mentoring and evidence-based practice
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This latest issue of Insights is full of some of my favorite topics: evidence-based practice and faculty-student research mentorship. The feature article, “Faculty-Student Research Mentorship and the Value of Evidence-Based Practice,” certainly sums up my thoughts about dynamic research in the world of academe and how research should impact clinical practice patterns. But most importantly, it highlights the important relationships our faculty have with our students. Throughout the School’s varied programs, we foster the mentorship model of research, encouraging students to become active participants in the exciting process of research and scientific inquiry.

Dr. Valerie Olson’s article, “The Impossible is Possible,” will provide you with a first-hand look at how one student’s research topic can take on a life of its own and ignite a quest for knowledge and global impact. Father (and Dr.) Thomas Kamau dreamt of bringing the good knowledge of research to help the quality of life of people living with HIV in his homeland of Kenya. This piece highlights his commitment to developing an area of expertise and integrating the science and art of evidence-based health care practice. His journey to help people living with HIV in Kenya is inspiring.

This issue also highlights the Department of Athletic Training’s research endeavors on flexibility. For three years now, teams of students have been conducting research regarding flexibility techniques and how they affect performance. “Gateway to Endless Knowledge” shows how the Department of Physician Assistant fosters the use of evidence-based medicine and how beneficial this knowledge is for alumni in the field. The Department of Speech-Language Pathology is also well represented. “Excuse Me, Professor: Is This Therapy Technique Supported by Evidence-Based Practice?” centers on how to find appropriate existing research in order to use it to your advantage as a clinician. Inside, you’ll find other examples of innovative teaching and research conducted by students and faculty in our other health science programs, and in our very productive Division of Medical Residencies and Fellowships.

I hope you enjoy this 6th issue of Insights where you will read the latest and greatest news about our students, faculty, and alumni in print.

All the best—

Brian B. Shulman, PhD
Dean
The diverse research projects that SHMS faculty members, students and alumni are involved in highlight how science can impact clinical practice patterns. They are actively engaged in evidence-based practice (EBP), the practice of health care in which the practitioner systematically finds, appraises, and uses the most current and valid research findings as the basis for clinical decisions.

For Preeti Nair, PT, PhD, a movement scientist, physical therapy clinician and associate professor in the Department of Physical Therapy, EBP has always been important to her research, which involves investigating walking impairment in neurological populations using a biomechanical and neurophysiological framework and developing interventions that facilitate walking recovery. “My mentor always used the famous quote ‘Don’t treat the disease the person has, but treat the person with the disease,’” Nair says.

In the world of academe, dynamic research is a daily endeavor for professors. At Seton Hall University’s School of Health and Medical Sciences (SHMS), faculty and administrators value the quest for knowledge and strive to foster in their students an enjoyment of learning and research, simply for the sake of gaining and sharing new knowledge. Experts in their fields, faculty pursue teaching, learning and research through a focus that is informed and enlivened by their individual interests and commitments to making a difference in the academic lives of their students as well as within their own profession. Turning research into practice is a valuable step in the process.

By Shannon Rossman Allen, MA ’04
Providing an ideal platform for collaboration between academic and clinical faculty, EBP links research and clinical practice. "The integration of EBP with clinical courses allows students to learn new skills and develop a newer thought process within the context of a patient’s problems,” she notes. "With the need for patient-focused care at the forefront of deciding on treatment options, EBP helps the clinician to effectively communicate with patients about research evidence, treatment options, and potential benefits and risks of the proposed treatment.”

Denise Rizzolo, PhD, PA-C, assistant professor in the Department of Physician Assistant, enjoys being part of the research process because it sets the foundation for new and improved diagnostic methods and treatment modalities. Her research centers on stress management in physician assistant (PA) students. "Burnout is prevalent in the physician assistant profession because many PAs are expected to see a high volume of patients in a short period of time,” she notes. “Insurance companies also dictate how we treat our patients, which leads to frustration, increased stress and eventually burnout. It becomes important to set the foundation early in a student’s educational process to recognize and manage stress in order to help negate some of the adverse consequences of stress.”

For Anthony Koutsoftas, PhD, CCC-SLP, faculty member in the Department of Speech-Language Pathology, the importance of faculty-student research is fresh in his mind, as he recently earned his PhD from Arizona State University. After finding little empirical evidence for how to best improve reading and writing outcomes for children he worked with as a school-based speech-language pathologist, Koutsoftas decided to pursue his PhD. “Research is important for the field and academia because it moves us forward,” he states. “The more we know the better we can target deficits.” Koutsoftas’ research focuses on written-language production in typical and disordered populations. “In the current political and educational climate of accountability, it is important to conduct research that informs practice and improves school outcomes for all children,” he says. “While there has been an emphasis on reading research, far less attention has been paid to written language production. It is relevant to the field of speech-language pathology in that school-based clinicians are accountable for improving language outcomes in all forms, yet, in order to provide sound interventions for writing, we need the research to back it up.”

While faculty are involved in varied and distinctive avenues of research, they are drawing students into the fold. The mentorship model of research prevails within the School, as students work side-by-side with faculty, becoming active participants in the research process. Rizzolo’s interest in PA student perspectives provides a nice mesh with the School’s commitment to research and student mentorship. “For many students, this is the first time they are engaging in research projects. The concepts of ‘research questions,’ ‘hypotheses’ and ‘data analysis’ can be foreign terms,” she says. “As faculty, we must demonstrate the importance of research specifically with regard to evidence-based medicine so students gain a better understanding of how to interpret articles when they make diagnostic and therapeutic choices.”

Koutsoftas knows first-hand the value of student-faculty mentorship in research. “As a student, one needs mentorship and direction in how to best conduct research, identify the important questions, establish sound methods and understand and interpret results in a manner that is scientifically grounded,” he says. “And conversely, it is important for faculty to mentor students because it helps them remain grounded in how to best translate information obtained through scientific inquiry.”
When the Doctor of Physical Therapy (DPT) program was developed ten years ago, faculty believed their mission should be to prepare practitioners who are competent physical therapists able to advance the field of physical therapy. To achieve this, students are exposed to a variety of classroom, clinical and research experiences emphasizing evidence-based practice to train students to become critical thinkers.

Each year, under the guidance of Dr. Diana Glendinning, DPT program faculty and students collaborate to design and implement research projects reflecting issues relevant to today’s physical therapy practice. The 4-semester research component occurs throughout the second and third years of the curriculum. During this time, students work closely with a faculty mentor to evaluate pertinent literature and develop and execute a research proposal. When asked about the research process, Dr. Glendinning stated that “by participating in all the steps of the research process, students really come to appreciate both the significance of research to physical therapy, and the effort required to perform good research. We hope that the experience encourages them and enables them to adeptly keep up with scientific advances in physical therapy.”

Alumni have also noted that “the close, professional relationships developed with their faculty mentors benefited their SHU experience immensely” as well as “helped to establish the importance of exploring one’s own ideas.” Finished projects are all presented at the annual SHMS Health Sciences Poster Day, where students discuss findings with members of the Seton Hall University community. In addition to fostering good research, faculty encourage students to share their work with others beyond the South Orange campus. Since the first class of DPT students graduated in 2005, many abstracts have been presented at regional and national meetings. Each year, students look forward to designing their posters to share with other physical therapists and health professionals.

This past February, 80% of the Class of 2010 presented their research at the American Physical Therapy Association’s Combined Sections Meeting (CSM) in San Diego, CA. At this national meeting, students exhibited proficiency in discussing their methodological strategies and the logic underlying their clinical conclusions. Projects reflected an array of topics important to physical therapists working with diverse populations. These included investigations that evaluated pediatric postural responses, spinal muscle activity during leg movements, assessment of grip strength, coordination of breathing and movement, and carrying a backpack during walking. A few semesters ago the class would have struggled over research terminology. Kristen Koval ’10 reflected that after presenting at the CSM meeting, she had such a sense of pride as she and her group educated peers and future colleagues on the topic they studied. “It made me feel like we were really part of something very big! That we could have a voice and affect the profession.” This is one example of how SHU graduates are influencing the current practice of their healthcare profession!
EVIDENCE-BASED PRACTICE IN THE DEPARTMENT OF
In the Department of Occupational Therapy, evidence-based practice is one of the most important curricular themes. Without evidence to support our interventions, we cannot measure how much we help our clients and we cannot justify reimbursement for our services. The evidence for interventions exists and our role as educators is to ensure that our students become evidence-driven clinicians.

Evidence-based practice is based on information from research, clinical experience and clients and their families. Using the information from these three sources, evidence-driven clinicians develop interventions that are effective and relevant to their clients. Research on the challenges for providing evidence-driven practice indicates that the main challenges are lack of time and support in the workplace and clinicians’ limited skills in evaluating research evidence for the purpose of practice (McCluskey, Home, & Thompson, 2008).

The faculty of the Department of Occupational Therapy decided to help students develop the skills required to search for and appraise research evidence for clinical practice. These skills are threaded throughout each course, and students use these skills in each fieldwork experience. Many clinical sites require students to develop a project that is based on evidence, thus integrating academic skills into the students’ clinical experiences.

In order to celebrate our students’ emerging skills as evidence-driven clinicians, students from the class of 2010 presented posters on clinically appraised topics at the New Jersey Occupational Therapy Association’s Annual Conference that was held in October 2009 at Seton Hall University. These presentations offered critical appraisals of research evidence in a particular clinical area and offered suggestions to clinicians on how to extend this line of research to develop even stronger evidence for the various interventions reviewed.

REFERENCE
Translating evidence into practice is known in the medical vernacular as evidence-based medicine (EBM), which has its roots in the mid-19th century, and seeks to integrate individual expertise and the best external evidence. 1 The importance of EBM in physician assistants’ education is underscored by the American Academy of Physician Assistants (AAPA), the professional organization of physician assistants (PA), endorsement for developing clinical training pathways based on EBM. Seton Hall’s PA program takes EBM one step further as alumni and students make their own small, yet important contributions to the EBM PA literature.

Although EBM is referenced often in the PA curriculum, actually doing the research is another story. Let’s begin with alumnus Kishore Kuppasani MS, MPA, PA-C, (class of 2007) who is presently working as a hospitalist who observes that “I have always been interested in basic science research and publication. I had a great opportunity to learn medicine at SHMS. It was a bridge that allowed me to cross over into clinical research. I believe research is a gateway to endless knowledge.”  

—Kishore Kuppasani, ’07
endless knowledge.” Kishore, just like his classmates, past and present, honed his research skills with participation in the development of the research question, a suitable data collection method, a rigorous Institutional Review Board (IRB) process and finally, production of data and conclusions of interest to the PA profession. Since graduation, his publications include “Drug smuggling in the GI tract,” in the Journal of the American Academy of Physician Assistant (JAAPA 2009), a book chapter on kidney function and several articles scheduled for publication.

The class of 2009 examined issues related to clinical rotation experiences and organ donation decision-making with their AAPA student posters titled, “Perceptions of treatment during clinical rotations: a comparison of PA students and medical students,” by Kim Benson, Joseph Moisan, Nicholas Rego and Joseph Monaco, MSJ, PA-C (research adviser), and “The relationship between gender, knowledge, and willingness to donate organs among college students,” by Andrea Medel, Melissa Isolda, and Melody Correa along with Mona Sedrak PhD, PA-C (research adviser).

The 2010 AAPA student poster sessions included the largest number of accepted posters as six students presented their work at the conference.

The mentoring of students by faculty in their final year of the PA program is another excellent way to develop students’ lifelong love of research as they experience the thrill of seeing their articles and names in print. Hilary Sugar, ’09, Jodi Welt, ’09 and Danielle North, ’10 respectively published in JAAPA, on such diverse topics as herpes simplex virus encephalitis (February 2009), meatal stenosis (November 2009) and hepatic hydrothorax (April 2010). Danielle’s simple email reply speaks volumes upon seeing her publication, writing, “Looks great! So exciting!!” This is what teaching and research are all about.

1 Sackett et al. BMJ. 1996; 312(7023):71-72.
THE IMPOSSIBLE
Making a global impact on health care may appear to be an unlikely option for research endeavors for doctoral students. Moreover, making a difference in the quality of life of individuals who live across the ocean on another continent may appear impossible for senior researchers. Cultural influences and different native tongues may potentially create a chasm between research investigations and the noble goals developed by budding researchers. However, many international students have the dream of bringing the “good” of knowledge and research to foster the quality of life of the people living in their homeland. Where there is a will, there is a way.

In the PhD in Health Sciences program offered by the Department of Graduate Programs in Health Sciences, doctoral students develop an area of expertise as they integrate the science and art of evidence-based healthcare practice. Early in his required coursework, Father Thomas Kamau, PhD, an international student, revealed his passion to help people living with HIV in Kenya. After completing exhaustive reviews of the research literature and writing numerous integrated papers, Dr. Kamau, with the assistance of faculty mentors Drs. Olson, Pinto Zipp and Clark, shaped his passion into viable research questions. Hypothesizing that the role of psychosocial supports may foster adherence to antiretroviral therapy (ART) in people living with HIV in Kenya, he initiated an international research journey with the support of his dissertation committee.

Following numerous months of scholarly dialogue with his faculty mentors, ongoing review and analysis of the literature, and several iterations of draft documents, the component parts of the scientific research method were developed. Since an integral aspect of research is the measurement of the specified variables, in this case psychosocial supports, Thomas concentrated his efforts on obtaining the optimal survey tools. He then embarked on a pilot study to develop appropriate translations for the survey tools into Kikuku and Kswahili, the native tongues of Kenya. Lastly, he secured approval from 9 study facilities in Kenya, the Moi University Review Board in Nairobi, Kenya and the Seton Hall University IRB.

Exhilarated, Thomas boarded a plane to Kenya to live among his people and execute his research plan.
This part of his doctoral journey was the cumulative evidence of years of hard and "smart" work.

Ongoing electronic communication with his dissertation committee provided a medium of exchange and supervision. Thomas was diligent in fulfilling each part of the plan with precise timing over a 3-week period. Throughout the 10-12 hour days, he worked with patients, supervised research assistants, and collected and collated the numerous amount of data associated with each patient, which eventually numbered almost 500 in total. In the midst of these events, Thomas maintained a journal to capture the essence of his passion in progress and his growth as a scholar.

Upon his return to the states, Thomas continued to strive in moving along his doctoral journey. He worked diligently in analyzing the data using statistical computer programs in order to report his findings, reflected upon the outcomes to develop his discussion and limitations, and finally synthesized all of his work into the writing of his conclusions and implications and successfully completed his oral defense. Currently, he is working on submitting the dissertation project for publication in a peer-reviewed journal.

One would think that at this point Thomas was winding down. To the contrary, Thomas considers the dissertation journey as the starting point for his future. Currently, Thomas is collaborating with various hospitals and Catholic organizations with a mission to improve the quality of life people living with HIV in Kenya. This is his charge as founder of Touch A Life Africa Mission, a US-based public charity organization. Thomas’ doctoral journey has made an impact in global healthcare. His ongoing agenda to further research into how the quality of life of people living with HIV can improve with psychosocial support will be expanded to other parts of sub-Saharan Africa, which is the part of the world with the highest incidence of HIV. With increasing attention of global researchers, the dream of better and extended lives of individuals living with HIV may become the reality. Throughout the years of Thomas’ remarkable scholarly journey, the members of his dissertation committee truly appreciated his professional and personal growth.

To all, I am thankful to you and promise to repay your goodness by being good to all those who will need my help in the future.
Excuse me, Professor: Is this therapy technique supported by Evidence-Based Practice?

The study of effective and efficacious treatments has had a long history in the field of Speech-Language Pathology (SLP). The results of these research endeavors are particularly relevant as etiological aspects of most SLP disorders are debated and in some cases thought to be multi-factorial. This leads to multiple therapy techniques, each motivated by a different theoretical and/or etiological perspective. Therefore, the title of this article is fitting as a similar question will very likely be asked by student clinicians, practicing clinicians, clients, parents of clients, and funding agencies alike.
Over the last two decades, the health sciences community has extensively discussed and formulated the role of scientific evidence in clinical service delivery.

The Evidence-Based Practice (EBP) model is the favored mechanism used to make clinical decisions about intervention. It considers three kinds of evidence: scientific evidence, evidence from clinical expertise and practice and client’s preferences regarding a treatment approach/technique. The American Speech-Language-Hearing Association (ASHA) has formulated a position statement on EBP as well as devised protocols to aid practitioners appreciate the relevance of including EBP models in their respective clinical models. The formulations of the National Outcomes Measurement System and the National Center for Evidence-Based Practice in Communication Disorders are two examples demonstrating ASHA’s initiative in embracing and expanding the use of EBP in clinical delivery of SLP services.

Despite the initiatives designed to provide clinicians with easy access to EBP related information, there are a number of situations whereby students and clinicians alike encounter a disconnect between current clinical practice and scientific evidence. It is situations such as this that require one to apply his/her knowledge about EBP to reconcile the differences and prescribe the best possible therapy approach for their clients. In this article, I describe a course I developed in the realm of EBP that is part of the MS in Speech-Language Pathology curriculum. The end goal of this course is to help bridge the gap described above and provide students with the necessary tools to engage in EBP.

SLP graduate students are required to take a Research Methods course prior to enrolling in the summer course dealing with EBP issues. Thus students have the pre-requisite knowledge to ask questions, understand the nature of variables, and demonstrate the ability to search for peer-reviewed articles related to a topic area. The initial sessions are delegated to understanding the EBP process, reviewing articles and locating information relevant to making EBP related judgments as well as understanding single subject designs. Subsequently, groups of students are assigned a particular topic area of SLP (e.g., stuttering) and are required to familiarize themselves with the disorder and identify different therapy approaches available in that particular domain. The group decides on conducting a detailed review of one therapy approach/technique and suitable questions regarding its process and efficacy are posed. Students search the literature and locate research studies that have evaluated the efficacy and/or effectiveness of the therapy technique. Subsequently, each study is evaluated on the basis of its quality and graded in accordance with ASHA’s levels-of-evidence rubric. The information gathered in this process helps students answer their questions posed at the beginning of this project. Further, a position paper that outlines the key findings of the project, the potential clinical practice issues and patient preferences that might arise while implementing the therapy technique are discussed. At the completion of the summer course, each student has acquired the knowledge and skills to ask EBP related questions about a therapy technique as well as collate and evaluate the evidence in the event that such information is not available.
Recognizing the need for a truly academic program to embrace scholarly activities, the Seton Hall University School of Health and Medical Sciences (SHU-SHMS) Research Committee issued a directive that all trainees (residents and clinical fellows) successfully complete a scholarly work, under the mentorship of a faculty member, prior to the completion of training.

In order to give our medical residents and fellows a forum to present their work before their peers and the faculty, a research forum was planned and, in 1990, the school’s first Research Colloquium was held at the Roche Institute of Molecular Biology in Nutley, New Jersey. At that meeting, a total of 11 papers were presented, all as posters. The abstracts, typed on plain 8½ x 11 inch paper, were photocopied and distributed to those in attendance. However, in 1991, more than 20 papers were presented and, for the first time, the “proceedings” appeared as a bound booklet.

In the intervening years, the Colloquium grew to its current size. Each year an average of approximately 200 papers are presented by graduate medical trainees from SHMS’ five partner healthcare institutions (St. Michael’s Medical Center, St. Joseph’s Medical Center,
Trinitas Hospital, JFK Hospital and St. Francis Hospital) as well as from students in the health science professional programs (Athletic Training, Physician Assistant, Occupational Therapy, Speech-Language Pathology and Physical Therapy). Also invited are medical students who are doing their “core” rotations and sub-internship electives at the participating hospitals as well as graduate students in SHU basic science programs in Seton Hall’s College of Arts and Sciences.

2010: THE TWENTY-FIRST ANNUAL RESEARCH COLLOQUIUM

This year’s Colloquium was one of the most successful to date. Among a record 47 abstracts in the Clinical Investigation category (nearly 24 percent of all submitted works), 10 were selected to be offered orally from the podium. The quality of these studies is demonstrated by the fact that nine of these have been selected for presentation at national meetings, four have already been published in the peer-reviewed literature, and two more are being revised for publication after receiving favorable critiques from journal reviewers. Two award-winning papers were those of R. Shakov, MD, and colleagues (first prize) and of C. Modi, MD, and colleagues (honorable mention), both from the Department of Gastrointestinal Diseases.

The largest single category of papers was the Clinical Vignette group, represented by 138 submitted abstracts. These are primarily novel reports of especially challenging cases that the residents have encountered during the course of their clinical duties. R. Yalamanchilli, MD, and his colleagues from the Department of Orthopaedic Surgery were awarded first prize in this category, while J. Khan, MD, and M. Furquahn, MD (Internal Medicine) tied J. Rossetti, DDS (Oral and Maxillofacial Surgery) for the honorable mention award. Dr. C.A. Biscardi from the Department of Physician Assistant and her colleagues from the Department of Graduate Programs in Health Sciences won first prize in the Health Science category, while E.E. Anthony and colleagues from the Department of Physician Assistant were given honorable mention awards in that category. Finally, R.K. Bitra, MD, and colleagues from the New Jersey Neuroscience Institute won the Basic Medical Sciences category.

Each year, the colloquium participants and attendees are treated to a luncheon that features a guest speaker. This year’s plenary speaker was Patricia Carney, PhD, Professor of Family Medicine and the Associate Director for Population Studies at Oregon Health and Science University’s Knight Cancer Institute. Dr. Carney’s lecture, which was extremely well received, dealt with a subject that medical training programs today find is a major imperative: publishing scholarly papers.

FUTURE PLANS

Although the Colloquium has grown to be remarkably successful as a local meeting, the faculty and administration at SHU-SHMS feel strongly that our students and medical trainees would benefit from a more widely interactive program. To this end, the organizers visualize the future of the Colloquium being that of a statewide meeting to which all of the biomedical training programs in New Jersey would receive invitations. There is every reason to showcase the scholarly work of New Jersey’s best in medicine and health sciences.
SCHOOL OF HEALTH AND MEDICAL SCIENCES WELCOMES

New Faculty

RJ Boergers returns to Seton Hall after spending the last 7 years as assistant professor/clinical coordinator at Stony Brook University. He was previously a staff athletic trainer at Seton Hall as well as a clinical instructor and adjunct faculty member for the MSAT. Prior to arriving at Seton Hall he received a BS in athletic training from SUNY Cortland and an MS in Exercise Science from University of Wisconsin La Crosse. He is currently a PhD candidate in the Seton Hall PhD in Health Sciences program with a concentration in Movement Science. His research topic is the acute management of the cervical spine injured lacrosse athlete.

Anthony Koutsoftas recently completed his PhD at Arizona State University and is excited to join the faculty in the Department of Speech Pathology at Seton Hall University. His research interests include language and literacy acquisition in normal, disordered, and at-risk populations, specifically children with Language Learning Disabilities. His dissertation examined how typically developing sixth grade children approach the writing process. His teaching interests include language acquisition and language and literacy in school-age children.

Christopher W. O’Brien, MS, ATC, who is joining the Department of Athletic Training as Director of Clinical Education, is a doctoral candidate for the PhD in Human Development – Higher Education Administration at Marywood University in Scranton, Pennsylvania. His area of research interest in athletic training is the installation of foundational behaviors of professional practice in students.

Mara C. Podvey recently joined the faculty in the Department of Occupational Therapy. Dr. Podvey received her M.S. in Occupational Therapy from Seton Hall in 2000, and her PhD in Occupational Therapy from New York University in 2009. She has taught courses related to development, clinical pediatric practice, and research. Her research interests are in early childhood transitions, clinical pediatric practice and fieldwork education.
Office of the Dean

Dean Brian B. Shulman received the 2010 Distinguished Professional Service Award from the New Jersey Speech-Language Hearing Association at their Annual Meeting in May 2010. The Dean and colleagues, Theresa Cardillo, Vikram Dayalu and Deborah Welling (Department of Speech-Language Pathology), presented “Project KIDS (Karing Integrative Developmental Solutions): A University-Community Collaboration”, at the Annual Schools Conference of the American Speech-Language-Hearing Association, Las Vegas, NV, July, 2010.

Associate Dean Theresa E. Bartolotta was appointed as a Site Visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology, 2010-2014, and was elected as President of the New Jersey Speech-Language-Hearing Association for a second term, July 2010 – June 2011.

Theresa Bartolotta, PhD, Genevieve Zipp, PT, EdD (Department of Graduate Programs in Health Sciences) S. Simpkins & B. Glazewski co-authored “Communication skills in girls with Rett syndrome,” Focus on Autism and Other Developmental Disabilities, in press.

DIVISION OF HEALTH SCIENCES Department of Athletic Training


Department of Graduate Programs in Health Sciences

Terrence Cahill, EdD and Mona Sedrak, PhD, PA-C (Department of Physician Assistant) presented “What has your organization done to address the generational tensions?” at the American College of Health Executives International Congress, Chicago, IL, 2010.


Department of Occupational Therapy

Ruth Segal, PhD, OT and Steve Hoppes co-authored “Reconstructing Meaning Following the Death of a Family-member Through Occupation: Accommodation, Assimilation, and Continuing Bonds,” American Journal of Occupational Therapy, 64, 133 – 141.
Thomas J. Mernar, PhD, OT presented “Using a transactional approach to address occupational injustices of nursing facility institutions”, at the 8th Society for the Study of Occupation: USA Annual Research Conference, October 15, 2009, New Haven, CT.

Meryl M. Picard, MSW, OT & Elizabeth Torcivia, PhD, OT presented a short course, “Using Photo narratives to personalize concepts of PEOP in first year students”, at the American Occupational Therapy Association Annual Conference and Exhibition, April 23, 2010, Houston, TX.

Department of Physician Assistant


Department of Physical Therapy

Preeti Nair, PhD and K. Rooney, S. Kautz, & A. Behrman co-authored “Stepping with an ankle foot orthosis re-examined: A mechanical perspective for clinical decision making” Clinical Biomechanics, 2010.

Diana Glendinning, PhD and students Wesley Arcentales, Kathryn Pfister, Jessica Pompei & Elizabeth Troutman presented a poster on “The coordination of breathing and moving during motor tasks requiring trunk stability” at the APTA Combined Sections meeting, San Diego, CA. February 2010.

Doreen Stiskal, PT, PhD, and students Joanna Borawski, Jocob Shuck, James Tholani, Peter Torcivia, Victoria Walter, and Hanbit Yeon presented a poster on “Influences of a Loaded Backpack on Knee Motions During Gait” at the APTA Combined Sections meeting, San Diego, CA. February, 2010.

Department of Speech-Language Pathology


DIVISION OF MEDICAL RESIDENCIES AND FELLOWSHIPS

Representative Publications


As athletic trainers, we actively maintain the flexibility of our athletes to improve performance and hopefully prevent injury. Our rehabilitation protocols include a stretching component to maintain or restore flexibility of the injured or related areas. However, conflicting information in the peer-reviewed literature leads to confusion regarding the most appropriate method of stretch, duration, sets and repetitions. Over last several years, the Department of Athletic Training has been researching the relationship between various types of stretching and strength performance. To date, two research projects have been completed, with a third in progress. The initial project, “The Effect of Static Stretch Duration on the Peak Torque of the Rotator Cuff Muscles” was completed by a research team from the Class of 2009 (Robert Daplyn, Ian Baldwin, Bridget Holman and Ginie Milord). This project abstract was selected for presentation as a poster at the 2009 National Athletic Trainer Association Annual Meeting and Clinical Symposium in San Antonio, Texas. The second project, “The Effect of Static Stretch Duration and Recovery Time on the Peak Torque of the Rotator Cuff Muscles,” was completed by a research team from the Class of 2010 (Matthew Hunter, Frederick Jimenez, and Lisa Merrill). This project abstract was accepted for presentation at the Petersheim Exposition at Seton Hall University in 2010. The current project, “The Effect of Static versus Dynamic Stretch on Peak Torque of the Rotator Cuff Muscles,” is being completed by a research team from the class of 2011 (Nicholas Dahmen, Melvyn Pamplona and Kevin Sze).

While the goal of the research component of the Athletic Training program is to introduce students to the process involved in the creation and execution of research projects, we strive to produce valuable information and thus contribute to the existing body of literature. This information can then help to formulate appropriate rehabilitation and wellness protocols. Our data has revealed trends in the stretch and strength relationship that indicates performance may be affected by duration and recovery time. However, the trends have thus far not been statistically significant, so recommendations cannot yet be made. Regardless, the information revealed through the efforts of the Athletic Training Department is still important regarding methodology and design, and is slated for submission to a journal for peer-review.