Celebrating Achievement
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### School of Graduate Medical Education

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Dear Alumni, Students, Friends, and Colleagues:

It is my pleasure to welcome you to this second issue of *Insights*.

There is much to learn about all of the great activities the School of Graduate Medical Education has undertaken since we launched our inaugural issue last Fall. In this issue, you will read about:

- our Occupational Therapy students’ service project on the University campus to assist victims of Katrina;
- our Trinitas Hospital Internal Medicine residents’ competition at the local, state, and national levels in the American College of Physicians Challenge Bowl;
- our new faculty who have joined the School’s Division of Health Sciences this past academic year;
- our Athletic Training students’ participation at this year’s Hula Bowl in Honolulu;
- our new collaborative clinical education program with Youth Consultation Services that offers employment and repays loans for graduates of our occupational therapy, physical therapy, and speech-language pathology programs;
- our Physician Assistant students’ fundraising activities; and much more!

During the upcoming year, the School will continue to reach out to many of you, our alumni, to assist in the establishment of our own School of Graduate Medical Education Alumni Association. This organization will identify initiatives to engage all of our alumni in maintaining a connection to Seton Hall and to our School.

Planning is also underway for the 2007 issue of *Insights* which will focus on you, our alumni, and on service learning both of which represent so much of who and what we are about as health care professionals. It’s not only the *art* of what we do in our chosen profession that makes a difference in the lives of those we serve; it is also the *caring* we exhibit to those we serve on a daily basis.

Please feel free to personally contact me if you are interested in serving on the inaugural planning committee for the alumni association and/or submitting an article for the next issue.

Enjoy Volume Two!

Sincerely,

Brian B. Shulman, PhD, CCC-SLP, ASHA Fellow, BRS-CL
Acting Dean
**HISTORICAL PERSPECTIVE**

The year was 1986 and the month was February. Thirteen New Jersey Catholic hospitals and medical centers met at Seton Hall University (SHU) to address medical education within the state. This led to the suggestion that SHU play a major role in this effort.

In August of the same year, hospital presidents from St. Elizabeth Hospital (now Trinitas Hospital), Saint Michael’s Medical Center (now Saint Michael's Regional Medical Center) and St. Joseph’s Hospital (now St. Joseph’s Regional Hospital and Medical Center) met with SHU’s Chancellor with a view toward starting a School on the Seton Hall campus. It was thought best to start with three hospitals that were geographically near each other.

In April 1987, Seton Hall’s Board of Trustees approved the formation of the School, thus named the School of Graduate Medical Education. On December 17, 1987, the founding dean, Dr. Nicholas DeProspo, appeared before the New Jersey Board of Medical Examiners to testify on behalf of the School’s application.

On May 19, 1988, the New Jersey Board of Medical Examiners filed an order authorizing Seton Hall University to charter a School of Graduate Medical Education. In September 1989, the Accreditation Council on Graduate Medical Education (ACGME) fully accredited the Internal Medicine program as an integrated University program (the first of many), thus converting approximately 150 physicians-in-training (residents) to full University residents and fellows.

On June 28, 1989, the first residents/fellows graduation ceremony was held on the Seton Hall campus and approximately 100 residents/fellows were awarded with Seton Hall University certificates.

The mission of the School of Graduate Medical Education is to develop in health science students and medical residents/fellows an awareness of their responsibility to contribute to an environment of loving care, sensitivity, and respect for human dignity as they comfort people whose lives have been disrupted by sickness, injury, or death.

The School originally consisted of three distinct educational divisions: residency and fellowship training, continuing professional development, and research.

- Residency programs offer training for physicians and dentists in specialty areas such as internal medicine, surgery, neurology, orthopedics, dentistry, oral and maxillofacial surgery, podiatry, AOA (American Osteopathic Association) internship, internal medicine, and emergency medicine. Subspecialty training is also available for qualified candidates who have completed the appropriate prerequisite training.
- Continuing professional development is a program designed to provide updates of the most useful recent advances for medical and health science professionals in the form of conferences, seminars, courses, and workshops. The first seminar held was entitled “Management of Diabetes in the 1990s” and was well received.
- Since 1989, research has been a part of the School, which has resulted in an annual School of Graduate Medical Education Research Colloquium that enables medical residents, fellows, and health science students to present their current research.

*Special thanks is extended to Dr. Nicholas DeProspo for his input on this article.*
With the addition of the Division of Health Sciences, master’s and doctoral level academic programs in the School of Graduate Medical Education were initiated in the following chronology:

- Master of Science in Health Sciences (1995)
- Master of Science in Physician Assistant (1995)
- Master of Science in Occupational Therapy* (1997)
- Master of Science in Speech-Language Pathology (1998)
- Doctor of Philosophy in Health Sciences (1998)
- Master of Science in Athletic Training** (2000)
- Doctor of Physical Therapy (2001)

* First in the State of New Jersey
** First and only program in the State of New Jersey

WHERE ARE WE NOW?

These were the beginnings of the School of Graduate Medical Education. Here’s what Dr. Brian B. Shulman, Acting Dean, says about the School.

The School’s Philosophy

Q: What does the School’s tagline “Learn the Art and Science of Caring” mean?
A: It means that we teach our students to be caring, compassionate healthcare providers. We remind them that the services they provide to their clients/patients/students are impacting an individual’s life and his/her family. We want our students to know that their caring can make a difference.

Q: What defines success at the School of Graduate Medical Education?
A: A number of things—an innovative and productive faculty, an exceptional support staff that holds the School together, a diverse student body, and an alumni base who carry our mission forward.

Q: What are you most proud of about The School of Graduate Medical Education?
A: I am extremely proud of our faculty. They are the ones responsible for their program’s accreditation. I think I can speak on behalf of the entire faculty in the School that we strive for excellence in ourselves, our programs, and our students and accreditation only represents one component of why the School has been so successful in such a short period of time. I am also proud of our students...they are our best recruiters!

Q: What are you most proud of about Seton Hall?
A: I am extremely proud of the sense of community you feel when you walk on the campus and interact with other faculty, administrators, staff and students. You feel a sense of belonging. I am also proud that Seton Hall strives to not only develop good students but good citizens, hence why our mission as a university is to develop “servant leaders” in a global society.

Q: What are you most proud of about The School of Graduate Medical Education’s students?
A: Our students make us proud of what we do day in and day out. Moreover, when they leave us, they continue to be “ambassadors” of our School, the program they graduated from, and the University.

Q: What are you most proud of about the faculty in the school?
A: I am so proud of our faculty. They are a team of bright, articulate, creative, and productive professionals who promote the School in their teaching, scholarship, and service activities.

Students

Q: What does accreditation mean for your students?
A: Accreditation means that our students will graduate from a program that meets strict national standards for academic and clinical preparation. This, in turn, means that upon graduation, our students are able to meet the standards for national certification and state licensure to practice their profession. While accreditation traditionally means that programs meet the minimum standards for professional preparation, programs exceed these minimum standards. I might also add that all of our entry-level programs have secured national accreditation and/or reaccreditation so we have much to be proud of.

Q: How do your curricula extend beyond the classroom?
A: In two words—SERVICE LEARNING. Our professional entry-level programs all place our students in a number of diverse clinical settings where they learn about healthcare delivery.

Q: Does the School of Graduate Medical Education provide any clinical experiences in a wide variety of settings?
A: Absolutely! We have clinical affiliation agreements with over 250 hospitals, schools, clinics, rehabilitation centers, private practices, and other agencies where we place our students to provide them with state-of-the-art clinical education in the surrounding communities and states.

Q: What is the employment rate for your students after graduation?
A: One hundred percent! In the eight years I have been at Seton Hall, I have yet to hear about any student graduating from any program who has not been able to secure employment upon graduation. I might also add that a number of our students are offered employment prior to graduation!

Q: At what point do you really know that what you’ve been doing is working?
A: When we hear back from our alumni that Seton Hall and the School of Graduate Medical Education made a difference in their lives and in the lives of the patients or clients they serve. A number of our alumni return to the School as adjunct faculty and guest speakers and some also provide clinical supervision at their places of employment to our currently enrolled students.

continued on next page
Q: What’s the one word you would associate with the School of Graduate Medical Education?
A: Interdisciplinary.

Q: What’s the one phrase you would associate with the School of Graduate Medical Education?
A: A Center for Excellence and Creativity.

**FOCUS ON ADMINISTRATION AND FACULTY**

**OFFICE OF THE DEAN**

Brian B. Shulman, PhD, CCC-SLP, ASHA Fellow, BRS-CL, Acting Dean of the School of Graduate Medical Education and Professor in the Department of Speech-Language Pathology, was elected Vice President for Professional Practices in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) for a three-year term. ASHA is the professional, scientific, and credentialing association for more than 123,000 members and affiliates who are speech-language pathologists, audiologists and speech, language, and hearing scientists in the United States and internationally.

**DEPARTMENT OF ATHLETIC TRAINING**

Mary Murray, MA, ATC, Director of Clinical Education and Assistant Professor of Athletic Training, along with two Seton Hall athletic training graduate students, Leslie Rippon and Laura Iden, were selected to be part of the athletic training staff at the Hula Bowl in Hawaii. College football players throughout the country were selected to play in this prestigious post-season game which culminated with the Hula Bowl, broadcasted nationally on January 21, 2006. See the entire story on page 7.

**DEPARTMENT OF GRADUATE PROGRAMS IN HEALTH SCIENCES**

Doreen Stiskal, PT, PhD, Associate Professor of Health Sciences, presented “Physical Performance and the Child with Arthritis: Task Matters,” at the American College of Rheumatology/Association of Rheumatology Health Professionals Annual Scientific Meeting in San Diego, California held November 12-16, 2005. Stiskal also presented “The Effect of Celecoxib on Pain and Physical Function in Knee Osteoarthritis Patients” at the 2005 World Congress on Osteoarthritis Research, sponsored by Osteoarthritis Research Society International in Boston held December 8-11, 2005.

**DEPARTMENT OF OCCUPATIONAL THERAPY**

Catherine Colucci, MA, OTR, Director of Clinical Education and Assistant Professor of Occupational Therapy, was interviewed along with Susan Simpkins, PT, EdD, Associate Professor in the Department of Graduate Programs in Health Sciences, by New Jersey News (NJN) reporter Sara Lee Kessler about their collaborative course on preparing students to assess developmental milestones. The segment aired on NJN on December 13, 2005.

**DEPARTMENT OF PHYSICAL THERAPY**

H. James Phillips, PT, PhD, OCS, ATC, FAAOMPT, Assistant Professor of Physical Therapy, completed the Doctor of Philosophy (PhD) in Health Sciences in August.

**DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY**

Theresa A. Cardillo, MA, CCC-SLP, Director of Clinical Education and Assistant Professor of Speech-Language Pathology, along with Acting Dean and Professor of Speech-Language Pathology, Brian B. Shulman, PhD, worked in collaboration with University Advancement to secure external funding from the Healthcare Foundation of New Jersey (HFNJ) to establish an off-campus clinical program at one of Irvington’s preschool locations. The one year, renewable grant totaled $76,380. See the entire story on page 6.

“The one word you would associate with the School of Graduate Medical Education?
A: Interdisciplinary.

Q: What’s the one phrase you would associate with the School of Graduate Medical Education?
A: A Center for Excellence and Creativity.

**A Peek Into the Future**

Q: What’s your vision...where will the School of Graduate Medical Education be in 10 years? What is it you are trying to build here at the School?
A: I hope for continued excellence and expansion of our already successful programs at the professional and post-professional levels.

The School of Graduate Medical Education has evolved over time since its inception. The deans that have carried out the School’s mission have been (listed chronologically):

- Dr. Nicholas DeProsopo (Founding Dean)
- Dr. John A. Paterson (Dean Emeritus/Deceased)
- Dr. MaryAnn Clark (Acting Dean)
- Dr. David L. Felten (Dean)
- Dr. Brian B. Shulman (Acting Dean)

Each dean has brought the School closer to its mission and vision. The School continues to gain national reputation and recognition through the efforts of its faculty and alumni. The future is bright and the growth of the School continues.

If experience is a great teacher, then success lies in teaching (and learning) the Art and Science of Caring. The School of Graduate Medical Education believes this philosophy will prove to be the success of its future.

“I am extremely proud of the sense of community you feel when you walk on the campus and interact with other faculty, administrators, staff, and students.”
Vicci Hill-Lombardi, EdD, ATC, (Department of Athletic Training) received her BA in Biology and Athletic Training in 1987 from Kean University as well as her MA in Classroom Instruction in 1989. Certified in athletic training and as a teacher in 1988, she went on to receive her EdD in Applied Physiology from Columbia University in 2004. Her professional experience includes working as an athletic trainer at both the college and high school levels. She also directed the Athletic Training Education Program at Long Island University for nine years. She received the National Athletic Trainers’ Association Service Award in 2005. A New Jersey native, Dr. Hill-Lombardi is very excited to join the Seton Hall University faculty and work, once again, in the Garden State.

Kim Poulsen, PT, DPT (Department of Physical Therapy), hails from Denmark where he received his BS in Physical Therapy in 1987. In 1995, he arrived in New Jersey and shortly thereafter, became a student at Seton Hall. He received his MS in Health Sciences in 2002 and continued immediately in the Doctor of Physical Therapy (DPT) program and graduated in 2005. After graduation, he joined the School in August 2005 as an assistant professor and Director of Clinical Education for the Department of Physical Therapy. He is currently enrolled in the Doctor of Philosophy (PhD) in Health Sciences program at Seton Hall.

Denise Rizzolo, PA-C, MS, (Department of Physician Assistant) attended Rutgers University and graduated with a BS in Exercise Physiology. In May 2000, she graduated from the Seton Hall University/University of Medicine and Dentistry Physician Assistant program with an MS degree. Currently, she is enrolled in the Doctor of Philosophy (PhD) in Health Sciences program at Seton Hall. She joined the faculty of the School of Graduate Medical Education in September 2005.

Deborah R. Welling, AuD, CCC-A, FAA, (Department of Speech-Language Pathology) an audiologist for more than 20 years, received her BA from Hofstra University in 1980, MA from City University of New York (Queens College) in 1982 and her Doctor of Audiology (AuD) from the University of Florida in 2005. She is a member of the American Speech-Language-Hearing Association and is also a Fellow of the American Academy of Audiology. Prior to joining the faculty in the Department of Speech-Language Pathology at Seton Hall in Fall 2005, she spent many years working for a not-for-profit agency and has also worked in hospitals, industrial and academic settings as well as in private practice.

Terrence Cahill, EdD, (Department of Graduate Programs in Health Sciences) received his BA in Philosophy from St. Paul’s College, MPA from Rutgers University, MSW from Wilfrid Laurier University and an EdD from George Washington University's Executive Leadership Program. Dr. Cahill’s teaching experience includes five years at the College of St. Elizabeth as an adjunct instructor. His leadership experience includes serving as as CEO, COO and vice president of East Orange General Hospital, senior vice president at First Option Health Plan and regional vice president of CIGNA Healthcare. Dr. Cahill is a fellow of the American College of Healthcare Executives and founder of Cahill Consulting LLC, a consulting organization specializing in leadership and organizational development services. He teaches courses within in the Health Professions Leadership specialization track of the School’s Doctor of Philosophy (PhD) in Health Sciences program.
According to Audrey Lassiter, supervisor of the Irvington Public Schools’ Office of Early Childhood, “one of the district’s greatest needs is speech-language and hearing services for our preschool population.” Many of the 1,400 children enrolled in the preschool program come from low-income families, newly arrived from poor countries which offer little or no prenatal care training. They are children “at risk” of experiencing developmental delays which can impact their future educational, behavioral and social development.

Thanks to a grant of $76,380 from the Healthcare Foundation of New Jersey and services provided by Seton Hall University, this need will be addressed during the 2006-07 school year. The School of Graduate Medical Education’s acting dean and professor of Speech-Language Pathology, Brian B. Shulman, PhD, CCC-SLP, ASHA Fellow, BRS-CL, and Theresa A. Cardillo, MA, CCC-SLP, Assistant Professor and Director of Clinical Education for the Department of Speech-Language Pathology, worked in collaboration with University Advancement to secure external funding to establish an off-site clinical program at one of Irvington’s preschool locations.

Under Cardillo’s direction, first-year graduate students in the Master of Science in Speech-Language Pathology program will be part of a pilot project providing clinical services to 125 preschool children, ages three to five. Services will include speech, language and hearing screenings, evaluation, referral, and intervention. This site will also serve the purpose of providing these graduate students with faculty-directed “hands-on” clinical education.

During the 2005-06 academic year, the Class of 2007 field tested the project. As a result of their involvement, 75 children received speech, language, and hearing screenings, four were referred for complete audiological evaluation, one was referred for an otolaryngology (ear, nose and throat) evaluation, and 15 children were identified as being in need of speech-language evaluations. Nine of the 15 children have been evaluated and are currently receiving faculty-supervised therapy by graduate students Elsy Castro and Kathy Gurango, along with the assistance of departmental faculty including Cardillo, Deborah Welling, AuD, CCC-A/FAAA, Associate Professor of audiology and former faculty member, Sally Ann Giess, PhD, CCC-SLP.
On January 21, 2006, two Master of Science in Athletic Training students and a faculty member had the exciting opportunity to work on the sidelines of the 2006 Hula Bowl at Aloha Stadium in Honolulu, Hawaii. The Hula Bowl is a prestigious post-season game of college football whereby players throughout the country are selected to play. Athletic training (AT) students, Leslie Rippon and Laura Iden, were selected, following a rigorous review process, from a large pool of applicants across the country. Professor Mary Murray, MA, ATC, the department’s Director of Clinical Education was also selected following a similar application and review process. Ultimately, only eighteen students and six professors from around the nation were chosen to participate in this program.

The process began in the Fall when Carolyn Goecel, MA, ATC, Chair of the Department of Athletic Training, was notified that Baylor University, the coordinating body for the Hula Bowl, was accepting applications. Applicants could either be athletic training students (ATSs) from accredited programs, or certified athletic trainers (ATCs) who teach in those programs. Goecel spread the word to students and faculty. Rippon and Iden (third-year students) were selected because of their clinical experience and interest. Professor Murray also submitted her application. This was the first time anyone from Seton Hall or the School of Graduate Medical Education had applied. This, in itself, constituted a tremendous milestone for the AT program and its students which, in turn, yielded a national recognition for Seton Hall’s program.

Though notified in December that three Seton Hall applicants had been accepted to participate, they were unsure of their exact travel plans until the first week of January. Flying out to Hawaii on Monday, January 16, the three were filled with anticipation. In a whirlwind that started on Tuesday and continued through Thursday, Rippon, Iden and Murray worked with 16 other ATSs and five other ATCs to provide care for the players. Seton Hall representatives were assigned to the West Team, and provided crucial services such as injury evaluation and care, both on and off the field, as well as taping, bracing, and stretching. The game was nationally televised on Saturday, January 21.

While the schedule appeared to have been quite rigorous, Rippon, Iden, and Murray had enough time to enjoy the island. It was the first trip to Hawaii for Iden, who tried to make the most her visit. She toured Pearl Harbor and the North Shore, and hiked Diamond Head. Though it was Rippon’s second visit, she accompanied Iden in her travels, and was even able to get in some surfing. Murray had been to Hawaii on her honeymoon only a few months before, but was very happy to spend some time, once again, in paradise.

All three found the Hula Bowl experience to be quite wonderful. “We had the opportunity to work with a great team from Baylor University and from schools across the country,” says Iden. “The athletes were very appreciative of our services and respectful of our time being spent with them.” Rippon comments, “All of the ATCs were professors, so they made the trip educational and looked for opportunities to give us more experience. I was very prepared to take on any task that was asked of me clinically. I recommend this experience to students who are looking to gain football experience.”

Murray agrees, stating, “It was challenging to work with others from a variety of backgrounds and experiences. However, everyone was very professional and motivated to work together to provide excellent care to the athletes.”
In 2006, the School of Graduate Medical Education (SGME) marked the 17th year of sponsorship of its annual research event. As it was conceived in 1989, the Research Colloquium was developed as a forum for the School's medical and health sciences faculty and medical residents and fellows to get together to present and discuss their clinically oriented studies.

As the years passed, the Colloquium evolved from a mid-afternoon meeting to a full-day program. This was the result of several factors. In the early days, the significance of integrating research as an important scholarly pursuit into postgraduate medical education was a somewhat novel concept and, largely, one embraced exclusively by more advanced (medical subspecialty) programs. As time passed, it became widely accepted that scholarship, in the form of scientific investigation, should be an integral part of all graduate medical programs. Thus, young physicians-in-training are now expected to participate in research throughout their residency years.

Another important change in the 1990s was the birth of the School's Division of Health Sciences. Today, this arm of the school confers entry-level and post-professional graduate degrees at the master's and doctoral levels. Health science professional degrees include a Master of Science in Athletic Training, Occupational Therapy, Physician Assistant, and Speech-Language Pathology. Doctoral programs include a PhD in Health Sciences and a Doctor of Physical Therapy (DPT). These programs all integrate research into their curricula and the Research Colloquium provides an opportunity for health science students and faculty to interact with their colleagues in medicine.

Finally, as collaborations develop between the School's program faculty and the faculty from the College of Arts and Sciences (primarily the Department of Chemistry and Biochemistry and the Department of Biology), the importance of inviting the best medically-oriented research from those areas became apparent.

Today, under the auspices of the SGME Research Committee, the Research Colloquium has grown from 19 papers, all presented in poster format, to an average of nearly 150 papers over the last two years. The 2006 Research Colloquium, held on May 12, featured studies in the basic medical sciences and health sciences as well as those from the residency and fellowship training programs.

While most papers continue to be presented in poster format, the very best in clinical investigation, selected by blinded peer-review, has been presented orally from the podium. This group included papers describing important new developments in cardiology, HIV treatment, epidemiology, and even surgical procedures. Presenters in all of the various categories of study were vying for research awards, presented at the Certificates and Awards Ceremony for the School's Division of Medical Residencies and Fellowships on June 14.

For the past ten years, the Research Colloquium's program has included a Keynote Address. Past honorees have included several presidents of the American Federation for Clinical Research, as well as distinguished faculty from both outside Seton Hall and several of our own scholars. For the 2006 Colloquium, one of our own faculty members, James Gervasoni, MD, PhD delivered the Keynote Address.

Few medical training institutions provide a resource as carefully and elaborately developed as the School of Graduate Medical Education's Research Colloquium. Many of the papers presented at this meeting go on to be featured at national and international meetings, and more are being published in the biomedical literature. The Colloquium, which provides an opportunity for our students to have their peers pre-review their studies before major meetings and publication, is unique and one for which we are genuinely proud.
THE IMAGES OF THE DEVASTATION IN THE IMMEDIATE AFTERMATH OF HURRICANE KATRINA WERE, AND STILL ARE, BEYOND OUR COMPREHENSION. IMAGES OF BROKEN LEVEES, FLOODED STREETS, HOMEOWNERS TRAPPED IN ATTICS, HUNGRY CHILDREN, DYING ELDERS, AND THOSE LEFT BEHIND IN THE SUPERDOME ARE PERMANENTLY Eetched IN OUR COLLECTIVE MEMORIES.

TO BETTER UNDERSTAND THE STORIES BEHIND THESE IMAGES, TIME IN THE CLASSROOM BECAME DEVOTED TO ADDRESSING THE HUMAN TOLL OF LIVING THROUGH THIS TRAGEDY, INCLUDING HOMELESSNESS AND SCATTERED FAMILIES DISPLACED TO OTHER STATES, LOSS OF JOBS, SCHOOLS, AND HEALTH CARE ACCESS. OCCUPATIONAL THERAPY (OT) GRADUATE STUDENTS DISCUSSED THE LOSS OF NUMEROUS “OCCUPATIONS,” THOSE ORDINARY DAILY ACTIVITIES THAT WE RELY ON TO PROVIDE STRUCTURE AND MEANING TO OUR LIVES FROM THE MINUTE WE ROLL OUT OF BED IN THE MORNING UNTIL WE RETURN TO BED AT THE END OF THE DAY. WE DISCUSSED THE POTENTIAL FOR THE DEVELOPMENT OF POST-TRAUMATIC STRESS DISORDER, IN PROPORTIONS SIMILAR TO THOSE EXPERIENCED AFTER 9/11.

THE OPPORTUNITY TO HELP WAS COMPELLING. WHAT COULD STUDENTS OFFER WHEN FACED WITH AN UNPRECEDENTED TRAGEDY?

THE SETON HALL STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA) DECIDED THAT THE BEST AND MOST IMMEDIATE COURSE OF ACTION WOULD BE TO JOIN THE FUNDRAISING EFFORTS OF THE UNIVERSITY AND DOVE (DIVISION OF VOLUNTEER EFFORTS), BUT WANTED A UNIQUE “SPIN” FOR ITS OWN FUNDRAISING PROJECT.

MARDI GRAS HAS ALWAYS BEEN ONE OF THE DEFINING FEATURES OF LIFE IN NEW ORLEANS AND THE EVENT IS IMMEDIATELY RECOGNIZABLE AS A SYMBOL OF THE GREAT CITY. MERYL PICARD, AN ASSISTANT PROFESSOR IN THE OT PROGRAM, PURCHASED MARDI GRAS BEADS FOR THE SOTA STUDENTS TO SELL ON CAMPUS. SOTA PRESIDENT, PRIYA PATEL AND STUDENT MEMBERS ELIZABETH LENEHAN AND MAGDA ZIKAS, DONATED THEIR TIME TO SELL THE BEADS. ONCE APPROVED BY SETON HALL, A TABLE WAS SET UP IN THE CAFETERIA DURING A PRIME TIME LUNCH HOUR AND THE BEADS SOLD FOR $2 A STRAND OR THREE FOR $5. THE GENTILITY OF THE UNIVERSITY COMMUNITY WAS OVERWHELMING. THE PURPLE, GREEN, AND GOLD BEADS BECAME VISIBLE ON CAMPUS AS A SIGN OF SUPPORT AND RECOGNITION OF THIS DISASTER. THE STUDENTS RAISED $700 IN TWO WEEKS WHICH WAS THE MOST MONEY RAISED BY ANY STUDENT ORGANIZATION TO SUPPORT SETON HALL’S KATRINA FUNDRAISING EFFORTS.

OCCUPATIONAL THERAPY IS ABOUT LEARNING THROUGH DOING AND THE DEVELOPMENT OF LEADERSHIP SKILLS IS ABOUT ACTION RATHER THAN JUST TALK. WE ARE INDEED RESPONSIBLE FOR EACH OTHER — A LESSON OUR STUDENTS LEARNED FROM A NATIONAL CATASTROPHE AND SOME SMALL PLASTIC BEADS.
Captain Anthony Friendy, PA-C (pictured above), a faculty member in the Department of Physician Assistant, has been in Iraq with the National Guard since June 2005. While on leave, Friendy returned to New Jersey in March and visited the department with whom he has served as an instructor for the past three years. Friendy feels his education as a physician assistant (PA) equipped him for the rigors of military service. He was activated for duty in January and spent five months training in Mississippi and California prior to being deployed. “I felt prepared,” says Friendy. “You can do some civilian trauma, but there is not much to compare to military trauma, especially the wounds from explosive devices and shrapnel. Seton Hall’s School of Graduate Medical Education provides a good overall knowledge of medicine and anatomy to get you through the tough stuff.”

One thing difficult to prepare for, according to Friendy, is the weather. “The winter in New Jersey is rainy season in Iraq. The coldest it got was 40 degrees,” says Friendy. He particularly noted the large quantity of mud that develops from the rain which he describes as having “cake-batter” consistency, which makes life difficult. The summer is even more unforgiving. “The hottest that I saw was 118 degrees—that’s warm,” he says. “Next, in the spring will be the sandstorms, then it will get hot and very dry.”

According to Friendy, physician assistants are well respected in the military. “You are treated as a medical provider, along with the doctors. There is very little separation,” he says. “You run a trauma table just like any provider in the ER.” He also enjoys a good relationship with military physicians.

“The military docs are great; they treat you as their equal,” Friendy notes. “They really rely on us to show them the ins and outs of the ER, because they are all on a 90-day rotation, and we are there for the whole year. They have been a very caring and open group.”

The facility Friendy staffs is a former Iraqi Army installation. He notes that similarly to the television show “M*A*S*H,” his primary responsibility is the rapid stabilization of patients for transport to more sophisticated facilities.

“We have good equipment,” he explains. “It’s not a modern ER, but our job is to do life-saving interventions and get the patient to the next level of care in the best possible condition.” Friendy’s team covers sick call for six hours each day and is also on call every other day for trauma. They interact with a wide variety of patients.

“We have sick call through the day, which is your standard family practice clinic,” Friendy says. “Hypertension, diabetes, lots of upper respiratory infections, and a lot of orthopedic problems – back pain, sprains, and strains. Trauma is unpredictable and can be all day, or once a week. The injuries range from double amputations of legs to gunshot wounds of the extremities, abdomen and chest. Fragmentation injuries are also common from mortar attacks or explosive devices in the roadway.”

Friendy has treated enemy combatants, and he notes that they receive the same high level of care that U.S. troops do. “They were in the wrong place at the wrong time, or were sometimes doing something they should not have been doing,” Friendy explains. The United States military medical personnel also provide care for Iraqis. Friendy treats sick and wounded Iraqi military personnel and he occasionally treats civilian trauma patients when they sustain injuries related to combat.

Note: Since this writing, Friendy has decided to serve our country on a full-time basis. The School of Graduate Medical Education wishes him well in his future endeavors.
The School of Graduate Medical Education (SGME) and the Youth Consultation Services (YCS) Department of Allied Health Services are working together to give students clinical training, guaranteed employment upon graduation and help for students to repay their educational loans. This new partnership will enable YCS to expand and, ultimately, enhance services provided to children and families in need.

Seton Hall graduate students completing entry-level programs in occupational therapy, physical therapy, and speech-language pathology are eligible for the Educational Loan Forgiveness Program. Students representing each program attended an information session in February. Representatives from YCS, including Sharon Mason-Bell, MD (Medical Director) and Gerard Costa, PhD (Director of The Institute for Infant and Preschool Mental Health), spoke about the organization’s mission and range of services. Elizabeth Jessen, OTR, and Lauren Hunt, MS, CCC-SLP, both assistant vice presidents of Allied Health Services for YCS, spoke about upcoming opportunities for clinical education and employment.

YCS, located in Newark, is a non-sectarian, nonprofit social service agency led by president and CEO, Richard Mongolian. The agency is New Jersey’s largest provider of social services for children, offering individualized care with more than 90 educational and behavioral health programs in 56 community locations.

YCS’ Sawtelle Learning Centers provide special education for students, ages three through 21, affected with autism. Programs are provided in private schools as well as annexes in public schools, outreach, early intervention for infants and toddlers, and family training and support groups. The YCS Institute for Infant and Preschool Mental Health, located in East Orange, is New Jersey’s only licensed mental health center specifically for children from birth to age six. The Institute serves children and families while providing consultation and numerous practicum experiences for professionals.

Students in SGME’s health science professional programs complete clinical fieldwork, practica, and/or internships as part of their degree requirements. An internship at The Sawtelle Learning Center or other YCS field locations will provide interaction with a multi-disciplinary team and exposure to children of varied ages affected by autism and other behavioral health and developmental disabilities. Graduates accepted for employment at this agency will become part of an organization with compassion and an ambitious mission.

The Educational Loan Forgiveness Program for SGME students includes the following benefits:

• Students completing a clinical experience/internship with YCS and accepting subsequent employment are eligible to receive $8,000 a year for up to five years; a maximum of $40,000 in loan forgiveness.

• Graduates from the School of Graduate Medical Education who become employed at YCS (without completing an internship at this agency) are eligible to receive $5,000 a year for up to five years; a maximum of $25,000 in loan forgiveness.

Students interested in more information about YCS internship and employment opportunities should contact Catherine Colucci, Director of Clinical Education, Department of Occupational Therapy, Seton Hall University, at noblecat@shu.edu.
Students and faculty from Seton Hall University’s School of Graduate Medical Education showed off their knowledge at the annual Combined Sections Meeting of the American Physical Therapy Association from February 2-5 in San Diego, California.

Nearly 5,000 physical therapists worldwide attended this meeting, which included presentations, courses, platforms, posters, workshops, and a vendor exhibition hall. Several students and faculty from the Department of Physical Therapy program attended the national conference and represented Seton Hall.

Faculty displayed their vast knowledge with several presentations at the conference. Stiskal gave a presentation entitled, “Juvenile Arthritis and Aquatics,” detailing an aquatic exercise program for children with arthritis. The program was developed after many years of aquatic exercise instruction as well as research into the functional gains utilizing aquatic programs. This presentation coincides with the release of an instructional DVD by the American Arthritis Foundation in Aquatics, developed by Stiskal.

Stiskal and Helen Tilden, RN, also presented “Aquatics and Arthritis,” detailing a certification program in aquatics with a lecture portion, as well as six hours of instruction in the pool.

Seton Hall representatives offered several poster presentations to meeting attendees. Drs. H. James Phillips (Seton Hall), Lee Cabell (Seton Hall) and Chris Powers (University of Southern California) presented “Kinematic and Kinetic Difference in Women with and Without Patella-Femoral Pain when Descending Stairs.” Dr. Diana Glendinning and students Purwa Trividi, Viral Patel, Denise Maldonato, and Geraldine Siozon presented “Self Reported Earliest Symptoms of Parkinson’s Disease.” Dr. Doreen Stiskal and students John Baio, Tom Berg, Meghan Ballard, and Tom Thomas presented “Reliability of a Handheld Dynometer in Females with and Without Knee Pain.”

The posters served as a good forum for our students to interact with students from other programs as well as other university faculty and clinicians.

Of special interest was a workshop Dr. Phillips attended with content experts available as consultants for people interested in feedback on research ideas, protocols, and statistics. This was a relatively novel format, but proved very effective and was recommended for future conferences. There were many high-quality speeches within the specialty areas of neurology and orthopedics, which were our attending faculty’s major interest area.

The conference proved to be a good venue for interaction between our students and our faculty as illustrated by many of the events. One group of students approached Dr. Kim Poulsen and wanted to know more about a certain vendor presenting an alternative treatment. The situation turned comical when the presenter grabbed Poulsen to use as a tester in front of an audience, and he got first-hand experience on the procedure. This was very useful in the subsequent discussion of the approach with students.

Several of our faculty members met old classmates and had a chance to reunite and network. By the end of the meeting, we handed out all our business cards! The conference’s slogan, “Sail to Success,” definitely exemplified our immensely successful trip to San Diego.
“Seeking the best in others, we find the best in ourselves.”

PATIENT SATISFACTION

By Genevieve Pinto Zipp, PT, EdD, Chair, Department of Graduate Programs in Health Sciences

On February 9, 2006, the Department of Graduate Programs in Health Sciences, in conjunction with CentraState Healthcare System and the Association of Healthcare Executives of New Jersey, sponsored its annual Graduate Symposium on “The Science of Patient Satisfaction,” featuring Rodney Ganey, PhD.

Dr. Ganey is the founder of Press Ganey Associates, Inc., the market leader in quality improvement and patient satisfaction solutions for the healthcare industry. After spending 16 years as director of the Social Science Data Center at Notre Dame University, Dr. Ganey created Press Ganey Associates to measure and improve customer satisfaction with health care organizations. The company’s influence has grown immensely. Last year, over 30 million households received Press Ganey surveys. Dr. Ganey has made hundreds of presentations nationwide on the measurement of patient satisfaction and the effective utilization of these data by management professionals to improve health care delivery.

The Seton Hall community, as well as hospital-based colleagues from across the state, attended the campus presentation to hear a true giant in the field of patient satisfaction. The exchange of dialogue between Dr. Ganey and the audience was extremely engaging and insightful. The faculty and students of the Department of Graduate Programs in Health Sciences look forward to the next Graduate Symposium scheduled for early Fall 2006.

Physician Assistant Students Revive Fundraising

By Ellen D. Mandel, PA-C, MS, MPA, Department of Physician Assistant

The Physician Assistant Student Society of Seton Hall University fondly referred to as PASSSHU, recorded banner service activities this year. The current president, Gregory Jenkins, PA-S, reported that the membership of over 50 students contributed to the improved service activities support which resulted in a variety of philanthropic and enjoyable events.

This year’s featured fundraising events raised more than $1,300 in support of Hurricane Katrina victims. PASSSHU members worked in conjunction with the American Academy of Physician Assistants (AAPA) organization and for two consecutive years, held a Valentine’s Day rose sale. There was an additional $800 fundraiser split between PanCan, a pancreatic cancer charity and AAPA annual meeting host-city support.

PASSSHU members also concentrated on raising physician assistant (PA) awareness in the State of New Jersey by assisting The Girl Scouts of America in earning badges in health and wellness. PASSSHU members walked in support of the Neonatal Intensive Care Unit at Saint Barnabas Medical Center and co-hosted an event along with alumni, Virginia Comer, MS ’02, who delivered a lecture on breast cancer awareness.

Joseph Monaco, PA-C, MSJ, faculty advisor to acting chair of the Department of Physician Assistant, assisted student members in bringing the University’s mission of service to life. Despite busy schedules, PASSSHU members, during National Physician Assistant Week in October, hosted blood pressure screenings and PA career information sessions on campus. Then in March, PASSSHU held a blood drive. This student organization has contributed much to the meaning of service learning and commitment and should be commended.
Evaluating Class of 06
SCHOLARSHIP ESTABLISHED IN MEMORY OF
JOHN A. PATERSON

By Steven Carr

The School of Graduate Medical Education established the Paterson Memorial Scholarship Fund in honor of John (Jack) A. Paterson, DDS, dean emeritus, who died on December 1, 2002, four months following his retirement from Seton Hall University. To honor Jack’s contributions to his beloved field of medicine, a scholarship fund bearing his name has been established through Seton Hall University’s School of Graduate Medical Education. The money raised will be used to create scholarships for worthy graduate students who will carry forward the legacy of Jack’s work that was so important to him and to humanity.

Before joining Seton Hall, Paterson was senior vice president for medical affairs at Saint Joseph’s Hospital and Medical Center in Paterson. In addition to an active surgical practice, he also held appointments at Fairleigh Dickinson University’s School of Dentistry and Saint George’s University School of Medicine. The author and co-author of more than 20 journal articles and books in his field, Paterson was pursuing a doctoral degree in health sciences, focused on patient care and medical ethics, at the time of his death.

A letter from his wife and colleagues shared at the time of a Memorial Mass in June 2003 reads, “After nearly three decades as a practicing maxillofacial surgeon, mentor, college dean and innovator, Jack left a sterling legacy of achievement. He excelled in all he did. As a teacher, he was wise. As a doctor, he was the ultimate caregiver.”

Contributions in honor of Paterson’s lifetime achievements and his commitment to students, may be sent to:

The John A. “Jack” Paterson Memorial Scholarship
Division of University Advancement
Seton Hall University
457 Centre Street
South Orange, NJ 07079

ALUMNI UPDATE CORNER

As a new feature in Insights, we would like to keep track of our alumni milestones. Let us know your news!

’04
- Danielle Coppola, ’04, Head ATC at East Side HS, Newark NJ; Lecturer at Bergen Community College, Paramus, NJ
- David Glover, ’04, Assistant ATC at Rutgers University, New Brunswick, NJ
- Amanda Grosik, ’04, Regional Physician Specialist, Secaucus, NJ
- Kurt Hiester, ’04, ATC at Woodberry Forest School, Woodberry Forrest, VA; Married to Ruth, children Hannah and Rachel

’05
- Caroline (Chapin) Chamberlain, ’05, ATC Bound Brook HS, Bound Brook, NJ; Married to Matt, baby on the way
- Tom Thomas, ’05, ATC at Lyndhurst HS, Lyndhurst, NJ; Summer of 2005 worked with NJ Jackals and traveled to Bulgaria with AIA Basketball
- Danielle Willsie, ’05, Assistant ATC Louisburg College, Louisburg, NC
Have you been **promoted**? Earned an advanced **degree**? Been honored for professional or personal **achievements**? Recently **married**? Added a **baby Pirate** to the ranks? We want to know!

Send us your news at **gradmeded@shu.edu** or fill out the form below and send it to:

**School of Graduate Medical Education**
**Office of the Dean**
**400 South Orange Avenue**
**South Orange, NJ 07079**
**Fax: (973) 275-2376**

Your news will be published in the next issue of **Insights**.

**Name:**

**Class Year and Degree from Seton Hall:**

**Home Address:**

**Phone:**

**E-mail Address:**

**News to Share:**

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