

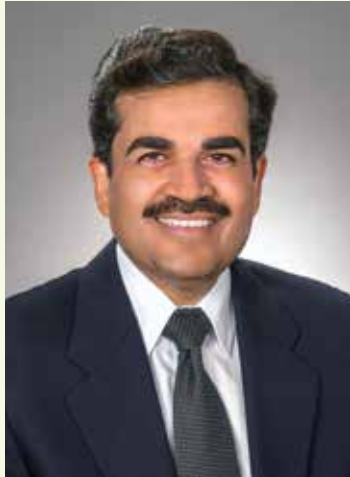
# EMORY

# physical therapy

FALL 2015

## The human element of practice

# from the director



ON BEHALF OF THE FACULTY, STAFF AND STUDENTS, I WELCOME YOU TO *EMORY PHYSICAL THERAPY MAGAZINE*.

We have been excited to start this new academic year with our newly matriculated class of 2018 represented by 71 students from 24 states, 49 universities, and 20 majors.

This past year has been full of celebration as well as faculty and student accomplishments.

In January, the American Board of Physical Therapy Residency and Fellowship Education approved the Emory University Neurologic Residency as an ABPTRE-accredited neurologic program. This joins our Orthopedic Residency Program to become our second accredited residency program. We are now in the midst of developing a third residency program in Acute Care.

At the American Physical Therapy Association's NEXT meeting in June, faculty member Randy Trumbower was awarded the Eugene Michels New Investigator Award. This award is a

testament to his contributions to research thus far and, more importantly, shows how his work is already making an impact on our profession.

Our faculty makes it possible to fulfill our educational, clinical, and scholarly endeavors. To bolster these efforts, we are excited to welcome Edelle Field-Fote, PhD, PT, FAPTA, and Donna Smith, DPT, NCS, GCS, to our fold. Field-Fote will serve as director of our recently created DPT/PhD dual degree program with the School of Applied Physiology at Georgia Institute of Technology. Smith is our first dual-certified faculty member and will lead our efforts to develop a Geriatric Residency Program and to bolster our Clinical Education Program.

Finally, next year in October we are looking forward to hosting the Fifth Annual Symposium on Regenerative Rehabilitation. Please accept our invitation to attend this conference at Emory School of Medicine, October 14-16, 2016.

I hope you enjoy this issue of *Emory Physical Therapy*, and my thanks to all who support the Division of Physical Therapy in so many ways.

Best wishes,

**Zoher Kapasi**, PT, PhD, MBA  
Associate Professor and Director

## Save the Date!

**Fifth Annual Symposium on Regenerative Rehabilitation**  
October 14-16, 2016, Atlanta, GA  
Hosted by Emory University, Division of Physical Therapy

For individuals who want to be on the forefront of patient care, you are invited to join Emory University Division of Physical Therapy, the University of Pittsburgh and leading researchers and clinicians in a weekend event that promises interactions with and discussions on innovative technology and enlightened patient care. Regenerative Rehabilitation is an emerging field that brings the potential of regenerative biology, including tissue engineering and cellular therapeutics, to patients' benefit.

For more information, please contact us at [rehabmtg@pitt.edu](mailto:rehabmtg@pitt.edu)



Visit us online at [emorydpt.org](http://emorydpt.org)



### Contact us:

Division of Physical Therapy  
1462 Clifton Rd. NE, Suite 312  
Atlanta, GA 30322  
404.712.5660

### Emory Physical Therapy

is published annually for faculty, staff, students, and friends of the Division of Physical Therapy, Department of Rehabilitation Medicine, at Emory University School of Medicine.

**Zoher Kapasi** Associate Professor and Director, Division of Physical Therapy

**Beth Davis** Editorial Adviser and Assistant Professor, Division of Physical Therapy

**Dana Goldman** Editor

**Linda Dobson** Designer

**Jack Kears, Kay Hinton, Ann Borden, Bryan Meltz** Photographers

**Carol Pinto** Production Manager

Cover and inside illustrations by Josée Bisailon.

Emory's Woodruff Health Sciences Center (WHSC) is an academic center focused on teaching, research, health care, and public service. The Division of Physical Therapy is part of Emory University School of Medicine, a component within the WHSC.

# EMORY | physical therapy



## IN THIS ISSUE

FALL 2015

### COVER STORY

**The Human Element of Practice 2**  
Connecting with patients and their stories for better outcomes

### CURRICULUM

**Mastering the Business of PT 6**  
New coursework teaches PT students to think like business people

### Q & A WITH NEW FACULTY

**Professors Donna Smith and Edelle Field-Fote 8**

### CLINICAL PARTNERS

**Learning the Craft of Acute PT 9**  
Immersive clinical training at Emory University Hospital Midtown

### SUSTAINABILITY

**Going Beyond Green 10**  
Initiatives in sustainability theory and practice

### AND MORE...

Student Awards 11 | Alumna Profile 12  
Alumni Notes 13 | Faculty Notes 13



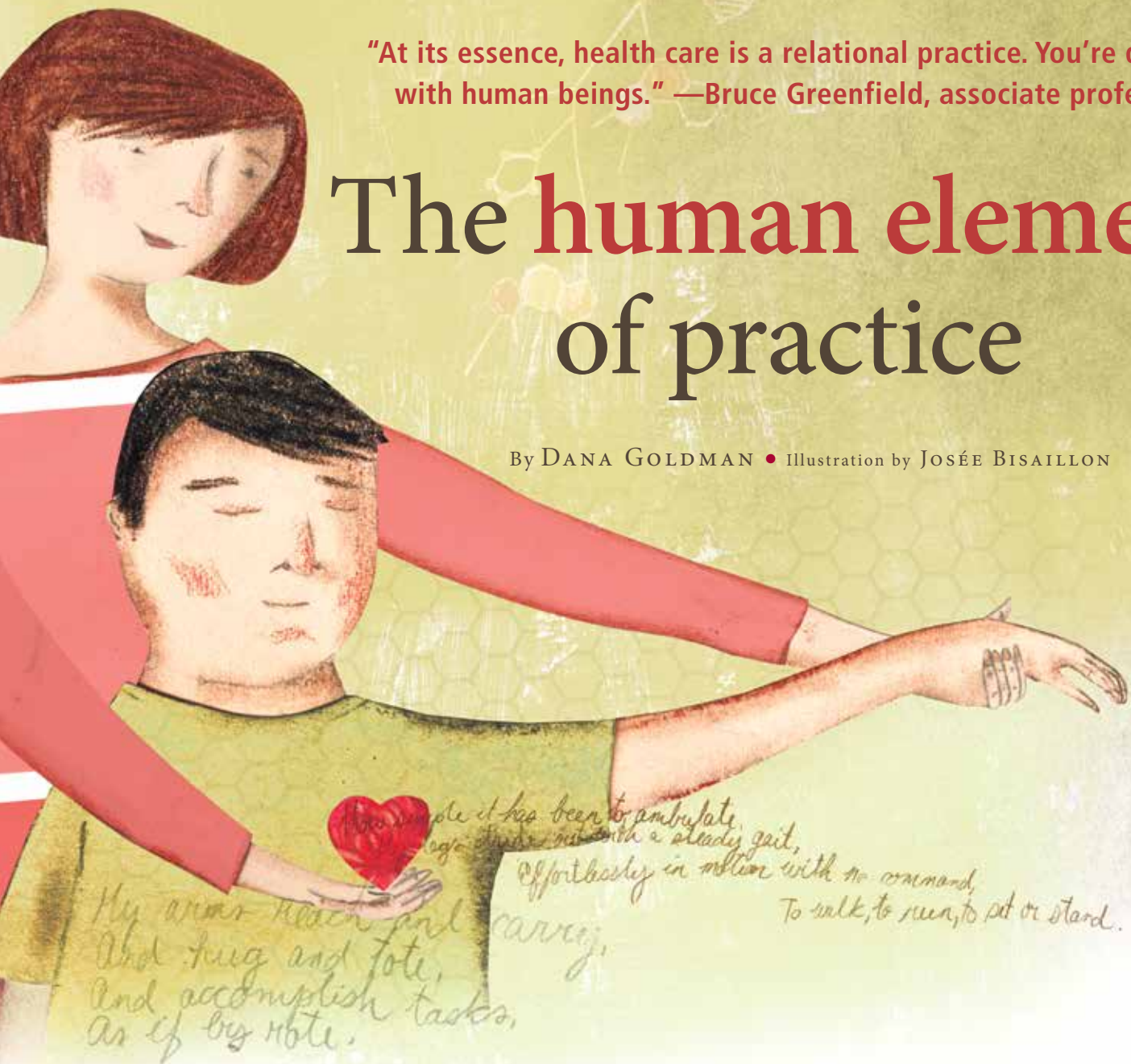
*"The skills I learned for problem solving and prioritizing definitely carry on into the scope of my responsibilities now."*

— Catherine Maloney, 95MPT

**“At its essence, health care is a relational practice. You’re dealing with human beings.” —Bruce Greenfield, associate professor**

# The human element of practice

By DANA GOLDMAN • Illustration by JOSÉE BISAILLON



**Katherine Voorhorst 15DPT remembers the question that changed the course of treatment for her patient, a double amputee: “Will you read some of my poetry?” he asked.**

That patient was Hugh “Eddie” Suggs, a former teacher who had been doing yardwork five years earlier when a log truck jumped a curb and ran over his legs. “I wasn’t supposed to live,” Suggs says. But after a drug-induced coma, 150 units of blood in 24 hours (a hospital record), loss of both legs, multiple surgeries, and skin grafts, he found himself not only alive but in physical therapy.

“I couldn’t really move or hardly get out of bed,” Suggs recalls. He was also struggling with post-traumatic stress, serious physical pain, and questions about his future. “I coped by developing

personal relationships with my caregivers,” he says. “My writing was a tool I used to try to do that.”

Some of his physical therapists weren’t interested in Suggs’ life outside physical therapy, much less the inner life he expressed in his poetry. But Voorhorst had already shown interest in who the man was beyond his amputations. She’d been trained by Emory professors—including Sarah Blanton and Bruce Greenfield, among others—to see her patients as more than just a constellation of symptoms and to recognize physical therapy as more than just a scientific discipline. She regularly asked her patients about their days, their goals for therapy, their pets, and whatever she learned mattered to them—including poetry.

The next session, Suggs brought in a poem he’d written about the truck accident in which he’d lost both legs.

“I listened and we cried for a minute,” Voorhorst recalls. “And then he looked at me and said, ‘All right, let’s do this PT.’ Afterward, he told me it was the most productive therapy session he’d had—and he’d been doing this for three years.”

That productive therapy session couldn’t have happened without Voorhorst showing personal interest in Suggs. And now Emory’s Division of Physical Therapy is working to ensure that connecting with patients becomes the norm, not the exception. It’s part of an effort to explore the many ways that humans experience life and make sense of it—and to link the humanities in general to physical therapy in particular. Students are learning about careful listening and the importance of

“A good therapist may help the patient with his goal, but a really excellent therapist understands the meaning behind the goals.” It’s one thing to help a patient with stroke relearn how to change her child’s diaper; it’s another, Blanton says, to understand that a patient desperately wants to regain her sense of identity as a mother.

Such understanding and clinical wisdom doesn’t come overnight. But faculty members are working to cultivate that clinical wisdom by including narrative reflection experiences throughout the curriculum. Students write regular reflections on clinical experiences, including not just what happened, but what they felt, saw, heard, and might do differently in the future.

Greenfield was one of the faculty members who initiated

*“In the moment you’re trying to think and act and adapt to whatever your patient is giving you. But reflecting makes you see it from the outside. Not only am I able to judge myself but also at the same time ask ‘What could I have done differently?’ Or, ‘What does this mean?’”*

—Emily Marshall 17DPT



understanding a patient’s needs, values, and goals. Students are searching for the meaning that patients ascribe to their illness and life paths.

Faculty created this initiative to foster reflective practice and patient-centered care. After all, the effectiveness of physical therapy is clearly linked to the strength of the relationship between a patient and a physical therapist, says Bruce Greenfield, PT, PhD, associate professor of rehab medicine. “We have to appreciate that at, its essence, health care is a relational practice. You’re dealing with human beings,” he says. “When you’re caring for human beings you have to learn to treat the patient not as an object to be diagnosed, but as a human being to be cared for, with feelings, needs, fears, expectations, and goals.”

Associate Professor Sarah Blanton, PT, DPT, NCS, agrees. “Hearing each other’s stories is a diagnostic tool, and it’s also a way to create strength in the therapeutic relationship,” she says.

the curriculum-wide use of reflective narratives after realizing, almost a decade ago, that students had no formal way to process their intense and sometimes profound clinical experiences. He also was the lead author of a 2015 article in the journal *Physical Therapy* highlighting the pedagogical tool. “One of the dimensions of expert practice is that experts are lifelong learners and use ongoing reflection,” he says. “They’re continually reflecting on experiences—trying to determine what happened, what went wrong or right, how they felt, what they learned, and how they would handle a similar patient in the future. We try to train our students like experts as early as possible through the narrative process of reflection.”

Students write about a range of topics, including difficult cases, worries about their own competence, and efforts to overcome biases. Rob Koester 15DPT, CSCS, studied the humanities as an undergraduate and says that narrative reflection was an impor-

tant tool during his clinical rotations. Says Koester, “Narrative reflection gave me a prescriptive way to digest these sometimes really tough encounters in such a way that I felt I gained some insight and was better equipped to handle similar situations in the future.”

Emilly Marshall 17DPT remembers one particularly useful reflection after a difficult day. She was working with an elderly woman in a hospital when a doctor came in and told the woman that her husband was dying across the hall. “The doctor was just calm and realistic about it,” Marshall remembers. But Marshall wasn’t sure what to do. “Do I step out of the room? Do I stop our session?” she remembers thinking. “I’d never been faced with a patient experiencing the death of a spouse.”

That night, Marshall cried when she thought about her patient—and then sat down to write her reflective narrative. “In the moment you’re trying to think and act and adapt to whatever your patient is giving you. But reflecting makes you see it from the outside,” she says.

“Not only am I able to judge myself,” Marshall says, “but also at the same time ask, ‘What could I have done differently?’ or ‘What does this mean?’” In other words, Marshall was doing exactly the sort of reflection that her professors had hoped for—the kind that leads to clinical competency and, in the long term, wisdom.

Emory physical therapy professors know that incorporat-

ing the humanities also means raising awareness of the human experience in all its forms. That’s what spurred Blanton, Greenfield, and division director Zoher Kapasi to work with humanities scholars within the rehabilitation sciences to create a new, open-access, online publication—*The Journal of the Humanities in Rehabilitation* (JournalofHumanitiesinRehabilitation.org).

And while the scholarly, peer-reviewed journal includes research, it also values the knowledge, experience, and stories of patients, caregivers, and others outside the field of rehab—including artists who focus on the human form in movement.

One recent issue featured an article about representations of trauma in the art of Frida Kahlo, who struggled with illness and pain throughout her life. It also showcased interviews with Pulitzer Prize-winning writers Natasha Trethewey and Margaret Edson.

In other words, *The Journal of the Humanities in Rehabilitation* is an interdisciplinary, academic journal that would consider Suggs’ poetry an important part of the canon in the field of physical therapy. After all, says Blanton, “It’s critical to listen to each other and hear the stories of our journeys. That’s an important piece of having narrative reflections and space for patient and family reflections. This is a critical way to hear their voices.”

Those voices have included Dick Taylor, a contributor to



*The Journal of the Humanities in Rehabilitation* editorial board and contributors. From left (seated): Emory division director Zoher Kapasi, Katherine Voorhorst 15DPT, patient contributor Dick Taylor, and Emory Associate Professor Bruce Greenfield. From left (standing): Emory English doctoral student Stephanie Larson, Emilly Marshall 17DPT, University of Minnesota Professor Jim Carey, Emory Associate Professor Sarah Blanton, Dean and Professor of Physical Therapy at Creighton University Gail Jensen, Nancy Kirsch, director of the DPT program at Rutgers University, and Aimee Reiss, 03DPT, managing editor and researcher.

the journal who survived a stroke in 2013. Lines from his poem “Ode to a Stroke, or a Life Altered” detail the experience of losing control of his body:

*How astonishing our bodies,  
Intricate machines to behold,  
Easily functioning,  
Without being told!  
Until.....that nightmarish instant,  
Unforeseen, unexpected, unwarranted, unfair,  
When an explosion of cranial havoc,  
Renders me motionless and unaware.  
I look at my lifeless arm,  
I tell my hand to grip, to clasp,  
And wonder why it won't respond  
Nothing works, "my God!" I gasp!*

“I was inspired by the stroke,” Taylor says now. He hopes that physical therapists and others will, in turn, be inspired to remember their patients’ humanity. “I hope professional people who work with stroke patients can get a better perspective on what stroke patients are going through,” he says.

Voorhorst, who was one of the students who worked on the journal, echoes Taylor’s sentiment. “I hope it prompts a different, really deep reflection from clinical professionals. I hope it gives us a moment to take a step back and re-evaluate the sorts of clinicians we want to be, the types of caregivers we want to be.”

The Division of Physical Therapy is also collaborating with Emory’s anthropology department on an upcoming course: Disability, Resilience, and the Mortal Self. “The idea is to begin to understand concepts of human normalcy and resiliency within the

context of disability,” says Greenfield. The course was developed by professors and students as a cross-discipline, multi-campus offering focusing on the philosophical and conceptual understandings of disability. Emory’s Coalition of Liberal Arts chose it from among many new course applications for funding.

Meanwhile, Voorhorst and Suggs have both moved on since meeting during Voorhorst’s clinical rotation. Voorhorst graduated in May and will soon be working with an inpatient neurologic team. Suggs is in the cusp of publishing two books: one a fictional story and one of personal poetry. But they stay in touch. Lines from his poem “It’s All Good” show that he’s continuing his physical and emotional recovery:

*You shift your weight around in the wheelchair.  
Some stuff just takes longer.  
Can't see the wheels of the loaded log trailer running  
over you anymore not unless you really try.  
So quit trying to remember a moment that can't be changed.  
Plenty of other stuff in there took pieces of you for  
souvenirs anyhow.  
Just pet that old dog  
and sip your coffee.  
Sun sure feels good this morning.  
It's all good.*

Suggs’s ability to write more upbeat poetry is, in part, related to his ability to connect with caregivers like Voorhorst. “I don’t know if I would have recovered if I hadn’t worked with people who really treated me as a person,” says Suggs. “People like Katherine [Voorhorst] are what pulled me along and kept me going.” **EPT**



Founders of *The Journal of the Humanities in Rehabilitation*



# Mastering the Business of Physical Therapy

Long gone are the days when physical therapists didn't need to know about the business side of their work. Luckily, the business experts in Emory's Division of Physical Therapy are stepping in.

By DANA GOLDMAN

Fifteen third-year DPT students sit in a classroom with two of their physical therapy professors. They're discussing an important case with far-reaching implications. But this is a different sort of class, and the case has nothing to do with physical therapy, at least on the surface. After all, the case comes from the *Harvard Business Review* and focuses on quality control at the car company Toyota.

Welcome to one of the program's most popular electives: Business Management for the Physical Therapist Entrepreneur. Now in its fourth year, the course offers case-based learning about businesses outside the health care sector that students then apply to the field of physical therapy. The course cultivates an entrepreneurial approach typically found in business schools and follows a required course dealing with health care policies, reimbursement, and risk management.

And it's only possible because Emory is the rare—and perhaps the only—physical therapy program in the country in which three faculty members also hold MBAs.

Those MBAs include the class's co-teachers, Assistant Professor Beth Davis, 03DPT, MBA, and her colleague, Associate Professor and Director of the DPT program, Zoher Kapasi, PhD, MBA. (A third DPT faculty member, Tami Phillips, also holds an MBA as well as other degrees.)

Kapasi explains the class's concept. "Any business has several different operations in common," he says. "For example, no matter what business you're in, you have to handle marketing, finances, operations, and human resources." Lessons about how corporations such as Toyota have successfully tackled these operations can then be applied to the health care industry—including physical therapy.

"The class centers on conversation about individual cases and draws out different business principles that we could apply to our own physical therapy practice," says Davis. Learning about how Toyota focuses on quality control easily segues into discussions about how to ensure consistent levels of care and service for physical therapy patients. Students also look at case studies detailing customer service at Starbucks and leadership at a medical center.

James Chen 15DPT decided to take the class after hearing positive reviews from classmates. "A lot of us went in thinking, 'I'm not business-minded,'" he says. "But at the end of the day, a lot of it is about how can we provide better services and help implement improvements in our clinic. You don't have to be an administrator to do that. You can be a staff person at a staff meeting making suggestions to provide a higher quality of care and reduce variability."

For Wes Wedewer 14DPT, the class helped him realize the important connections between the profession he loves—physical therapy—and his career ambitions to manage or own a clinic. "I've always been interested in entrepreneurship

and creating my own business or managing people as a clinic director," he says. "If you're a great clinician, that's all good. But you have to be aware of the numbers, the market, all of the areas that are involved in running a business. Otherwise you won't be open for business for long, no matter how good you are."

Leaders in other DPT programs have been curious

about Emory's model for the course, especially since Kapasi and Davis presented about the class at the American Physical Therapy Association Combined Sections Meeting in February 2015.

That's no surprise to recent alum Jackie Michaelson 14DPT. "As a student, it is easy to forget that we sometimes need to look beyond how we treat patients and learn about how our patients are also consumers of a service that we as therapists provide," she says. "As a new graduate working in a hospital setting, I think the course provided me with the skills to help promote the PT profession to other health care providers and to patients." **EPT**



Davis and Kapasi prepare to discuss lessons from businesses outside the health care sector.

## Donna Smith

Assistant Professor; Assistant Director, Clinical Education

"I'm just an assistant all the way around," says Donna Smith, DPT, NCS, GCS, laughing about her new titles in Emory's Division of Physical Therapy. But the dual board-certified neurology and geriatric clinical specialist—the first on Emory's Division of Physical Therapy faculty—is no newcomer to Emory. Back in the 1990s she spent four years at Emory's Center for Rehabilitation Medicine before going off the grid for a six-month hike on the Appalachian Trail. She then landed in Asheville, North Carolina, where she worked as a physical therapist and educator in acute and inpatient rehabilitation settings.

Now that she's back at Emory, Smith is combining her loves of clinical education and research. She'll be teaching about geriatrics as part of the division's Growth Processes Through the Lifespan course. She will also take

over the Fundamentals of Clinical Measurement course in the next year. At the same time, Smith plans to collaborate with faculty members in and outside of physical therapy as she researches the effects of mindfulness on students and patients alike. "I'm fascinated by neuroplasticity and how the brain can change," she says. In particular, Smith will be focusing on how Mindfulness-Based Stress Reduction (MBSR) may help students reduce stress and enhance learning. Smith will also be studying how MBSR may reduce patients' risk of falling.

**Did you end up with a "trail name" on your Appalachian Trail hike?** Treehugger. That's me. I hug trees. Biologically and spiritually, trees are phenomenal. After getting spotted a couple times, that's how I got the name.

**Any challenges you anticipate about this new position?** Traffic and heat. I'm a mountain girl all the way through.



**Anything else you want people to know about you?** I have two amazing daughters who help me keep everything in perspective.



## Edelle Field-Fote

Program Director in DPT/Applied Physiology PhD; Professor

Soon after Edelle Field-Fote, PT, PhD, FAPTA was offered a job as director of Spinal Cord Injury Research at Atlanta's Shepherd Center, she got on the phone with her colleagues at Emory and Georgia Tech. An academic by training and experience, she wanted to support a new collaboration among Shepherd, Emory, and Georgia Tech.

Emory and Georgia Tech quickly agreed. Field-Fote was named the graduate program director of the new Emory University/Georgia Tech dual-degree program: the Doctor of Physical Therapy (DPT) / Applied Physiology PhD program. "This program can form the basis for future progress related to physical therapeutic interventions and rehabilitation-oriented neuroscience," says Field-Fote. She also serves as editor-in-chief of the *Journal of Neurologic Physical Therapy*.

**What are you most proud of in your career so far?** Our research showing it is possible to improve hand function in persons with tetraplegia after spinal cord injury to the neck, even years after the injury.

**What excites you most about this new dual-degree program?** It combines an outstanding clinical education with outstanding research training. With this training, they have potential to develop treatments that will improve movement, health, and the ability to participate in the community.

**What are your first impressions of Emory?** I feel like I've known everyone at Emory forever. It's very exciting to be part of a program that I've known so well and thought so highly of for so many years. It's a great honor, and I am looking forward to being part of the Emory/Georgia Tech community.



Student Emma Faulkner 15DPT (left) works with patient Paul Willis, with the support of longtime clinical educator Anna Chambers, PT.

new alums—Sarah Hardeman 15DPT and Stacy Hassinger 15DPT. Another Emory alumna, Jennifer Sharp 11DPT, works at EUHM and is co-instructor of an advanced acute care elective course for Emory's PT students.

For Faulkner and other students, much of the appeal of EUHM has to do with clinical educator Anna Chambers, PT, who has been working side by side with Emory students for more than 25 years. "I just love my profession, and I want to pass it on to the younger generation," says Chambers. "I want to instill that love of function and movement in my students so that they can pass it on to their patients." For Chambers, that means teaching students like Faulkner to think creatively

## Learning the Craft of Acute PT

**Emma Faulkner 15DPT felt anything but hopeful when she first saw her new patient. There's no way, she remembers thinking. I don't know what I can do for her.**

The patient was in an intensive care unit at Emory University Hospital Midtown (EUHM), unresponsive, medically unstable, dealing with not just cancer that had spread but fractures and spinal tumors as well. For Faulkner, this patient was a far cry from the PT work she had envisioned with professional dancers.

But Faulkner had intentionally chosen EUHM for a clinical rotation. "I didn't know anything about acute care," says Faulkner. "So I wanted a clinical rotation that was good and had good clinical instructors. I'd heard great things about Emory Midtown from different people I'd worked with and from students ahead of me."

EUHM has been a clinical education site for Emory PT students for more than 30 years, hosting six or more Emory students in most recent years. Donna Gordon, PT, manages rehab therapy at EUHM and says there's a reason she keeps inviting Emory students in for rotations. "They come well prepared and with professionalism," she says. "They keep us on our toes. That's why we really appreciate them." Gordon has been so pleased with Emory students that she hired two

and incorporate any expertise they hold outside of traditional PT—for instance, experience with dance and Pilates. "Anna wants you to be on your toes and think outside the box," Faulkner says. "She wants you to be creative and work with your patient as an individual rather than thinking just about protocol."

During each day of Faulkner's rotation, she would consult with Chambers about their patient in the ICU. "We kept working and brainstorming," Faulkner says. "Anna would challenge me every day and say 'All right, what are you going to do with that patient today?'"

Soon, their hard work paid off. In four weeks the patient went from being completely immobile to walking 10 feet. When the patient began crying with pride, Faulkner began dancing in joy. "I'd never really seen anyone go from completely nonresponsive in the ICU to taking her first steps," she says. "It was a miracle moment."

While Faulkner will be working with professional dancers after graduation, she says she will carry with her the lessons she learned in her rotation at EUHM. "I've learned not to be afraid to think outside the box and to tailor your treatments specifically to your patients," she says. "I've learned to be very creative and just never quit." **EPT**

# Going Beyond Green

It started with a simple question, says Carmen Wurtz 14DPT. In the middle of the growing push to “green” health care, where was

physical therapy? At the time Wurtz was serving as a graduate assistant to Emory Associate Professor Sarah Blanton, DPT, NCS. Says Wurtz, “Dr. Blanton and I realized that all facets of health care were pushing efforts toward sustainability. However, we were not aware of anything the physical therapy profession was doing.”

They decided to take things in their own hands. In 2014, Blanton participated in the Piedmont Project, an Emory initiative to train faculty in sustainability theory and application within education and research. (An additional faculty member, Michael Borich, DPT, PhD, participated in 2015.) Students formed a sustainability committee to spearhead efforts to integrate sustainability into Emory’s DPT program and into the profession at large.

“Traditional physical therapy curricula incorporate health well-

ness and prevention strategies and emphasize service learning, but few institutions actively integrate concepts of sustainability in their educational content,” says Blanton. Emory wanted to go beyond recycling and explore sustainability as a critical element of physical therapy.

Over the past year, students and faculty have collaborated to begin these efforts, creating a website with resources for the PT profession, instituting self-evaluations for students, and taking the first steps toward making the program paperless. Within the classroom, professors like Blanton and Borich are educating students about how the environment impacts patients. “When I prescribe a walking plan for my patient

after a stroke, I need to take into account that he may not have any sidewalks for safe walking in his neighborhood,” says Blanton.

There are signs that members of the profession are taking notice. A poster on the initiative won the Global Health Special Interest Group Social Responsibility Award at the Combined Sections Meeting of the American Physical Therapy Association in 2015.

Now, the committee—which includes Nathalie Angel 17DPT, Emma Goldberg 17DPT/MPH, Amy Proforsky 17DPT, ATC, Kersey Schuh 17DPT, and Lily Yu 17DPT—is looking forward to expanding their efforts on campus and beyond. Together with Blanton, their “Greening Physical Therapy” grant proposal won a Sustainability Incentives Fund Award from Emory’s Office of Sustainability Initiatives in 2014. They used the award to develop a website dedicated to promoting sustainability in physical therapy (GreeningEmoryDPT.org). Says Schuh, “I want the website to be used as a tool to showcase sustainable practices within the program and as a place to share ideas and link to other sustainable programs.” Adds Proforsky, “My vision for this committee is to expand its focus from within the department and Emory University to creating positive sustainability change within the physical therapy profession.” **EPT**



Associate Professor Sarah Blanton leads the charge to bring sustainability issues to the forefront of PT.



Winners of the Susan J. Herdman Award for Clinical Practice. From left: Natasha Dawkins, Nicole Canning, Dr. Susan Herdman, Jenny Brickman, and Donna Piper

## Class of 2015 student awards

Each year the Division of Physical Therapy faculty presents awards to graduating students.

### EXCELLENCE IN LEADERSHIP AWARD

This award was given to **Rob Koester** and **Noah Tucker**, who showed considerable initiative and organizational skills related to class and program activities.

### EXCELLENCE IN SERVICE AWARD

This award recognized **Claire Bradley**, **Morgan Browne**, **Elizabeth Griffith**, **Rob Koester**, **Kari Lindegren**, **Katie Moise**, and **Katherine Voorhorst** for outstanding service contributions to the program and/or physical therapy’s professional association.

### FRANCES A. CURTISS AWARD FOR EXCELLENCE IN COMMUNITY SERVICE

This award recognized the outstanding service contributions of **Moire Yue** and **Christina Dinh** to the community at the local, national, or international level.

### JOHNNIE MORGAN AWARD FOR EXCELLENCE IN CLINICAL SCIENCE

Based on the recommendations of the clinical instructors and the director of clinical education, this award was given to **Sarah Hardeman** and **Jennifer Smith** for going above and beyond what is expected of students during their clinical affiliations.

### SUSAN J. HERDMAN AWARD FOR CLINICAL PRACTICE

This award was given to students **Nicole Canning**, **Natasha Dawkins**, **Donna Piper** and **Jenny Brickman**, who exemplify the drive to advance the profession and who demonstrated knowledge and skills in a specialized area of patient care.

### DIRECTOR’S AWARD FOR ACADEMIC EXCELLENCE

This award was given to **Michelle Sauer** in recognition of exceptional academic work.

### GROWTH MINDSET AWARD

This award acknowledged **Rachel Malina**, who models behaviors of perseverance and courage in meeting challenges and who, through hard work and dedication, creates a love of learning and resilience.

### PAMELA A. CATLIN AWARD FOR EXCELLENCE IN CRITICAL INQUIRY

This award was given to **Whitney Gray**, who was deemed by the faculty in consultation with her research advisor to have shown leadership, mastery of content knowledge, problem solving ability, enthusiasm, and value to an overall research project.



## PT and Beyond: Alum Catherine Maloney

**You might think that Catherine Maloney 95MPT, FACHE, is out of her comfort zone. “I definitely didn’t go to PT school to learn about construction or environmental services,” she says.** But 20 years after graduation, the associate administrator of Emory University Hospital is supervising construction inside of Emory University Hospital, planning how to phase in more environmentally-friendly cleaning methods, and designing programs to encourage healthy eating habits for staff and patients. She leads support services at Emory University Hospital—including facility management, environmental services, safety and emergency management, public safety, food and nutrition services, rehabilitation services, and biomedical engineering.

Maloney knew from early in her physical therapy career that she was interested in details and the big picture. “I always liked designing new strategies—either a treatment plan or ways to be more efficient,” she says.

After working in acute care settings, Maloney went back to school for a master’s in health administration. Her husband Peter Maloney 96MPT cheered her on. Maloney then managed rehabilitation services at Piedmont Hospital before returning to Emory in 2007. “When the opportunity came to work at Emory, and to be involved in research, teaching, and training, that was a draw for me,” says Maloney.

Being a hospital administrator means there’s no average day. Maloney lists the possibilities: “I’m reviewing our construction to make sure everything is on track from a safety, operations, and budget perspective. I’m looking at our labor management, focusing on increasing productivity and minimizing overtime. I might be looking at what’s impacting patient flow within the hospital. I’m also the link between our university partners and Emory University Hospital for emergency preparedness and health and safety.”

Maloney is also looking at ways to reduce the hospital’s impact on the environment. In 2014, Maloney won an Emory Sustainability Innovator award for her work to dramatically cut hospital waste heading to landfills. Says Maloney, “I’ve enjoyed partnering with the university to understand how we can reduce waste, still have cost savings, and match what our consumers are seeing outside the health care arena.”

And while her work sometimes appears far afield from her PT training, Maloney says that her background as a clinician is essential to doing her job well. “Having a clinical background gives insight and advantage of understanding from the patients’ and providers’ perspectives. It helps to know the key areas to focus on and prioritize, and the areas you can’t skimp on,” she says. “And the clinical problem solving and prioritization skills I learned definitely carry on into the scope of my responsibilities now.” **EPT**

## Alumni notes

**Mike Cantrell 89MPT** and his wife **Tassie Cantrell 86MPT** own the Cantrell Center for Physical Therapy and Sports Medicine in Warner Robins, Georgia, where their practice involves working with professional athletes. Their daughter, Betty Cantrell, was recently crowned Miss America.

**Marc Cavallino 01PT** became credentialed in McKenzie mechanical diagnosis and treatment in 2010 and has been in an outpatient orthopedic setting since graduation. He is part owner and clinic director of ISR Physical Therapy in Louisiana.

**Lena Ebron 13DPT** is a vestibular specialist working at Sovereign Rehabilitation in Decatur, Georgia.

**Margaret French 13DPT** is working as a physical therapist at the Brain and Stroke Rehabilitation Program at Johns Hopkins Hospital. She

offered a platform presentation at CSM 2015: “Self-efficacy mediates the relationship between balance/walking performance, activity, and participation after stroke.”

**John Goodrich 10DPT** has been promoted to PT Coverage Coordinator for Floyd Medical Center, based in Rome, GA.

**Julie Granger 09DPT** and **Mandy Blackmon 05DPT** have been invited to co-present “Let’s Hear it for the Girls: Challenges and Opportunities of Building the Young Female Athlete” in the Sports Section at the 2016 Combined Sections Meeting. Granger currently works at Back 2 Motion Physical Therapy in Atlanta and One on One Physical Therapy in Smyrna, GA. Blackmon currently works at Motion Stability in Atlanta and is a faculty member at Mercer University in the Doctor of Physical Therapy Program.

**Joseph Graves 13DPT** lives and works in Philadelphia. He was recently featured in a video focusing on the importance of empathy for patients and the impact of physical therapists. (Watch it at: bit.ly/1QkIM8N)

**Whitney Gray 15DPT** was chosen as a 2015–2016 Georgia Stroke Network Fellow, becoming the first DPT designee to receive that honor in the United States.

**Crystal Huber 13DPT/MBA** recently returned from trekking to Machu Pichu with her fiancé (an Emory MBA/MPH grad). She is a physical therapist at St. Mary’s Medical Center in San Francisco, transitioning into a role involving patient safety and quality improvement. She is now certified as a Six Sigma Green Belt.

**Kelly Hunt 13DPT/MBA** is now a full-time Process Improvement

Consultant for the University of Colorado Hospital.

**David Komeiji 81PT** conceived and authored a successful 2014 Oregon bill related to repurposing durable medical equipment and supporting employment for people with disabilities.

**Anita Krishnan 12DPT** has been working at Physiotherapy Associates for the past three years and is now BIG certified with NCS pending.

**Grace Mollohan 11DPT** has been working for BenchMark since graduation and became a clinic director in 2012. She completed an orthopedic residency with Evidence In Motion in 2012 and obtained her OCS in 2013. In June, she began working toward becoming a FAAOMPT in the BenchMark fellowship program.

## Faculty notes

**Sarah Blanton, DPT, NCS**, received an NIH career development award for her proposal: “Evaluation of a carepartner-integrated telehealth rehabilitation program for persons with stroke.”

**Beth Davis, DPT, MBA**, was a co-author of “Interprofessional education: An exploration in physical therapy education” in the *Journal of Physical Therapy Education*. She and division director **Zoher Kapasi, PT, PhD, MBA**, presented on “Looking outside health care to teach physical therapy business practice” at the Combined Sections Meeting of the American Physical Therapy Association.

**Bruce Greenfield, PT, PhD, MA**, published papers about the use of narrative in three publications. He offered presentations at the

Combined Sections Meeting of the APTA, the Collaborative Across Boarders V Conference, and at the APTA’s NEXT Conference.

**Marie Johanson, PT, PhD, OCS**, completed a fellowship with the Educational Leadership Institute through the Education Section of the APTA.

**Zoher Kapasi, PT, PhD, MBA**, was selected by the American Physical Therapy Association Board of Directors to serve on a national task force on Excellence in Physical Therapy Education.

**Sara Pullen, DPT, MPH, CHES**, has had six publications appear in peer-reviewed journals over the past academic year, including articles focusing on physical therapy with patients living with HIV/AIDS. Dr.

**Pullen** served as a survey consultant to the Southeast AIDS Training and Education Center in its comprehensive needs assessment survey profiling people living with HIV/AIDS in metropolitan Atlanta.

**Manning Sabatier, PhD, CSCS**, published two papers this past year. He also gave a tutorial talk at the Southeastern American College of Sports Medicine Research conference in February titled “The role of H-reflexes in exercise and rehabilitation science.” His abstract on the topic is being featured at the 2015 American Congress of Rehabilitation Medicine.

**Randy Trumbower, MPT, PhD**, began a five-year research grant funded by the Department of Defense called “Intermittent Hypoxia-Induced Recovery of

Overground Walking in Persons with Subacute SCI.” He was also awarded APTA’s 2015 Eugene Michels New Investigator Award. He spoke at the Experimental Biology Conference in Boston and at the College of Public Health and Health Professions at the University of Florida and at the Design and Technologies for Healthy Aging Meeting at Georgia Tech.

**Steve Wolf, PT, PhD, FAPTA, FAMA**, has been designated a Fellow by the American Society of Neurorehabilitation. He became principal investigator at the Georgia Stroke Network Center site for a study entitled “Telerehabilitation for patients with stroke.” He also chaired an NIH study section charged with reviewing P2C clinical center grant applications in medical rehabilitation.





**EMORY**  
UNIVERSITY  
SCHOOL OF  
MEDICINE

Emory University  
Alumni Records Office  
1762 Clifton Road  
Atlanta, Georgia 30322

NONPROFIT ORG  
U.S. POSTAGE  
PAID

**EMORY**  
UNIVERSITY

# *Congratulations* | Class of 2015

