



Mayo School of Health Sciences

Connections

A publication for alumni, students, and faculty

Mayo School of Health Sciences

SPRING | 2014

**Michael Silber, MB, ChB,
new dean of Mayo School
of Health Sciences**

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Thumbs up for alumni donation

Dear fellow alumni and students:

A big thumbs up to all of you for your support of Mayo School of Health Sciences (MSHS) and its Alumni Association. It's been an honor and pleasure to lead the Alumni Association Board of Directors for the past year as this group of engaged volunteers has found more ways to stay connected with both MSHS and all of you.

500 Facebook "likes"

Most fun was the drive to increase traffic on our Facebook page. An anonymous donor pledged \$500 for the Gift of Life Transplant House if we could reach the goal of 500 "likes." We


presented the check in December to this great organization that provides care and support for so many Mayo transplant patients. The Gift of Life Transplant House is not part of Mayo Clinic (as many believe) and relies solely on donations to provide its valuable services. Thank you!

In the past year, I've been able to attend many of the MSHS graduations, both to congratulate graduates and encourage them to stay connected with our school. You never know when that connection will provide a tidbit of knowledge or an opportunity that might advance your career or simply bring a smile.

For example, check out the profiles of new MSHS graduates (page 10).

Their enthusiasm for their new jobs almost jumps off the page and is sure to induce smiles. Or, read about continuing education curriculum, developed by MSHS and Mayo Clinic's Department of Radiology, to help prepare for CT and PET certification exams. It's a first of its kind training opportunity for professionals who want to advance their radiology careers.

Alumni event April 25

And, I hope to see many of you April 25 at the annual meeting of the Alumni Association. You can meet and greet former classmates and colleagues and hear tips from our featured speaker that could change your outlook on your work and work-life balance. (Stress anyone?) Amit Sood, MD, MSc, author of *The Mayo Clinic Guide to Stress-Free Living*, is going to talk about resilience and stress management. With our busy lives and careers, a little dose of stress management might be just what the doctor ordered. 



Left to right: Todd Meyer, Joan Hunziker-Dean, Beth Cloud, Tim Fedje, Tiffany Mainella, Ruth Baires Raihle, members, MSHS Alumni Association Board of Directors; Ginger Holmes, executive director, and Rita Hawkins, office manager, Gift of Life Transplant House.

Todd A. Meyer, DNAP, CRNA
Department of Anesthesiology
Mayo Clinic

**ON THE
COVER**

Michael Silber, MB, ChB, started his new position as Mayo School of Health Sciences dean in January 2014.

www.mayo.edu/alumni
www.facebook.com/mshsalumni

Mayo School of Health Sciences

Connections

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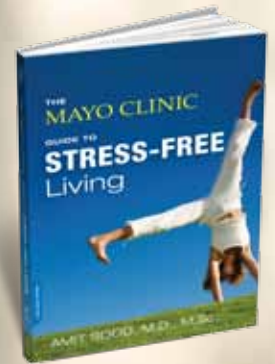
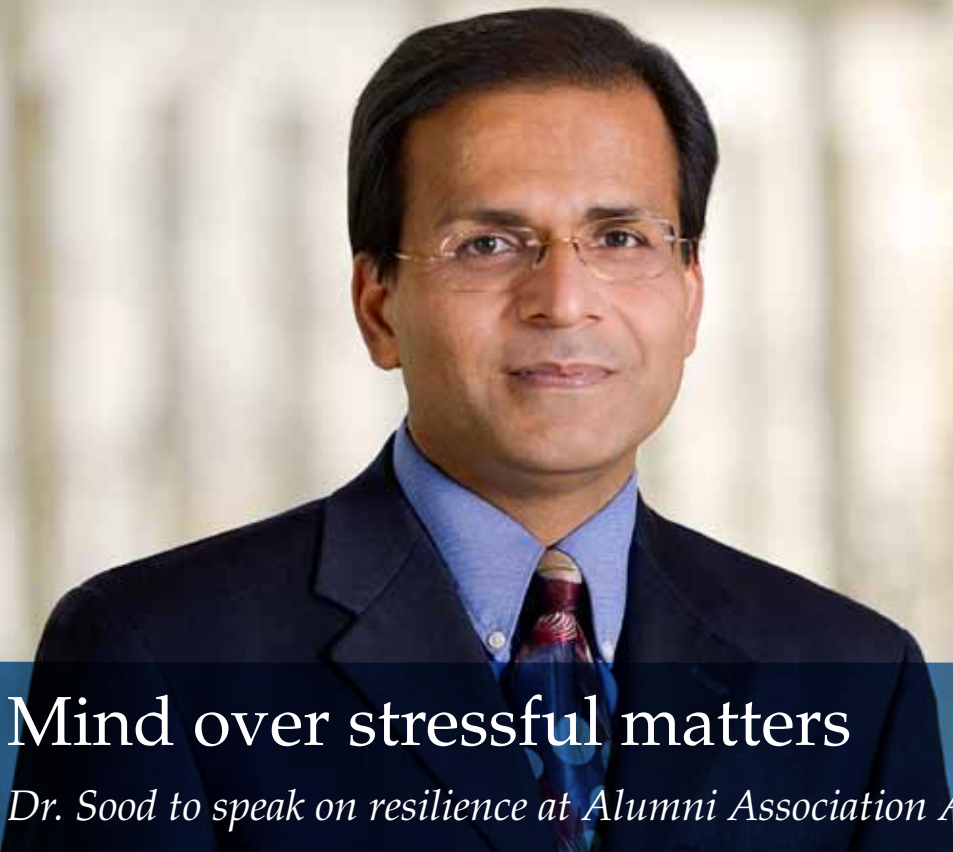
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The Mayo Clinic Guide to Stress-Free Living was published in December 2013.

Mind over stressful matters

Dr. Sood to speak on resilience at Alumni Association Annual Meeting

Ever-increasing government regulations. Continual squeezing of reimbursement. The never-ending need to keep up with medical advances. It all adds up to rising levels of stress for health professionals.

“Health care originally was a sacred profession,” says Amit Sood, MD, MSc, author of *The Mayo Clinic Guide to Stress-Free Living*. “Now it’s becoming a complex business, so we’re struggling to find meaning in our work.”

Dr. Sood will speak on resilience and stress management at the MSHS Alumni Association Annual Meeting on Friday, April 25, in Rochester, Minn.

“We deal with a lot of suffering from all kinds of illnesses, and we’re vulnerable to that suffering,” he says. “Many of us also struggle with work-life balance. Personal and professional issues have left us with overtaxed brains.”

An overcommitted lifestyle can lower productivity, strain relationships, and impair happiness and fulfillment, says Dr. Sood, who is director of research and practice at the Mayo Clinic Complementary and Integrative Medicine Program and chair of the Mayo Mind Body Initiative. He advocates resilience — the ability to adapt to and recover from adversity — as an effective approach to stress management.

“We started approaching stress management with ideas and skills established 2,000 years ago,” Dr. Sood explains. “Meditation and relaxation are not enough now. When I began studying stress, it didn’t take much time to realize that we are playing catch-up with our remarkably changed

lifestyle. We live in an entirely different world, compared to even a few decades ago.”

After years of research on how the brain and mind work under stress, Dr. Sood developed a new Mayo Clinic program, Stress Management and Resilience Training

Register now for Alumni Association event

Amit Sood, MD, MSc, professor of medicine, director of research and practice at the Mayo Clinic Complementary and Integrative Medicine Program, and chair of the Mayo Mind Body Initiative, will speak on resilience and stress management at the MSHS Alumni Association Annual Meeting. The event is free for MSHS alumni.

Annual MSHS Alumni Association Meeting

April 25, 2014

DoubleTree Hotel
150 South Broadway
Rochester, Minn.
507-281-8000

- Reception: 5:30 p.m.
- Program: 6:15 p.m.
- Dinner: 7:15 p.m.

Register by April 11: www.mayo.edu/mshsalumnimeeting

STRESS RELIEVERS

The key to resilience and stress management is self-awareness, according to Amit Sood, MD, MSc. Awareness of what you're sensing and feeling at any moment enables you to be more perceptive, he says.

To boost resilience and lower stress, Dr. Sood suggests activities that build self-awareness:

- **Pay attention.**

"Get out of your head and into the world," Dr. Sood says. When you meet with someone, listen closely to his or her words. Think about their meaning, and listen with kindness. Silence the judgments and other negative thoughts in your mind to stay focused, relaxed and in the moment. Aim to understand.

- **Forgive and accept.**

Humans tend to read something extra into an innocent comment or gesture, and to react emotionally to the perceived threat. Guard against misinterpretation by replacing judgments with forgiveness, acceptance and compassion. Strive for a calm, flexible disposition.

- **Emphasize the positive.**

Redirect negative thinking to intentional forms of positive thinking. Use idle moments — when you wake up, in line, at a stoplight — to explore a daily theme, such as gratitude, forgiveness or compassion. For gratitude, think of five people you're grateful for. One by one, picture the person's face, recall the many ways that person has touched your life, and send that person your silent thanks.

- **Reach out.**

"We all are hungry for connection and meaningful relationships," Dr. Sood says. "Find ways to be better connected with your loved ones." Even if you live under the same roof, make it obvious that you're happy to see this person, that you cherish every one of your shrinking number of days together, and that you care about what this person has to say.

- **Say no to suffering.**

Pain is very real, but suffering comes from dwelling on that pain. To end obsessive negative thoughts, shift your attention to greater awareness of life's everyday moments.

(SMART). Within four years, SMART has expanded to the Arizona, Florida and Rochester campuses. Enrollment has mushroomed to about 15,000 people per year, including health professionals who have integrated resilience training into clinical practice across Mayo Clinic.

"We have changed the paradigm by identifying a skill set that is realistic, practical and applicable to modern life," says Dr. Sood, whose book was published in December 2013.


Resilience training, which helps participants achieve a positive, optimistic outlook and a flexible, adaptive attitude, now is a core offering at Mayo Medical School and Mayo's Dan Abraham Health Living Center in Rochester.

Stress causes people to dwell on problems, usually in the past or future, and the mind to wander, Dr. Sood explains. In contrast, resilience enables the brain to focus on the moment for improved attention and decision-making.

"Resilience is proactive," Dr. Sood says. "You can be intentional and use resilience skills preemptively to prevent stress."

Better yet, resilience training teaches skills for improved performance.

"We're helping people get more mileage out of their brains," Dr. Sood says. "When they're more resilient, the mind wanders less. They can be more efficient, more productive, more creative and have better relationships and a higher quality of life."

What more could busy health professionals want? 

Apply for Alumni Association Board of Directors position

Deadline is April 11

The MSHS Alumni Association Board of Directors welcomes new members every year. Board members provide direction for programming and activities of the MSHS Alumni Association.

To be considered for service, submit a letter indicating your interest by April 11, 2014. Applications are reviewed by a nominating committee to ensure broad representation of MSHS programs.

Board terms are for three years. Board members return to Mayo Clinic each spring for an annual meeting; travel expenses are reimbursed.

www.mayo.edu/alumni | email mshsaa@mayo.edu



Test ready, job ready

Online exam prep gives learners valuable insight for the work they do

Think about studying for a big exam. Furious note taking and long hours poring over thick textbooks may come to mind. But, with two new Mayo School of Health Sciences (MSHS) offerings, the picture is changing.

Preparation courses for the computed tomography (CT) and positron emission tomography (PET) certification exams now offer a new way to prepare for these tests. The classes provide education exclusively online, using real-world case studies delivered in a way that fits each learner's knowledge.

"This is not the common textbook approach," says Kim Chandler, director of MSHS Nuclear Medicine

Program. She worked with Nicole Fischer, associate program director, to design the course. "Our goal was to give more advanced professionals a chance to move right to the information they need, while those newer to the field can go at a slower pace, building a foundation of basic information before getting into deeper concepts," says Chandler. "The courses are tailored to fit the individual."

Filling a need

Although the tests are not mandatory within the industry, many health care organizations, including Mayo Clinic, require the CT certification exam as a condition of employment. As PET technology becomes more common, certification is growing more important to those interested in expanding their knowledge and skills.

Because the certification exams are taken after radiographers and nuclear medicine technologists have

“ This is not the common textbook approach ...
The courses are tailored to fit the individual.”

– KIM CHANDLER

MSHS educators who developed the new professional courses are, left to right, Nicole Fischer, Ann Urban, Kim Chandler and Jill Anderson.

completed primary training, most prepare for these exams on their own — usually while working full time. With that in mind, Mayo’s Department of Radiology and MSHS faculty saw an opportunity to provide better study resources to these motivated learners.

“There was not a structured education program for the exams,” says Jill Anderson, director of the MSHS Radiography Program, who worked with Ann Urban, associate program director, to develop the online classes. “The techs had to find books or other resources to help them prepare. There was a huge demand for better education in this area.”

Taking a new approach

To enable participants to study wherever and whenever suits them, the course designers put all the content online. In addition to easy accessibility, the online format provided content in a new way.

Instead of giving students information first and then testing their knowledge afterward, the new courses reverse that traditional approach. Questions are posed at the beginning of a unit. Learners answer as best they can. Based on the answers, the online system then leads participants through a clinical case study, focusing on areas they still need to master.

“This approach provides a differentiated learning experience for the user,” says Chandler. “It takes each person down a different path within the case study, giving each user the education he or she needs.”

The courses also have options within every topic for participants to explore additional information in more detail, if they choose to do so.

Continued >>



One learner’s perspective: A chance to see the big picture

Before rolling out the CT and PET exam preparation courses to the public in March, the courses were piloted with two groups of learners. A group of radiography technologists from a large health care organization piloted the CT course. Nuclear medicine technologists within Mayo were part of the PET pilot program.

James Long, a 2012 graduate of the MSHS Nuclear Medicine Program and a nuclear medicine technologist on staff at Mayo Clinic, was one of the PET participants. He plans to take the PET certification exam in 2014.

For Long, the ability to receive education customized to his knowledge level was a significant benefit of the new online curriculum.

“It was focused on what I actually needed to learn, rather than reviewing everything,” he says. “That’s one of the most valuable aspects of it: getting what I needed to know and then being able to go further in to it, as much as I wanted to.”

The exam preparation course also gave him a chance to step back and see how the pieces of information he was studying fit together.

“The way the content was presented made me more comfortable with all the topics I needed to know, even those I might not see in my job every day,” says Long. “It gave me a better understanding of the big picture, and I think that makes me better at my job.”

Learn more, register for CT and PET exam courses

Visit: www.mayo.edu/mshs/

Find CT and PET course information under “Academics”

CT course

Open to individuals working in radiation therapy and nuclear medicine, as well as radiologic technologists. The American Registry of Radiologic Technologists certification examination requires 125 CT clinical competencies (not provided by this course).

PET course

There are no prerequisites; however, related clinical experience while taking the course is highly recommended. The Nuclear Medicine Technology Certification Board PET exam requires 700 clinical hours in PET that are not part of this course.

Making a lasting difference

These courses prepare the technologists to pass the exams and help them become better at their jobs. To that end, the course designers deliberately presented the course material within case studies. These scenarios make the education more engaging and illustrate how the exam topics relate to a technologist's job.


"There's a lot of educational value in having stories unroll as learners go through them," says Anderson. "They can take the case studies and draw relationships between doing a task in their daily job and understanding how the information applies to that job."

“ There's a lot of educational value in having stories unroll as learners go through them.”

— JILL ANDERSON

For example, both certification exams include large components on physics. But, the way physics applies to day-to-day operations of a CT or PET system may not always be obvious. "We needed to put that information in the course, so they are ready for it, but we tried to do it in an interactive, engaging way — not just in a textbook paragraph — so they can see how it pertains to the work they do," says Anderson.

Ultimately, after the exam is over, the course designers want participants to take away more than a passing grade.

"We're not only using this course to get people to prepare for a test," says Chandler. "We want them to understand the technology well, so they can be excellent technologists. In the end, that increases the quality of care for our patients, and that's really what this is all about." 

SEEKING OUTSTANDING ALUMNI

Nominations open for 2015 MSHS alumni award

The MSHS Alumni Association is seeking nominations for the 2015 Recognition of Outstanding Contribution

The Alumni Association will consider graduates who:

- Are dedicated to the service of patients
- Promote the art and science of medicine through the education of students — in a clinical or academic setting
- Participate in and/or encourage research
- Are leaders in their field
- Are involved in community service
- Have made contributions to underserved populations or provide services in challenging situations
- Are involved with MSHS



Self-nominations are encouraged. More information and the nomination form are available at www.mayo.edu/alumni/. This recognition will be presented at the Alumni Association annual meeting in April 2015. Travel expenses will be covered for the recipient.

The nomination deadline is Jan. 31, 2015.



2011 WINNER
Ron Caulk



2012 WINNER
Randy Roesch



2013 WINNER
Amy Wendel Spiczka



Boot Camp prepares nurse practitioners for hospital role

Hospital Medicine Boot Camp is a way for nurse practitioners and physician assistants to become comfortable with uncomfortable — or even intimidating — scenarios that commonly occur in hospital settings.

Since 2010, newly hired hospital-based NPs and PAs at Mayo Clinic in Rochester have participated in a Hospital Medicine Boot Camp in the Multidisciplinary Simulation Center in Rochester. Now, Mayo School of Health Sciences (MSHS) Nurse Practitioner Acute Care Clinical Residency students also participate in this training. The first group of eight NP students completed the boot camp in May 2013, and eight more completed the training in February.

“There is a need for continued education for nurse practitioners and physician assistants in acute care management of the hospitalized patient,” says Sally Heusinkvelt, RN, CNP, associate program director, Acute Care Nurse Practitioner Program and a member of the Hospital Medicine Boot Camp team.

“The simulation training works to fill that gap, with clinical scenarios typical in an acute care hospital setting.”

The Hospital Medicine Boot Camp is led by three physician assistants, an acute care nurse practitioner and a physician from the Division of Hospital Internal Medicine. It was adapted from a simulation course designed for medical students.


Preparing NPs to step into hospital-based roles

Katie Finley, RN, CNP, participated in the first nurse practitioner student Boot Camp. “It let us put our critical thinking skills into practice in real-life scenarios, often with live models,” she says. “The scenarios we practiced could be uncomfortable and intimidating, but, in Boot Camp, the experiences are open, nonjudgmental and positive. There’s no substitute for this kind of hands-on training.”

Robert Goodew, RN, CNP, agrees that boot camp was an excellent experience. “It was valuable to observe my classmates and discuss

Left to right, Elice Tiegs, MSHS student, and Amanda Glasscock, RN, participated in the Hospital Medicine Boot Camp in February. Sally Heusinkvelt, RN, CNP, is a member of the Boot Camp team.

the scenarios as they unfolded,” he says. “I recognized solving problems is easier with team input.”

Heusinkvelt says the hospital-based practice for nurse practitioners and physician assistants is a rapidly growing medical specialty. Mayo Clinic has been hiring more professionals for these roles. “We want MSHS Acute Care Nurse Practitioner students to be as prepared as they can be to step into hospital-based clinical roles,” she says. 

“The scenarios we practiced could be uncomfortable and intimidating, but, in Boot Camp, the experiences are open, nonjudgmental and positive.” – KATIE FINLEY, RN, CNP



Michael Silber steps into new role as dean of Mayo School of Health Sciences

Throughout a medical career that has spanned two continents and several decades, education has been a constant source of inspiration for Michael Silber, MB, ChB.

From working as a teaching assistant for physical therapy students during his medical school days to serving as associate dean for academic and faculty affairs for Mayo School of Health Sciences (MSHS), Dr. Silber says he has always relished the curiosity and exploration that fuels robust learning.

“Education is my first passion,” he says. “I’ve done research, and I enjoy caring for patients, but being involved in education has always been one of the most satisfying parts of my career.”

In January, Dr. Silber took that love for education to a new level when he began work as MSHS dean. Looking forward, he sees the school’s job of preparing skilled allied health professionals for tomorrow’s workforce will continue to grow in value and prominence.

“Allied health education is a very exciting field right now,” he says. “Our allied health colleagues are going to be playing a greater role in medicine into the future. More and more health care organizations are moving toward team-based medicine that depends on physicians and multiple allied health professionals successfully working together.”

A legacy of learning

Dr. Silber joined Mayo Clinic in 1991 and has been part of its education programs since the beginning of his tenure. But, his first foray into medicine and teaching began on the other side of the globe – in South Africa.

Born into a family of physicians — his father was a surgeon, his mother a pediatric neurologist — Dr. Silber was drawn to medicine from an early age. His parents were both academic physicians who worked in medical schools.

“They showed me how you could combine compassionate patient care with medical research and education. So, I had excellent role models,” he says. “In addition, I enjoy biologic sciences, and I enjoy working with people. It all fit together well to point me to medical school.”

After graduating from medical school at the University of Cape Town, Dr. Silber completed residencies in internal medicine and neurology in South Africa. With a desire

to experience medicine outside his home country, he applied for, and was accepted into, a two-year neurology fellowship at Mayo Clinic in Rochester. He joined Mayo's Department of Neurology in 1991, where he now specializes in sleep medicine.


As part of Neurology's education activities, Dr. Silber was medical director for the MSHS Clinical Neurophysiology Technology Program for many years before becoming a MSHS associate dean. He also directs the Mayo School of Graduate Medical Education Sleep Medicine Fellowship and teaches in the Mayo Medical School.

A solid foundation

As he embarks on his new education venture as MSHS dean, Dr. Silber cites several areas of particular promise for the school, including the expansion of interdisciplinary education and blended learning opportunities, which combine online, classroom and clinical learning. He also notes the importance of continuing strong collaboration with MSHS's education partners at universities and colleges across the country.

"This school is unique in many ways, particularly with our three campuses and the wealth of resources, facilities and expertise we have to offer students," says Dr. Silber. "With that in mind, I believe MSHS can continue to expand its role as a national leader. We are already well respected, and we have the potential to do even better. We can be a model for academic allied health education across the country."

Dr. Silber is quick to credit his colleagues and those who have served the school previously for creating the excellent institution he leads today.

"We have a wonderful team of associate deans, administrators, operations managers, faculty and staff. I can achieve nothing without them. I also have the greatest respect for my predecessor, Dr. Claire Bender. She has done fantastic work for this school," he says. "In addition, Mayo Clinic has a tradition of allied health education that goes back more than 100 years, including the 40 years MSHS has been in existence. As we move forward, I hope to build on the shoulders of that strong history." 

“ I believe MSHS can continue to expand its role as a national leader.

We are already well respected, and we have the potential to do even better.”

– MICHAEL SILBER, MB, ChB

Dr. Silber — Out of the office

Family

"I've been happily married to my dear wife, Sandy, for 30 years. We have three children: two sons and a daughter."

Hobbies

"I bike in warm weather and enjoy reading year-round from a wide variety of genres, including historic fiction, 20th-century British detective novels and a range of nonfiction, particularly history."

Journeys

"We have family on five continents. So, there are plenty of chances to travel. London and Israel are two favorite destinations."

The appeal of Rochester

"This town offers a lot of outdoor living possibilities, and it's relaxing. The Minnesota lifestyle doesn't lead to a great deal of stress."

New associate deans named

Brad Karon, MD, PhD, has been named MSHS associate dean for academic affairs, and Stacey Rizza, MD, has been named associate dean for student and faculty affairs.

Dr. Karon joined Mayo Clinic's Department of Laboratory Medicine and Pathology (DLMP) in 2004. As DLMP vice-chair for education, he oversees the seven MSHS programs as well as 19 graduate medical education programs.

Dr. Rizza joined Mayo Clinic's Division of Infectious Diseases in 2007 and chairs the HIV Clinic at Mayo. Her many education roles have included serving as co-director of the Mayo Clinic Global HIV Education Initiative, teaching in Mayo Graduate School's Virology and Gene Therapy Program, and working with residents and fellows within the Department of Internal Medicine and Division of Infectious Diseases.

Both associate deans will work closely with Michael Silber, MB, ChB, dean of MSHS.



Brad Karon, MD, PhD



Stacey Rizza, MD

FOUR NEW GRADS, FOUR NEW JOBS

A career change.

New to health care.

Honing in on a specialty.

*These 2013 graduates
show examples of the
many career paths that
start with MSHS.*

Lydia Coutts, the first graduate of the MSHS Physical Therapy Geriatrics Residency, works in outpatient rehabilitation at Mayo Clinic in Arizona.

PHYSICAL THERAPIST APPRECIATES LIFE LESSONS OF OLDER PATIENTS

Lydia Coutts, the first graduate of the new Mayo School of Health Science (MSHS) Physical Therapy Geriatrics Residency, remembers the day she began thinking differently about what it means to be old.

“I was in grad school working with an elderly client,” says Coutts, “I noticed that she had a tattoo on her wrist and asked her about it. She told me, ‘That’s my number from when I was in Auschwitz.’ She’d lost family. And, yet, she had an amazing attitude, a wonderful view on life. It threw me for a loop on what it means to be old.”

Though she had envisioned a career in sports medicine or an intensive care unit, Coutts found herself increasingly drawn to geriatrics. After finishing graduate school in

“ My patients have taught me that every day is a gift.” – LYDIA COUTTS



Boston, she and her fiancé moved to Arizona, where Coutts was hired as a therapist at Mayo Clinic.

“Most of our patients were geriatric, and I loved working with them,” she says. “They seem to work harder than many younger patients. For them, physical therapy is about their lives. It’s about whether they’re able to be home alone, walk, do their grocery shopping. So, they’re very motivated.”

As her interest in geriatrics grew, she learned that MSHS was developing a physical therapy residency in geriatrics. She applied and was thrilled to be accepted to the yearlong program.

“The structure of the program was amazing,” she says. “I was able to do rotations in acute care, acute rehabilitation, skilled nursing and home health care. It was a once-in-a-lifetime opportunity.”

After completing the program, Coutts was hired back as a therapist at Mayo Clinic. She now works in outpatient rehabilitation, where she cares for patients with a wide variety of needs.

“That’s what’s neat — you never know what you’re going to get,” says Coutts, who feels the residency helped prepare her for the challenges she encounters every day.

“Geriatric patients are the most complex,” says Coutts. “There’s not just one thing you have to address. You have to navigate through to find out where they are coming from. You have to know about their family situation and their cognitive function. You have to unpeel the onion to get at the real issues. Before the residency, I’d only look at the outer layer. I feel like now I’m giving my patients the best care possible.”

And, they’re giving her something, too.

“Working with geriatric patients has made me realize how little time we really have,” says Coutts. “You hear about regret or see the devotion of a 60-year marriage. It has made me appreciate all that I have in my life. My patients have taught me that every day is a gift.”

ADVERSITY DOESN'T DERAILED HISTOLOGY TECHNICIAN

Tsigereda Fecadu’s interest in histology began during an anatomy course at Rochester Community and Technical College.

“We were learning about different types of tissue, and I was fascinated,” says Fecadu, a 2013 graduate of the Mayo School of Health Sciences (MSHS) Histology Technician Program. “I wanted to know how to make slides. My instructor told me about Mayo’s histology program.”



Tsigereda Fecadu

“Histology is like art to me. If you make a good slide, you help a pathologist make a diagnosis that helps a patient.”

— TSIGEREDA FECADU

The appeal only increased after she enrolled in the program.

“Histology is like art to me,” she says. “If you have good technique, you can make a good slide. And, if you make a good slide, you help a pathologist make a diagnosis that helps a patient.”

Her passion for the field helped propel her through the program despite a year of challenges, including moving into a women’s shelter with her two young children just six weeks into the program.

“Life is not always smooth,” she says. “It was a miserable time.”

With no family support and no income, Fecadu wasn’t sure how she would continue with her education. But, she was determined to try. And, when her instructors learned what was happening in her life, they were determined to help her.

“The new blended learning model developed for the Histology Program allowed for some flexibility in scheduling, so Tsigereda could do her online education on a different schedule than the rest of the class,” says Michelle Nelsen, one of Fecadu’s instructors. “Without this model, it would have been very difficult for her to complete the program.”

Continued >>

Four new grads, continued

That model, combined with the support of her instructors, enabled Fecadu to graduate with her classmates.

“Without the help they provided me, I wouldn’t have made it,” she says. “I tell them, ‘This is not my success, but yours.’”

Nelsen disagrees.

“Tsigereda overcame many obstacles during the program, and I have tremendous respect for all she has accomplished,” she says. “She had determination and perseverance to meet her goals.”

Nelsen also admires the care Fecadu extends to patients.

“She has a great sympathy for the patients she works with even though she doesn’t have face-to-face interactions with them,” says Nelsen. “Each tissue sample she handles is prepared with care.”

A month after her May 2013 graduation, Fecadu began working in a histology lab at Mayo Clinic. Two months after that, she moved out of the shelter and into a townhome. She’s making plans to continue her education and hopes to start a program in sonography or clinical laboratory sciences. Eventually, she plans to earn her histotechnologist certification. Her life feels smooth again, thanks in large part, she believes, to the support of her MSHS instructors.

“I am so grateful to my instructors,” says Fecadu. “They’re flexible, passionate about what they do, and just great people. They may not recognize all of the help they gave me, but, to me, it was life-changing. I don’t have the words to thank them.”

SECOND CAREER IN PASTORAL CARE

For years, Gwen Buckingham felt a stirring — a call, some would say — toward ministry in health care. “I felt, in my heart, something that wouldn’t go away,” she says.

But Buckingham, whose health care career began as a 16-year-old nursing assistant, wasn’t ready to answer the call.

“We have four children, and I never felt there would be enough time or money for me to go to grad school,” says Buckingham, who worked as a nurse and nursing instructor for 30 years.

In 2006, her perspective on time and money changed dramatically as she found herself at the hospital bedside of her third child.

“Our daughter very nearly died, and that sent me into a deep introspection about life,” says Buckingham. “Life is short, and I don’t want to get to the end and have any regrets.”



“Spiritual care can bring healing, which is different than a cure.”

— GWEN BUCKINGHAM

She started graduate school the next year, and eventually completed both an internship and residency through the Mayo School of Health Sciences Clinical Pastoral Education Program.

“I looked into a variety of residency programs, and none could compare to Mayo’s,” says Buckingham. “The length of the program and the depth and variety of experiences are all unique.”

The experiences she gained through the program, combined with those she’s acquired through decades of caring for patients, have helped prepare her for the sometimes daunting work of her calling.

“You can’t beat life as an advantage for this vocation,” she says.

When her daughter was hospitalized, Buckingham says hearing real-life stories from a pediatric chaplain and emergency department nurse was “the only thing that kept my head above water and kept me sane.” In her own practice, she’s also drawn on both life and education as she’s comforted fearful and grieving families, helped patients come to peace with hurts of the past, and led worship services at hospital chapels.

Buckingham believes chaplains are a vital part of any health care team.

“Spiritual care can bring healing, which is different than a cure,” she says. “Even when there is no hope for a cure,

Gwen Buckingham, left, who provides pastoral care to the Sisters of St. Francis at Assisi Heights, Rochester, Minn., talks with Sister Yvette Kaiser.

we can always pursue healing. We can always provide a place of acceptance and safety for patients. When people feel that their fury, rage and despair are all OK, they can begin to move beyond it.”

Today, Buckingham helps bring hope and healing to the Sisters of St. Francis, as the pastoral care coordinator at Assisi Heights in Rochester. She’s the first non-Catholic to hold the position, which involves coordinating sacramental needs, celebrations and memorial services. She also makes daily one-on-one visits to many of the 60 sisters living in two care units at the mother house, one a skilled care floor and the other assisted living.

“As a chaplain, I have the opportunity to keep people connected to that which brings meaning, peace and healing,” she says. “It’s a great job.”

FROM POVERTY IN SOMALIA TO A HEALTH CARE CAREER

Isaak Rooble is always looking ahead. “My eventual goal is to be a physician assistant,” says Rooble, a 2013 graduate of the Mayo School of Health Sciences (MSHS) Phlebotomy Technician Program. “I have a long way to go.”

He’s already come a long way. His story begins in a small village in Somalia, where Rooble’s impoverished mother was determined to give her children a better life.

“My mother never went to school herself, but she wanted us to,” says Rooble. When a man in their village began teaching English lessons, Rooble’s mother made sure her sons were among his students.

“She could only afford to send one of us at a time,” says Rooble. “She would get up at 4 a.m. to cook tea and then sell it to city people to earn money for our lessons.”

The lessons helped propel her sons forward and out of poverty. Rooble moved to South Africa, where he began working as a medical interpreter for Somali refugees.

“That’s where I got my first exposure to allied health careers,” says Rooble. When he and his wife moved to Rochester in 2011, he gained more exposure to medical careers as he began working as a freelance medical interpreter. Rooble found his interest moving toward patient care, and eventually enrolled in the MSHS Phlebotomy Technician Program. He believes the program is a good launching point for anyone interested in a health care career.

“It’s a good introduction to health care, because you get to learn about patient care and teamwork skills,” he says.

After graduation, Rooble began working at Mayo as a laboratory services technician. He was recently promoted

to vascular access technician at Mayo Clinic Hospital — Saint Marys Campus, working in intensive care units and in the Emergency Department. He says he enjoys the challenge and camaraderie of the position.

“We need to work quickly and accurately,” he says. “It’s stressful, but we respond as a team and help each other out. I’m passionate about saving my patients.”

He’s also passionate about educating people about the Somali culture and is part of a Mayo Employee Resource Group (MERG) developing educational events and materials for Mayo Clinic employees, students and volunteers.

Rooble hopes his efforts eventually will help increase understanding of diverse cultures and improve the care provided to all patients. His personal history already is making a difference for the patients whose lives he touches says one of his former instructors, Mary Kaye Peterson, who directs the Phlebotomy Technician Program.

“Isaak’s experiences in a variety of cultures enable him to easily adapt to any patient’s needs,” says Peterson.

That’s good news to Rooble.

“I want to make each patient’s journey as smooth as possible,” he says. “I want them to recover, and to be safe and happy.” ☐

“It’s stressful, but we respond as a team and help each other out. I’m passionate about saving my patients.” – ISAAK ROOBLE



Isaak Rooble



MSHS reaches out to diverse high school students

At Mayo School of Health Sciences (MSHS), students find many paths to success. Including students of diverse backgrounds on those paths is critical to the success of not just students, but to Mayo Clinic, says Ian Mwangi, program manager for the Office of Diversity.

“We believe that diversity is essential to achieving Mayo Clinic’s goals to attract, retain and develop the best people to ensure we provide the highest quality care to our patients,” says Mwangi.

And, he adds, MSHS plays a key role by reaching out to diverse students through the College Pathways program and other outreach programs, which introduce students in Rochester Public Schools to health sciences careers.

“We reach out to diverse students at the high school level and give them a snapshot of what type of

careers are available to them,” says Pete Myszkowski, MSHS operations specialist. “Our goal is to open their eyes to the many different educational opportunities we have within MSHS.”

Experience makes it real

MSHS partners with the Mayo Clinic College of Medicine Office for Diversity, which spearheads the Pathways program. College Pathways events are held at Mayo Clinic each spring and fall. Students participate in four clinical scenarios and interact with health care professionals. About 50 students participate in each semiannual program.

The hands-on experience is critical to grabbing students’ attention, says Regina Seabrook, strategic planning coordinator for Rochester Public Schools. “If a student is sitting in a class, it’s one thing,” she says. “When a student comes to Mayo Clinic and sees how it actually works, that’s something else entirely. That up close and personal experience makes it something real that they can strive for.”

In November, high school students assisted in a simulated surgical procedure with staff from the Surgical First Assistant Program, heard presentations about the Phlebotomy and Athletic Training programs, and

“**We believe that diversity is essential to achieving Mayo Clinic’s goals to attract, retain and develop the best people.”** – IAN MWANGI

Students from Century High School learn about sports medicine with Mayo Clinic athletic trainer Candee Mills, ATR, ATC, far right. High school students are, left to right: Ama Lyles, Jerry Esquivel-Olvdea, Rukiya Haji-Yusuf and Jesnasha Jamison.

explored ultrasound machines with sonographers. Participating students said the day piqued their interest in health careers, and they had a better understanding of the options open to them.


“The more hands-on experiences we can develop for underrepresented students in which they can engage with professionals in the field, the more likely we are to get professional populations more representative of our demographics,” says Seabrook.

Diversity by the numbers

Thirty-two percent of Rochester Public Schools students are from underrepresented ethnic and cultural groups, including linguistic, ethnic, racial and socioeconomic. About 12 percent of MSHS students are from diverse backgrounds. In Rochester, 7 percent of allied health staff and 20 percent of physicians and scientists are minorities.

In spring 2014, MSHS representatives will visit three Rochester high schools to present career options and answer questions from interested students. As part of this new pilot outreach program, students will hear about programs and resources for student success, such as tutors and coaches.

“We’re offering them the tangible things they might need to be successful, such as study skills and test-taking hints,” says Myszkowski. “We want to ensure their success as students and we hope, as future employees at Mayo Clinic.”

Adds Seabrook, “Mayo educators have been very clear that the message is not just about career options,” says Seabrook. “It’s ‘we need you, and we value you.’ Talk about a message of hope!” 

Florida Boot Camp covers health career basics

Mayo Clinic in Florida sends a strong message to local high school students: We want you for a career in health sciences.

Every year, about 50 students from a five-county area attend the Florida Boot Camp, an opportunity to visit campus, experience the J. Wayne and Delores Barr Weaver Simulation Center, and explore health careers.

The program offers interested teens exposure to a variety of careers. “Our goal is to incorporate as many professionals as possible into one scenario,” says Nell Robinson, education chair for Mayo Clinic in Florida. “For instance, in a surgery simulation, we have an orthopedic surgeon, a nurse anesthetist, a physical therapist, a surgical technician, the whole team. They bring their tools and explain their educations, their salaries, working conditions. We try to expose them to everything.”

Boot Camp also features a career fair with representatives from human resources, information technology and other allied health careers to expose students to the variety of ways to impact patients’ lives. Fifty to 60 staff members volunteer their time for the event.

“People know about the doctor,” says Robinson. “They may not know about the perfusionist or the dietician.”



The annual Florida Boot Camp offers area high school students a hands-on opportunity to learn about many careers in health care.



Career highlights

- Physician assistant, Department of Otorhinolaryngology, Mayo Clinic in Arizona
- Instructor in Otorhinolaryngology, Mayo Clinic College of Medicine
- Program director, Postgraduate Physician Assistant Fellowship in Otorhinolaryngology/ Head and Neck Surgery, Mayo School of Health Sciences, Arizona campus
- Adjunct clinical instructor, Physician Assistant Program, Midwestern University, Glendale, Ariz.
- Adjunct assistant professor, Physician Assistant Program, A.T. Still University, Mesa, Ariz.
- Postgraduate Physician Assistant Fellowship in Otolaryngology, MSHS, Arizona
- Master of Medical Science, Midwestern University, Glendale, Ariz.
- Bachelor of Physiological Sciences, University of Arizona, Tucson

FACULTY

Carrlene Donald honored for teaching skills

Carrlene Donald, PA-C, a physician assistant in the Mayo Clinic Department of Otorhinolaryngology (ENT), was selected as the 2013 Distinguished Allied Health Educator of the Year for the Arizona campus.

Richard Hayden, MD, chair of the Department of Otorhinolaryngology, nominated Donald for the award. She has worked with him as a physician assistant for four years and been in the department for six years. The two work side by side five days a week in the clinic and operating room.

"It was an easy choice to nominate Carrlene for this award," says Dr. Hayden. "In 30 years of academic medical practice, I

have never encountered anyone at Carrlene's level of practice who has her skill set, determination and dedication. Her accomplishments are disproportionate to her years."

Dr. Hayden and Susan Hooley, operations administrator for the ENT practice, describe Donald as the consummate clinician-educator.

"She focuses on every aspect of the patient," says Hooley. "It's clear that this isn't a job to Carrlene. It's a passion."

As an educator, Donald provides "matter-of-fact teaching," according to Dr. Hayden.

"Her teaching is so clear, natural, personal and diplomatic that the recipients are frequently astounded later at how much they have learned

from Carrlene without being aware they had been 'taught,'" he says.

Donald says the easiest way to learn and teach occurs in day-to-day situations. "Learning happens treating patients and discussing real-life clinical cases," she says. "I like that Mayo encourages wearing multiple hats. I get to be both clinician and educator."

No group has benefited more from Donald's efforts than the

"She focuses on every aspect of the patient. It's clear that this isn't a job to Carrlene. It's a passion."

– SUSAN HOOLEY

physician assistants in the Physician Assistant Fellowship in Otorhinolaryngology at Mayo Clinic in Arizona, Dr. Hayden says. Donald has been the program director since 2009 and initiated the accreditation of the fellowship.

“She developed the fellowship curriculum to meet and exceed the standards required by the Accreditation Review Commission on Education for the Physician Assistant,” says Dr. Hayden.

“Under her leadership, we expanded the fellowship to two fellows per year. We became the first nationally accredited physician assistant fellowship in otolaryngology/head and neck surgery in the U.S.”

Donald’s role in the Physician Assistant Fellowship in Otorhinolaryngology has drawn attention outside of Mayo Clinic, too. She has worked for four years with a professor at Northwestern University Medical School in Chicago to help establish a physician assistant fellowship at that institution’s ENT department.

Dr. Hayden says Donald also is a catalyst for research projects and academic pursuits for the physician assistants, ENT residents and head and neck surgery fellows. She also looks for innovative ways to improve physician assistant training, including using the Mayo Clinic Multidisciplinary Simulation Center in Arizona to expand learning opportunities for physician assistant fellows and ENT residents and fellows.

“I’m honored by the nomination and this award,” says Donald. “I attribute it to the talented, smart, caring people I work with. They rub off on me.”

Judy Cimochofski feted with service awards

Judy Cimochofski, education coordinator for Mayo School of Health Sciences (MSHS) in Arizona, was recently honored with the Mayo Individual Award for Service Excellence and the prestigious Mae Berry Service Excellence Award. Just a handful of these awards are presented annually to employees who demonstrate a commitment to service excellence.

“I regularly receive glowing emails from colleagues and students alike who tell me that Judy ‘is’ MSHS in Arizona,” says Nancy Gray, operations manager. “Judy goes out of her way to welcome each and every student — more than 200 every year — to ensure they have a positive first impression of Mayo Clinic.”

Cimochofski, who has worked at Mayo Clinic for eight years, recognizes the importance of ensuring the students understand the key values of Mayo Clinic. “Before students see one patient, Judy helps them acclimate to a team model of care delivery and the Mayo Clinic culture,” says Gray. “She knows the patients will receive better care if the students are well-prepared to care for them.”

Her exemplary service extends to colleagues as well. She recently helped colleagues at MSHS in Florida who were short staffed and unfamiliar with the new electronic record-keeping systems for students. “Not only did Judy wholeheartedly agree to help, but she entered all pending students into the system,” says Gray. In addition, Cimochofski scheduled an iMeeting to walk a staff member through the process.

Says Gray, “Judy always says she loves her job, and she is so lucky to work for Mayo. But we are the beneficiaries of her example every day!”



Judy Cimochofski, MSHS education coordinator, receives congratulations from Wyatt Decker, MD, vice president of operations, Mayo Clinic in Arizona; and Paula Menkosky, chief administrative officer, Mayo Clinic in Arizona.

STUDENT NEWS

Dietetics interns take on local mushrooms

Oyster, button or shiitake? Mayo School of Health Sciences dietetics interns Amanda Sullivan and Lisa Wester used all three to develop a food service recipe to introduce in a Mayo Clinic employee cafeteria in Rochester.

Sullivan and Wester completed their six-week food service rotation in November, learning the ins and outs of hospital food service at Mayo Clinic Hospital – Rochester, Methodist Campus, undertaking a food service project and, in this case, learning about the local mushroom population.

One of their assignments was to develop a recipe using local ingredients available from hospital vendors and introduce the food item in the employee cafeteria.

“We feature weekly Farmers Market cooking demonstrations in the Methodist employee cafeteria throughout the year,” says Carol Grover, RD, LD, training and education manager, Food Service, Mayo Clinic Hospital – Rochester. “Whenever possible, we involve the dietetics interns in this activity.”

Sullivan and Wester took on mushrooms, which hadn’t been featured previously as a recipe ingredient.


“We were surprised and excited by the variety of local produce available, particularly the mushrooms,” says Wester. The dietetics duo found a soup recipe and modified it with locally available mushrooms. The original recipe already was low in

calories and high in fiber. They reduced the salt content with low-sodium chicken stock and soy sauce. They converted the recipe for institutional service and were involved in purchasing and production.

To culminate their work, they decorated a table in the cafeteria for a cooking demonstration and sampling, offered copies of the recipe and sold bowls of soup.

Their Asian Mushroom Soup recipe — “a mild Asian-inspired soup

with locally grown shiitake and king oyster mushrooms, button mushrooms, fresh ginger, garlic and veggies” — was a hit and may make it into the cafeteria’s menu rotation.

“This was a practical way to learn about institutional food service, recipe expansion, communication and planning,” says Sullivan. She and Wester will complete their internships in August. 



Dietetic interns Amanda Sullivan, left, and Lisa Wester know their local mushrooms after developing a mushroom soup recipe for hospital food service.

Asian Mushroom Soup

Here’s the recipe developed by Mayo School of Health Sciences dietetics interns Amanda Sullivan and Lisa Wester, scaled down for at-home cooking. Serves 4–5

- | | |
|--|---|
| 1 tablespoon canola oil | 14 ounces shiitake mushrooms, cleaned, caps only |
| 2 garlic cloves, thinly sliced | ¼ large cabbage or outer leaves of one small Napa cabbage, roughly torn |
| 1-inch piece of fresh ginger, peeled and thinly sliced | 1 large carrot, shredded or very thinly sliced |
| 1 quart reduced-sodium chicken broth | 2.5 ounces snow peas |
| 1½ tablespoons low-sodium soy sauce | Garnish with ½ small bunch scallions, thinly sliced (about 4 ounces) |
| 1 tablespoon fish sauce (optional) | Dark sesame oil (optional) |
| 5-6 ounces small oyster mushrooms, cleaned and thinly sliced | |
| 2.5 ounces button mushrooms, thinly sliced | |



In a large saucepan, heat the oil over medium heat and cook the ginger and garlic until browned. Add the broth, soy sauce and fish sauce to the saucepan. Bring to a simmer. Then, add mushrooms, cabbage and carrots. Simmer for 20 minutes. Then, add the snow peas. Cook until the snow peas have softened, but are still bright green (just a few minutes). Remove from heat and ladle into serving bowls. Sprinkle with scallions and drizzle a bit of sesame oil over the top of each serving.

STUDENT NEWS

Audiology extern wins national Student Business Plan Competition

Rachel Magann Faivre, MA, had only one business-related course in her audiology program at Northern Illinois University (DeKalb, Ill.), but she parlayed what she learned into an award-winning business plan.

In November, she won the first-ever Academy of Doctors of Audiology (ADA) Student Business Plan Competition. "I'm interested in private audiology practice one day, so creating a business plan to open a start-up practice was valuable experience," says Magann Faivre, a certified occupational hearing conservationist (COHC).

Developing the plan

She partnered with Northern Illinois University audiology classmate Liz Tusler to develop the plan, which had to be suitable to submit to a bank for funding per competition rules. The two collaborated on the original plan for four months. The pool of 20 submissions was winnowed down three times, requiring the classmates to make revisions over an additional three months before making it to the final round of judging.

"We had hoped to make it to the final 12, because that's when you get feedback from the judges," says Magann Faivre. "We were ecstatic when we made the top five."

Finalists received an expense-paid trip to the ADA annual convention in

Social media, contests and pizza

Social media promotion and patient appreciation events are among the creative marketing ideas included in the award-winning business plan written by Audiology Extern Rachel Magann Faivre and her former classmate Liz Tusler.

"We envision contests, with prizes for patients who submit a picture, quote or short story about hearing or refer a friend to the practice," says Magann Faivre. And, expect tweets, posts and emails from these future practitioners, promoting free pizza days for patients.

Bonita Springs, Fla. Magann Faivre and Tusler were the last to present to a panel of judges on the final day of the convention — a live event attended by 300 audiologists and hearing industry leaders.

Judges commented that Magann Faivre and Tusler's plan was realistic, featured diversified services and showed a flair for creative marketing.

Securing the prize

The pair won the competition and received a \$5,000 cash award. Magann Faivre and Tusler are saving most of the money for their future business interests. They donated \$500 to the ADA's efforts to pass legislation to allow limited license physician status for audiologists under the Medicare program. This would allow Medicare beneficiaries the option of going directly to an audiologist for hearing and balance diagnostic tests, without a physician referral.


Magann Faivre encourages others in the audiology program to consider the ADA student competition. "It's a great, risk-free opportunity to be creative in an area not covered in



Rachel Magann Faivre, MA

school," she says. "The experience gave us confidence that we could pursue a business opportunity."

Kathy Kerst, MA, CCC-A, is the MSHS Audiology Externship program director. "We want our audiology externs to have the skills to succeed in any clinical setting," she says. "This competition gave Rachel experience in an area we don't emphasize and complements the clinical insights we provide."

Magann Faivre is on the student board of the ADA. She will receive her doctorate in audiology in May. 




Mayo Clinic Sesquicentennial

Mobile exhibit offers an engaging journey of discovery from coast to coast

In 2014, the Mayo Clinic Sesquicentennial recognizes 150 years of patient care since William Worrall Mayo, M.D., settled his family in Rochester, Minn., and opened a small medical practice. He and his wife, Louise, passed on their pioneering spirit to their sons, William J. Mayo, M.D., and Charles H. Mayo, M.D., who transformed the family practice into Mayo Clinic.

Sesquicentennial events are planned at all Mayo locations throughout 2014.

A mobile exhibit will travel throughout the United States and Canada from spring to fall, visiting 21 states, the District of Columbia, Ontario and Manitoba. The exhibit is housed in a 53-foot double-expandable, handicapped-accessible trailer.

This exhibit on wheels will include multimedia displays that bring to life Mayo Clinic's values and vision for the future of health care, including clinical, education and research advances. Themes include teamwork, patient-centered care, innovation, leadership and integrity. "The exhibit illustrates how Mayo is a global leader in health care, based on our values and our unique Model of Care, and the many ways people can connect with Mayo Clinic to make a positive difference in their lives," says Kerry Olsen, M.D., Sesquicentennial Executive Committee chair. 

SESQUICENTENNIAL MOBILE EXHIBIT SCHEDULE*

Kingman, Ariz.	April 21	Red Wing, Minn.	Aug. 2
Tempe, Ariz.	April 22	Omaha, Neb.	Aug. 10
Phoenix, Ariz.	April 23–24	Rockford/Peoria, Ill.	Aug. 13
La Crosse, Wis.	May 2	Chicago, Ill.	Aug. 15–17
Eau Claire, Wis.	May 4	St. Cloud, Minn.	Aug. 25
Rochester, Minn.	May 7–10	St. Paul, Minn.	Aug. 29–Sept. 1
Minneapolis	May 14	Toronto, Ontario	Sept. 6–7
Winnipeg, Manitoba	May 17	New York City, N.Y.	Sept. 13–14
Mankato, Minn.	May 21	Bethesda, Md.	Sept. 18
Kansas City, Mo.	May 26–27	Washington, D.C.	Sept. 20–21
Denver, Colo.	May 30–31	Waycross, Ga.	Sept. 25
Steamboat Springs, Colo.	June 3	Atlanta, Ga.	Sept. 27–28
Aspen, Colo.	June 5–6	Jacksonville, Fla.	Oct. 1–5
Yuma, Ariz.	June 17	Vero Beach, Fla.	Oct. 8
San Diego, Calif.	June 20–22	Orlando, Fla.	Oct. 10–11
Los Angeles, Calif.	June 26–28	Naples, Fla.	Oct. 14
San Francisco, Calif.	July 3–5	Pensacola, Fla.	Oct. 17
Seattle, Wash.	July 10–12	Columbus, Ga.	Oct. 21
Boise, Idaho	July 16	Pikeville, Ky.	Oct. 24
Billings, Mont.	July 21	Edgewood, Ky.	Oct. 28
Minot, N.D.	July 23	Lansing, Mich.	Oct. 31
Bismarck, N.D.	July 25		
Grand Forks, N.D.	July 28		
Appleton, Wis.	July 31		

* Itinerary subject to change.

For information about the mobile exhibit and other Sesquicentennial activities, visit <http://150years.mayoclinic.org>.





WE WELCOME ALUMNI AND STUDENT NEWS

Your comments, academic and career news, and story ideas are welcome. Send to: Editor, *Connections* / Mayo Clinic / Siebens 5 / 200 First St. S.W. / Rochester, MN 55905 / Email: connectionsmanager@mayo.edu

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Connections is published three times a year and mailed free of charge to alumni, students and friends of Mayo School of Health Sciences (MSHS).

MSHS has a distinguished history of preparing students for successful careers in the health sciences. Mayo Clinic has been training allied health professionals for more than 100 years.

About 1,700 students are enrolled in more than 128 MSHS programs representing more than 60 health sciences careers. Programs are available at Mayo Clinic campuses in Arizona, Florida and Rochester.

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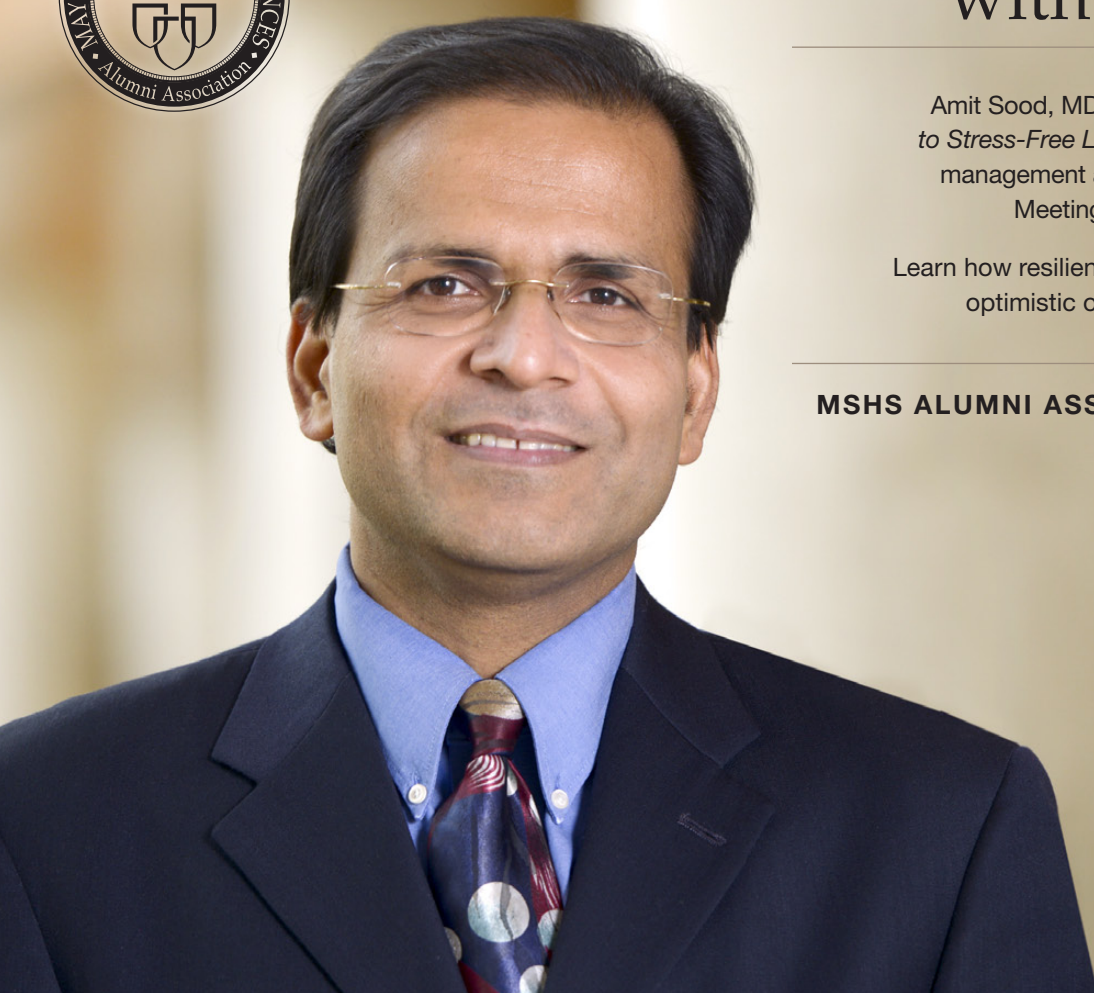
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Decompress and de-stress with fellow alumni

Amit Sood, MD, MSc, author of *The Mayo Clinic Guide to Stress-Free Living*, will speak on resilience and stress management at the MSHS Alumni Association Annual Meeting on Friday, April 25, in Rochester, Minn.

Learn how resilience training can help achieve a positive, optimistic outlook and a flexible, adaptive attitude.

MSHS ALUMNI ASSOCIATION ANNUAL MEETING **April 25, 2014**

DoubleTree Hotel
150 South Broadway
Rochester, Minn.

Reception – 5:30 p.m.
Program – 6:15 p.m.
Dinner – 7:15 p.m.

The event is free for alumni.
See page 2 for registration details.