EXPERIENCE for a Lifetime
FEATURES

PLAYING FOR KEEPS
SHMS Doctor of Physical Therapy students participate in Global Youth Service Day at the Cerebral Palsy of North Jersey’s Horizon High School.

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NURTURING THE CAPACITY TO CARE
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INSPIRING TEAMWORK
As Puerto Rico’s first female athletic trainer, Katherine Carrion ’08 helps athletes become champions.

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SHMS doctoral student Linda Lewis on a humanitarian trip to Sri Lanka.

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Welcome to the fifth issue of **INSIGHTS!**

This issue is devoted to exploring the lives of our students in all their varied professional experiences. SHMS students are researchers, clinicians, instructors, mentors and colleagues too. We’ve chosen the theme *Experience for a Lifetime* because, although our students may complete their SHMS degrees in a just a few years, the process of obtaining that degree will dramatically and permanently transform their dreams and shape their goals. Just as an SHMS education establishes the foundation for a successful career in the health sciences, it also offers direction and inspiration. It provides the passport for a lifetime of profoundly enriching experiences as students enter their chosen vocations.

SHMS faculty members are teachers, clinicians and researchers. Each faculty member brings a wealth of experience to every encounter with students in the lab, in the classroom, and in the field. Over the years, we have established relationships across the country and around the globe. From South Orange, to Copenhagen, to Sri Lanka, the world is our classroom and our students are its citizens and its samaritans. Each SHMS program emphasizes both clinical practice and research, encouraging students to transform their passion to action, employing an evidence-based, patient-centered approach to cutting-edge service delivery.

Under the mentorship of our distinguished faculty in over 500 clinical settings - schools, hospitals, nursing homes, private practices and early intervention programs – students participate in ongoing research and provide vital medical services to underserved populations. Cultural competence is key to every SHMS student’s success. As Confucius once said, “tell me and I will forget, show me and I may remember, involve me and I will understand.” Our dynamic approach to developing servant leaders nurtures the compassion that is a Seton Hall trademark, and renders our graduates well-prepared for entry level and advanced practice in research, education and management roles.

SHMS graduates often return to campus as instructors, lecturers, mentors and alumni, sharing their professional expertise, their personal experience, and their collective wisdom. But, as you’ll see in these pages, no matter how far you go from South Orange, once you become a member of the SHMS community, you never really leave. We hope you enjoy the pages that follow! ♦

Brian B. Shulman, PhD
**Dean**
Asking All the Right Questions

Physician Assistants (PA) need to understand the complex flesh and blood realities of medicine. Every SHMS PA student engages in a group research project directed by a faculty advisor to learn how to apply theory and research to their clinical practice.

INTRODUCTION

• With the overwhelming demand for organ donors, the choice to be an organ donor is important. Increasing the rate of organ donation is a complex challenge, and thus, identifying the particular factors involved in shaping one’s decision to become an organ donor is crucial as it may aid in the development of better campaigns to educate the public, promote awareness, and impact family decision making about organ donation.

• In particular, college-aged students are an important target audience for organ donation because they are confronted with the decision to become an organ donor upon renewing their license. They are also younger, healthier, and more likely to take part in riskier behaviors such as unsafe driving, drug, and alcohol abuse, and therefore, are considered prime potential donors.

• The previous literature on organ donation has primarily focused on how ethnicity and religion influence one’s decision to become an organ donor.

• The current literature on relationship between gender and organ donation is limited. Thornton et al (2005) examined the relationship between gender and organ donation in high school students and demonstrated that high school females were more likely than males to have signed a organ donor card, whereas males had an increased knowledge regarding organ donation.

• Feeley et al (2005) examined attitudes, intentions, experiences, and behaviors related to organ donation in college aged students, but did not incorporate the role of gender in their analysis.

METHODS

SUBJECTS
Three hundred and seventy-one students from Seton Hall University between the ages of 18-24.

PROCEDURES
Subjects were recruited via e-mail and through announcements displayed on their online course management system. Subjects completed an anonymous survey which included information on age, gender, participant knowledge of organ donation, and willingness to become an organ donor.

INSTRUMENTS
The Seton Hall online survey program called Academic Survey System and Evaluation Tool (ASSET) was used to create and administer the online survey.

The 32 item survey instrument included the following sections:
• demographic data
• statements about organ donation used to assess knowledge
• questions on whether the participant’s current license indicated if they were an organ donor, and if not, if they intended to do so upon their license renewal

STATISTICAL TESTS
Data was analyzed using a Chi Square analysis, independent sample t test, and Pearson Correlation Coefficient along with descriptive statistics.

PURPOSE

The purpose of this study was to:
• determine if differences exist between gender and knowledge of organ donation.
• determine if differences exist between gender and willingness to donate.
• examine if there is a relationship between knowledge and willingness to donate.
As fully functioning members of the medical community, Physician Assistants must understand how to take the latest medical research and apply it to their clinical practice, as well as conduct their own research.
Earning a Doctor of Physical Therapy (DPT) degree from the School of Health and Medical Sciences is truly a labor of love. Physical therapists need to be sensitive to the emotional needs and physical constraints of their patients. This spring, 24 DPT students witnessed, first hand, the difference that a nurturing personal approach can make when they participated in a clinical program for elementary school students with special needs in Essex County, NJ.

Under the guidance of the physical therapy staff at four Essex County schools, SHMS DPT students delivered a program called Courageous Pacers Program,™ which uses school-based and community-based experiential learning to help create and encourage healthy habits in children with developmental disabilities.

In weekly one-on-one meetings, SHMS DPT students worked directly to develop individualized fitness plans for each child that targeted flexibility, strength training and aerobic fitness.

A $1,000 Youth Service America’s United Health HEROES grant awarded to Seton Hall’s Department of Physical Therapy funded the purchase of essential equipment for this program. Learning how to provide sensitive, patient-focused care is an integral component of the DPT program and begins in the first year of study. Reflecting Seton Hall’s commitment to service and learning, students pursue that mission through four semesters of part-time clinical experiences as well as full-time clinical internships.
In April 2009, the Courageous Pacers Program™ culminated in a Fitness Fun Fair at Horizon High School in Livingston, NJ, one of the Department of Physical Therapy’s clinical sites. Horizon High School serves more than 80 teenagers with multiple disabilities. On a gloriously sunny spring day, Horizon High School and SHMS faculty and DPT students shot hoops, kicked soccer balls, tossed rings, danced and even bowled - hard-earned experiences that none of them will ever forget.

ABOUT THE AUTHOR
Catherine Maher, PT, DPT, GCS is an assistant professor in the Department of Physical Therapy. She teaches courses in geriatrics, prosthetics and co-teaches the Management of Neurological Problems course and the service learning seminar featured in this article.
The School of Health and Medical Sciences' first occupational therapy (OT) graduates received their Master of Science degrees in 2000; at that time, Seton Hall was the only university in New Jersey to offer the degree. Versed in both theory and clinical practice experience, they were ready to become competent entry-level practitioners.

In the decade since, medical advances have dramatically increased survival rates of critically ill patients. Today, more people with complex needs rely on OTs to help them exercise greater control over their activities of daily living. Meanwhile, changes in government regulations on healthcare financing and third-party payor policies have placed a burden of accountability for treatment success to OTs. In response, the OT profession is becoming more “occupation-based,” harnessing a client-centered, context-based approach to intervention. Today’s OT graduates are expected to both conduct and utilize evidence-based research to determine the approach that best meets each individual’s needs.

This change in focus to a more holistic treatment approach is partly embodied by the emerging field of occupational science, an academic discipline that studies the form (observable aspects), function (the purposes they serve), and meaning of daily activities. Utilizing an integrated perspective that draws from many different disciplines, such as anthropology, sociology, psychology, gerontology, and neuroscience, occupational scientists reveal the specific contextual and personal elements of human experience in daily activity. Their research offers a unique perspective on the integral meaning and purpose of activity, enabling OT students to build a layered, multifaceted knowledge base that will promote more nuanced observations and, ultimately, more successful clinical interventions.

As the SHMS OT program celebrates its tenth anniversary, faculty members are poised to enter a curricular renaissance, redesigning course structure, content, and instructional methods to focus on occupation (meaningful daily activities). Threading occupational science throughout various aspects of the curriculum will give SHMS OT students a research-based educational experience that can enhance their professional marketability upon graduation.

### ABOUT THE AUTHOR
Thomas J. Mernar, PhD, OTR, a graduate of the SHMS Master of Science in Occupational Therapy Program in 2000, is now an Assistant Professor in the School of Health and Medical Sciences. In 2008, he earned his PhD in Occupational Science from the University of Southern California where his research focused on understanding the neurophysiologic changes associated with occupational engagement and how the health of older adults living in nursing facilities is influenced by occupation and environment.
Faculty Focus

OFFICE OF THE DEAN

Dr. Brian B. Shulman and Dr. Nina Capone (Department of Speech-Language Pathology) published Language Development: Foundations, Processes, and Clinical Applications, (2010), Jones & Bartlett Publishers. Chapters in the text authored by SHMS faculty include: Child Development, and Morphology, co-authored by Dr. Theresa E. Bartolotta, '05 and Dr. Shulman; Hearing and Language Development, by Dr. Deborah Welling, (Department of Speech-Language Pathology); and Language Assessment and Intervention: A Developmental Approach, Gesture Development, and Early Semantic Development: The Developing Lexicon, authored/co-authored by Dr. Nina Capone.

Dr. Theresa E. Bartolotta was elected President of the New Jersey Speech-Language-Hearing Association for 2009-2010.

DIVISION OF HEALTH SCIENCES

DEPARTMENT OF ATHLETIC TRAINING

Dr. Vicci Hill-Lombardi was invited to serve as a reviewer for the Athletic Training & Sports Health Care Journal.

DEPARTMENT OF GRADUATE PROGRAMS IN HEALTH SCIENCES


Anthony D’Antoni, Dr. Genevieve Pinto Zipp, and Dr. Valerie Olson published “Interrater Reliability of the Mind Map Assessment Rubric in a Cohort of Medical Students” in BMC Medical Education, April 2009.

Dr. Terrence Cahill received the Best Collaborative Project award for the CEO series, Advancing Healthcare Leadership; Many Paths to Success at the 2009 Regents’ Leadership Conference of the American College of Healthcare Executives, conducted in the Fall 2009.

DEPARTMENT OF OCCUPATIONAL THERAPY

Professor Catherine Colucci received her DIR Certification from the Interdisciplinary Council on Developmental and Learning Disorders in April 2009.

DEPARTMENT OF PHYSICAL THERAPY

Drs. Catherine Maher, Irene DeMasi, Mary Alexander, and MaryAnn Clark (Department of Graduate Programs in Health Sciences) were awarded a grant of $32,646 from the Mountainside Health Foundation.

Department of Physician Assistant

Professor Carol Biscardi received the 2009 Breitman-Dorn Endowed Fellowship from the Foundation of the American Academy of Physician Assistants for her dissertation project, “Lifestyle Choices and Practice Characteristics of Men and Women Physician Assistants and the Relationship to Career Satisfaction”.

Dr. Gary Bouchard was named Feature Editor of the “Higher Education” feature of the Journal of Physician Assistant Education, and authored the first entry in the feature, “Beyond School, Beyond Department: Reflections on Physician Assistants and Higher Education”.

Dr. Mona Sedrak was appointed to the Editorial Board of the Journal of Physician Assistant Education.


DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Dr. Nina Capone was awarded a New Investigator’s grant for $5,000 from the American Speech-Language-Hearing Foundation for her project, The Effect of Gesture Cues on Object Word Learning by Children with Language Impairments.

DIVISION OF MEDICAL RESIDENCIES AND FELLOWSHIPS

Drs. Iqbal Siddiqui and Leonid Menkes (Emergency Medicine) received First Place recognition for their poster detailing a spontaneous pneumothorax in an AIDS patient with PCP pneumonia at the NEOMEN’s Eighth Annual Research and Scientific Forum.

Drs. Mae De La Calzada and Mathew Krauthamer (Emergency Medicine) were both awarded “Lytics in Practice Scholarships” by the Society for Academic Emergency Medicine.

Drs. Kothari, Mody, Spira, De Pasquale (Gastroenterology) published “Giant Pseudodiverticulum of the Sigmoid Colon – A Rare Manifestation of Diverticular Disease”, in the American Journal of Gastroenterology.


This JUST IN!

The Master of Science in Athletic Training program has been re-accredited for a 10-year period by the Commission on Accreditation of Athletic Training Education (CAATE).
“On our way back to Colombo, we were able to experience local fishermen on their fishing poles in the Indian Ocean. To see the beauty of the clear water and to experience the warm tides was amazing. I also got to try my hand at catching silver sardinella, a favorite appetizer of the locals, using one of these poles.”

– Linda Lewis, RN
On December 26, 2004 Sri Lankan native A.P. Ganepola, MD, a physician at Valley Hospital in Ridgewood, NJ, was returning to his homeland to deliver a lecture to the Medical Society of Sri Lanka. The pilot of his plane announced that “something has happened in Sri Lanka and we are not sure if there still is an airport to land.”

THE JOURNAL OF LINDA LEWIS

A tsunami had struck Sri Lanka, destroying the city of Galle and much of the surrounding area. Dr. Ganepola’s plane was able to land on a military airstrip. At the behest of the president of the Medical Society, who became the acting director of national medical relief, Dr. Ganepola contacted Valley Hospital to send emergency medical supplies, initiating a relief effort at Valley Hospital that culminated five years later in the creation of a nursing education exchange program which would provide Bachelor of Science Degrees to its graduates. School of Health and Medical Sciences graduate student Linda Lewis,* RN, traveled to Sri Lanka in Spring 2009 to help launch the program. Here are excerpts from a journal she kept and shared with her SHMS classmates.

MARCH 24, 2009 - LONDON, ENGLAND

MARC25, 2009
When we landed, we were met by the brother of the U.S. Ambassador to Sri Lanka. We were quickly escorted to a private VIP lounge where we were asked for our passports to be checked in via immigrations by the ambassador’s staff. The Sri Lankan New Year begins on April 12, and for two weeks most of the businesses, all of the schools, etc. will be closed. They celebrate this holiday with decorations, religious ceremonies, and family gatherings. Security is very heavy. The hotel grounds are secured around the perimeter with armed guards.

MARCH 26, 2009
First day for meetings to discuss the opportunities to establish a nursing program with the Ceylinco Healthcare Center, a subsidiary of the national Ceylinco Insurance Company. This company provides several healthcare clinics offering screening and preventative-type services for cancer and diabetes. Their chairman shared that as they were reviewing the claims of their subscribers, Ceylinco saw that they were spending a tremendous amount of money sending their clients to other countries to manage their cancer. The company felt, they could develop their own cancer screening and treatment services with the money they were spending and could keep their clients in their own country.

There is a high demand for nurses in Sri Lanka but there are no educational standards or licensing programs. Ceylinco wants to establish the first private nursing program as a model for nursing career training programs, and to provide nurses for their own programs in Colombo.

The state runs a three-year nursing diploma program using a standard curriculum established by the Sri Lankan Health Ministry. This program limits the role of the nurse in medical care, which is reflected in the low social status of nurses. The most a nurse can hope to earn is about $1,000 USD per month; most nurses earn about $250 USD per month.

MARCH 27, 2009
Ceylinco’s “Leisure World” Day: an annual event sponsored by Ceylinco for

* Linda Lewis is currently enrolled in the SHMS Doctor of Philosophy in Health Sciences program. The program enrolls students from varied professions including nursing, healthcare management and administration, physical therapy and occupational therapy, among others.
its life-long clients. Many of them have never left their towns or enjoyed an “amusement-water park”. This day was filled with water-rides, roller coasters, an appearance by the national “bowler” (cricket) champion. Ceylinco’s marketing strategies are interesting. They invited the local television and radio stations to cover the events, and introduced us to an American marketing consultant they had retained. In the afternoon, we continued our discussion about the curriculum, resources (human as well as equipment), and length of time needed to train nurses in a bachelor’s program. The lack of political support from the Ministry of Health for the Ministry of Higher Education is a real concern for Ceylinco. They are also worried about their ability to attract qualified nursing faculty, so as an interim solution they are planning to use MD faculty. This poses issues regarding the ability of professional nurses to manage nursing career paths for future nursing professionals.

**MARCH 28, 2009**

Tour of the culture and countryside begins. Travel to Kandy provided several stops in small towns, identifying local medical/health care services. Local commerce and agriculture provide commerce for the area. Crops include: cashews, coconuts, tea, rice, papaya and other local fruits. Roadside stands along the main travel road were common throughout our drive from Colombo to Kandy.

**MARCH 29, 2009**

Trip to the Temple of the Tooth, considered a supreme holy place (no shoes are worn on the grounds and in the temple itself) on the shores of Kandy Lake. This is a Buddhist temple built first in 1590. The original Buddha is reported to have come to Sri Lanka to die; his body was cremated and a tooth remained. An Orissan princess brought the tooth to the Kandy temple by concealing it in her hair. The relic is opened every five years for the public. I feel very lucky, for this shrine was opened last weekend for the very first time in five years, and today, we were able to visually see the tooth’s shrine.

We traveled today to Anuradhapura to visit the Sacred City and to see the ruins of the original capital of Sri Lanka. We also had the opportunity today to ride an elephant and visit a wild life preserve where we encountered, not only wild herds of elephants, but, water buffalo, monkeys, peacocks, flamingo, eagles and pelicans.

**MARCH 30, 2009**

We are on our way back to Colombo to connect with Dr. Ganepola for our trip to Galle on March 31, 2009. We visited a local “Spice and Herbal Garden,” operated by the government, where Ayurvedic medicinal plants are grown.

We stopped for a cup of tea late in the evening, just before we reached the city of Colombo. As we enter the city limits, we are reminded of the military presence when our car is stopped and our driver must show his ID.

**MARCH 31, 2009**

Day trip to Galle, with Dr. Ganepola. Traveling the sixty-six miles along the coast brought many beautiful sights, as well as, “not so beautiful”. We saw the railroad line that was originally destroyed when the tsunami hit and within 59 days, the locals had restored all of the railroad tracks with the help of the United States Corps of Engineers. Upon arriving in Galle, we were able to visit the Galle Hospital and to view the outside of the Galle Nursing School. The guards would not allow us access because the school was not fully restored, only the exterior. We also visited the area/land that had been given to Valley Hospital to rebuild the nursing school. Unfortunately, because of the political unrest spurred by the tsunami that continues today, the designated land was given to a developer for a high rise hotel.

**APRIL 1-2, 2009**

Today we visited with the faculty and Dean of the faculty of Medical Sciences at the University of Jayewardenapura, Gangodawila, and Nugegoda. We reviewed their current bachelor’s nursing curriculum and that of our own Ramapo BSN program. Although they feel “unsupported” by the infrastructure currently at the university, our Sri Lankan colleagues believe that their “mission” is to create this program. They voiced their need for collegial support, progressive test books and resources, plus the ability to develop good assessment skills for their students (via e-learning with the U.S.).

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**Photo on left:**
Kandy, approximately 60 miles south of Colombo, is a vibrant city with many artisans and cultural offerings. Tonight we were entertained by a local dance company that performed traditional dances with fire-walking and fire-eating demonstrations. Our hotel, perched high upon a mountain, is known locally as the “Palace in the Sky.”

**Photo on right:**
The sacred city of Anuradhapura, the original capital of Sri Lanka, features many temples and shrines to Buddha as well as beautiful Hindu and Muslim temples. All Sri Lankan Buddhists must travel here at least once in their lives. It is also the site of an Ayurvedic medicine hospital and is home to more than 3,000 Buddhist monks.

The photos featured in this article were taken by Linda Lewis during her trip.
We visited Sri Jayewardenapura General Hospital, a 1,000 bed facility donated by Japan many years ago. The hospital’s director would like to engage in an exchange program between their nursing leadership and Valley Hospital’s nursing leadership.

On our second day we reviewed our own nurse-training programs with the University. Their current curriculum incorporates the most recent NLN accreditation standards. We also met current nursing students who are interested in how they could travel and practice in other countries, especially in the United States.

We promised to send the students recent nursing journals, current training manuals and other resources used in the Ramapo BSN program. We also gave our e-mail addresses so they can contact us for mentoring and support. They feel they have very little support in their own school, because the deans of the program and the Health Sciences school are medical physicians with no nursing experience.

On our last afternoon, we met again with the Ceylinco team and their nursing staff. Next steps: send BSN curriculum, nursing journal subscriptions for both the private and public faculty, and plan a summer-fall trip for the Ceylinco faculty and nursing leaders to visit Valley Hospital and Ramapo College. Ceylinco will work with the Medical Council and the President of Sri Lanka to finalize the “political” support for the Bachelor of Science Nursing Program. In addition, the Information Teams from both Valley/Ramapo and Ceylinco will start work on an e-learning program.

APRIL 3, 2009 – COLUMBO

Phase One of the Nursing Mission successfully accomplished! Now the real work begins...

APRIL 20, 2009 – VALLEY HOSPITAL, NEW JERSEY

The Ceylinco Company announced to the public and on Sri Lanka’s online business newsletter their intent to explore the development of an undergraduate nursing program with Valley Hospital and Ramapo College of New Jersey, with the goal of improving the quality of nursing care in Sri Lanka.

Dr. Olson, our work here has been most enlightening. We meet tomorrow with Dr. Deepthi Samarage, Head, Department of Medical and Health Sciences Education for the University of Sri Jayewardenapura, Gangodawila, Nugegoda. This is the public sector of the proposed nursing program enhancements. We have also been notified that we will have support from the Sri Lankan Medical Society and the President of Sri Lanka. This word came today and we are most excited to also have confirmed a Japanese benefactor who will be sponsoring 25 nursing scholarships for this new nursing program.

In our meeting tomorrow and Thursday, we will be reviewing the current University competency levels both for their students and faculty to compare to our level in the U.S. They have asked us to evaluate and identify the opportunities for their program to evolve to the level of the U.S. and become NCLEX accredited and Magnet accredited. Over the next two days, we will be visiting their hospitals (4 total).

Over this weekend we visited several facilities and focused in on their “traditional” Ayurvedic medicine. We also visited an Elephant Orphanage and a wild life preserve.

The University is not able to transmit via Skype, so I will take photos and send with narratives. At this point our first estimates of budget, etc. seems realistic. We are waiting word from the Ministry of Health to move forward on our proposal. We understand, there is a great deal of “high level” support for this, so we are very optimistic.

Will update you again, tomorrow after our first visit with the public sector (the most conservative sector/traditional in the hierarchy here).

Keep us in your thoughts, security measures here in Columbo are very tight. L

A new definition of distance learning: I used e-mail to keep my professor and my classmates apprised of our progress in Sri Lanka.
Talking the Talk: At SHMS, you really can do it all!

A conversation with Speech-Language Pathology alumnus, Lauren LaBarbera and her mentor, Dr. Nina Capone.

Lauren LaBarbera (LL): When I applied to college, I was only 17. I was pretty sure I wanted to be a speech-language pathologist (SLP) but I also wanted to have a back-up plan in case graduate school for whatever reason wasn’t an option. My mom, who is an SLP and a supervisor in the New York City Board of Education, really stressed the importance of going to a school like Seton Hall that had a dual degree program.

Nina Capone (NC): One of the really unique features of SHMS is the “4+2” option, where students can enroll as freshman and go straight through to a master’s degree. In the 4+2 program, undergraduates need to maintain a competitive GPA and complete prerequisite coursework in speech-language pathology, but they are exempt from submitting GRE scores.

LL: You don’t have to do a thesis as a grad student, but while I was doing my clinical internship at an Irvington preschool, I became very interested in doing research on using standardized measures for preschool children. After discussing with Dr. Capone the projects underway in her lab, we decided that I would compile a literature review on late talkers, children who basically start talking much later than expected.

NC: Regular discussions with Lauren about her findings helped me develop a more informed, well-rounded perspective on the subject of late talkers. Researchers can be isolated in the research process without colleagues on site who have the same research interests. Engaging students in research and in scientific discussion is one way a senior person is challenged.

LL: About a year after I graduated, I was invited back to SHU to present my work to a group of current students and alumni. It was a great honor.

NC: During her clinical fellowship year, Lauren actually worked with the kind of children she studied and was able to supplement her presentation of the literature with a clinical case study. It was a true example of bridging the gap between literature and clinical practice. Lauren was able to take advantage of many of the special features a SHMS degree offers, and she has really made the most of it. The great thing is, her fellow students, teachers, and alumni, benefit from her efforts. It was a proud moment for me as a mentor and as a professional to watch the new guard march in!

She never gave me the answers; she always made me find them myself, even if it meant going back to work I had done more than a year earlier.”

Lauren LaBarbera, a 2008 graduate of the Master of Science in Speech-Language Pathology Program, just completed her Clinical Fellowship Year at the JFK Johnson Pediatric Rehabilitation Institute in Edison, NJ. Her mentor, Dr. Nina Capone, is the director of SHMS’ Developmental Language and Cognition Laboratory where she investigates semantic learning and lexical expression as well as gesture and language development.

“Regularly talking with Dr. Capone throughout the process was great – she never gave me the answers; she always made me find them myself, even if it meant going back to work I had done more than a year ago. As a result, I have a much better understanding of how to read and interpret research literature, and I am a better writer now.”
Greg Sorkin, DO was named Program Director of the SHMS Residency Program in Emergency Medicine based at Saint Michael’s Medical Center in December 2008. He received his medical degree from the University of New England – College of Osteopathic Medicine in 2001. After completing his postgraduate training, Dr. Sorkin joined Maimonides Medical Center where he was named Coordinator of Emergency Medicine Quality Control. Dr. Sorkin has strong interests in Academic Emergency Medicine, Emergency Clinical Operations, Emerging Infectious Diseases and Disaster Preparedness.

Natalie Glass, MS, CCC-SLP, joins the Department of Speech-Language Pathology as a Director of Clinical Education. A graduate of the first SHMS Master of Science in Speech-Language Pathology class of 2001, Natalie has worked in health care, early intervention, and public school settings. A member of the Board of Directors of the New Jersey Speech-Language-Hearing Association, she serves as co-chair of their Annual Convention, which is one of the largest speech-language pathology and audiology conferences in the country.

Preeti Nair, PT, PhD received her BS in Physical Therapy from the University of Pune, India in 2001, her PhD in Rehabilitation Sciences from the University of Florida in 2008, and completed her post-doctoral training from the Rehabilitation Institute of Chicago in 2009. Her research involves investigating walking impairment in neurological populations and developing robust rehabilitation strategies that facilitate walking recovery.

Congratulations to our SHMS Clinical Education and Research Partnership Grant recipients:

- Palisades Medical Center
- University Hospital (UMDNJ)
- The Children’s Therapy Center
- P.G. Chambers School

Photo taken at August 11, 2009 grant awards reception.

More information to follow in the Fall 2010 issue of Insights!
An ‘Inside’ Look At Some SHMS

Medical Residents & Fellows

Mahmoud Moammar, MD
Birthplace: Jordan
Hometown: West Paterson, NJ

A great vacation: is being home with my wife and two kids.
The best book I ever read: Quran
My philosophy of life: Only a life lived for others is a life worthwhile.
Education: I graduated from the medical school at Jordan University of Science and Technology in 2001. I was a research and teaching assistant at the University of Jordan until 2004 when I started my Internal Medicine residency training at SJRMC. In 2007 I joined the pulmonary fellowship program of Seton Hall University and I am expected to graduate in June 2009.
Medical area of expertise: Pulmonary medicine, particularly pneumonia
Seton Hall Fellowship: St. Josephs’ Regional Medical Center, Paterson, NJ.

Professional accomplishments:
- I finished my high school education in 1995, ranked second in the kingdom and honored by His Majesty, King Hussein, with a 100 percent scholarship for medical school.
- I was placed on the honor list for three successive years during my medical school education.
- Published in Clinical and Experimental Pharmacology and Physiology (CEPP), Annals of Clinical & Laboratory Science, and Laboratory Hematology.
- Prepared twenty abstracts accepted by ACCP and ATS.
- Presented two abstracts at the annual international meetings of ACCP in Philadelphia and ATS in San Diego.
- Delivered two oral presentations at two successful annual research colloquiums at Seton Hall University.

How has Seton Hall made a difference in your life? My SHU fellowship has given me excellent training in my future subspecialty and satisfied my enthusiasm to do research.

Rada Shakov, MD
Birthplace: Baku, Azerbaijan
Hometown: Brooklyn, NY

A great vacation is: where family is.
The best book I ever read: The Hunchback of Notre Dame by Victor Hugo
My philosophy of life: it is what it is.
Education: State University of New York, Stony Brook, Medical School, American University of the Caribbean, St. Martin for med school, SUNY Stony Brook for undergrad.
Medical area of expertise: Gastroenterology
Professional accomplishments: During my residency I published two papers, “Eosinophilic cholecystitis, with a review of the literature” and “Clostridium difficile infection in an urban medical center: five-year analysis of infection rates among adult admissions and association with the use of proton pump inhibitors.” I also presented at the 127th Meeting of the Association of Clinical Scientists in Hershey, PA. In July 2007 I started my fellowship in Gastroenterology. Since then I published another paper entitled “Autoimmune Pancreatitis: case series and review of the literature.” But most significant was the birth of my son in November.
Seton Hall Residency: Gastroenterology residency at St. Joseph’s Regional Medical Center.

How has Seton Hall made a difference in your life? By giving me the opportunity to pursue a great career.
How do you want to change the world? By helping my children grow up to be great people.
Angela M. Illuzzi-Russo, DDS
Birthplace: Brooklyn, NY
Hometown: Staten Island, NY

A great vacation is: Spent seeing things you’ve never seen before with someone you love.
The best book I ever read: *The Great Gatsby* by F. Scott Fitzgerald
My philosophy of life: Do unto others as you would have them do unto you.
Education: Rutgers University, BS; New York University, College of Dentistry, DDS.
Medical area of expertise: Dentistry
Professional accomplishments: Omicron Kappa Upsilon Honor Society, New York; Rutgers University Alumni Club Key Pin Award Winner; New York Society of Oral and Maxillofacial Surgeons Outstanding Senior Dental Student Award Winner
Seton Hall Residency: St. Joseph’s Regional Medical Center, Chief Resident of Dentistry; Incoming Resident in Oral and Maxillofacial Surgery

How has Seton Hall made a difference in your life? Seton Hall has provided opportunities for me to interact with my medicine and dental colleagues to share knowledge and experience to further our professional development.

How do you want to change the world? Through the education I received from St. Joseph’s Regional Medical Center and Seton Hall University, I wish to make a difference in the lives of underprivileged and underserved children around the world, utilizing the surgical skills I acquire here to correct craniofacial deformities such as cleft lip and palate, leading to improved quality of life, both, functionally and esthetically.

Rupen Parikh, MD
Birthplace: Mumbai, India
Hometown: Nadiad, India

A great vacation is: Spent with family and it leaves you with a story to tell. The memories are there for you to see whenever you shut your eyes.
My philosophy of life: Take pride in myself and the accomplishments that I achieve with both my family and my career. This is what keeps me dedicated to my family and to the job at hand. Knowing that I work hard, that I’ve tried my best, and that I will not quit is a quality I will pass onto my children, regardless of the results. Also do not let what you cannot do interfere with what you can do, or you will never achieve what you never begin.
Education: MS University of Baroda Medical College, India; MA Healthcare Administration, Seton Hall University; Internal Medicine MD Program and Cardiovascular Research Fellowship, St. Joseph’s Regional Medical Center, Paterson, NJ; Cardiovascular Medicine Fellowship, Seton Hall University.
Medical area of expertise: Cardiology
Professional accomplishments: Best Research Award in Clinical Research, 2008 and 2009, Research Colloquium, Seton Hall University. Member, American College of Cardiology, American Medical Association, and American College of Chest Physicians; Resident Representative, Graduate Medical Education Committee, Mount Sinai School of Medicine. Publications include *Clinical Cardiology*, *Texas Heart Journal*, *Hospital Physician* and *Journal of Invasive Cardiology*.

Seton Hall Fellowship: I am completing a Cardiovascular Medicine Fellowship through the School of Health and Medical Sciences at Seton Hall University. It’s a combined fellowship program at St. Joseph’s Hospital in Paterson, St. Michael’s Medical Center in Newark, NJ and Trinitas Hospital in Elizabeth, NJ. I am getting intense training in electrocardiography, transthoracic and transesophageal echocardiography, stress tests, and cardiac catheterizations. At all three hospitals we see patients with variety of cardiac disease in the different ethnic groups.

How do you want to change the world? I want to ensure that everyone has the opportunity to receive the medical attention they need. By becoming a physician, I am on the path to make a difference to each and every one of my patients. With the research I undertake, I will also be able to touch the lives of many others.

How has Seton Hall made a difference in your life? I have met a lot of great people from whom I have learned and continue to learn from each day. The Seton Hall environment and my residency experience have given me the opportunity to grow as a person and doctor.

Anthony J. Scillia, MD
Birthplace: Hackensack, NJ
Hometown: Bernardsville, NJ

A great vacation is: Long Beach Island, NJ
The best book I ever read: *The Fountainhead* by Ayn Rand
Education: New Jersey Medical School; University of Medicine and Dentistry of New Jersey Class 2007, Georgetown University Class 2003 Bachelor of Science in Biology with a minor in cognitive science.
Medical area of expertise: Orthopaedic surgery.
Seton Hall Fellowship: St. Joseph’s Regional Medical Center, Paterson, NJ. My current research includes shoulder injuries in the overhead throwing athlete, non-joint spanning external fixation for distal radius fractures, open lateral malleolar ankle fracture dislocations, and ligamentous knee injuries in volleyball players.
Professional accomplishments: I am working on an orthopaedic physical exam handbook. I spent the summer of 2004 researching epithelial carcinogenesis in a mouse model at the University of California at San Francisco and the summer of 2003 in a basic science laboratory at UMDNJ in Newark.

How has Seton Hall made a difference in your life? Seton Hall gave me the opportunity to become an orthopaedist.

How do you want to change the world? By helping one person at a time.
2009 SHMS Commencement & Awards Ceremonies
When you visit the city of Arecibo, Puerto Rico, you may see a lot of stars. Some of them will be visible only through the telescopes at the world renowned observatory; others may be familiar faces from stage and screen, like Pierce Brosnan who filmed the James Bond epic “Goldeneye” at the facility. But one of the most interesting stars you may see in Arecibo could well be massaging your pulled hamstring: Katherine Carrion, a 2008 graduate of SHMS’ Master of Science in Athletic Training program and the first certified female athletic trainer in Puerto Rico’s history.

A natural athlete, Katherine participated in both sports and dance as a child and a teenager. But when her older sister, Bhebyam, suffered a volleyball injury, it fell to Katherine to monitor her sister’s at-home rehabilitation efforts, and Katherine’s passion for service was born. “It was so interesting to see how my efforts to assist her with her exercises and my constant support helped her heal more quickly,” she explains. “I knew then that providing that kind of care was really what I wanted to do with my life.”

Integral members of any sports medicine team, athletic trainers provide injury prevention, evaluation, management and rehabilitation. Right now, Katherine works half the year for Puerto Rico’s professional women’s volleyball champions, Team Llaneras, based in Toabaga, Puerto Rico. She divides the rest of her time between working at a summer camp program with children, assisting at beach volleyball tournaments, and teaching at her alma mater, the University of Puerto Rico, where she received a BS in Athletic Training.

Like all of the SHMS programs, the Athletic Training program—the only entry-level MSAT in New Jersey and one of fewer than 20 such programs in the country—focuses on practical clinical experiences that help students learn by doing. Clinical sites include local high schools, colleges and universities; general medical facilities; professional sport teams; and wellness and sport performance facilities. For Katherine, working with Seton Hall University’s men’s soccer team was a pivotal vocational opportunity.

As the first certified female athletic trainer in Puerto Rico, Katherine is glad to be breaking ground for women in her homeland. Interestingly, though women clients are more likely to open up about their lives and their needs while she works with them, male clients follow her rehabilitative advice to the letter.

Katherine models her own job performance on that of her most influential instructor, the high school teacher who first introduced her to athletic training. “This professor treated every single student with respect and consideration. No question was too dumb: if you had a hang nail, she would explain the injury to you just as thoroughly and patiently as she would explain any other injury,” Katherine says. “Her enthusiasm was tremendous, and she really loved her profession. Those are the values I want to promote whatever I am doing, whether it is teaching or traveling with a team or working with kids at a camp. The job opportunities for an athletic trainer are many, but my goal is always the same – to help other people feel and do their best.”

As Puerto Rico’s first female athletic trainer, Katherine Carrion ’08 helps athletes become champions.
3rd Annual Alumni Cruise

To view photos of the STMS Alumni Cruise, log on to billblanchardphoto.printroom.com