupational therapy watched the second, which shows therapists receiving the brunt of the wife’s reactions; and students concentrating on nursing and couple and family therapy watched both. In separate classes, they discussed end-of-life issues as they pertain to their own disciplines.

At the symposium, they all watched the third segment, which shows the wife and daughter five months later struggling with the situation.

“No one else is doing anything like this,” said Dale Berg, MD, who is co-director with Katherine Berg, MD, of the University Clinical Skills and Simulation Center. “In the

old model of team-based learning, you just throw everyone together and expect them to swim with the sharks. They don’t come with any skills, and they all fail. Here, we’ve taught them the basic strokes; they can keep their heads above water to help each other and the patient.”

After viewing the film, the 200-plus people at the symposium in the Connelly Auditorium of the Hamilton Building broke into small sessions to discuss the best way to conduct a family meeting. Each breakout group included a medical intern and students in nursing, couple and family therapy, physical therapy and occupational therapy plus a moderator. Many groups also included a social work student and a deacon from St. Charles Borromeo Seminary.

In one breakout room, intern Michele Gardecki uttered the words that the course developers had hoped to hear: “The person who knows the family best should lead the meeting, whether it’s the doctor, a nurse or a therapist. And usually it isn’t the doctor.”

Returning to the auditorium, students saw the actresses who played the wife and daughter on stage with Donna Williams, MD, a hospitalist and the assistant program director for internal medicine; Barbara Reville, CRNP, who works in palliative care;

Above: Donna Williams, MD, designed the course to help students struggling with end-of-life issues.



and Marcia Levinson, PT, PhD, MFT, of physical therapy. With compassion and empathy, the three healthcare professionals staged a “family meeting,” guiding the women to the difficult decision of ending life support for their beloved husband and father. Reville led much of the conversation.

Days later, John Menzano, a BSN student in his first year, said he considered the symposium immensely helpful. “It’s so hard to train for that situation,” he said. “You’re going to be in a lot of those situations, and it’s not something you can teach through a book. To see actual professionals is always good.”

The video has three sections: Dr. Blue breaking the news to Mrs. Voight [1]; a physical therapist receiving the brunt of Mrs. Voight’s reaction (anger [2], sadness [3] and joy [4] in three separate clips); and Maggie Voight and her daughter struggling two months later to comprehend the situation [5].

6 Hundreds of students filled the Connelly Auditorium for the symposium “Communication Skills in Family-Centered Care: What Do You Bring to the Table?”

7 Marcia Levinson, PT, PhD, MFT; Donna Williams, MD; and Barbara Reville, CRNP, assistant director, Palliative Care Service, conduct a mock family meeting with the actresses who played Mrs. Voight and her daughter in the video, Kathleen Kilkenny and Alana Gerlach.

8 John Menzano, a BSN student in his first year, listens to a colleague’s point about palliative care.

OnCampus



Burke



Jutkowitz



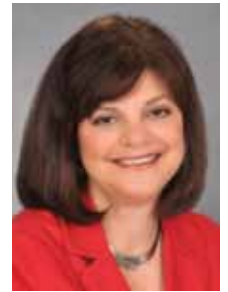
Gitlin



Arenson



Black



Chernet

School of Health Professions

JSHP Dean Honored

Janice P. Burke, PhD, OTR/L, FAOTA, dean of Jefferson School of Health Professions and chair and professor in the department of occupational therapy, received the Eleanor Clarke Slagle Lectureship Award at the American Occupational Therapy Association 2009 Annual Conference & Expo in Houston.

The lectureship, established as a memorial to Eleanor Clarke Slagle, a pioneer in occupational therapy, is the highest academic honor that AOTA bestows, recognizing a member who has creatively contributed to the profession through research, education and clinical practice. Burke will speak at professional conferences around the country on verbal and nonverbal communication in the context of occupational therapy.

CARAH: Research Featured at GSA Meeting

Research about the cost effectiveness of a study by the Center for Applied Research on Aging and Health (CARAH) won an award at the Gerontological Society of America's 61st Annual Scientific Meeting in National

Harbor, Md., in November. **Eric Jutkowitz**, post-baccalaureate fellow in the School of Population Health, won the Outstanding Junior Research Award from the GSA Division of Social Research, Policy and Practice for his analysis of Project ABLE (Advancing Better Living for Elders, "A Randomized Trial of a Home Intervention to Reduce Functional Difficulties in Older Adults"). According to Jutkowitz's analysis, the program improves the participants' quality of life at a cost "within acceptable societal parameters."

"We previously showed that ABLE reduces functional difficulties and home hazards, and it also provides a survivorship benefit," said **Laura N. Gitlin**, PhD, director of CARAH. "With cost effectiveness, it meets criteria for coverage as a Medicare Part B home service."

Gitlin and **Christine A. Arenson**, MD, medical adviser to CARAH, also presented research at the meeting along with six other CARAH researchers: **Helen Black**, PhD; **Christa Caruso**; **Nancy Chernet**, MA, MPH; **Marie P. Dennis**, PhD; **Nancy Hodgson**, RN, PhD; and **Laraine Winter**, PhD.

CARAH: Collaboration Wins Award

The Center for Applied Research on Aging and Center in the Park (CIP), a nationally accredited community senior center in the Philadelphia area, received the Network of Multicultural Aging Award for Excellence for their collaboration on "In Touch Mind Body Spirit," a program financed by the National Institute of Mental Health. The American Society on Aging gives the award to organizations that have demonstrated high-quality, innovative programs that enhance the lives of a multicultural aging population.

The program, designed to promote healthy aging of older African Americans, involves research; training of CIP staff and Jefferson health professionals and students; and the identification, introduction and development of evidence-based health promotion programs at CIP.

OT: Second Edition of Manual Published

Last November **Catherine Verrier Piersol**, MS, OTR/L, clinical director of Jefferson Elder Care and an assistant professor in OT, saw the publication of the second edition of *Occupational Therapy in Home Health Care*, which she edited with Phyllis L. Ehrlich, MS, OTR/L, CHES. The manual, published by Pro-Ed Inc., offers a practical guide for occupational therapists working in home health care. The book includes a CD of reproducible home programs and information sheets that occupational therapists can individualize, print and use with clients.



Radiologic Sciences: Students Raise Money for Rwanda

Members of Lambda Nu, the national radiologic sciences student honor society, raised \$1,000 for the Rwanda Student Exchange, a partnership between the medical schools of Thomas Jefferson University and the National University of Rwanda. Rwandan medical students receive additional training in the United States, while Jefferson students participate in clinical clerkships in Butare, Rwanda. About half of the funds came from a bake sale.



Piersol



OT: Alumni Day Focuses on Autism

Students and faculty welcomed OT alumni to the department's Continuing Education Program and Eighth Annual Jefferson Alumni Luncheon on Dec. 5. The program focused on "Updates on Autism: Innovations in Occupational Therapy Research and Practice." Alumni also learned more about Jefferson's advanced OT degrees, which now include the online post-professional master's program and the doctorate in occupational therapy.

OT/PT: Fox Rehabilitation Establishes Scholarships

Fox Rehabilitation, owned by alumnus and Jefferson Trustee **Tim Fox**, PT, MS '95, GCS, has established endowed scholarships for physical therapy and occupational therapy students interested in geriatric practice. The OT scholarship was created in honor of Margaret Sood, a talented and dedicated occupational therapist at Fox Rehabilitation who died in 2004. Scholarship applicants must be in their final year of study and demonstrate financial need by completing the financial aid application process.

PT: Mount Inducted into MS Hall of Fame

Julie Mount, PhD, PT, physical therapy professor, was inducted into the National Multiple Sclerosis Society's Volunteer Hall of Fame for Health Professionals and Researchers in November. Her relationship with the National MS Society began about 15 years ago when she wanted to offer her physical therapy students an opportunity to evaluate complex neurological patients in

Couple and Family Therapy: First-Year Students Develop Mutual Understanding

First-year students in the Couple and Family Therapy Program spend several hours each week of their first semester volunteering at partner organizations as part of a course on lifespan development from a systemic perspective.

In the fall, the students formed three groups based on their choice to work with children during art class at an elementary school in a disadvantaged neighborhood, interact with teens in an after-school empowerment program with West Philadelphia Alliance for Children or chat and eat lunch with homeless adults at Broad Street Ministry. Each team spent the whole semester with its group to allow relationships to develop over time. The students brought their experiences back into the classroom each week, where they discussed the application of developmental and clinical theory to their observations of the children, teens and adults. They also reflected on their own reactions.

"We wanted to provide a way for students to experience the mutuality that occurs during the process of learning to be a couple and family therapist: that in helping another, we often learn something important about ourselves," said Sara Corse, PhD, associate professor. "Students encounter people at these organizations whose experience is completely different from what they know. They are having real interactions and then taking time to reflect on the experience and on themselves."

The project helped students process how to engage with clients, good practice for the clinical experience that starts toward the end of the first semester. In the reflection papers that students wrote anonymously, one student said, "For clinicians, especially beginning clinicians, a lot of anxiety surrounds the issue of having to sit and relate with real people who are undergoing real issues. Here we can be present with actual people who have a dynamic range of issues."

Through the class work and volunteer experience, students learned about social, emotional and cognitive development during childhood, adolescence and adulthood and the impact of family, peers, school, work, society and culture on individual growth. They also practiced skills in listening, reflecting back with empathy, responding to emotion, working with resistance and setting boundaries.

Students were challenged to confront stereotypes. In a reflection paper, one student wrote, "When I walk past homeless individuals on the street, I am reminded that there is much more to them than their homelessness. They have names, feelings, beliefs, hopes, families, stories and a slew of experiences that led them to the place they are at now, a place in which they may not necessarily stay for the rest of their lives."



Staff member Kerri O'Rourke and faculty member Caryn Johnson at OT Alumni Day



Tim Fox



Mount



Traci Fox



McDonald

their homes. She soon became involved in the Greater Delaware Valley Chapter of the National Multiple Sclerosis Society and is the first and only physical therapist and rehabilitation therapist on the chapter's Clinical Advisory Committee.

Radiologic Sciences: New Cardiac Ultrasound Lab

Cardiac, general and vascular sonography students are now learning scanning techniques side-by-side in a new lab with five state-of-the-art devices. The lab's 2-D tissue Doppler imaging, dedicated continuous wave probe and stress capabilities allow students to view the body in a more multi-dimensional and holistic capacity. "Students from all three modalities are practicing on equipment that

is on par with what hospitals have," said **Traci B. Fox**, MS, RT(R), RVT, RDMS, instructor and clinical coordinator for the general and vascular sonography programs. "Now when they go into their clinicals, they are ready to start scanning right away."

Radiologic Sciences: McDonald Designated FASE

Maureen McDonald, MBA, RDMS, RDCS, FASE, has been designated a Fellow of the American Society of Echocardiography, a national organization of almost 15,000 professionals. The designation recognizes members who have fulfilled the training and performance requirements for certification through the National Board of Echocardiography.

Radiologic Sciences: Faculty Member Begins Newsletter

Traci B. Fox recently began publishing *Wavelength*, a newsletter written by and for the students of the Radiologic Sciences Department. Fox noticed that students wrote well and with insight. "Their essays on professionalism and lessons learned at clinical were excellent," Fox said. "I thought everyone could benefit from reading them, so I started publishing *Wavelength*." The newsletter features journal article reviews, updates on Lambda Nu's activities and even an industry-specific crossword puzzle. Fox invites radiologic sciences alumni to contribute by sending academic papers or article ideas to traci.fox@jefferson.edu.



Future Jobs for OT Students May Start with a Lunch Date

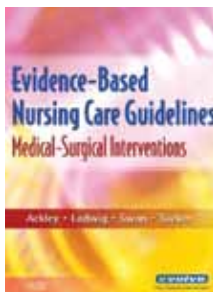
Water glasses clink, young professionals chat excitedly about plans, and then a hush falls over the room as the featured speaker reaches the lectern. The seasoned professional gives a rousing talk about industry trends and shares her professional journey with luncheon guests. Afterward, guests mingle with the speaker, exchanging business cards and setting dates for company tours and interviews.

Attending industry luncheons and conferences is a benefit that few young professionals enjoy, but Jefferson's occupational therapy students have the unique and envi-

able opportunity to hear from experienced professionals and interact with potential employers weekly.

"The OT Employer Luncheon Series is a great way for students to add to their professional networks, build a long-term relationship with employers and develop leads for potential job opportunities," said Dayna Dunsmoor, MEd, director of the Career Development Center, which hosts the series. "It gives them that personal touch and opens their eyes to an organization that they may not have considered before."

Every Tuesday at noon, students gather to enjoy a catered lunch and hear from a featured OT practitioner during a short



Swan

School of Nursing

Swan Co-Wrote 2008 AJN Nursing Book of the Year

Beth Ann Swan's textbook, *Evidence-Based Nursing Care Guidelines: Medical-Surgical Interventions*, won the *American Journal of Nursing* 2008 book of the year award in medical-surgical nursing. Joining Swan in editing and writing the book, published by Mosby Elsevier, were Betty J. Ackley, Gail B. Ladwig and Sharon J. Tucker. JSN faculty members contributing chapters included **Maria Marinelli**, RN; **Tom Loveless**, MSN, RN, CRNP; **Cecilia Borden**, RN, EdD; **Karen Papastrat**, RN, MSN; **Joseph T. DeRanieri**, DM, MSN, RN, CPN, BCECR; and **Elizabeth Speakman**, EdD, RN, CDE, ANEF.



Scholarship Winners Meet Benefactors

Scholarship recipients met their benefactors during a dinner on campus Nov. 12 that drew more than 100 people, including Hinda Brown; Julie Panebianco; Dean of the School of Nursing Mary Schaal; and Michelle Hall. Panebianco is the Debra Bloom Lenhart Scholar, an award established in memory of Brown's daughter. Hall is a Daniel L. Shaw Jr., MD '48 and Arlene D. Shaw, DN '44 Scholar. The Lenhart and Shaw scholarships provide financial aid for nursing students. Students used the evening to express their appreciation as University President Robert L. Barchi, MD, PhD, underscored Jefferson's need for scholarship funds.

break between classes. Dunsmoor, along with Caryn Johnson, MS, OTR/L, FAOTA, assistant professor and fieldwork placement coordinator, draw speakers from private OT practices, hospitals and non-profit organizations. The guest lecturer talks about a professionally relevant topic, then fields questions and chats one-on-one with students.

Students learn about the hiring process, employment opportunities and what companies want from candidates. Speakers elaborate on their organizations, including the compensation and benefits students can expect.

Beyond the opportunity to mingle with potential employers, students are drawn to the series' thought-provoking and timely

topics. First-year student Jonathan Cook values the series' educational component, saying: "I attended the lecture for the information on upper extremity dysfunction but enjoyed interacting with employers afterward as well. It's still early, so I haven't started considering employment connections or searching for a job, but it's valuable to know what employers look for in an applicant and the type of organizations they are."

Lecture themes rival those featured at national OT conferences: "Functional Group Dynamics in Geriatric Rehab," "Management of Upper Extremity in Acute Care in Preventing Contractures &

Subluxations" and "Vision Deficits in the Acquired Brain Injury Population."

Second-year OT student Laura Pepper supplements what she learns in the classroom with the topical knowledge from the series. "I keep the recruiters' presentation handouts in a file folder to use as an additional reference if we are learning about the topic in class." The career benefits aren't lost on Pepper, though: "The lunchtime lecture series is a great way to make connections with potential employers. I always keep a copy of their business cards and add them to my online address book, just in case."

Researchers Detail Work in Pharmaceutical Sciences

The faculty at the School of Pharmacy's Department of Pharmaceutical Sciences brings a broad range of research projects to Jefferson. At a symposium in February, five faculty members gave a brief overview of their work to introduce themselves to the college and to foster future collaborative projects.

Ashiwel Undieh, PhD, professor and chair, has one main research question: How do epigenomic and receptor signaling systems integrate to mediate addiction or mitigate depression? He studies dopamine, an important regulator of mood, cognition, motivation and motor activity. Abnormal dopamine function is implicated in diverse neuropsychiatric diseases, including addiction, schizophrenia, depression, Parkinson's disease, Huntington's disease and Tourette's disorder. He says, "We expect findings from this research to increase our understanding of multiple fundamental brain functions such as mood and motivation and to facilitate the development of novel treatments for various dopamine-associated brain disorders."

Omar Tliba, PhD, assistant professor, focuses on asthma with his research question: What molecular mechanisms mediate glucocorticoid resistance in chronic inflammatory disease? He is working to improve knowledge about the factors that lead to steroid resistance to help design new therapeutic agents or alternatives to treat steroid resistance in inflammatory diseases such as asthma, Crohn's disease and rheumatoid arthritis.

Vincent C. O. Njar, PhD, professor, has a longstanding interest in the rational discovery and development of small molecules as anti-cancer agents, and he describes his research as being "at the interface of medicinal chemistry and pharmacology/oncology." His major objective is to design, synthesize and evaluate novel patentable compounds in suitable model systems with the potential to prevent and/or treat breast and prostate

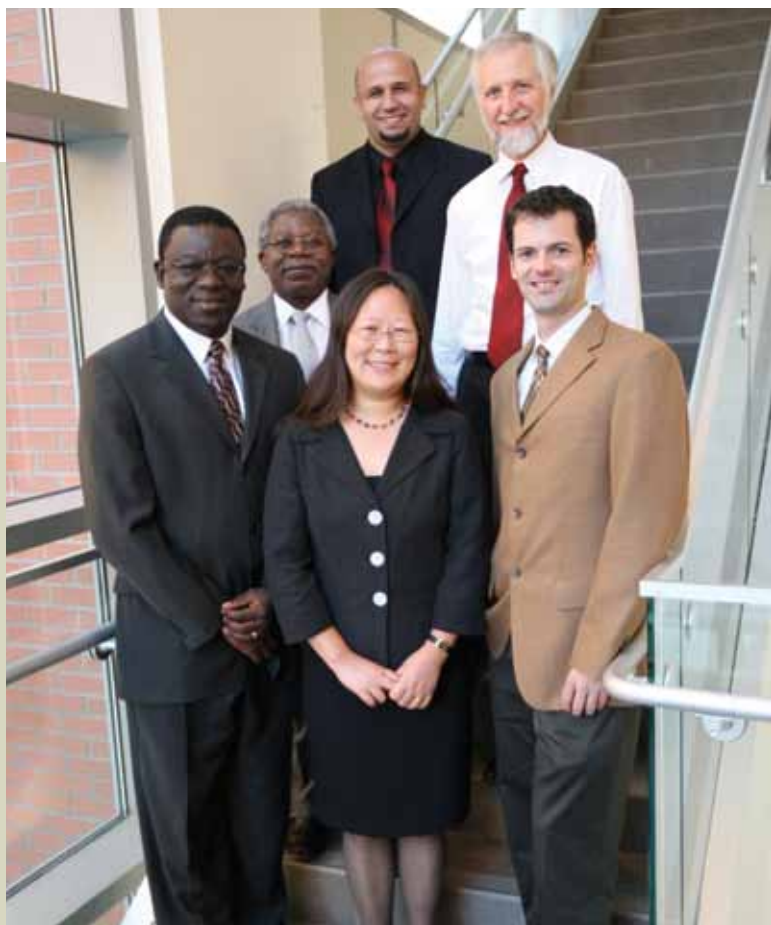
cancers. He is also interested in understanding mechanisms of anti-cancer actions of the agents.

Douglas G. Tilley, PhD, assistant professor, researches the heart, asking the question: How do receptor complexes mediate changes in cardiovascular function? "Discovery of novel receptor signaling complexes and how they are regulated will aid our understanding of how cardiovascular cells respond to various stimuli," he said. He focuses on understanding the interaction between

seven transmembrane receptors and receptor tyrosine kinases and how they regulate changes in cardiovascular function normally or in the progression of disease.

Tao L. Lowe, PhD, associate professor, focuses on biomaterials. She said, "Our goal is to develop novel biomaterials that can provide exquisitely sensitive, selective, non-toxic, biodegradable and responsive platforms to target therapeutic agents to the sites of ocular, central nervous, cancerous or musculoskeletal lesions." She conducts research featuring innovative bionanotechnology, drug delivery, gene therapy, tissue engineering and biosensors.

Students view the faculty's research as crucial to providing a complete view of the pharmacy field. Student Kara Fordyce said, "Over the last 10 years, the role of the pharmacist has expanded beyond your local drugstore



Department of Pharmacology faculty members: (front, left to right) Ashiwel Undieh, Tao L. Lowe and Douglas G. Tilley; (back, left to right) Vincent C. O. Njar and Omar Tliba with Peter Ronner of the Jefferson Medical College Department of Biochemistry and Molecular Biology.

to being a vital cog in the wheel of medicine and healthcare delivery. Within this expanded role one emerging area of importance is the integration of pharmacists into drug development and research. Jefferson's incorporation of experienced researchers into the School of Pharmacy's faculty – not only to teach our pharmaceutical curriculum but also to open their doors to students interested in this field – shows the school's commitment to providing its students diverse educational opportunities."

As Fordyce suggested, the faculty researchers intend to include students from across campus in the projects, both as paid research assistants and for class credit. In addition, pharmacy faculty find Jefferson's interprofessional campus conducive to collaboration and are developing connections throughout the University.



Loveless



Feliciano



Callan



MacKinnon

Women's Health Nurse Practitioner Added to MSN Offerings

Jefferson School of Nursing received state approval to offer a women's health nurse practitioner program and post-master's certificate program starting this fall. Women's health nurse practitioners care for women throughout their lifespan, in wellness and illness.

The WHNP programs are offered at the Geisinger Medical Center campus in Danville and the Center City Philadelphia campus. Both programs are offered on a full-time and part-time basis. After completing the program, students are eligible for the National Certification Corp. exam.

First CRNA Class Gets Perfect Mark

All members of the first class in the CRNA program passed the certification exam. **Julia Feliciano**, MSN, CRNA, instructor and director of the CRNA program, said, "We had an 85 percent success rate for first-time test takers and 100 percent for second-time takers. We are pleased with the results because this is the first class to go through."

Two CRNA Awards

Two members of the Jefferson CRNA community won awards last year. **Sarah Callan**, who graduated last July in the university's first CRNA class, received the Edward Highland Award from the American Association of Nurse Anesthetists (AANA). The \$1,000 award

is given to an excellent student nurse anesthetist in the Delaware area.

Michael MacKinnon, a current CRNA student, received AANA's Student Excellence in Education Award in August. The award is presented to one student each year who has developed the most innovative method of promoting the professions of nurse anesthesia and nurse anesthesia educator. MacKinnon developed www.nurse-anesthesia.org, a forum-based Web site.

School of Pharmacy

Partnership Offers PharmD in 7 Years

Jefferson and the University of Delaware signed a cooperative agreement to offer students an opportunity to earn a BS in biological sciences and a PharmD in seven years after graduation from high school. To participate, students first apply to UD and then, once admitted, apply for admission to the pharmacy interest group. After completing the prerequisites for the PharmD program, usually during the fifth semester, students can apply to Jefferson. Accepted students transfer to Jefferson in their fourth year of school.



New Appointment

Michael J. Vergare, MD, the Daniel Lieberman Professor and Chair of the Department of Psychiatry and Human Behavior and former interim JMC dean, has been appointed senior vice president for academic affairs of the university. He will serve as the central focal point for the academic, administrative and support functions.

Vergare's responsibilities include overseeing the Academic Council of Deans and providing oversight for academic programming, faculty affairs and student affairs. He also will coordinate the university's academic affiliations with other regional institutions.

"I'm particularly excited about overseeing our growing emphasis on interprofessionalism, including the Clinical Skills Center and the Jefferson Center for Interprofessional Education," Vergare said. "We'll look at each school's curriculum for opportunities to bring students of different disciplines together to train and work. We want to create opportunities for our students to interact in a way that makes them better clinicians, to learn how to learn from each other."

Alumnus Profile: Amanda Kingsland, MS '08



The Inferno cheerleading squad.

Below: Amanda Kingsland and one of the cheerleaders take a break at practice.

“Blue Devil All Stars: A step above the rest. When you’re running with the Devils, you’re taking on the best. (clap, clap) Inferno!”

At first glance, the cheerleaders shouting, clapping and jumping seem like any other energetic squad, but a closer look shows these kids are not typical. The squad – Inferno – is a special-needs cheerleading team sponsored by the Liberty Cheer Institute in Broomall, Pa. Amanda Kingsland, MS '08, program director and head coach, started the team as part of her occupational therapy senior capstone project.

The team comprises 15 members ranging in age from 7 to 16; their developmental disabilities include Down syndrome, autism, mental retardation, ADD and ADHD.

“Inferno was a group of children who were quiet and kept to themselves,” Kingsland says. “After a few weeks, the group started to come together, the children became athletes and the adults became strong coaches. Now the athletes are high-fiving, cheering each other on and starting to make friends.”

The project has meant more to Kingsland than simply fulfilling a requirement. Kingsland spent eight years as a cheerleader for the Clifton Heights (Pa.) Boys Club, a recreational league in her hometown, and she was a volunteer coach during college. While she was considering topics for her senior project, she saw a TV program about a special-needs cheerleading team. “I knew right away that I should use my occupational therapy background to start a cheerleading program for special-needs kids,” she says. She met with adviser Kathy Swenson-Miller, PhD, OTR/L, assistant professor, and got to work researching special needs and developing goals for the program.

“I learned that these kids are generally pretty isolated and don’t have many opportunities to build friendships outside of their families,” Kingsland says. “They attend siblings’ events but don’t participate in their own activities.” She set goals for the program: increase social participation, develop self-esteem and build friendships. Then she contacted the cheerleading organization United States All Star Federation, which gave her guidelines for special-needs teams.

Kingsland promoted the team to public and special-needs schools in Delaware County, posted information on community bulletin boards and had three news articles written about her plans. She recruited 12 volunteer coaches to meet the needs of the 15 children who signed up. In July 2008, Inferno started meeting for a 90-minute practice each week, preparing for monthly exhibitions from November through March.

“Children with disabilities deserve the same opportunities as other kids, yet they experience fewer or nearly no opportunities to develop a social life, self-esteem or identity, all of which are necessary for active participation in society,” Kingsland says. “They want to have friends, enjoy activities, have a break from parents and be included like everyone else.

“I hope Inferno can serve as a role model program to raise awareness and encourage neighboring communities to provide more leisure opportunities for children with disabilities,” she says.

Now that she has her degree, Kingsland plans to work in pediatric occupational therapy in a school. And when summer comes around, she will continue coaching Inferno, with a new season starting in July. “Ultimately, I’d love to get funding and make this a full-time job,” she says.



ClassNotes

Bioscience Technologies

Dave Pennell, BS '06, MSRS '08, has been hired as the first research MRI technologist at Penn State University's main campus in State College. Pennell calls the position "amazing" and notes that his master's degree helped him land the job. Pennell hopes to publish research in his new position and possibly earn his doctorate.

Dan DiPaola, MSRS '08, reports that his master's helped him get a new job as a chief technologist. The difference in the salaries of his old and new positions will pay for his degree in just one year.

Nursing

Mary Cooley, BSN '82, PhD, has won a joint appointment as scientist and assistant professor within Dana-Farber Cancer Institute's Phyllis F. Cantor Center for Research in Nursing and Patient Care Services and the University of Massachusetts Boston School of Nursing and Health Sciences. The appointment allows Cooley to expand her research while teaching doctoral nursing students in the accelerated bachelor of science-to-PhD program at UMass-Boston. The curriculum focuses on cancer care and health disparities.

Patrick Stonich, FACT '05, started a home-care company in Allentown, Pa., with a branch at 12th and Locust Streets in Philadelphia. The Philly office includes an outpatient wound clinic that offers free care one day a month. RN-BSN students helped him set up the free clinic as part of their community clinical project.

Occupational Therapy

E. Adel Herge, BS '86, MS '93, OTD, OTR/L and **Michelle Baun, BS '97**, served as co-chairs for the Pennsylvania Occupational Therapy Association state conference last October in King of Prussia. The conference drew a record 500 therapists from throughout the state. Other alums serving on the local conference committee included **Tracey Vause-Earland, MS '90; Caryn Johnson, MS '91; Ruth Bloxton, BS '92; Megan Mosier Link, MS '02; Natalia Stroutinsky, MS '06**, and **Shannon White, MS '06**.

Cindy (Fredericks) Caldwell, BS '92, and her husband, Jamie, a carpenter, have combined their talents to start Adaptive Living Solutions, a suburban Philadelphia firm specializing in remodeling to make homes more accessible for the elderly and those with disabilities. To her occupational therapy degree she has added a certificate in home modifications, and her husband has earned a designation of Certified Aging-in-Place Specialist from the National Association of Home Builders. *The Philadelphia Inquirer* recently featured their business.

In the past year, four OT alumni have joined the JCHP staff: **Tina DeAngelis, MS, OTR/L '97, PhD**, as a clinical assistant professor; **Audrey Zapletal, MS, OTR/L '02**, as an instructor; **Teal Wisniewski Benevides, MS, OTR/L '04**, as an instructor and as the coordinator of the Sensory Integration Lab; and **Kimberly Mollo, MS, OTR/L '06**, as an instructor.

Emily Rigilano, BS/MS '06, met a high-profile "DV" (distinguished visitor in military



Emily Rigilano met presidential candidate Obama in Kuwait last summer.

parlance) while serving in Kuwait with the Air Force last summer: presidential candidate Barack Obama. She stood in line for three hours to shake the senator's hand and thank him for visiting. He turned the table on her, saying, "No, thank you for your service and your sacrifices." Back in the United States and a civilian again, Rigilano is planning her wedding and working as an occupational therapist at Marlton Rehab, Manor Care Rehab and Thomas Jefferson University Hospital.

Physical Therapy

Julie Bittler Young, BS/MS '00, along with her husband, Adrian, and daughter, Olivia, are happy to announce the birth of Rowan Zachary on Nov. 21. Earlier last year, Julie received her OCS through the APTA. Julie is now rehab coordinator of Kissel Hill Health Center, an outpatient satellite of Lancaster General Hospital.

Radiologic Sciences

Ketevani Lewis, BS '07, learned the power of networking firsthand.

At a leadership presentation near the end of her program, she told one of the speakers – **Patricia Berkes, BS '84, MS '99**, the nursing informatics coordinator at The Children's Hospital of Philadelphia – about her deep interest in working with children. Berkes helped arrange a rotation for Lewis, which later led to a sonography job with CHOP. Lewis says she continues to count Berkes as a mentor and a friend.

In Memoriam

Alice C. Boehret, DN '41, EdD, died Nov. 20. She served during WWII in the Army Nurse Corps, earning the rank of first lieutenant. In 1950, she started teaching at Albert Einstein Hospital; seven years later she accepted a teaching position at University of North Carolina and served as chair of the Department of Nursing from 1960 till 1966. Boehret left in 1966 to attend Columbia University and received her doctorate in 1972. She then helped to establish the baccalaureate nursing program at Rutgers University in Camden, N.J.; she retired from Rutgers in 1984. Boehret lived in Marlton, N.J.

Helen Steinmetz-Tananis, DN '43, 86, died Nov. 7, 2008. She lived in Carmel, Ind. She is survived by four daughters.

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