Contents

1 A Message from the Dean
2 Healthcare Leaders in the Community
5 Beyond the Classroom Walls
6 The Right Fit
8 Making a Difference in the Caribbean
11 Athletic Trainer as Mentor, Healer and Community Member
12 A Step in the Right Direction
14 Living the Mission: Creating Servant Leaders
16 Faculty and Student Service Projects
18 Staff, Faculty & Alumni Accomplishments
20 Residents and Fellows Certificate and Awards Ceremony and Health Sciences Commencement 2011
22 Alumni Cruise 2011
Dear Alumni, Students, Friends and Colleagues:

For all of us in the School of Health and Medical Sciences (SHMS), service learning is at the crux of what we do. From our more than 300 clinical affiliations to our medical residency and fellowship programs, our students and faculty are uniquely committed to providing service to the community as a result of their learning and academic coursework.

The commitment to hands-on learning begins early in our students’ Seton Hall/SHMS experience. This allows them to integrate and apply their classroom knowledge within clinical learning environments. Our students are fortunate to acquire clinical experience in a variety of prestigious facilities throughout New Jersey, the New York metropolitan area and beyond.

This issue of Insights is devoted to servant leadership in the community ... and let me tell you, there is no lack of that within our School. While we can only highlight a handful of the great things our students and faculty are doing, all of our SHMS faculty and students are making a difference in the lives of others. It’s one of our cornerstones ... a hallmark of our School.

The cover story highlights our faculty’s commitment to a mentorship model of servant leadership ... they practice what they preach and our students follow in their footsteps. Read about how the spirit of servant leadership stirred Speech-Language Pathology student Margaret Karpinski, and how Giovanni D’Onza, a student in the Athletic Training program, led his “Relay for Life” team toward a victory against cancer. Also, find out how Denise Rizzolo, associate professor in the Physician Assistant program and five of her students took the program “A Step in the Right Direction” to a Flemington, NJ elementary school and educated students on preventing childhood obesity. Our students care deeply for their communities and have a strong desire to truly make a difference in the lives of others.

We stress the ‘art and science of caring’ and it resonates with our faculty and students. At Seton Hall, developing servant leaders who will make a difference is a priority. Our students learn in a community informed by Catholic principles and universal values about the importance of possessing integrity, compassion and a commitment to helping others — which, in turn, helps them become better healthcare professionals and better people in the long run.

I hope you enjoy this issue of Insights.

Sincerely,

Brian B. Shulman, PhD, Dean
To underscore Seton Hall’s commitment to enriching the mind, heart and spirit of its students, the School of Health and Medical Sciences (SHMS) follows a mentorship model that provides its graduate students with a wide array of academic and service learning experiences that relate to their coursework. Experts in their varied fields, the School’s faculty are nationally recognized. They pursue teaching, learning and research with a focus that is informed and enlivened by the University’s mission to form global servant leaders. Together, the students and faculty bring research and learning to life as they study and collaborate on various service learning projects that impact their fields and their lives.

Healthcare Leaders
in the Community

by Shannon R. Allen, MA ’04
“Our faculty are dedicated to providing our students with a robust academic experience. We want our students to value and enjoy their pursuit of knowledge, simply for the sake of new knowledge,” says Brian B. Shulman, dean of the School of Health and Medical Sciences. “As a school, we are constantly engaged in interesting research and service learning opportunities — and our students are active participants right there with us.”

But what does service learning mean to a student? It means faculty get to know students personally, which fosters a deeper sense of community and commitment to giving back. Through clinical and research-oriented service learning experiences, SHMS faculty guide students in their academic and life journeys, helping them to think critically about moral and ethical issues so they can apply what they’ve learned in the classroom to real communities and real people. “This is key,” Shulman notes. “In today’s global community, research and investigation, combined with service learning opportunities, are critical to improving the overall quality of life of the individuals our students serve.”

Detailed here are just a few of the ways service learning projects have impacted students within the School of Health and Medical Sciences.

**A.T.T.A.C.K.**

**ATHLETIC TRAINERS THE AWESOME CANCER KILLER**

Giovanni D’Onza, Class of 2012, looks forward to his involvement in Relay for Life each year. This April, his team — A.T.T.A.C.K. (Athletic Trainers The Awesome Cancer Killer) — raised the second highest amount of any team participating in Seton Hall’s Relay for Life and had two team members who each individually exceeded $1,000 in collected donations.

The American Cancer Society’s Relay For Life is an event that gives people and communities the opportunity to celebrate and remember the lives of loved ones who have battled against cancer. At Relay, teams of people camp out and take turns walking or running a track or path for a period of up to 24 hours. Many traditions are carried out at Relay events, including the Survivors Lap, an inspirational time for survivors to circle the track together in celebration; the Luminaire Ceremony in honor of those who lost loved ones to the disease; and the Fight Back Ceremony where personal commitments are made to fight the disease.

“Too often we get caught up in school or work and overlook great opportunities on or off campus,” D’Onza says. “Watching an entire community gather around survivors as they walk the opening lap is not only a moving experience, it also proves that despite how many people cancer has affected, we are never alone in the fight.”

**HIV RESEARCH IN AFRICA**

Reverend Thomas Kamau, MPA ’04, MBA ’09, PhD ’10, employed service learning in Africa as he determined the effectiveness of social resources in influencing adherence to HIV medication in men and women living with HIV in Kenya.

The fight against the HIV pandemic is critical in Africa, where more than 65 percent of all people with HIV live. Father Kamau concentrated on Kenya because the proportion of men and women living with HIV who have been prescribed Antiretroviral Therapy (ART) has dramatically increased from less than 10 percent in 2003 to more than 75 percent in 2009. “This rise in ART access is projected to bear beneficial health outcomes in the fight against the HIV pandemic in Kenya, such as reduction of HIV-related deaths, disease progression and general improvement of health among people living with HIV,” notes Father Kamau.

Kamau’s research found that despite the success of ART as a treatment, adherence remains a problem. “Literature suggests that regardless of the regimen, higher levels of adherence may be required in the early phase of treatment before viral suppression is achieved,” he says. “Furthermore, non-adherence is shown to be the main reason for virologic failure, which allows the virus to replicate rapidly, increasing the viral load and, consequently, allowing it to develop drug-resistant viral strains. These drug-resistant strains can be transmitted to the uninfected, which means that available treatment may not benefit them.”
“In today’s global community, research and investigation, combined with service learning opportunities, are critical to improving the overall quality of life of the individuals our students serve.”

“The perception of availability of social support, coping self-efficacy influences and adherence has important implications,” Father Kamau says. In the study, 94.6 percent of respondents were adherent. “This means that the social and psychological programs aimed at increasing adherence are working amongst the study populations. Because there are other regions where these interventions may not be in place, they are a best practice and can be used to foster adherence to medication among people who are not.”

HEALTHY LIFESTYLES

For students in the Department of Occupational Therapy, there are an abundance of ways to be involved in giving back to the community. Michael Hughes, Class of 2011, worked with a weight management group for middle-aged adults through a program he calls “A Cook with a Healthy Look.” The project was conducted at a restaurant where Hughes served as a chef, cooking up healthy options and teaching the participants about making good food choices. Meghan Campbell, Class of 2011, also chose the healthy eating route and created a program titled “Eat the Rainbow,” a healthy eating group for elementary school children at a local Boys and Girls Club.

This year, the department highlighted 21 students involved in service learning projects, ranging from teen autism, Yoga for typically developing preschoolers, exercise and a psycho-educational group for adults with arthritis, to a stress management group for families of troops about to be deployed to Iraq or Afghanistan.

A SPRING BREAK TO REMEMBER

For students in the School’s Speech-Language Pathology Program, the spirit of service is long standing. The spirit of servant leadership stirred Margaret Karpinski, Class of 2012, and three friends to spend their spring break volunteering at the Villa La Paz Foundation, Center for Destitute and Sick Children in Lima, Peru. Karpinski and her friends learned about Villa La Paz at a Seton Hall screening of the documentary “The Human Experience” and were inspired to spend their spring break with 65 children who reside in the orphanage and suffer from various medical complications, including leukemia, cerebral palsy, cleft lip and palate, vision impairments and clubbed feet. “I met people from all over the world and saw that good people really exist and that the experience you receive back is immeasurable,” Karpinski said.

FITNESS MATTERS

In keeping with the integrated mission of Seton Hall University and the School of Health and Medical Sciences, the Doctor of Physical Therapy (DPT) program created a course whereby experiential learning through service with a community partner would enhance DPT students’ professional development. Under the leadership of Mary Alexander, PT, DPT, assistant professor; Irene De Masi, PT, DPT, director of clinical education and assistant professor; and Catherine Maher, PT, DPT, GCS, assistant professor, a curricular model incorporating professional behaviors aligned with the American Physical Therapy Association’s Core Values was designed to address awareness and integration of social responsibility.

These same faculty also worked with students to incorporate “Courageous Pacers,” a fitness program developed by Timothy Erson, PT, MS, into five local New Jersey schools for children with special needs. “Each spring, the DPT students deliver this fitness program, which enhances flexibility, strengthening and aerobic capacity, as well as improves fitness, mental alertness and classroom readiness,” says Doreen Stiskal, PT, PhD, chair of the Department of Physical Therapy.

The department also leads a Fun Fitness Day for more than 400 children with special needs as part of Global Youth Service Day each April. “Making these differences and empowering children to adopt fun and healthy behaviors are early professional experiences our students will carry with them throughout their careers,” Stiskal adds. “Active involvement in service learning inspires our students to advance their knowledge about health and wellness to promote physical activity and education in the community. The power of the program gives a new perspective on the impact physical therapists can make in the community in such a small amount of time.”

OBESITY PREVENTION

Denise Rizzolo, PhD, PA-C, associate professor, and five of her physician assistant graduate students went to the Francis A. Demares Elementary School in Flemington to teach about preventing childhood obesity. The program, titled “A Step in the Right Direction with Seton Hall University: A Guide to Help Prevent Obesity, Learn About Nutrition and Increase Exercise,” helped students understand obesity and its consequences through interactive educational activities.
For many college graduates, the transition from the classroom to a job can be a difficult adjustment. Experiencing “real world” challenges for the first time is unsettling for new, inexperienced employees. However, if you are fortunate enough to have Dr. Mary Falzarano, a recent graduate of our Health Sciences doctoral program, as your professor, that is less likely to be a problem. Falzarano’s graduate occupational therapy students at Kean University know what to expect when they graduate because her approach to learning is to involve students in various community service projects. Her teaching philosophy is that students are much more engaged in learning when their work provides meaningful service to individuals and their communities. To arrange these service learning experiences, Falzarano keeps an eye out for community needs that she can respond to with her students.

In one project, Dr. Falzarano’s students work with the Special Olympics of New Jersey to provide an annual program for children 2½ to 7 years old who have intellectual disabilities. The Special Olympics’ Young Athletes Program (YAP) teaches children basic skills, such as turn taking, listening and balancing skills that are necessary for future participation in the Special Olympics. As the chair of the event, Falzarano recruits not only occupational therapy students, but also students from physical education, special education, therapeutic recreation and athletic training, along with their various faculties. According to Falzarano, “By working together as an interdisciplinary team, students and faculty learn about each other’s disciplines, and, most importantly, how to collaborate in order to respond to the needs of the children and their families.”

In another project, her students partnered with the owners of a business that adapts cars and vans for people with mobility needs to develop a wellness center, a fully adapted gym with exercise equipment, and to offer fitness and wellness classes for individuals who require mobility devices. The wellness center is one part of the owner’s vision of a “Mobility Mall,” a one-stop resource center to meet the needs of individuals who have disabilities. Among other services, the “Mobility Mall” will provide durable medical equipment, case management, home health and community resources and referrals. “By planning a programmatic response to the needs of real clients, our students learn not only occupational therapy skills, but also leadership and business skills,” says Dr. Falzarano. In collaboration with the business owners, Falzarano hopes to secure funding for the wellness center over the next year.

A third project, “Design for Dwarfism,” involves students from interior design, industrial design and occupational therapy in the redesign of a living space for a university employee with dwarfism. “By designing for a ‘real’ person versus a role play, students learn practical skills concerning mobility needs and ease-of-living product development that would be difficult to teach if we only used the textbooks,” said Falzarano.

As a result of Falzarano’s approach to teaching, not only are her students better prepared to begin their professional careers following graduation, but they are also making a difference in the lives of many individuals who have special needs in the community.

From our perspective, that’s the best of both worlds.
Our School’s model of servant leadership is breathing new life into a community collaboration to bring wellness and health promotion opportunities to older adult drivers. Last spring, 25 second-year occupational therapy students and two faculty members enthusiastically donned reflective vests in a parking lot at Winchester Gardens Retirement Community in Maplewood, NJ, to conduct the department’s first annual CarFit event. CarFit is a national older adult-driving initiative created by the American Society on Aging in conjunction with the American Occupational Therapy Association (AOTA), the American Automobile Association (AAA) and AARP. It is based on the principles of ergonomics, the science of fitting people to their environments in order to increase task performance, comfort, safety and efficiency. CarFit is a voluntary prevention program, not a rehabilitation or adapted driving program and is designed to improve safe driving practices for seniors. Adults over the age of 65 sign up for a CarFit event to have their vehicle assessed to ‘fit’ them.

After being trained by Ed Baginski, the regional AAA coordinator for CarFit, our occupational therapy students first assessed each participant’s fit to the vehicle using a checklist that addresses 12 key areas of concern and then showed the participant how to create simple changes to increase comfort or safety. These areas included seat adjustments to ensure that a minimum of 10 inches is present between the driver and the airbag deployment device to prevent injury, checking the ability to put on or remove a seatbelt, adjusting foot position to decrease fatigue when using the brake and gas pedals, and adjusting mirrors to allow for broader viewing of blindspots. Participants then proceeded to a separate area of the parking lot where an occupational therapist reviewed any problem areas identified by the technicians. Occupational therapy students walked the participant around the car noting any mobility challenges, obvious vision problems or damage to the vehicle that often goes unnoticed, and then offered potential recommendations for adaptations that may improve car fit or safety.

Why are older adult driving initiatives critically needed? Adults over the age of 65 represent one of the fastest growing segments of the U.S. population due to the retirement of the Baby Boomer generation. The Administration on Aging (2010) states that the current population estimate of 39.6 million adults...
over retirement age will mushroom to 72.1 million by 2030. Most of the country does not possess a sufficient transportation infrastructure to offer effective alternative mobility options to allow older adults to easily travel to take care of daily chores and errands, healthcare provider visits, religious or civic participation, leisure activities, employment or volunteer work and socialization needs. Therefore, aging adults will hold on to their cars. The car is considered a symbol of freedom in the United States, in order to maintain independence for as long as possible. Occupational therapy promotes “Living Life to Its Fullest” (AOTA, 2008), a fundamental belief that individuals should be assisted to participate fully in the activities that they want to do, need to do, and have to do.

The CarFit program offers a valuable opportunity to encourage our occupational therapy students to speak with older adults about driving and using observation skills developed throughout their education, and for the drivers to begin to voice concerns without fear of someone removing their ability to drive. Driving can be a taboo subject in families, often not discussed until an older adult begins to self-limit driving, has an accident or develops cognitive problems. No one would think about allowing a 16-year-old to learn to drive without multiple conversations and practice, but these same discussions are rarely held with older drivers in the community or with clients our students see in the clinical setting. Education for professionals, families and older adults is critically needed.

CarFit events typically have sufficient volunteer technicians but often lack the presence of an occupational therapist to conduct the final check-out and make recommendations. Our goal is to ensure that all Seton Hall occupational therapy students will be trained in CarFit, permitting them to volunteer at these events long after they graduate from our program.

The event was such a hit that the second CarFit event was held again on May 5, 2011 at Winchester Gardens with the largest group of attendees in the State of New Jersey. We look forward to working with other members of the community at future CarFit events.

BY Meryl M. Picard, MSW, OTR
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The Right Fit
A promising OT program for older drivers
MAKING A DIFFERENCE

By Vincent A. DeBari, PhD
Professor of Internal Medicine
and Chair, Research Committee
Division of Medical Residencies and Fellowships
ack in 2007, Dr. Clayton Everline, a resident physician at one of the School of Health and Medical Sciences’ (SHMS) core affiliate hospitals, St. Michael’s Medical Center in Newark, vowed that when he finished medical school he would help the impoverished and medically underprivileged people of the Caribbean. Everline had gone to medical school on the island of Saba and traveled widely throughout the islands during his medical school years in search of waves for surfing. He had been troubled by the lack of basic medical care in parts of the developing world. He discussed his idea with other doctors and Father Manny Cruz (now Bishop) at Saint Michael’s and a plan to go to the developing world on a medical mission was born. The first medical mission to the Dominican Republic occurred in March 2007. Medical attending physician and fellow surfer Dr. Christopher Boni had also been alarmed by the poor medical care and agreed to be the senior medical doctor for the mission. The other founders and participants in the first mission to the Dominican Republic were third year medical resident Dr. Kate Hanify, senior Infectious Disease fellow Dr. Suraj Saggar, clinical pharmacist Dr. Humberto Jimenez, translator Marlene Pena, and documentary photographer Robert A. Cumins.

But all of that is old news, part of a story we told in Insights Fall 2008. As it turns out, that was just the beginning. After returning from the first mission, the group from SHMS and Saint Michael’s Medical Center decided to continue its mission and formed a nonprofit group called Waves of Health (WoH). The mission of Waves of Health is to provide free medical and pharmacy care to underserved people in the developing world and to educate people about the medical issues in the developing world. (Waves of Health was named for Drs. Everline’s and Boni’s favorite sport, surfing.)

Physicians from the graduate medical education department at Saint Michael’s Medical Center still provide the energy and talent at the heart of Waves of Health. Internal Medicine and Emergency Medicine residents and attendings make up the core of the teams. Dr. Boni and Dr. Jimenez continue to lead the medical missions and serve on the Board of Directors of WoH. Internal medicine residents Dr. Dan Sheps and Dr. Jeremy V. Pinyard are new members of the Board of Directors who participate on the medical missions. Over 20 SHMS-affiliated doctors and pharmacists have gone with Waves of Health on medical missions.

Participating on one of the two medical missions per year has become a popular elective for the residents in the Internal Medicine, Emergency Medicine and
Pharmacy residency programs at Saint Michael’s Medical Center. Because of the difficult work and austere environment, only the strongest residents are selected to go on the missions.

Since 2008, with the help of the medical staff at Saint Michael’s Medical Center, Waves of Health has returned to the frontier town of Dajabon, DR five times. On each mission, Waves personnel set up a primary care clinic staffed by specialists in Family Medicine, Emergency Medicine, Internal Medicine, Pulmonary, Cardiology and Gynecology. A pharmacy is also set up. After the patients are seen by the doctors, the pharmacist dispenses necessary medications. This is all provided for free. By returning to the same communities, WoH doctors and pharmacists have provided a continuity of care. Over 1200 patients were evaluated and treated during the May 2011 mission.

The team has grown from seven on the first mission to 25 on the last mission in May 2011. On the last mission, the majority of the 10 doctors, two nurses, six translators, four pharmacists, and three support staff were from SHMS and Saint Michael’s. All of the volunteers pay for their own airfare to the Dominican Republic. There are no paid employees. All of the Waves of Health funds are used for ground transportation, food, housing, medical supplies and medications. By only using money for direct patient care, Waves of Health is able to see and treat each patient for less than 20 dollars.

A Waves of Health team will be returning to Dajabon in October. On this mission, a surgical team will be added to the usual medical team. General, podiatric, and gynecologic surgeries will be performed with local Dominican surgeons.

In addition to the medical missions, Waves of Health volunteers distribute ‘medicine cabinet’ items in the rural town of Jaya during the holiday season. Over-the-counter items such as toothpaste, band aides, first aid crème, acetaminophen and ibuprofen are collected, boxed together and then sent to the Dominican Republic.

Dr. Boni has remained as the president of Waves of Health while maintaining a private medical practice in Kearny and Bayonne with Dr. Hanify. Dr. Saggar has been focusing on his Infectious Disease practice in Englewood. Dr. Jimenez has continued to be Waves of Health’s chief pharmacy officer while working as a clinical pharmacist and lecturer at Saint Michael’s Medical Center.

We are also happy to report that amid all this activity, Dr. Boni and Dr. Everline still find time to surf and have passed along the passion to other volunteers!
The eyes of concerned parents watch as a 17-year-old high school baseball player is evaluated by the athletic trainer for a concussion after colliding with the outfield fence. Is this a serious injury? Will this hurt his chances for the scholarship that may be offered to him in the coming weeks? Why is the athletic trainer making our son answer questions? While the evaluation is performed, the parents are nervously looking for answers and turn to the Seton Hall athletic training student to explain what the certified athletic trainer is doing and for comfort that their child will be all right.

All Seton Hall athletic training (AT) students are required to complete at least one semester of clinical rotation in a high school setting with a certified athletic trainer. The students learn skills from their approved clinical instructors and mentors, such as how to rehabilitate a specific injury or how to systematically evaluate an injury to one of the athletes. The athletic training students also find that they become members of the community who are recognized and trusted by the athletes, their parents and the high school sports fan base.

Seen at most every athletic event by the entire town, the athletic trainer is well-known in the community. Many parents get to know the athletic trainer on a more personal level when their son or daughter suffers an injury or develops a condition and has to work closely with the athletic trainer to treat the condition so they can return to play safely. The athletic training students from Seton Hall who work with certified athletic trainers are part of this process and interaction, and most often the students become vested members of the high school community just like the certified athletic trainers.

The rapport our AT students develop with the student athletes is also a learning experience. Tegan Hinaman, Class of 2012, reflects on her experiences in the high school setting by stating, “The high school student athletes that I have been privileged to know and work with have been such a blessing in my life. Not only are they prone to injury at that age, but they are also so impressionable. If you can build a trust with them, an entirely new experience is at your hands. Not only do I evaluate their injuries and tape their ankles, I also talk to them about college, their current classes, grades, the prom, and let them vent about ever-present issues of being a high school student. This kind of relationship with the students goes a long way in them being honest about their injuries and listening to me when it comes to their health and rehabilitation.”

Athletic trainers are well recognized individuals in their high schools and their communities. Under their mentorship, Seton Hall’s athletic training students are immersed in these communities, and grow through these experiences to become health-care professionals that will continue these lessons and skills within their future communities and throughout their careers.
Early this Spring, five physician assistant (PA) students (Rachel Russ ’11, Georgina Robinson ‘11, Megan Geier ’11, Katie Perpich ‘11 and Sarah Esposito ‘11) went to Francis A. Desmares Elementary School in Flemington, NJ to conduct a teaching session on preventing childhood obesity. The title of the program was “A Step in the Right Direction with Seton Hall University: A Guide to Help Prevent Obesity, Learn About Nutrition and Increase Exercise.” This educational activity is part of a grant that we are applying for through the American Academy of Physician Assistants Foundation.

Educational programs are fundamental to understanding obesity, its consequences and healthy lifestyle practices that can prevent and/or decrease the incidence of obesity. While many students may realize that being overweight or obese is bad, they may not understand the physiologic effects extra weight can have, nor do they always know the most appropriate methods to prevent and/or treat obesity. Through the mnemonic “SHU,” the third grade students learned about the topic of obesity.

Start Exercising More by Increasing Your Daily Steps
Help Prevent Childhood Obesity
Understand Healthy Food Choices

BY Denise Rizzolo, PhD, PA-C
Associate Professor
Department of Physician Assistant
The primary goal of the project was to help elementary school students understand obesity and the consequences of it through interactive educational activities. The program was divided into three modules reviewing obesity, nutrition and exercise.

While discussing obesity, students participated in a learning session in which sections of the Healthy People Library Project’s material, “Obesity: the Science Inside,” was modified into a presentation that discussed the causes and consequences of obesity.

The session began with a group discussion in which students were asked what they think the term “obesity” means, followed by a true/false question and answer section that assessed the students’ knowledge of the negative consequences of obesity.

The lesson included a small presentation on nutrition, the food pyramid and exercise. Examples of healthy snacks were used for demonstration. Portion size was explained along with how to read food labels via posters purchased from a local teaching store. Food diary sheets were handed out to the students so they could record their daily intake of the recommended fruits and vegetables.

Finally, students discussed how to increase their daily activity. Many already had pedometers, but they were taught how to take their resting pulse rate along with repeating their pulse measurement after dancing in place. Additionally, it was explained that exercise should be fun and that healthy eating can easily be incorporated into everyday life. Exercise literature from the BAM (Body And Mind) Physical Activity website (www.bam.gov) was downloaded for the students and the material included an activity calendar so students could record their daily activity.

Partnering with physician assistant students helped these third grade students understand the causes of obesity, discuss the adverse consequences of being overweight, develop strategies to prevent or decrease the incidence of obesity, and to make a commitment through exercise and diet that will lead to a healthy lifestyle.

Overall, the program was a success and the faculty at the elementary school asked that we return for subsequent sessions.
Creating Servant Leaders

“I watched faculty volunteering all the time while I was at SHU. They had such passion about how one person could make a difference to the communities we serve. I always remember that.”

The mission of the Doctor of Physical Therapy (DPT) program, adopted in 2006, is to prepare individuals to become professional Doctors of Physical Therapy, who are competent and autonomous practitioners, possessing a depth and breadth of knowledge to support the best practice of physical therapy. The curriculum affords students opportunities to achieve this mission through diverse academic and clinical experiences, professional development, and research. The DPT faculty prepares students to advance within the field of physical therapy and assume leadership roles. This mission reflects that of the American Physical Therapy Association in its Vision 2020 statement, which calls for each physical therapist to adopt the organization’s core values and provide culturally sensitive care distinguished by trust, respect and an appreciation for individual differences. This professional ethos also calls for therapists to be responsible for the growth of the profession and the health of the people it serves.

In order to meet this mission, the program must have faculty who are committed to excellence in teaching, research and community service. As noted in the SHMS DPT Program Philosophy, faculty strive to serve as agents of change by

BY Doreen M. Stiskal, PT, PhD
Chair and Associate Professor
Department of Physical Therapy
modeling leadership and commitment to lifelong learning. All DPT faculty function as professional role models through their many professional service activities to causes that support health-related issues such as diabetes, arthritis and cancer. For example, Dr. Jim Phillips, DPT, PhD, OCS, ATC has participated with the School of Health and Medical Sciences’ DPT students in fund-raising for the Davis Phinney Parkinson's Research Foundation. “It was a thrill to meet Davis Phinney, one of the top U.S. cyclists, who now has Parkinson’s Disease, and how he is focusing his foundation’s efforts on rehabilitation research. Watching him cycle for three hours with advanced Parkinson’s was truly inspiring for both me and our students.” Dr. Phillips also mentors first-year DPT students who accompany him to the Summer Special Olympics as volunteers for the Fun Fitness health screening each spring. This extra-curricular experiential learning opportunity involves screening for common musculoskeletal impairments among the Special Olympians who have been diagnosed with various neuromuscular problems. Students comment that this experience of performing strength, flexibility, and functional tests on people with true health impairments provides a unique opportunity to boost confidence before their first clinical experience.

The DPT faculty believe that one of the highest priorities of a servant leader is to encourage, support and enable our students and alumni to unfold their full potential and abilities. As a member of the inaugural graduating DPT class, Spiridoula “Doula” Bakatsias Riley, PT, DPT (2005), ATC (2005) recalls how in the fall of 2001, Dr. Mary Alexander described the importance and benefit of joining the professional organization the American Physical Therapy Association (APTA). Riley subsequently became active in the state chapter, APTAnj, rising to a leadership role as the secretary in the New Jersey Student Assembly, where she was afforded the opportunity to voice the students’ perspective in shaping the professional organization and how we provide care to consumers. “I watched faculty volunteering all the time while I was at SHU. They had such passion about how one person could make a difference to the communities we serve. I always remember that.”

Following her graduation, Dr. Riley became a practicing clinician at JFK Medical Center in Edison, NJ. Riley decided to stay active in APTAnj, and since 2006, has been elected annually as a vocal member of the New Jersey contingent to the APTA’s House of Delegates. “I think that it’s every professional’s responsibility to be an active member of his/her professional organization because it is that very organization that works to protect part of our livelihood.” After several years as a member of the practice committee, Dr. Riley now acts as that committee’s director. As director of practice, she is charged with coordinating APTAnj efforts to meet the clinical practice and professional needs of its members. In this ever-changing political environment, she asserts there is a need for strong leadership from within the association in order to continue to protect and promote the Physical Therapy profession — a role she embraces and a role she was first exposed to 10 years ago. This is just one example of how the DPT faculty create servant leaders.
Servant leadership is the provision of service in time, money or spirit to individuals and groups that need help; it is the giving of one’s self without any expected return. Individuals in the healthcare profession often provide servant leadership to the communities that they serve. This spirit of service is something that both the students and faculty in the Department of Speech-Language Pathology demonstrate in many ways.

Faculty in the department demonstrate servant leadership by providing service to the university, professional community, and the community at large. At the university level, professors serve on various committees and boards that assist with department, school and university functions. For the professional community, professors from the department engage in a variety of activities, including service to state and national boards and committees, such as the American Speech-Language-Hearing Association (ASHA) and the New Jersey Speech-Language-Hearing Association (NJSHA).

Individually, our students raise money and give their time to organizations, including the Adler Aphasia Center, Walk-Now for Autism Speaks, Jack’s Walk/5k Run for Children with Apraxia, Special Olympics of New Jersey, and Camp Fatima of New Jersey, a summer camp for children and adults with developmental disabilities.

The spirit of servant leadership stirred Margaret Karpinski, Class of 2012, and three of her friends to spend their spring break volunteering at the Villa La Paz Foundation, Center for Destitute and Sick Children in Lima, Peru (www.villalapazfoundation.org). Margaret and her friends attended a SHU screening of the documentary film, “The Human Experience,” (Grassroots Films) which featured scenes and information about Villa La Paz. They were so moved and inspired that they devoted their spring break to children less fortunate than themselves. On their own dime and time, they flew to Lima, Peru and spent eight days under the direction of Dr. Anthony Lazzara, volunteering with 65 children who reside in the orphanage. They worked with the children on activities related to daily living, play, feeding, and a multitude of other needs the children had. The children of Villa La Paz suffer from a variety of medical complications, including leukemia, cerebral palsy, cleft lip and palate, vision impairments, congenital hip displacements and clubbed feet.

Of the experience, Karpinski remarked, “I met people from all over the world and saw that good people really exist and that the experience you receive back is immeasurable – not equal to any monetary value.” About the children of Villa La Paz, she commented, “They have nothing, yet they have so much joy in their hearts.” The smile on Karpinski’s face as she told of this experience demonstrated the true spirit of what servant leadership means.
Our students manage to find time in their busy schedules to provide service to their communities in a variety of different ways. Seton Hall’s chapter of the National Student Speech-Language Hearing Association, under the advisement of professor Natalie Neubauer, has raised funds for non-profit organizations including:

- Camp Fatima
- New Jersey Rett Syndrome Association
- Cerebral Palsy North Jersey - Horizon School
- The Lake Drive School, a school for deaf children

Our faculty also engage in the peer review of articles submitted to professional journals, including the ASHA flagship journals: Journal of Speech, Language, and Hearing Research; Language, Speech, and Hearing Services in Schools; and the American Journal of Speech-Language Pathology. In addition, our faculty provide editorial consultation and peer review for the journals:

- Developmental Science
- Journal of Fluency Disorders
- The Archives of Physical Medicine and Rehabilitation
- The International Journal of Language and Communication Disorders

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Dr. Venugopal Balasubramanian, associate professor, is an appointed member of the editorial board for The Journal of Neurolinguistics (2010), and serves on the Speech-Language Pathology advisory committee for the Adler Aphasia Center.

Dr. Theresa Bartolotta, associate dean of the School of Health and Medical Sciences, serves as a site visitor for ASHA’s Council on Academic Accreditation for Audiology and Speech-Language Pathology, which accredits and reviews graduate education programs in speech-language pathology across the United States. She is also the past president of the New Jersey Speech-Language-Hearing Association and is a board member of the New Jersey Rett Syndrome Association.

Dr. Nina Capone, associate professor, serves on ASHA’s ad hoc committee Social Communication Disorders. She also serves as an associate editor for the Journal of Speech, Language, and Hearing Research. This is a three-year commitment and Dr. Capone remarks, “Providing service to the scientific community keeps me on the cutting edge of advances in our field. I can then pass that on to my students. It’s a win-win-win situation.”

Professor Natalie Neubauer, director of clinical education, provides service to the New Jersey Speech-Language-Hearing Association by serving on its board of directors, and on the annual convention and higher education committees.

To the community at large, SLP faculty share their spirit of service with organizations such as Helping Hands Ministry and provide financial support to an orphanage in India.
Theresa E. Bartolotta, associate dean, received the Honors of the Association from the New Jersey Speech-Language-Hearing Association for her service as president at the annual convention in May 2011.


Vicci Hill-Lombardi and alumni Nicholas Dahman ’11, Melvyn Pamplona ’11, Kevin Sze ’11, Nicholas Dahmen ’11, Melvyn Pamplona ’11 and Anthony Testa, SHU Head Athletic Trainer, presented “The Effect of Static and Dynamic Stretch on Peak Torque of the Rotator Cuff,” at the National Athletic Trainers Association Annual Clinical Symposium, in New Orleans, LA, June 2011.


Deborah DeLuca was appointed to the Board of Trustees of CALLI, the Community of Adult Living, Learning and Independence in November 2010. This agency addresses transition of those with autism spectrum disorders from school systems into independent, adult roles in society.


Mara C. Podvey presented “Experiences of families as they transition from early intervention to preschool special education,” at the American Occupational Therapy Association Conference in Philadelphia, PA, April 2011.


Christopher Hanifin’s article, “Cardiac Auscultation 101: A basic science approach to diagnosing heart murmurs,” was ranked the third most popular article of 2010 by the Journal of the American Association of Physician Assistants.

Ellen Mandel authored “Humanism: Use it or Lose it,” which appeared in the PA Professional, May 2011.


H. James Phillips was appointed by the American Board of Physical Therapist Specialists as a Specialist Certification Exam Item Writer for a two-year appointment. Dr. Phillips also published an article with his colleagues Biland, Costa and Souverain on “Five-Position Grip Strength Measures in Individuals with Clinical Depression,” in Journal of Orthopaedic & Sports Physical Therapy, 2011.

Speech-Language Pathology


DIVISION OF MEDICAL RESIDENCIES AND FELLOWSHIPS


SHMS RESEARCHERS OF THE YEAR
Mahesh Bikkina, MD, professor in the Department of Cardiology at St. Joseph’s Regional Medical Center, was awarded the Researcher of the Year in the Division of Medical Residencies and Fellowships. Dr. Bikkina also was recognized as the University’s Researcher of the Year.

Denise Rizzolo, PhD, PA-C, associate professor in the Department of Physician Assistant, was awarded Researcher of the Year in the Division of Health Sciences.

ALUMNI HIGHLIGHT
Recent speech-language pathology graduate Ambily Abraham ’11 submitted an essay for the American Speech-Language-Hearing Association’s (ASHA) Student Ethics Essay contest, and was awarded second place for her essay titled “Clinical Clash for Cultures.”

NEW SHMS FACULTY
Abby Saunders has joined the faculty in the Department of Physician Assistant following 14 years of clinical practice (and counting!) in primary care and internal medicine. Saunders graduated from The University of Medicine and Dentistry of NJ/School of Health Related Professions’ Physician Assistant program in 1997. She has worked in a variety of practices and settings, but by far, she has enjoyed patient education and preceptorship more than any other aspect of her career. Her research interests center on communication skills, the use of empathy in patient care, and teaching students and clinicians the most effective techniques to connect with patients. She is thrilled to join the family of dedicated educators in Seton Hall’s School of Health and Medical Sciences.

Annette Kirchgessner recently joined the faculty in the Department of Graduate Programs in Health Sciences. Dr. Kirchgessner received her MA in Neuropsychology from Queens College CUNY and her PhD in Neuroscience from SUNY Downstate Medical Center. She did her postdoctoral work with Dr. Michael Gershon at Columbia University College of Physicians and Surgeons in enteric neurobiology. She then became an assistant professor at Columbia University and subsequently accepted a position as an associate professor in the Department of Physiology and Pharmacology at SUNY Downstate Medical Center. Dr. Kirchgessner subsequently assumed positions as director of GI research at GlaxoSmithKline in the United Kingdom and director of biology at NPSP in Toronto, Canada, and Salt Lake City, Utah. Dr. Kirchgessner returned to academia in 2007 and her research currently focuses on inflammatory bowel disease and the aging bowel. Dr. Kirchgessner has published over 50 manuscripts in internationally renowned peer reviewed journals and has more than 20 years experience in medical and graduate school teaching. She has taught courses in Anatomy, Physiology and Endocrinology.
RESIDENTS & FELLOWS
CERTIFICATE & AWARDS CEREMONY
AND HEALTH SCIENCES
COMMENCEMENT
2011
5TH ANNUAL SHMS ALUMNI cruise