

EMORY Physical Therapy

Diversity & Inclusion in PT

A Look at the Division's Efforts to Reflect America's Changing Demographics

FALL 2018

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FROM THE INTERIM DIRECTOR



When it comes to diversity, it is painfully clear that the physical therapy field nationwide has a long way to go. Together, African Americans, Hispanics and Latinos comprise more than 31 percent of the nation's population but only about 10 percent of the country's licensed physical therapists. With these kinds of disparities, there is no question that many communities throughout the country, especially those with a high percentage of minorities, do not have easy access to the kind of rehabilitative care that is integral to the healing process.

In this edition of *Emory Physical Therapy*, we take an in-depth look at our profession's diversity problem and what the Emory Division of Physical Therapy is doing to address this challenge. Our cover story chronicles the brave efforts of a group of Emory DPT graduates who banded together to encourage current minority physical therapy students, generate awareness and promote the profession in K-12 schools with heavy minority representation.

At the Division of Physical Therapy, our faculty and staff are committed to not only continuing dialogue on this critical issue, but doing our part to ensure that every student, regardless of race or ethnicity, is a welcomed, valued member of our family.

This publication also features a comprehensive look at the division's unique competency-based curriculum. When we receive feedback on our program from our graduates, clinical instructors and those who employ our graduates, we are so proud of the fact that nearly all echo the same sentiment: Our students are well rounded and possess all of the interpersonal, teaching and clinical skills necessary to be excellent physical therapists. We are so thankful to Dr. Pamela Catlin, a long-time visionary division director, for the origin of our curriculum's competency-based foundation, and I am grateful for the wonderful, dedicated staff and faculty here who continually shape our division's curriculum to meet the evolving needs of our patients and society.

And finally, this issue celebrates the accomplishments of some of our graduates who are making a difference not just locally, but worldwide. Gail "Cookie" Freidhoff, a 1982 Emory physical therapy graduate, is serving in the Republic of Georgia for a year helping that country improve physical therapy for its 3.7 million residents. Meanwhile, Lucia Rodriguez 13DPT, continues to join our students each year on annual trips to the Dominican Republic to provide physical therapy in underserved communities. I am so proud of these graduates and treasure my affiliation with a program that is improving lives across the globe.

There are so many wonderful things happening in the Emory Division of Physical Therapy. This summer, we welcomed the class of 2021, comprised of 72 students from 24 states, China and Korea and representing 51 universities and 17 undergraduate majors. We also welcomed six new faculty members, who are featured in this magazine.

I hope you enjoy this issue of *Emory Physical Therapy* and sincerely thank you for your continued support of the Emory Division of Physical Therapy.

Best wishes,

Marie Johanson, PT, PhD

Professor and Interim Director

WHAT IF YOU HAD A MENTOR FROM THE START?

Emory University DPT alumni are now offering a **PREMIER PROGRAM** to students that allows for professional mentoring every step of the way.

Many companies are focused on guiding new graduates and coaching/training once they arrive into the post-graduate world. Emory has chosen to proactively plan and effectively prepare their students in advance. Using physical therapists who have graduated from Emory, future DPT classes will have the opportunity to be empowered and enlightened sooner.

Help us alleviate worries and facilitate excellence.

Have questions or interested in being a part of the Emory Professional Mentor Program?

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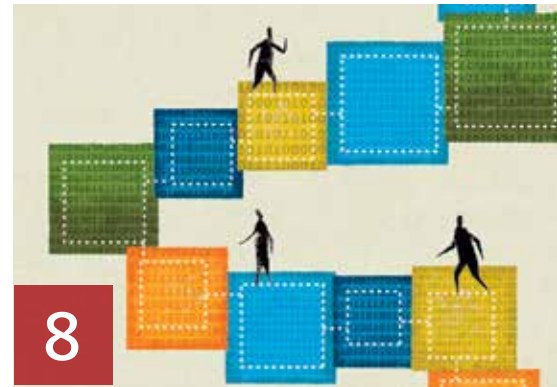
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EMORY Physical Therapy



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ON THE COVER | **Nathalie Angel 18DPT** has been instrumental in accelerating the efforts of the Emory Division of Physical Therapy to enhance diversity within the division and profession.



(from L to R) Jynelle Jarvis 18DPT, DeAndrea Bullock 13DPT, Remi Onifade 13DPT and Nathalie Angel 18DPT pledged to work together to strengthen the Division of Physical Therapy's diversity efforts.

The New Faces of Physical Therapy

Emory Physical Therapy Students and Alumni Work to Enhance Diversity in the Profession

By Kevin Bloye | Photography By Stephen Nowland

While minorities in the U.S. continue to make slow but steady gains in filling key health care workforce positions such as physicians and nurses, physical therapy continues to lag way behind in diversity.

African Americans currently represent more than 13 percent of the U.S. population but in 2017 accounted for only 5.3 percent of licensed physical therapists in the country, according to the U.S. Bureau of Labor Statistics. On a similar note, Hispanics and Latinos comprise about 18 percent of the U.S. population but a mere 5 percent of the roughly 258,000 physical therapists nationwide. Despite Emory University's worldwide reputation for creating a learning environment that values diversity and inclusion, the school's Doctor of Physical Therapy (DPT) 2018 graduating class tracked closely with national numbers in terms of diversity underscoring the difficulty that programs nationwide have had in attracting minorities to the physical therapy profession.

Sara Pullen, who is an associate professor in the Emory DPT program and is mixed race—half African American and half Caucasian—says you don't need statistics to recognize the disparities.

"When you go to the American Physical Therapy Association Conference, it is not diverse," says Pullen. "If you go to a conference for physicians or nurses, it is much more diverse. That's a real problem."

The APTA House of Delegates agreed and approved a motion last summer that called for the association to "identify and begin to implement best practice strategies to advance

diversity and inclusion within the profession of physical therapy" by June 2018.

For 2013 Emory DPT grad Remi Onifade, an African American who is the clinical director for a BenchMark Physical Therapy practice in Ellenwood, Ga., the changes are overdue. She remembers how she felt when she started her coursework at Emory in 2010.

"You look around, you say, 'Oh wow, I'm one of only a few minorities that are here. How am I to present myself? Can I be me? Do I have to work harder to be an equal?'" recalls Onifade.

In early 2018, a group of minority Emory DPT students, who knew exactly how Onifade felt, decided to do something about it. While the results of their efforts may not be fully realized for years to come, it is evident that the campaign for greater diversity within both the division and profession is now in full force.

An Issue 'Really Getting Traction'

With graduation in sight, it would have been easy to run to the finish line and let other students create further dialogue on the issue of diversity within the Emory DPT program. But last winter, a small group of third-year minority students convened other minority students to give everyone the opportunity to share their personal experiences.

Jynelle Jarvis, who is African American and a 2018 graduate of the program, attended the meeting and admitted that while she established several close friendships with her DPT classmates, in her mind, it wasn't the same as the family-like bond that so many other students had.

"I was able to connect with people, but it



was certainly not at the same level that many of my classmates had with each other because of how much they had in common,” Jarvis recalled.

The group agreed that, by working together, they could serve as a force for change and left the meeting with an action plan in place.

In January, they invited a group of Emory DPT minority alumni to join them in hosting a first-ever dinner reception for minority DPT applicants to coincide with Interview Day. The faculty-free event gave applicants the opportunity for a candid conversation with students and alumni about the challenges of being a minority in the program.

Nathalie Rosales 18DPT, who attended the reception, served as a teaching assistant this summer for two classes for first-year students and recognized several familiar faces from the event.

“I definitely feel like that extra piece of communication from us helped a lot,” said Rosales, who is half Colombian and half Guatemalan.

Shortly after the minority reception, the same group made a PowerPoint presentation at the DPT faculty meeting that painted a vivid picture of what it’s like to be a minority student in the division while seeking greater inclusiveness in student recruiting.

“Our goal was to create awareness and to start the process of bring-

ing and experienced minority alumni are pledging to work to enhance diversity in the physical therapy field, not just at Emory, but throughout the country.

She is currently working with 2013 Emory DPT graduates Onifade and DeAndrea Bullock to start the National Association of Black Physical Therapists, an affiliate of APTA that will facilitate networking and mentorship among African Americans in the profession. Bullock, who works at an outpatient neurology clinic in Marietta, Ga., wants to be a mentor in whom minority students can confide.

“If there are things that come up in the clinic or in the classroom, I want students to feel like they can talk about it and be able to relate to somebody who understands where they’re coming from,” she said.

In the meantime, both new and experienced Emory minority DPT alumni acknowledge that for real change to occur within the physical therapy field, there must be a collective grassroots effort nationwide to promote the field to minorities at the middle and high school levels. According to Angel, several Atlanta-based Emory DPT alumni have agreed to work together to create a “pipeline” with area K-12 schools that will allow them to promote the field at events like career days and health fairs—something that wasn’t done when they were growing up.

“If our students are going to be practicing medicine in diverse communities, our responsibility is more than teaching them anatomy and muscle testing, it’s teaching them about diversity and inclusion.”—Sara Pullen



ing about change,” said Rosales. “We know that this is, by no means, something that we are going to change overnight. Changing culture and diversity is a process so we wanted to spark some conversation and let it be known that this is something the students are noticing even if they [faculty] don’t think we are.”

Jarvis called the meeting with faculty a “turning point” that has already led to some positive changes. One of the meeting’s organizers, 2018 graduate Nathalie Angel, who was raised by her Colombian parents in South Florida, agreed saying the faculty’s enthusiastic response to the presentation exceeded expectations.

“It was received very positively,” she said. “A lot of the faculty reached out to us personally after the meeting to ask how they can help and there’s definitely been good follow-through.”

Pullen, who has served as what she describes as the “unofficial adviser” for many of the division’s minority students, is heartened by the fact that the diversity issue is “really getting traction” and that substantial improvements are on the way within the division. Noting that new Interim Director Marie Johanson is “incredibly supportive” of diversity efforts, Pullen said that a new Committee on Diversity and Inclusion is in the works and that several new

“In the black community, we aren’t aware of all of the health careers,” Onifade explained. “Growing up, our parents would go to the medical doctor but had never gone to a physical therapist. It was not a profession that they were knowledgeable about, so naturally, we were never encouraged to pursue that career.”

At the classroom level, Pullen, who serves on the university’s Commission on Racial and Social Justice, will continue to advocate for a curriculum that reflects America’s changing demographics.

“If our students are going to be practicing medicine in diverse communities, our responsibility is more than teaching them anatomy and muscle testing, it’s teaching them about diversity and inclusion,” she said.

Rosales, who recently started practicing at a pediatric outpatient clinic in Atlanta, is proud that she was part of a group that accelerated the diversity conversation to make physical therapy more enticing to minority students.

“As long as it’s being talked about, there’s awareness, and more and more people are discussing it and understanding why it’s important,” she says. “I think, in the long run, that will produce some positive change.” **EPT**

Cookie Freidhoff Helping Republic of Georgia Improve Physical Therapy

Gail “Cookie” Freidhoff, a 1982 graduate of the Emory Division of Physical Therapy, will never forget what was supposed to be a “nice, quiet lunch” during last summer’s American Physical Therapy Association NEXT Conference in Boston. That moment changed her life. There, Zohar Kapasi, who at the time was director of Emory’s Division of Physical Therapy, spotted the recently retired Freidhoff and asked her if she would be willing to serve on an international project for three months.

“For three months, I can do anything—not a problem,” Freidhoff told Kapasi.

During the interview process, Freidhoff learned that the project was in the Republic of Georgia and was actually a four-year initiative by the U.S. Agency for International Development’s (USAID) Leahy War Victims Fund. The fund exists to increase the availability of and access to a wide variety of programs benefitting people with disabilities in war-torn countries. Freidhoff agreed to serve one year, and in January of this year, left the comforts of her Kentucky home. As for her prior knowledge of Georgia, she laughed and said, “I had to look on a map to see where it was.”

More than seven months into the job, Freidhoff admits that while she has never worked harder and rarely gets a day off, the experience has been “truly life changing.”

Her mission in Georgia, which has a government-run health care system, is simple: to improve physical and occupational therapy in a country that provides adequate rehabilitation care for children but offers nothing for adults.

“Over here, if you’re an adult with a disability, chances are, you will spend the rest of your life in your home with your family caring for you,” Freidhoff explained. “Since there are no rehabilitation hospitals per se, there is little to no follow-up care for stroke victims, people with spinal cord injuries, or amputees. This is what we’re trying to change.”

From April through July, Freidhoff and her American occupational therapist colleague, Traci Swartz, who both live in the country’s capital city of Tbilisi, first taught the English-speaking Georgian faculty and therapists how to teach, think and practice at a clinical-reasoning level. That meant less classroom memorization and more clinical reasoning and hands-on experience.

“We’re trying to get them to use case scenarios when they’re teaching and have more lab time so that the students get to practice the skills and techniques being taught rather than just be shown the skills used in the clinic,” Freidhoff, who spent most of her career as a sports clinical specialist, says.

After the first course, three of the students were hired to teach Georgian-speaking therapists and faculty what they had learned. Trans-



Cookie Freidhoff (left) with American Physical Therapy Professor Jae Choe and interpreter Leila Chantladze, a Tbilisi State Medical University physical therapy graduate.

lating the material into Georgian, where two words in English can equal nine words in Georgian, has proven to be a huge challenge.

“We’re relying on our instructors to translate our slides to Georgian,” she says. “We think it’s working, but we’re not sure. I guess we will find out when they take the final.”

While much of Freidhoff’s day is spent monitoring and counseling faculty at Tbilisi State Medical University, she also assists with labs and helps clinicians utilize clinical reasoning when treating patients.

“We probably won’t be able to gauge the full impact of our time here for another 10 years,” says Freidhoff. “The good thing is I can already see a change in the attitudes of the therapists and the faculty toward evaluation, treatment and educational approach. MDs, PTs and OTs are starting to talk to each other, which they never did before, and are working together on projects. They are starting to understand the importance of the team approach when treating patients.”

In the little free time that she has, Freidhoff talks to her husband back home, goes for walks around the city and cares for six stray dogs that show up at her door each day for breakfast and dinner.

While Freidhoff admits that working long days in a medically underserved country more than 6,000 miles away from home is not what she had envisioned for retirement, she wouldn’t have it any other way.

“I don’t look at it as a sacrifice,” she says. “I look at it as a great experience. I have learned so much about life here and will go home a changed person, both professionally and personally. I have learned more from the people I have met here than they have learned from me. It has been such an honor to foster the growth and development of my profession that has given me so much. I feel so blessed to be part of the Emory family and will be eternally grateful for that fateful lunch encounter with Zohar.” **EPT**

The Great

SHILPA KRISHNAN, PT, PHD

Having grown up in Mumbai, the most populous city in India with more than 22 million people, Shilpa Krishnan was already used to living in an area with many different nationalities and religions. That's what made her move to the United States in 2009 so much easier. "I am used to being an outsider and seeing a different perspective," says Krishnan, who speaks five different languages. Growing up, her first exposure to physical therapy was watching her grandfather regain his ability to walk after having a stroke. "The reason that I wanted to be a physical therapist is the one-on-one interaction," she says. "I love the impact that a physical therapist can provide and see the individual rehabilitate and get back to full function." After having lived in Pittsburgh for five years and Texas for three years, Krishnan appreciates the diversity and restaurants in Atlanta and enjoys exploring state parks and hiking trails on weekends with her husband. "I love hiking and anything to do with nature," she says.

SHILPA'S BUCKET LIST ITEM

To mentor students with disabilities in developing countries and show them a "better future"

JOE NOCERA, PHD

A native of Los Angeles, Joe Nocera has always had an interest in exercise and physical activity. "I just don't feel right when I'm not moving around," he says. After getting his undergraduate degree from UCLA, where he served as an athletic trainer, Nocera got an internship with the NFL's San Francisco 49ers. While he loved this experience, his true passion was to pursue further education, research and teaching. As such, Nocera went on to receive his PhD in Kinesiology from the University of Georgia. A husband and father of two children, ages 6 and 3, Nocera has completed 10 triathlons spanning all levels of difficulty, from sprints to Iron Man distance.

JOE'S BUCKET LIST ITEM

To climb Mt. Whitney, the tallest mountain in the continental U.S., with his children. He has already climbed it with his father several times

MARK LYLE, PT, PHD

Mark Lyle grew up in a small north-west Ohio town where exploring the outdoors, not watching TV, was his only option. While participating in athletics as a teenager, he suffered an ankle sprain that required physical therapy and helped set the course of his life. He loved the personal interaction that he had with his physical therapists. "I considered medical school but felt a greater appreciation for the relationships you develop with patients in the physical therapy world," he says. After earning his master's in Boston and PhD in Los Angeles, Lyle came to Atlanta for a postdoctoral fellowship at Georgia Tech in 2017 and was later hired by Emory. A husband and father of two daughters, ages 4 and 3, Lyle loves to take backpacking trips to places like Colorado, Montana and Alaska.

MARK'S BUCKET LIST ITEM

To hike with his wife to the top of Mount Elbert, the highest point in Colorado



Outdoors

SARAH CASTON, PT, DPT

A competitive swimmer and gymnast who grew up in the suburbs of Pittsburgh, Pa., Sarah Caston left her home state 10 years ago to obtain her DPT degree from Emory. Today, the 2011 graduate is happy to be back working with the same people who influenced her life so much. "One of the best times in my life was being in PT school. I was greatly impacted by all of the people here," Caston says. "So going back and being able to work with them was just an amazing opportunity. I feel very humbled and very lucky." Outside of the classroom, Caston has completed four triathlons, three marathons and 20 half marathons. In 2015, she hiked 150 miles of the Appalachian Trail. "Anything outside, anything active and out in the sun is kind of my happy place," she says.

SARAH'S BUCKET LIST ITEM

To visit Nepal and trek the Himalayas with her husband



PETER SPRAGUE, PT, DPT

A native of North Adams, Mass., a small town located 45 miles east of Albany, NY, Peter Sprague's introduction to physical therapy came after breaking his leg in a bicycle accident when he was 11. "I had to go through PT, and it was a positive process," Sprague recalls. By the time high school ended, Sprague had decided to make it his career because of the opportunity to improve people's lives. "To me, the way you improve the world is through your interactions with individuals," he says. Prior to joining Emory this spring, Sprague and his wife lived in South Florida for 24 years. Now, the Spragues have traded in their snorkeling and freediving gear for weekend hiking excursions in the North Georgia mountains. "Here, we're able to do a lot more outdoor activities," Sprague says.

PETER'S BUCKET LIST ITEM

Capturing Big Foot (metaphorically, that is)



JENNY SHARP, PT, DPT

Raised on a 20-acre family farm outside of Baltimore, Md., Jenny Sharp grew up loving the outdoors and animals. After high school, she attended Dickinson College in Carlisle, Pa. to play field hockey. At the beginning of her freshman season, the coach approached Sharp and offered her a job as an athletic trainer because she seemed like a "caring person." Sharp accepted the invitation and played three years of field hockey while working as a trainer for her team as well as for the school's baseball team. Her love for physical therapy took root, and she later earned her DPT degree from Emory in 2011. A wife and mother of a 2-year-old daughter, Sharp continues to play field hockey in a local Atlanta league and is a passionate fan and season ticket holder of the Atlanta United.

JENNY'S BUCKET LIST ITEM

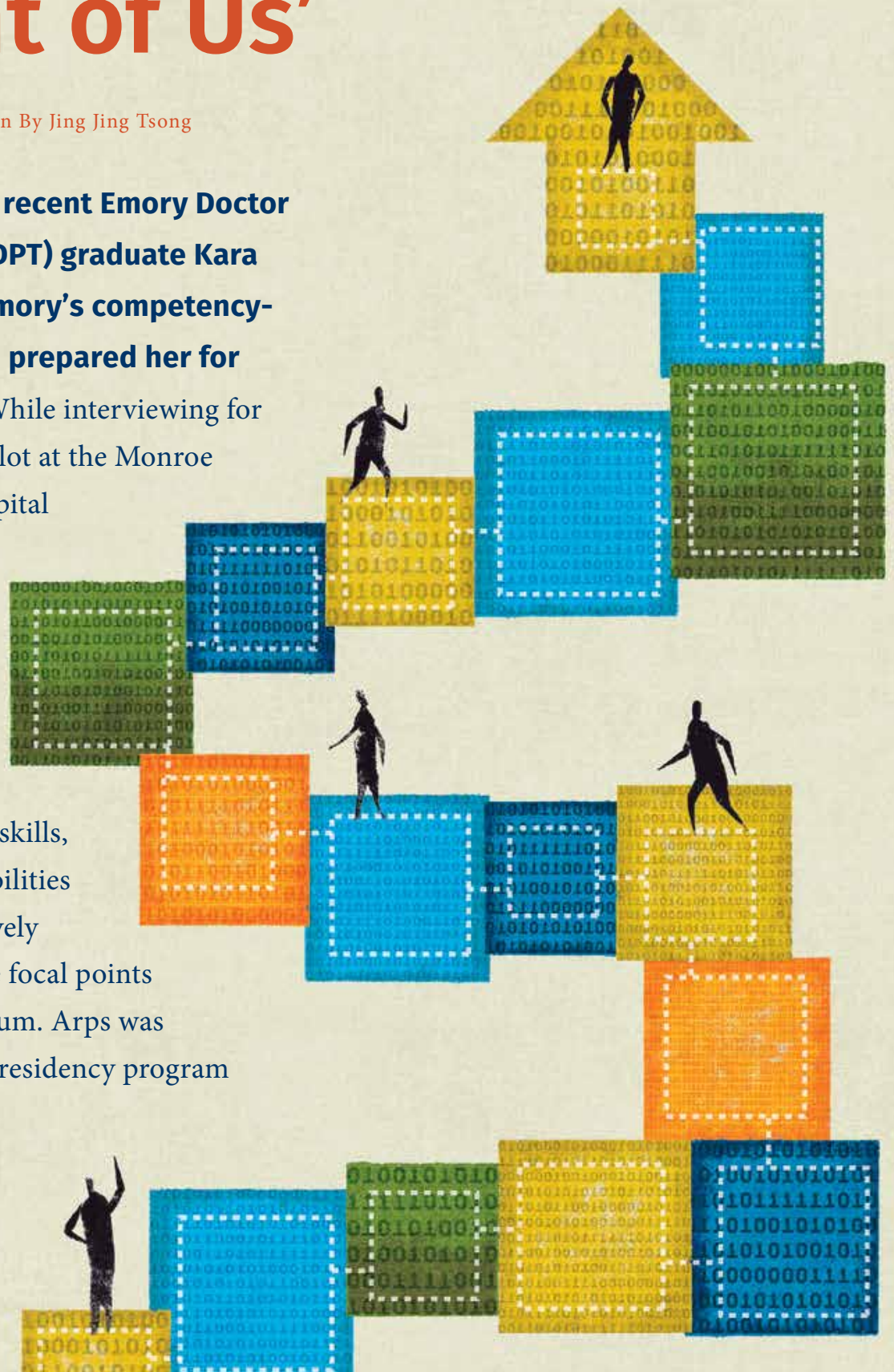
To see the Northern Lights and go on an African safari



'We're Ready for Any Task in Front of Us'

By Kevin Bloye | Illustration By Jing Jing Tsong

It didn't take long for recent Emory Doctor of Physical Therapy (DPT) graduate Kara Arps to realize that Emory's competency-based curriculum had prepared her for success in the field. While interviewing for a prestigious residency slot at the Monroe Carell Jr. Children's Hospital at Vanderbilt, Arps, who graduated in May 2018, learned that several of the proficiencies that the hospital required—strong communications skills, advanced research capabilities and the ability to effectively consult and teach—were focal points of the division's curriculum. Arps was selected and started her residency program in Nashville in August.



For the Emory DPT Program, the competency-based curriculum is nothing new—in fact, it's been in place since the program's inception in 1974. Dr. Pam Catlin, who was the director of the Emory Division of Physical Therapy from 1981 to 2004, led the faculty in the development of a competency-based curriculum and validated the competencies, component behaviors, and criteria using a series of Delphi surveys.

Dr. Catlin's Delphi surveys found exceptional patient examination and intervention skills were not enough. Emory physical therapy students were expected to demonstrate competency in six distinct competency areas: Provision of Patient Care, Interpersonal Communications, Teaching and Learning, Research, Administration and Consultation. Revalidation studies in 1985 and 2013 continued to support the importance of these competencies and component behaviors for graduates of the Emory DPT program.

The Emory DPT faculty is laser focused on creating a fully integrated experience that requires students to demonstrate competency in these six behaviors. Combined with the various component behaviors that comprise each competency, these six competencies continue to make the Emory DPT Program one of the highest ranked physical therapy programs in the nation.

An Approach that Fosters Teamwork

For 2018 Emory DPT graduate Vinny Santucci, one word comes to mind when asked to identify a distinguishing characteristic of a graduate of the program: completeness. Early on in his graduate school journey, Santucci learned that with the competency-based approach, the program was not building "brainiacs," but instead well-rounded, empathetic caregivers.

"It's being able to talk to people. It's being able to educate a patient. It's being able to care," Santucci, who recently started in Emory's Neurologic Residency Program, explains. "When we graduated, I honestly felt like we were ready for the real world. We were ready for any task in front of us."

According to Patricia Bridges, PT, EdD, associate professor and director of clinical education in Emory's Division of Physical Therapy, that's precisely the goal of the program. The six competencies are not taught in a single course. Instead, their components, which serve as measurable performance indicators, are carefully woven into every course.

"Everything is integrated and repeated throughout the curriculum, whether it's in a lab or clinical setting," says Bridges.

For example, in developing the teaching and learning competency, students may be assigned a project in which they are asked to create a video demonstrating all of the components of an effective therapist/patient teaching interaction. The Emory DPT curriculum calls for that new teaching knowledge to be integrated into every future exam, lab practicum or clinical experience.

"Students will not be tested just on providing PT skill intervention in the clinical setting," explains Bridges. "They'll be expected to educate the patient on functional tasks and home exercises."

In the program's first semester, faculty introduce the interpersonal communications competency as students are taught patient communications skills like active listening and motivational interviewing. From there, those skills are integrated into all subsequent clinical science courses.

"When you are demonstrating your proficiency in musculoskeletal care, it must include interpersonal communications," said Emory DPT Professor and Interim Director Marie Johanson, PT, PhD. "So, when they perform their lab practicals, that's a component of the practical even though the course is focused on the skills needed to treat a patient with a musculoskeletal problem. You can't do that unless you can communicate effectively."

For faculty members, Bridges explains, the competency approach simplifies the task of evaluating students.

"What really makes the difference in our curriculum is that it's not just about whether the student taught the patient, but did he or she use the process that involves all the component behaviors that were applicable, and did he or she meet the criteria for those component behaviors?" Bridges explains.

According to Johanson, another distinguishing trait of the competency-based curriculum is the way that it reduces competition among students.

"If you're working to achieve these competencies, and somebody else achieves them, it doesn't make it any harder for you," she says. "It's the opposite of grading on a curve. It fosters teamwork where one student helping another student doesn't put them lower on the curve."

Arps agrees stating that when students in her class struggled in the classroom or with a certain clinical skill, others rallied around the student to provide help.

"The culture that has been created here recognizes that we're all about to go into the workplace as clinicians, so not only are we not competing against each other, but we're encouraged to challenge each other so that we all can be the best clinicians we can be," Arps says. "It was a crucial part of not only our success, but also our quality of life in the program."

Students in the Emory DPT Program must score at least 80 percent to be deemed competent in a particular component behavior. If they are unable to meet that mark, they may be offered remediation where specific weaknesses are identified and further instruction is provided to achieve mastery of the competency.

Santucci identifies this "no one left behind" approach as one of the strengths of the program and praises the physical therapy faculty for not just investing in the educational requirements of the students but their personal needs as well.

"The faculty care about students on a personal level," he says. "They helped me out a couple of times with some personal issues and definitely, by the end of it, you develop that personal relationship that you didn't think you'd have when you started. By the end of the third year, every single one of the faculty will say, 'Now, we're equals.'" **EPT**

Five Years After Graduating, Lucia Rodriguez Still a Staple on Emory Service Learning Trips

Lucia Rodriguez could have gone anywhere for physical therapy school. But when she learned that Emory's Doctor of Physical Therapy program offered students the opportunity to do international service learning projects, her choice was easy.

"For me, being Venezuelan and bilingual and knowing the severe access-to-care problems that people in these developing countries have, it was so important to me to be part of something like that," Rodriguez says.

Although she graduated from the Emory DPT program in 2013, Rodriguez still joins Emory's team of students and practitioners each March as a clinician for a week-long trip to the Dominican Republic to provide physical therapy in communities where the care doesn't exist. She hasn't missed a trip in seven years.

"I plan to go every year as long as they'll let me," Rodriguez said with a laugh. "The people there are always so thankful, and they hug and kiss you and just want to be with you. It's one of the main reasons why I keep going."

On a typical day on the trip, students will spend the morning providing services to patients in a local clinic. In the afternoon, the group divides and conducts home visits for people who don't have the transportation and means to visit a clinic.

"Because we've gone so often, we sometimes see repeat patients, and they'll say, 'Hey, look how I'm walking!' or 'I need more therapy, so I can keep doing my exercises,'" Rodriguez says.

According to Rodriguez, it's not uncommon to see young people who are wheelchair bound after suffering simple injuries that in America would be fixed quickly in a hospital emergency room.

"In the Dominican Republic, a lot of times needed surgeries are postponed because patients have to be able to purchase their own plates and screws before they can have surgery," she said.

Now having made the transition from student to mentor, Rodriguez challenges the students when treating patients to avoid PT "tunnel vision" and look deeper than just their rehabilitation needs.

"I'm challenging them to look at the whole patient," she says. "What are their needs outside of physical therapy? What kind of support system do they have?"

Here at home, Rodriguez, who grew up in Birmingham, Ala., serves as a traveling physical therapist, taking 13-week assignments in areas closer to home like Georgia and Florida and in other time zones like Texas and California. Shortly after graduating from Emory, she served seven months in Alaska, calling the experience "incredible."



Lucia Rodriguez 13DPT provides care to a young patient during a recent service learning trip to the Dominican Republic with Emory physical therapy students and practitioners.

"It has really provided a good experience for me as a clinician because in these jobs I've worked in all kinds of settings," she explains. "It has given me a well-rounded perspective of everything physical therapy can be, from an outpatient clinic to an acute hospital to a skilled nursing facility."

While Rodriguez admits that all of the miles on the road and obtaining physical therapy licenses in each state can be a grind, she loves the fact that she can see the United States while doing what she loves: caring for people.

"I've had a chance to visit places that I might not have ever seen otherwise," she says. "The U.S. is such a beautiful country with so much to see and offer. It's been super fun." **EPT**

Boston's Beth Israel Named Outstanding Clinical Partner

Beth Israel Deaconess Medical Center in Boston, one of the nation's leading academic teaching hospitals, has been named the 2018 Outstanding Clinical Partner by the Division of Physical Therapy. Joan Drevins, Beth Israel's long-time rehab education and research program coordinator, accepted the award on behalf of the 637-bed hospital, which is affiliated with Harvard Medical School.

For 28 years, Drevins has led Beth Israel's team of clinical instructors, which annually trains 100 physical therapy students from throughout the country, including two Emory students for 10 weeks each summer. The students serve in the hospital's inpatient rotation.

"Emory is a highly regarded university nationwide, and they have a solid physical therapy program," says Drevins, who noted that the Beth Israel/Emory partnership was in place before she arrived in 1990. "Emory students are known



Joan Drevins leads the team of clinical physical therapy instructors at Beth Israel Deaconess Medical Center in Boston.

here to be very committed and highly engaged with their patients."

Beth Israel uses a collaborative teaching model, assigning two students to one clinical instructor allowing students to collaborate, learn skills from each other and provide peer feedback. There is also an opportunity to interact with physical therapists who are in residency programs as well as occupational and speech therapy students.

Emory DPT Assistant Director of Clinical Education Tami Phillips, PT, DPT, MBA, says that student feedback from their experience at Beth Israel is always exceptional. "Our students value their experience at Beth Israel because the clinical instructors provide a safe

space to ask questions, discuss ideas and provide feedback that is respectful and constructive, and they create opportunities to simulate challenging scenarios prior to real-life application." **EPT**

2018 CLINICAL EDUCATOR AWARD

Grady Health System's Chitika 'An Ideal Role Model'

Excellent communicator. Ideal role model. Exemplar of excellence. Those are just a few comments that Emory physical therapy students had for Grady Health System's Coordinator of Clinical Education Pam Chitika, the 2018 recipient of the Emory Division of Physical Therapy's Clinical Educator of the Year Award.

Chitika, who earned her master's in physical therapy at Emory in 1992, joined Atlanta's 640-bed safety net hospital in 1992 with the intention of staying for two or three years while figuring out where she wanted to specialize. Twenty-six years later, she continues to love the teaching environment at Grady, serving as a generalist who specializes in everything. She especially enjoys working with two Emory physical therapy students a year for 10 weeks.

"It really is an honor to get to work with these students who have been taught by some incredible folks at Emory," said Chitika. "They



After 26 years, Pam Chitika 92MPT still loves her teaching role at Atlanta's Grady Health System.

may not have the clinical experience, but they are as sharp as you can get, and they know their research so it's a really nice combination."

While Chitika loves investing in the next generation of physical therapists, she insists that she benefits just as much professionally.

"I have the anecdotal knowledge that I've learned and absorbed over the years, but I get to run that by someone who is in that environment where they are critically analyzing everything

they see and do, and it keeps you sharp," Chitika explains.

One Emory student who completed training at Grady offered a glowing assessment of Chitika.

"She remained open minded and allowed me to express my thoughts and impressions, while also guiding me to think more critically." **EPT**

AWARDS

Class of 2018 Student Awards

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

DIRECTOR'S AWARD FOR ACADEMIC EXCELLENCE | This award was given to **Mary Alice White** in recognition of exceptional academic work.

DIRECTOR'S AWARD FOR EXCELLENCE IN GROWTH MINDSET | This award recognized **Amanda Bastien** and **Deb Korzun** for modeling perseverance and courage in meeting challenges and who, through hard work and dedication, showed resilience and a love of learning.

EXCELLENCE IN LEADERSHIP AWARD | This award was presented to **Kara Arps** for showing considerable initiative and organizational skills related to class and program activities.

EXCELLENCE IN SERVICE AWARD | This award recognized **Nathalie Angel, Jynelle Jarvis, Nathalie Rosales, Stephanie Tirado, Kevin Tolbert and Elizabeth Weber** for outstanding service contributions to the program and/or physical therapy's professional association.

FRANK S. BLANTON HUMANITIES IN REHABILITATION SCHOLAR AWARD | This award was presented to **Nathalie Angel** for being dedicated to the pursuit of knowledge in the humanities, demonstrating a deep desire to foster awareness of humanities in health professions and exhibiting kindness and compassion in relating with others.

FRANCES A. CURTISS AWARD FOR EXCELLENCE IN COMMUNITY SERVICE | This award recognized the outstanding service contributions of **Caitlyn Behling** to the community at the local, national, or international level.

IAN H. TOVIN SCHOLARSHIP AWARD | This award was given to **Grace Lancaster** and **Sam Recinos** in recognition of outstanding performance throughout the program and an intention to focus on orthopedics after graduation.

JOHNNIE MORGAN AWARD FOR EXCELLENCE IN CLINICAL SCIENCE | This award was given to **Ann Colonna** and **Stephanie Tschoeke** for going above and beyond what is expected of students during their clinical affiliations.



(from left to right) **Marie Johanson** presents the Director's Award for Excellence in Growth Mindset to **Amanda Bastien** and **Deb Korzun**.



Brian Tovin (center), the son of the late Ian Tovin, congratulates **Grace Lancaster** and **Sam Recinos**, recipients of the Ian H. Tovin Scholarship Award.

PAMELA A. CATLIN AWARD FOR EXCELLENCE IN CRITICAL INQUIRY | This award was given to **Ann Colonna, Kathy Meacham** and **Vinny Santucci** who were deemed by the faculty and their research advisers to have shown leadership, mastery of content knowledge, problem-solving ability, enthusiasm, and value to overall research projects.

SUSAN J. HERDMAN AWARD FOR CLINICAL PRACTICE | This award was given to **Hannah Hudson, Cami Silverman** and **Jessica Simon** for exemplifying the drive to advance the profession and who demonstrated knowledge and skills in a specialized area of patient care.

FACULTY NOTES

Kathy Lee Bishop, PT, DPT served as co-director of the 2nd Interprofessional Simulation Conference at Emory last November. She also presented five posters at three different national meetings in the past year.

Sarah Blanton, PT, DPT received Emory University's Center for Creativity and Arts University Healthcare Faculty Award in January 2018 as well as the American Physical Therapy Association Societal Impact Award in June 2018.

Beth Davis, PT, DPT, MBA (97MPT, 03DPT) was promoted to Associate Professor.

Edelle [Edee] Field-Fote, PT, PhD, FAPTA began a

four-year term on the National Institutes of Health National Advisory Board on Medical Rehabilitation Research. She also received an NIH R25 grant to fund the Training in Grantsmanship in Rehabilitation Research (TIGRR), the grants mentorship program for junior faculty.

Bruce Greenfield, PT, MA, PhD, FNAP received the School of Medicine's Dean's Teaching Award for the 2017-2018 academic year. This award signifies the high regard students and colleagues hold for Dr. Greenfield's dedication and skill in teaching.

Marie Johanson, PT, PhD became interim director of the Emory Division of Physical Therapy May 1, 2018. She was selected as chair-elect of the Ameri-

can Board of Physical Therapy Specialties of the APTA and is a consultant on a \$4.5 million USAID grant awarded to Emory University in September 2017 to build rehabilitation services in the Republic of Georgia.

Tami Phillips, PT, DPT, MBA was promoted to associate professor and taught in the Republic of Georgia for two weeks this July. She was nominated to the Committee of Clinical Content Experts for Neurology, American Board of Physical Therapy Specialties.

Peter Sprague, PT, DPT was selected to serve on the Orthopaedic Specialty Council for the American Board of Physical Therapy Specialties for a four-year appointment.

ALUMNI NOTES

Spencer Ashmun 17DPT lives in Rochester, Minn., and works in the Mayo Clinic ICU as an acute care physical therapist. In June next year, he will marry a nurse who also studied at Emory.

Courtney Beshel 17DPT recently was engaged and currently works for PT Solutions in the suburbs of Chicago. She splits time between adult orthopedics and outpatient pediatrics.

Mandy Blackmon 05DPT recently left an outpatient practice to go into private practice and will be serving as the medical director and head physical therapist at Atlanta Ballet.

Gail Butler 14DPT has worked at Yale New Haven Hospital in New Haven, Conn., for the past three years as an acute care physical therapist. Recently engaged, she plans to marry in 2019.



Tiernan Damas 17DPT and **Emma Faulkner 15DPT** presented at the International Association of Dance Medicine and Science annual conference in Houston, Texas.

Rebecca Grant 09DPT practices in the outpatient pediatric setting in Atlanta. She recently attended the International Symposium of the Aquatic Therapy and Rehab Institute and learned from expert aquatic therapy practitioners.

Whitney Gray 15DPT welcomed a baby girl, Holland Lois Gray, in February 2018. Before the birth of her daughter, Whitney worked at an outpatient neurologic clinic in Salem, Ore.

Maggie Griebert 16DPT works in acute care at the MedStar Washington Hospital Center in Washington, D.C. She is training to be a mentor in the facility's neuro residency program.



Kate Hamilton 09DPT opened a private practice in 2016 outside of Boston called Girl Fit Physical Therapy, specializing in PT and injury prevention in female athletes. She and her husband are expecting a baby girl in November this year.

Kat Hedden 14DPT lives in Nashville, Tenn., and works as a pediatric physical therapist at two children's hospitals in both acute care and outpatient settings. She became a pediatric certified specialist in June.

Crystal Huber 13DPT was recently promoted to the role of quality improvement manager at

Alta Bates Summit Medical Center, a three-campus hospital located in Oakland and Berkeley, Calif.

Anita Krishnan 12DPT recently married and is working in Southern California as an outpatient physical therapist at Intecore Physical Therapy where she specializes in neuro rehab and vestibular dysfunction.

Michael Saunders 14DPT works for Select Medical in an outpatient orthopedic clinic in Key West, Fla., working with patients with neurological and vestibular disorders.

Chrissy Gaydosik Stripling 12DPT, who married in May 2016, is the rehab director for Ageility Physical Therapy Solutions in Raleigh, N.C., overseeing two outpatient clinics in senior living communities.

Anna Fidler Stromquist 09DPT has two children, a girl (5) and boy (3), and has her own business, Magnolia Physical Therapy & Wellness, that provides services for geriatric and neurological rehabilitation patients at their homes.

Leigh Evans Whitton 08DPT works at HealthSouth Rehabilitation Hospital of Newnan in Newnan, Ga., where she is senior physical therapist, the center coordinator of clinical education and the stroke program coordinator.



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