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Dear Alumni and Friends,

Welcome to the inaugural issue of Insights from the School of Graduate Medical Education at Seton Hall University. The diversity of our programs is reflected in the range of articles and information we will bring you in Insights.

In our first edition, we discuss how healthcare is undergoing major changes in the U.S., fueled in part by the financial restrictions that are inevitably occurring; changing patient expectations; changing demographics of the patient base; changing governmental and regulatory expectations; and both the reality and perception of a continuing unfriendly medical-legal environment. These changes are opening up new opportunities for our health sciences programs. There is an increasing demand for occupational therapists, physician assistants, physical therapists, athletic training specialists and speech-language pathologists.

We also focus on patients seeking compassionate and comprehensive care, and who have found medical professionals to treat them as a whole person. Our mission is centered on Seton Hall University's commitment to developing and enriching the mind, the heart, and the spirit. I have written a brief article on Integrative Medicine for this inaugural issue of Insights to provide thoughts about medicine and the whole person. This applies not only to our students, but to the patients and communities they serve.

As Insights evolves we hope to focus on many healthcare issues that we are facing. We are entering an era where more and more attention will be focused on issues of lifestyle, psychosocial, cultural and community as they impact on our health and wellness.

We hope that you enjoy reading about the accomplishments, activities, and aspirations of our administration, alumni, faculty, students and the communities where we live and our neighbors whom we serve.

Warm regards,

David L. Felten, MD, PhD
Dean
“While the goal of the Physician Assistant program is to graduate a primary care clinician who can diagnose and treat common medical illnesses with physician supervision, we must be aware of the psychosocial influences on patient health. We must care about the patient and how their family, job, and other life stressors affect their illness. Another way we teach the art and science of caring is not to be afraid to show the patient that you care. In these days of managed care where a clinician may only have 8 to 10 minutes with a patient, we have to be cognizant that the patient may have questions or issues to discuss with us. We show we care by giving up our time to speak and letting the patient speak. Placing a hand on the shoulder, looking the patient in the eyes when you are talking or listening to them are simple ways to show you care.”

CAROL BISCARDI, PA-C, MS
Chair, Department of Physician Assistant
“If we do not possess the ability to care with compassion, we only operate as a technician. The coursework offered by the School of Graduate Medical Education prepares healthcare professionals to be leaders who possess the requisite in-depth knowledge base as well as the keen awareness that learning is an ongoing process. Most importantly, they can integrate knowledge into a compassionate practice of our craft.”

GENEVIEVE PINTO ZIPP, PT, EdD
Chair, Department of Graduate Programs in Health Sciences

“It takes more than a science background to be a successful physical therapist. Physical therapy examination techniques are not always black and white; there is a lot of grey. There is an art to culling the appropriate information obtained from the examination in order to determine the proper evaluation, diagnosis and prognosis. Likewise, there are no cookbook recipes for choosing the appropriate interventions. There is an art to the application of the interventions. This art is reflected in the more successful and experienced therapist. But more important than science and art is the caring component. PTs are helping, caring professionals.”

MARC CAMPOLO, PT, PhD, SCS, ATC, CSCS
Program Director, Doctor of Physical Therapy Program

“The art and science of caring seeks to encompass the total comprehensive approach in healthcare. It recognizes that healing is multifaceted; requiring the participation of the individual with diverse cultural and personal needs, the hands-on skill and expertise of the professional, as well as state-of-the-art science and technology. In order to develop healthcare professionals who will encompass a comprehensive caring philosophy, it is essential to nurture the students’ heart, mind and spirit. This nurturing process is the foundation of leadership development.”

CAROLYN GOECKEL, MA, ATC
Program Director, Master of Science in Athletic Training Program

“Our graduate students learn about the ‘science’ of their specific discipline and the evidence which substantiates the service delivery approaches for clients/patients and their associated disorder(s). Students are provided with multiple opportunities to assess and treat clients in a variety of supervised clinical settings. Our mission is to develop caring and compassionate clinicians who possess the knowledge and skills to deliver the most efficacious clinical services—the ‘art’ of their profession.”

BRIAN B. SHULMAN, PhD, CCC-SLP, ASHA Fellow, BRS-CL
Interim Chair, Department of Speech-Language Pathology
Associate Dean, Division of Health Sciences

“In occupational therapy, the art and science of caring means evaluating and alleviating challenges in daily life participation of persons of all ages and their caregivers. Through the use of evidence-based and skilled interventions, occupational therapists enhance and develop personal skills, adapt activities, and/or modify the environment for the purpose of improving the performance of everyday activities.”

RUTH SEGAL, PhD, OTR
Chair, Department of Occupational Therapy
We face a healthcare crisis in the United States that has far-reaching implications financially, socially and politically. Medical costs are soaring out of control, particularly the cost of prescription drugs. The current medical model does not emphasize wellness, prevention of disease, or protection from dangerous future problems; rather, U.S. medicine usually waits until a major health disaster or crisis occurs, and then focuses very expensive, high-tech approaches towards diagnosis and treatment. As a consequence, a growing number of U.S. citizens cannot afford basic health insurance, and cannot afford the cost of the ever-expanding number of prescriptions written.

This type of medicine often seems impersonal, directed towards the best interest of the insurance companies and managed care organizations, and is a troubling example of how marketing and advertising of expensive drugs to doctors and patients alike can drive demand and increase the cost of medical care. Many physicians are disillusioned with the direction in which U.S. medicine is headed, and feel that fundamental restructuring is needed.

Despite the growing cost of medical care, huge numbers of people in the U.S. are turning to complementary and alternative approaches to wellness, disease prevention, and healthcare, and are willing to pay for these approaches out-of-pocket. Most people who are using these additional approaches still want the availability of conventional medicine when illness strikes, but are not convinced that conventional care always provides the best answers. They want a combination of complementary and conventional healthcare, brought together as “integrative medicine.” As scientific evidence for the effectiveness of many complementary approaches builds, more and more physicians and other healthcare providers are embracing this integrative approach.

Integrative Medicine is the seamless merging of conventional (allopathic) medicine with scientifically substantiated complementary approaches intended to provide better patient care and to enhance the effectiveness of conventional medicine. These complementary approaches include optimal exercise, proper nutrition, thoughtful use of nutritional supplements, stress management techniques, mind/body approaches, psychosocial support, and therapies and approaches from other cultural traditions such as Traditional Chinese Medicine (TCM) and Ayurvedic medicine.

Integrative medicine adheres to principles of Western medicine, bases recommendations for use on randomized controlled trials when possible, seeks mechanistic scientific understanding of outcomes, and is as ready to abandon approaches that do NOT work as to embrace those that DO, based on the scientific evidence. Integrative medicine is not “alternative” and does not seek to replace or discourage use of conventional medicine.

An example of integrative care is the use of stress management prior to coronary artery bypass surgery, which has been shown to reduce post-operative infections and reduce the duration of hospitalization.

Integrative approaches to healthcare are attracting attention from the main stream scientific and medical establishment. Most medical schools have incorporated teaching of complementary approaches into the medical curriculum. And the National Center for Complementary and Alternative Medicine (NCCAM), part of the National Institutes of Health (NIH) is spending over $100 million per year on peer-reviewed, controlled scientific studies in integrative medicine and its scientific foundations. As a consequence, the scientific underpinnings (evidence base) for many complementary interventions are strong, and a broader understanding of the importance of these approaches in prevention and amelioration of chronic diseases is emerging.
INTEGRATIVE MEDICINE FOR PREVENTION AND AMELIORATION OF CHRONIC DISEASES

As the baby-boomer population approaches retirement, we face ever increasing medical demands for preventing, diagnosing, and treating the chronic diseases that account for a large majority of this nation's healthcare expenses, and continue to take the greatest toll in morbidity, mortality and decreased quality of life. Cardiovascular disease is still the number one killer in the U.S., with strokes number three. The number two killer is cancer. Further down the list are chronic pulmonary disease, diabetes and its complications, arthritis, and neurodegenerative diseases such as Alzheimer's disease and Parkinson's disease. Obesity and insulin resistance are growing threats to the health of the nation which increase the risk for cardiovascular disease and stroke, and recently have been identified as major risk factors for many types of cancer.

Many biological manifestations of aging also contribute to the increasing risk for these chronic diseases: (1) increased stress hormone secretion and actions; (2) elevation of some dangerous inflammatory mediators (molecules that encourage inflammation); (3) a decline in the principle immune defenses against viruses and some tumors (cell-mediated immunity and natural killer (NK) cell activity); and (4) insulin resistance.

Chronic stressors, such as caregiving, transition to a nursing home, acrimonious relationships such as divorce and separation, job-related stress, examination stress for students and others, are accompanied by many of the biological changes, noted in the previous paragraph, that also occur with aging. Unfortunately, the pattern of biological responses that can be helpful or protective in an acute fight-or-flight crisis become incredibly damaging to health when present in chronic fashion. Our fast-paced, anxiety-ridden, frantic lifestyle of chronic stress can become a major source of risk for chronic diseases and expensive healthcare crises. Addressing these sources of risk for disease may contribute positively to the health of a sizable portion of the population, while reducing the burgeoning cost of healthcare.

COMPONENTS OF INTEGRATIVE MEDICINE THAT MAY HELP TO PREVENT AND AMELIORATE CHRONIC DISEASES

A wide range of complementary interventions, including exercise, proper nutrition, some nutritional supplements, stress management, and other mind/body approaches, can counter or even reverse many of these detrimental biological effects of aging and chronic stress. These beneficial biological changes translate into a reduction in the risk for cardiovascular disease and strokes, many cancers or their recurrence, diabetes and its complications, and chronic degenerative disease. These complementary interventions also may help to ameliorate symptoms of chronic diseases that do occur, and to enhance the quality of life, a major goal of conventional medicine. Such complementary interventions often can be smoothly integrated with conventional pharmacology and other therapies.

Exercise is perhaps the single best intervention a patient can undertake. Standard aerobic exercise (e.g. walking for 45 minutes at least 4 times a week) reduces the secretion of some dangerous stress hormones and inflammatory mediators, enhances anti-viral and anti-tumor immunity, and reduces the risk for heart attacks, strokes, many cancers, diabetes, and many other chronic diseases. Exercising to exhaustion is actually detrimental, and may result in changes consistent with other chronic stressors. Thus, moderation and a steady commitment in exercise are important.

A well-balanced diet is very important. This includes: (1) high intake of fruits and vegetables with their protective antioxidants, vitamins, minerals, and other components; (2) avoidance of refined carbohydrates for protection from insulin resistance, metabolic syndrome, obesity, and diabetes, and for reducing the risk of cardiovascular disease and cancer; (3) fat intake oriented towards a balance of omega-3 fatty acids and other lipids such as gamma-linolenic acid, and avoidance of preservative fats and trans-fatty acids so abundant in fast foods; and (4) avoidance of high intake of caffeine and alcohol. Many physicians believe that the advent of fast food restaurants, with their high content of insulin-provoking carbohydrates and dangerous fats, has greatly contributed to the epidemic of obesity in America and the continuing prevalence of chronic diseases. Frighteningly, this epidemic of obesity is now spreading to our children.

Judicious use of good nutritional supplements can be an important contribution to chronic disease prevention and promotion of good health, especially in view of the grossly inadequate diets of most Americans. However, supplements cannot make up for a sedentary life style, a lousy diet, and the presence of out-of-control chronic stressors. We now know that folate, vitamin B6, and vitamin B12 are important in preventing birth defects such as spina bifida, and also are helpful in reducing homocysteine levels, a major risk factor for cardiovascular disease. Intake of calcium and vitamin D is important for helping maintain strong bones and to protect against osteoporosis. Antioxidant vitamins such as vitamin C, vitamin E, and selenium, grape seed extract, coenzyme Q10, and many others, are important in helping to combat free radicals that can contribute to atherosclerosis, formation of some cancers, and damage to virtually every system of the body. Almost all conventional medical societies and physicians now advocate use of a daily multivitamin with minerals.

Some physicians believe that an excellent diet can provide for most nutritional supplement needs. While this is theoretically true for many vitamins, minerals, and other ingredients, in actuality very few Americans even come close to this “excellent diet.” And most recommended daily amounts (RDAs) are useful guidelines to avoid vitamin or mineral deficiencies, but are not adequate for truly beneficial or therapeutic effects. For example, it is almost impossible to get a therapeutic intake (400 I.U.) of vitamin E in the diet, and may even be difficult to get 30 I.U. And the best intake of vitamin E is a mixture of both alpha and gamma forms (tocopherols). Such therapeutic intake, when combined with other antioxidants, has been demonstrated to protect against several types of cancer. Both medical practitioners and the general public need more scientifically-based education about the benefit of highly selective supplements. Proper use of supplements can provide antioxidant support, anti-viral and anti-tumor immune enhancement, anti-inflammatory effects, diminished platelet clumping, and a reduction of bad cholesterol and elevation of good cholesterol.

Safety with supplements is important, and the removal of ephedra and kava kava is a step in the right direction. More than one third of Americans use nutritional supplements, and for the most part these supplements are incredibly safe. Patients need to be equally aware that close to 100,000 individuals die each year from adverse drug reactions, often from “polypharmacy” or from dangerous side effects and drug interactions that were not detected in time. Anything that is ingested, including food, nutritional supplements, and pharmaceuticals, needs to be taken carefully to optimize benefits and minimize risks. For example, drinking large amounts of grapefruit juice in conjunction with some antibiotics can lead to dangerously high blood levels of the antibiotic, and can result in severe side effects or even death.
Stress management interventions can reduce blood pressure, reduce dangerous stress hormones and inflammatory mediators, reduce insulin resistance, and enhance anti-viral and anti-tumor immunity. Guided imagery and many forms of meditation now are used routinely in both conventional medical care and in integrative medicine.

Mirthful laughter and humor are remarkably beneficial for health, as Norman Cousins, past editor of the Saturday Review and author of *Anatomy of an Illness*, suggested twenty years ago. Studies with Dr. Lee Berk have shown that watching a one hour humorous video diminishes the secretion of several stress hormones (adrenaline and cortisol), enhances the secretion of growth hormone, and elevates anti-viral and anti-tumor immune responses. These responses last long after the humor video viewing, and often persist into the next day.

A study with Drs. Stanley Tan, Linda Tan, Lee Berk, and David Felten showed that daily use of 30 minutes of humor from video viewing, used over the course of one year as a structured component of cardiac rehabilitation in diabetic patients with a first heart attack, resulted in an 80% reduction in recurrent heart attacks, a 70% reduction in the secretion of adrenaline, a 50% reduction in the use of nitroglycerin for angina (heart pain), and a remarkable drop in their previously elevated blood pressure. Laughter may indeed be good medicine, and may be as important a component of conventional medical care as is exercise in cardiac rehabilitation.

What was yesterday’s “alternative” or “non-conventional” approach may be tomorrow’s mainstay of conventional medicine. This is the exact point of a truly seamless integrative medicine, based on scientific evidence and hypothesis-testing randomized controlled trials.

Many psychosocial factors also are important in helping to establish biological states that promote wellness, prevent chronic diseases, and help to ameliorate them when they occur. Two of the most important buffers against stress-induced damage to the immune system and other biological risk factors are: (1) strong and meaningful availability of social support; and (2) the individual's sense of control over his or her life's circumstances. Integrative medicine helps to empower the individual to work with a team to achieve results in all spheres of life, addressing both of these factors.

And finally, spirituality appears to play an equally important role in health. Having a sense of control, personal peace of mind, and hope, are accompanied by biological benefits. This does not involve the instillation of guilt, or the false expectation of “thinking your way to health,” but does promote an active involvement of the individual in optimizing circumstances in their own healthcare to achieve the best quality of life possible. This can be a truly enriching experience. Such integrative care can promote healing, even in the absence of a cure of a disease.

We move forward into the 21st century of medicine with the exciting prospects of finally achieving a better scientific understanding of risk and prevention of chronic diseases, identifying a wide range of approaches and treatments that can work smoothly with conventional medicine, and encouraging each individual to play an active role in his or her own care. We need a team approach, addressing the needs of the whole person. This is not an appeal to mysticism, a yearning for magic and miracles, or supernatural belief, as some critics such as Dr. Arnold Relman propose. Rather, it is a journey into an exciting, new evidence-based integrative science that moves us closer to understanding the maintenance of good health, the prevention of chronic diseases, the amelioration of those chronic diseases when they do occur, and successful aging.
SEVERAL NEW FACULTY MEMBERS HAVE JOINED THE SCHOOL OF GRADUATE MEDICAL EDUCATION:

**Nina Capone**, PhD CCC-SLP earned her doctorate in communication sciences and disorders from Northwestern University, Evanston, IL in 2003. Prior to coming to Seton Hall, Dr. Capone was an assistant professor at New York Medical College in Valhalla, N.Y. Her research focuses on the relationship between gesture and language development in young children. Her clinical specialty focuses on pediatric feeding and speech-language development in children birth to five years. **Theresa Cardillo**, MA '77 has worked for over 28 years as a speech-language pathologist. Before coming to Seton Hall, she coordinated a program for disabled preschool children. **Irene De Masi**, PT, DPT, earned her master’s degree in physical therapy/pathokinesiology from New York University and recently received a Doctor of Physical Therapy degree from the University of Medicine and Dentistry/School of Health Related Professions in Newark. De Masi is co-director of clinical education for the Doctor of Physical Therapy program, and prior to joining Seton Hall, she was president of Kessler Onsite Rehabilitation Services.

**Robert Faraci** holds a PhD in Theoretical Linguistics, Massachusetts Institute of Technology and an MS in Occupational Therapy, Columbia University. He worked as an occupational therapist at the Passaic County Elks Cerebral Palsy Center High School in Clifton, N.J. **SallyAnn Giess**, PhD, CCC-SLP, joined as a new faculty member in the Department of Speech-Language Pathology. She received her PhD from the University of Florida in 2005, where her doctoral research focused on the effectiveness of a multisensory, phonics-based reading intervention for high school students with reading disabilities. **Ellen Mandel**, MPA, MS, PA-C, RD, CDE is an assistant professor in the physician assistant program. She has taught and precepted students since the early 1980s, first with dietetic interns, then diabetes educators and over the past five years, physician assistant students. Her love of teaching is reflected in both the years and diversity of her students. In January 2006, **Robert F. Orlikoff** will join the School as chair of the Department of Speech-Language Pathology. Orlikoff earned his PhD from Columbia University, specializing in speech and voice physiology. He has served as an Associate Attending Voice Pathologist and Director of the Laryngology Laboratory at Memorial Sloan-Kettering Cancer Center in New York. Orlikoff also serves as a consultant to the Educational Testing Service and the American Speech-Language-Hearing Association in the continuing development of the national (Praxis) examination that determines eligibility for certification and licensure in speech-language pathology. **Ruth Segal**, PhD, OTR joined the school in July as the Chair of the Department of Occupational Therapy. Segal earned her professional and post-professional degrees from the University of Southern California. Her research focuses on the daily experiences and adaptations of families with children who have special needs as these aspects of family life influence families’ ability to integrate therapeutic activities into their daily lives. 

Nina Capone, PhD, CCC-SLP  
Theresa Cardillo, MA, CCC-SLP  
Irene De Masi, PT, DPT  
Robert Faraci, PhD, OTR/L  
SallyAnn Giess, PhD, CCC-SLP  
Ellen Mandel, MPA, MS, PA-C, RD, CDE  
Robert F. Orlikoff, PhD, CCC-SLP  
Ruth Segal, PhD, OTR
Innovative Course Encourages Occupational Therapy Entrepreneurs

In the Department of Occupational Therapy, a third-year course taught by Elizabeth Torcivia, MPA, OTR, titled “Community, Consultation and Alternative Models,” teaches students how to transform their knowledge of occupational therapy into real-life businesses.

In this course, students are encouraged to select an area of concentration within occupational therapy and research the viability of their proposed venture. This includes identifying funding sources, creating a budget, completing demographic studies, investigating regulatory requirements, developing a business plan and presenting that plan to the class. Some students take their success in the classroom a step further by then transforming their idea into an actual business.

“This course shows how Seton Hall really develops servant leaders,” Torcivia says. “We teach students to apply what they learn about occupational therapy in a real way in the real world. We want them to think outside the professional model and develop businesses that benefit society.”

One of her students, Randy Marti, did exactly that. In the fall of 2002, when Marti was in the class, he chose hand therapy as his area of concentration. “Hand therapy is biomechanically-based and requires creative solutions,” he says. “I get great satisfaction from seeing positive results, which tend to happen faster with hand therapy than other forms of therapy.”

Marti developed a business plan to open a hand therapy clinic at Newport Mall in Jersey City, NJ. His business is called “Hands Up Rehabilitation” which is an acronym for Healing and Adapting to the Needs and Demands Surrounding Upper Extremity Performance.

“My research revealed that this was a business opportunity with great potential,” Marti says. “There were only two hand therapy clinics in a five-mile radius and the traffic flow of commuters between New Jersey and New York at this New Jersey Transit terminal promised a sizeable client base.”

As Marti was developing his business plan, he worked part-time as an occupational therapy technician at Universal Institute, a physical rehabilitation center in Livingston, NJ, for individuals with brain or spinal cord injuries, developmental disabilities and other neurological conditions.

He had initially envisioned opening his own practice at the Newport
Occupational therapy promotes health and independence by teaching injured or disabled individuals the skills they need to participate in everyday activities, and/or modify their environments in a way that allows them to engage more fully in the world. Occupational therapists’ scope of practice is defined by state licensure laws, so that people with mental, physical or developmental disabilities are assured of professional care and expertise.

Occupational therapists (OTs) ask, “What do you need to live your life meaningfully? What activities do you want to do so you can adapt (the way you care for yourself, drive, play, work, move around at home, etc.)?” OTs then adapt the environment to the needs and wishes of the patient to permit the patient to live their life more fully.

OTs treat the whole person so they can live effectively at home, with their family and as part of their communities.
Inaugural Recognition Barbeque for Clinical Sites

On May 18, 2005, an inaugural barbeque, attended by 40 guests, was sponsored by the School of Graduate Medical Education. The purpose of the event was to thank clinical site supervisors who provide clinical placements and training for students enrolled in our Athletic Training, Occupational Therapy, Physical Therapy, Physician Assistant, and Speech-Language Pathology programs.

Theresa Cardillo, Director of Clinical Education for the Department of Speech-Language Pathology, was responsible for coordinating the event, aided by team support from other directors of clinical education: Mary Murray (Athletic Training), Joseph Monaco (Physician Assistant), Mary Alexander (Physical Therapy), Irene De Masi (Physical Therapy), Catherine Colucci (Occupational Therapy), and Sonia Burger, clinical secretary for the School of Graduate Medical Education.

“The night couldn’t be more perfect in helping to make this a successful event,” Cardillo said, “with a perfect atmosphere that was so relaxing. We plan on doing something again next year and hope to increase the numbers attending in the future.”

Representatives from the North Jersey Developmental Center, the Sawtelle Learning Center, the Regional Day School in Morristown and various physician offices were present. A special “thanks” to those who helped make the event successful, namely: Sonia Burger, Fran Camacho, Assistant Director of the University Center, and Karen Gordon, Coordinator of Scheduling and Events, Community Development.

Students from the Seton Hall University chapter of the National Student Speech Language Hearing Association (NSSLHA) celebrated Speech Language Hearing Awareness Week last May by distributing hands-free cell phone accessories to the community.

“Our local chapter offered 30 custom ear devices at a discount,” said Meghan Kluz, local chapter president. Students took earmold impressions for hands-free cell phone receivers and ear plugs for swimming,” she said.

The NSSLHA event was particularly timely, given that the State of New Jersey issued a “hands-free” bill on July 1, 2004, that disallows the driving of an automobile while holding and talking on a cell phone.

Written by Deborah A. Verderosa
Students Experience Their Future in Health Science Careers

Over 30 students from the Academy of Allied Health and Medical Science based at the Gloucester County Institute of Technology (GCIT) in Sewell, NJ received hands-on experience in six health science career fields at an Interactive Healthcareers Fair sponsored by the School of Graduate Medical Education (SGME). The healthcare fields focused on were:

- athletic training
- audiology
- occupational therapy
- physical therapy
- physician assistant
- speech-language pathology.

“The Interactive Health Careers Fair was a great recruitment opportunity for us,” said Brian B. Shulman, PhD, associate dean and professor of speech-language pathology, who directed the event. “It was a win-win in terms of mission, recruitment and getting to the grassroots of developing future healthcare professionals.”

As part of a second initiative of The NJ State TechPrep Grant obtained by the Gloucester County Institute of Technology for the establishment and continuation of the Academy of Allied Health and Medical Science, funding was provided to the School of Graduate Medical Education to develop and deliver a one-semester course to introduce high school students to the health professions, with a focus on athletic training, occupational therapy, physical therapy, physician assistant, and speech-language pathology. This hybrid (part distance-learning through the use of videoconferencing and Blackboard™ and part on-site delivery of course material) course entitled Introduction to the Health Professions was delivered to students at Woodbury High School. Students who successfully completed the course were eligible to receive three undergraduate college credits from the University. Many of these students would never have had the opportunity to participate in a project like this without the benefit of the grant funding.

An on-site classroom teacher was present five days per week to supervise the students and assist them with assignment completion. SGME faculty involved in the project were: Brian B. Shulman, associate dean and professor, Joseph Monaco, director of clinical education and assistant professor, Department of Physician Assistant, H. James Phillips, assistant professor, Department of Physical Therapy and Sports Science, Carolyn Goeckel, program director (athletic training) and assistant professor, Department of Physical Therapy and Sports Science, Venu Balasubramanian, associate professor, Department of Speech-Language Pathology, and Meryl Picard, assistant professor, Department of Occupational Therapy.

At the conclusion of this course, students were able to:

- Identify various health professions, integrating concepts that these fields held in common and recognizing those on which they diverge.
- Understand the basic organization of healthcare in the United States.
- Develop an awareness of bioethical concerns and patient confidentiality.
- Identify the impact of illness, injury, and specific clinical conditions on patients’ health and abilities to meet the demands of their daily lives.
- Understand and explain the importance of the team approach to patient care.
- Learn basic professional terminology in correct written and oral form related to each profession.
- Demonstrate the ability to ask appropriate questions and contribute to class discussions to clarify concepts for the professions.
- Demonstrate appropriate written and oral communication.
The first ever 5K Walk, Run, Roll was held in October 2003, to benefit the Children’s Neuromuscular Center (CNC) in Summit, N.J. The event, sponsored by the Organization of Physical Therapy Students (OPTS), raised $2,940 and was so successful that the students are considering other yearly sponsored events.

“October is national physical therapy month, and our students were motivated to mark this occasion with something that promotes community involvement while benefiting children with disabilities,” said Mary P. Alexander, PT, MS, PCS. In recognition of her contribution to the field, including her commitment to students and events such as this, Alexander received the 2004 Community Service Award from the American Physical Therapy Association.

The not-for-profit CNC provides a comprehensive team approach to the treatment of children with disabilities who have no medical insurance or who are on Charity Care, Medicaid and New Jersey Kid Care (working families who cannot afford health insurance). Proceeds from the Walk, Run, Roll were used to support recreational activities such as karate, dance, swimming, art and horseback riding. Proceeds also provided children with wheelchairs, walking aids and braces.

The event was held at the South Mountain Reserve in South Orange, where participants were able to walk, run or roll across 2,000 acres of well-maintained trails. Ninety physical therapy students and others participated in the event, as well as volunteers from the Athletic Training Student Association (ATSA).
Catherine Colucci, director of clinical education and assistant professor of occupational therapy (OT) developed the ‘Toys that Teach’ program with three first-year OT students, David Bryne, Linda Buckbinder, and Lara Maxson.

The program was provided for parents of children with special needs through The Children’s Center, a program of The Cerebral Palsy Center of Middlesex County. The evening focused on guiding parents in choosing and using toys with their child to promote hand development.

The occupational therapy program at Seton Hall emphasizes hands-on learning in the field and The Children’s Center frequently collaborates with Seton Hall for fieldwork projects. Parents of children with special needs help students understand all aspects of the child and students respect the expertise of the parents who are key members of the team caring for the child.

Hand development is enhanced through play with specifically chosen toys, including sensory awareness and discrimination, strength for grasp and pinch, the ability to let go with precision, using both hands together, pre-writing and self-help skills. OTs facilitate a child’s ability to play by guiding selection of toys and activities for skill development. Play is the primary occupation of childhood. OTs assist parents in choosing playthings that match the needs of their child. Shopping for toys can be overwhelming and OTs teach parents to understand that ‘more’ is not always better. OTs are trained in activity analysis to match the toy to the child, the family, and the environment.

Toys can assist a child and the family to express feelings as they learn together. Children are motivated to explore their abilities while playing with appropriate toys. Toys do not have to be ‘high tech’ with lots of bells and whistles. Some of the best play things can be found around the home, requiring simple adaptations to make them ideal for developing hand skills. Others can be found in toy stores or on the web.

This project is an example of collaboration between Seton Hall’s OT program, The Children’s Center, and parents of children with special needs. This partnership provides valuable hands-on clinical education for our OT students.

Written by Catherine Memory
On December 19, 2004, the national news magazine Dateline NBC aired a segment showcasing Mary Alexander, PT, MS, PCS, assistant professor of physical therapy, and adjunct instructor Roy Nuzzo, MD. What prompted this coverage? Simply them doing their jobs. In this case, that involves generously donating clinical care and raising funds to aid Ekiwah Adler-Belendez, a 16-year-old Mexican poet prodigy afflicted since birth with cerebral palsy and paralytic scoliosis.

Adler-Belendez’s cause was first championed by Nuzzo, medical director of the Children’s Neuromuscular Center in Summit, N.J. Nuzzo saw Adler-Belendez on a video, as a baby on a dirt floor, unable to stand or walk. Weighing only two pounds when he was born in a tiny village in southern Mexico, Adler-Belendez recited his first poetry at the age of 3 and became a literary sensation in Mexico with the publication of his first book of poems at age 12. Two years later, with the release of his second book, he was hailed as a “young Prometheus chained” by one of Mexico’s leading poets, Elena Poniatowska.

The young man’s mother sent Nuzzo X-rays accompanied by several poems. The doctor, also a poet, was so impressed that he decided he had to help. “I kept thinking, ‘What if Mozart were afflicted like this and crawling around on the ground?’” Nuzzo said. “I decided I had to do something for him.”

Nuzzo promptly solicited additional help from several prominent orthopedic surgeons at New York University Medical Center, who volunteered to operate on Adler-Belendez, free of charge. Although the surgeons donated their services, funds were needed to cover the cost of surgical materials, medicines and therapy.

The young man’s parents raised part of the money from supporters in Mexico, and further defrayed his medical bills with sales of his English poems. Corporations and other organizations also made contributions. Mary Alexander and her students organized a poetry-reading fundraiser on campus at which Adler-Belendez read selections from his works, along with three other award-winning poets: Laure-Anne Bosselaar, Gerald Stern and B.J. Ward.

The surgeries, which took place in December 2003, were a terrific success. Adler-Belendez still had hours and hours of arduous physical therapy ahead of him. With University President Monsignor Sheeran’s support, Alexander arranged for the boy and his father to stay in a temporarily-vacant apartment in the priest community on the Seton Hall South Orange campus. This way, Adler-Belendez could easily commute across the green to Alfieri Hall where Alexander and her students could help teach Ekiwah how to walk for the first time using his braces and a walker.

Dateline NBC, which had followed Adler-Belendez’s story in Mexico to the United States for the poetry reading and surgery, returned to Seton Hall to film his first steps after 10 days of PT. When he walked down the hall with his walker and the assistance of Alexander, everyone present—from Adler-Belendez’s father to the Dateline production team—was teary-eyed with joy.

Written by Catherine Memory
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 read, “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

Written by Steven Carr

Harvard Mind/Body Expert Shares Pioneering Research

Herbert Benson, MD, a pioneer in mind/body medicine, was invited to Seton Hall to give a lecture on “The Relaxation Response” and its role in integrative medical approaches to chronic diseases.

Dr. Benson also participated in a panel discussion with David Felten, MD, PhD, dean of the School of Graduate Medical Education and Reverend Joseph Chapel, STD, assistant professor of Christian Ethics, Immaculate Conception Seminary School of Theology. Dr. Benson is president of the Mind/Body Medical Institute and the Mind/Body Medical Institute associate professor of medicine, Harvard Medical School.

“Dr. Benson has stimulated a national discussion about the relaxation response and healing,” Dean Felten explained. “His broad understanding of current issues in healthcare complements that of the School of Graduate Medical Education which considers health, wellness and healing in an integrative manner.” During Dr. Benson’s presentation, members of the audience especially enjoyed the opportunity to participate and put to use some of his recommended relaxation techniques.

Dr. Benson’s ideas and work were described in an article devoted to “the new science of mind and body” that appeared in the September 27, 2004 issue of Newsweek.

Written by Catherine Memory

Student Briefs

Two SGME students—Linda Buckbinder in the Occupational Therapy program and Elizabeth Cordero of the Speech-Language Pathology Program—each received $250 scholarships from the National AMBUCS Inc., Scholarship Fund. AMBUCS is a service organization dedicated to creating mobility and independence for people with disabilities.

Karen Kushla, ScD, received the 2004 Student Investigator Award from the American Academy of Audiology and its Foundation for her research, “Middle Latency Response Auditory Evoked Potentials in Elderly Individuals with and without Non-Insulin Dependent Diabetes Mellitus.”
The School of Graduate Medical Education honored 91 new candidates for graduation at its 3rd Annual Health Sciences Commencement Recognition Ceremony on May 7, 2005 in the Kozlowski Hall Auditorium. The event commenced with the Seton Hall Bagpipers followed by a processional of the School’s administration, faculty and graduating students.

Master of Ceremonies, Brian B. Shulman, PhD, associate dean of the School of Graduate Medical Education, began the event by introducing David L. Felten, MD, PhD, dean of the School of Graduate Medical Education who addressed the graduates.

The doctoral hooding ceremony honored the following students:

**DOCTOR OF SCIENCE IN AU迪LOGY**
Maryam Esmaeili, Deborah Lee Himel, Karen J. Kushla

**DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES**
Barbara K. Fralinger, Jeffrey S. Mannheimer, Daniel J. Messina

**DOCTOR OF PHYSICAL THERAPY (FIRST GRADUATING CLASS)**
Spiridoula J. Bakatsias, Brady M. Blaszka, Cortney C. Buzack, Margaret E. Broderick, Elizabeth Caputo, Herta T. Georgia, Allison Kellish, Elizabeth Lurski, Michael P. Marolla, Marie Mestric, Kim M. Poulsen, Mohamed A. Ramadan, Frank S. Robustelli, Joanna K. Ruszala, Ashraf Mohamed Abdelgafar Saad, Brad Samples, Ryan P. Skripak, Melinda M. Sousa

Master of Science degree candidates honored were:

**MASTER OF SCIENCE IN ATHLETIC TRAINING**
Spiridoula J. Bakatsias, Megan Ballard, Brady M. Blaszka, Caroline Chapin Chamberlain, John J. Ferri, Nolle L. Graham, Michael P. Marolla, Brad Samples, Tom Thomas, Danielle Yvonne Willisie

**MASTER OF SCIENCE IN HEALTH SCIENCES**
William J. Burniston, Lynn A. Curtis, Christine J. DiBrienza, Claudia Lissette Gonzalez, Anni W. Pedersen, Keith Pidane, Angela Wang

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**
A number of students were recognized for excellence in academic performance, clinical performance, research, and outstanding all-around student. Program award recipients were:

**DOCTOR OF SCIENCE IN AUDIOLOGY**
Research: Karen J. Kushla

**DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES**
Research: Barbara K. Fralinger

**DOCTOR OF PHYSICAL THERAPY**
Academic: Elizabeth Caputo
Clinical: Melinda M. Sousa
Research: Spiridoula J. Bakatsias, Frank S. Robustelli, Ryan P. Skripak
All-Around Student: Michael P. Marolla

**MASTER OF SCIENCE IN ATHLETIC TRAINING**
Academic: Caroline Chapin Chamberlain
Clinical: Brad Samples
Research: Brady M. Blaszka, Michael P. Marolla, Brad Samples
All-Around Student: John J. Ferri

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**
Academic: Tiffany A. Charles
Clinical: Jennifer Ciraulo, OTR
Research: Joelle Bini, Michele A. Martorano
All-Around Student: Joelle Bini

**MASTER OF SCIENCE IN PHYSICIAN ASSISTANT**
Academic: Abigail Lynn Zappel
Clinical: Kimberly D. Bernhardt
Research: Jennifer D. Battiato, Lisa A. Rigalski, Liljana Spidle
All-Around Student: Kristen Osborne

**MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY**
Academic: Megan K. Matson
Clinical: Meredith Sussman
All-Around Student: Lynn M. Hudacko

**THE NICHOLAS DEPROSPO AWARD**
The Nicholas DeProspo Award, established in 2003, is given to students who demonstrate outstanding service.

Dr. DeProspo, the founding dean of the School of Graduate Medical Education, came to Seton Hall University in 1947. Through the years, Dr. DeProspo held several positions including professor of biology; acting chairman of the department of biology; chairman of the department of biology; acting dean of the College of Arts & Sciences; acting assistant vice president of instruction; dean of the College of Arts & Sciences; vice president for planning; associate chancellor for policy and planning; interim provost; executive assistant to the chancellor; and the founding dean of The School of Graduate Medical Education. Dr. DeProspo is one of the nation's leaders in health education and a mentor to all.

The 2005 DeProspo Award for Outstanding Service was awarded to the following students:

**DOCTOR OF PHYSICAL THERAPY**
Margaret E. Broderick

**MASTER OF SCIENCE IN ATHLETIC TRAINING**
Danielle Yvonne Wilksie

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**
Danielle Recchia

**MASTER OF SCIENCE IN PHYSICIAN ASSISTANT**
Kimberly D. Bernhardt

**MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY**
Christine Saladino

Many traditions were established at this year's Health Sciences Commencement Recognition Ceremony:
- The first graduating class from the Doctor of Physical Therapy program was recognized.
- The first set of students and faculty were inducted into the newly established Pi Alpha Honor Society for Physician Assistants.

As Dr. Shulman announced the names of graduation candidates, each stood and faced the audience. This was a proud moment for parents and family members who filled the auditorium.

**CONGRATULATIONS TO THE CLASS OF 2005!**

Pictures from the event may be purchased from Bill Blanchard Photography at [http://www.printroom.com/ghome.asp?domain_name=billblanchardphoto]

Written by Deborah A. Verderosa
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  • Movement Science
  • Speech-Language Pathology*
  • Neuroscience*

- MASTER OF SCIENCE
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  Occupational Therapy
  Physician Assistant
  Speech-Language Pathology
  Health Sciences (Post-Professional)
  • Health Professions Leadership
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*Fall 2006