

Mayo School of Health Sciences

Connections

A publication for alumni, students, faculty and friends of Mayo School of Health Sciences

SPRING | 2015

ZOMBIE APOCALYPSE

Challenging setting to learn
disaster-response skills

PAGE 4



Allied health jobs score on the best jobs list

Dear alumni and students:

Do you like to read “best of” lists, for best jobs, best cities, or best anything? I do. Those lists are especially fun to read when they confirm what you already know. The *U.S. News and World Report* Best Jobs of 2014 was that kind of list for me. Last year, 32 of the top 100 jobs were in health care. The top 10 included nurse practitioner, pharmacist, physical therapist and phlebotomist — all programs offered by Mayo School of Health Sciences (MSHS). It’s gratifying to know that we landed on career paths that offer growth, stability and future job prospects.

Our careers started with an outstanding MSHS education, with guidance by preceptors who graciously shared their expertise, and the opportunity to train at Mayo Clinic — one of the best medical teaching facilities anywhere.

“I challenge you to make your own list of ways to give back and support MSHS. Be a preceptor. Donate. Get involved in the MSHS Alumni Association. Come to the annual meeting.”

– VICKI PLACE

I challenge you to make your own list of ways to give back and support MSHS. Here’s a start:

- **Be a preceptor.**
You likely can recall one or two people who had a profound impact on your career path. Read about alumni preceptors — and how you can join their ranks — on page 6.
- **Donate.**
The need for scholarships for MSHS students is great. Donations of any size are welcome and appreciated. Learn how scholarships make a difference for students on page 12.
- **Get involved in the MSHS Alumni Association.**
Volunteer for a board position. The time commitment is small, and the returns are big. Learn more on page 22.
- **Come to the annual meeting.**
Chat with old classmates and make new acquaintances. And, enjoy a free dinner. Registration details are on page 3.



It’s been my pleasure to serve as the Alumni Association president for the past year. I hope to see many of you at the annual meeting, where we introduce new leaders for the upcoming year.

Sincerely,

A handwritten signature in cursive that reads "Vicki Place".

Vicki Place
President
MSHS Alumni Association

Mayo School of Health Sciences

Connections

<http://mshsalumni.mayo.edu>
www.facebook.com/mshsalumni



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ANNUAL MEETING KEYNOTE PREVIEW

An integrated approach to health and healing

The patients who come to Larry Bergstrom, MD, Consultative Medicine, are tired. They're in pain. And, they're frustrated.

They've usually seen lots of doctors, but they still don't have any idea what's causing their symptoms," says Dr. Bergstrom, founder of the Integrative Medicine Clinic and Program on Mayo Clinic's Arizona campus. He is the keynote speaker at the Mayo School of Health Sciences (MSHS) Alumni Association Annual Meeting on Friday, April 24.

For many patients, Dr. Bergstrom represents a last hope to find relief. And, while he usually has a solution, it's not one that most patients expect.

A new path

Dr. Bergstrom was finishing a term as chair of the Division of Area Internal Medicine on Mayo Clinic's Rochester campus when he was offered a fellowship in the Program in Integrative Medicine at the University of Arizona. Dr. Bergstrom didn't realize it at the time, but the experience would change the trajectory of his career.

"I didn't fully realize what I was getting into," he says. He discovered an approach to care that focused on health over disease — one that encompassed both conventional medicine and other forms of healing. He learned about the importance of caring for the body, spirit and mind.

The approach resonated with him, especially after he began to see the difference it made in the lives of his patients. Dr. Bergstrom has seen about 6,000 patients since moving to Arizona — many who have chronic pain, fatigue or other health problems.

Often, tests and examinations don't identify a disease to fix.

"In many of these patients, their personal stories affect their health," he says. "You need to listen to their stories and help them make the connection between their stories and their illnesses.

"We used to take more time to talk to our patients and learn about their lives within the context of their illness, but time constraints limit our ability to do this," he says. "Now, we rely more on technology and less on the human aspect of health."

Listening to learn

Today, Dr. Bergstrom often spends up to two hours with a new patient.

He asks standard questions about their family health history and some that might not be expected. "I ask about their childhood. Was it happy? Was it safe? Was there any physical or sexual abuse?" he says. Those questions often reveal trauma in the person's past, including sexual abuse. Dr. Bergstrom says about half of the women he sees and 10 percent of the men were sexually abused as children.

"That's significant," he says. "These events change how you perceive the world." The change in perception is crucial, says Dr. Bergstrom, and has to do with how people respond to stress. Long ago, humans primarily



Larry Bergstrom, MD

faced physical threats that required quick action — a saber-toothed tiger approaching — and humans were designed to respond accordingly.

Today, humans still have this same fight-or-flight response to stress. But, since modern stressors tend to be psychological and ongoing, it puts enormous strain on health. “For someone who was abused in childhood, it’s like the saber-toothed tiger is always after you,” says Dr. Bergstrom. “Over time, that stress manifests as pain, fatigue and disease.”

And, it’s not just happening to people who have experienced abuse. Dr. Bergstrom says stress accompanies most illnesses, from diabetes to heart disease to cancer. Even modern life can exact a damaging toll.

“We don’t ever turn things off,” says Dr. Bergstrom. “People check email all the time. Our phones make us instantly available. These things make our time shorter. They increase stress in our lives.”


A new kind of healing

Dr. Bergstrom says for many people, healing comes not from surgery or a medication, but from focusing on health versus disease.

“How can you get a person healthy again, despite whatever medical condition they may have?” asks Dr. Bergstrom. “You focus on exercise, nutrition and stress reduction.”

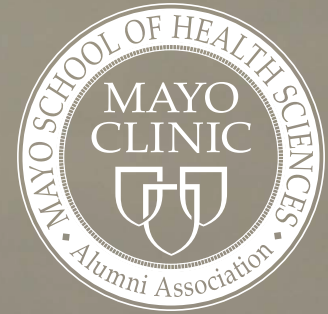
“There is a lot of alternative medicine out there with not much evidence behind it at all, but there’s evidence behind everything I recommend to patients,” says Dr. Bergstrom.

He’s taken his own advice and seen it work.

“I’m much healthier now than when I started this position,” he says. “I love what I do.” 

Dr. Bergstrom’s prescription for good health

- **Exercise 30 minutes a day.**
“Walk, swim, bike — it doesn’t matter what you do. Start with five minutes if that’s all you can do, and build from there.”
- **Reduce stress.**
“Exercise helps, but also consider mind-body practices such as meditation, prayer or paced breathing — a series of timed deep breaths. I teach people to do this in five minutes in my office, and, right away, they notice a difference in how they feel. I tell them, ‘That’s what it feels like to relax.’ Psychological help and training can help change perceptions and help decrease chronic stress.”
- **Follow a Mediterranean-type diet.**
“Eat more fruits, vegetables, fish and fiber, and avoid red meat and processed foods.”
- **Focus on your spiritual health.**
“Find something that gives your life meaning. It could be your faith, your family or a hobby. It’s what gets you up in the morning.”



Register now for the MSHS Alumni Association Annual Meeting

Don't miss this opportunity to connect with classmates, hear how holistic care is changing patients' lives — and enjoy a free evening out!

Keynote speaker:

Larry Bergstrom, MD
Founder of the Integrative Medicine Clinic and Program
Mayo Clinic in Scottsdale, Arizona

His topic: Integrative medicine:

How can we provide holistic care in the age of technology?

APRIL 24, 2015

DoubleTree Hotel
150 S. Broadway
Rochester, Minnesota

Reception — 5:30 p.m.

Program — 6:15 p.m.

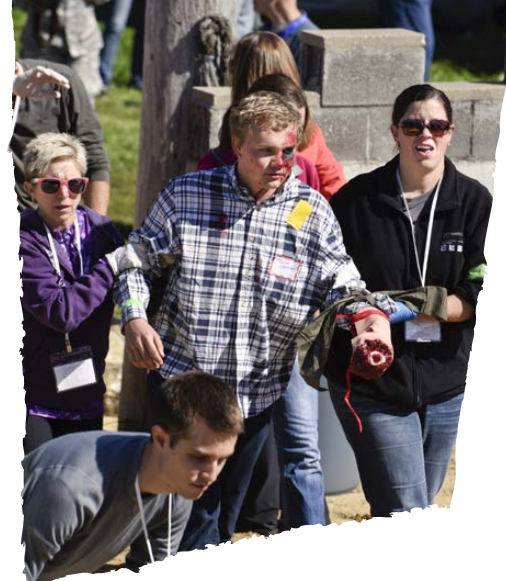
Dinner — 7:15 p.m.

REGISTER by April 20

The event is free for alumni.

Register at <http://mshsaa2015meeting.eventbrite.com>

A discounted hotel rate, \$109 plus tax, is available for reservations made by April 2. Call the DoubleTree Hotel, 507-281-8000, and mention Mayo School of Health Sciences alumni.



More than 200 people enacted the zombie outbreak, providing students and first responders with the opportunity to hone disaster-response skills.

IN THE EVENT OF ZOMBIE OUTBREAK

Students learn disaster response in unusual setting

Take the rapid spread of a dreaded infectious disease, add panic in the streets and introduce a group of dedicated medical professionals trying to save mankind. Now, you have the formula for a zombie blockbuster — or a disaster-response simulation in Rochester, Minnesota.

More than 200 people gathered at a Rochester-area Boy Scout camp on Sept. 13 to enact the outbreak of a contagion. As actors portrayed people with mock injuries and various stages of infection, more than 70 Mayo students, including 14 from Mayo

School of Health Sciences (MSHS), organized medical care within a crumbling society.

Students and other local medical personnel practiced medical and nonmedical response tactics twice, applying lessons learned in the morning exercise to improve the response for the afternoon exercise. While witnessing the societal collapse triggered by disaster, they absorbed lessons in leadership, communication and collaboration.

“The students I have talked to were surprised at how chaotic it was,” says Claudia Swanton, DNP, RN, CNP, and director of the MSHS Nurse Practitioner Program. “In a disaster, you have to slow down, think and use your skills.”

The zombie apocalypse scenario, developed by the Centers for Disease Control and Prevention (CDC), was inspired by “The Walking Dead” TV series. In the first season of the series, survivors journey to CDC headquarters, only to find the agency unprepared to deal with a pandemic of reanimated corpses. The CDC’s zombie scenario, introduced soon after the first season of “The Walking Dead,” quickly became one of the agency’s most successful public health campaigns.

In Rochester, the annual simulation is dubbed Bounce Day, because it prepares the community to bounce back from disaster, says Cydni Smith, Research Services, who is a Mayo Clinic administrative fellow and a Bounce Day organizer.

In its first two years in Rochester, Bounce Day simulated responses to a

tornado and an earthquake. The zombie scenario, which debuted in Rochester in 2013, drew about 50 people. Participation quadrupled in 2014 when Mayo organizers invited students throughout Mayo Clinic College of Medicine and more community organizations. Students and faculty from five MSHS programs — Nurse Practitioner, Respiratory Therapy, Physician Assistant, Physical Therapy and Nurse Anesthesia — joined others on a variety of response teams.

For a dose of reality, makeup made patients appear sickly and moulage, such as a strap-on compound fracture, made mock injuries seem like the real thing. Patients used their acting skills to convey pain and suffering. Meanwhile, students treated patients for a viral hemorrhagic fever that spreads by contact and, with severe infection, can cause delirium, which explained the aggressive behavior of those turning into zombies.

Swanton, who served as lead for the team that transported victims to triage or the hospital, says the simulation is a great training opportunity. “A pandemic is not only science fiction. It could happen,” says Swanton.

Although the CDC presents the zombie scenario as an exercise that helps communities respond to any disaster, participants associated it with the Ebola virus. Organizers did their best to avoid direct comparison, because the skills taught did not include using personal protective equipment for assessing the symptoms of people with Ebola.

Smith was impressed with the care demonstrated by the students: “Incredibly kind and compassionate people were connecting on a personal level in a difficult and traumatic situation. I saw that as a testament to the Mayo culture. The patients come first — even if they are zombies.”

Caring for the undead

Anne Pahl, MS, RN, ACNS-BC, scheduled to complete the Nurse Practitioner Clinical Residency Program in June 2015.

Career: Started as a staff nurse 14 years ago at Mayo Clinic. Now a pulmonary clinical nurse specialist.

Simulation role: Nurse in refugee camp.

Zombies: “The actors did a good job of having different stages of disease. Some were screaming and crying. Some were scared. Some were wild and crazy.”

Teamwork: “You had to rely on people you’d met 15 minutes prior. In the beginning, we asked, ‘What are people good at? What do you know how to do?’ We learned that we needed stronger communication and that we had to stick together and delegate.”

Organization: “We all sat down and talked out the problems we encountered in the first scenario. We set up a procedure for triage and created a perimeter. We were more organized and had a better sense of purpose. I didn’t learn much about medical care, but I learned a lot about organization in a disaster or epidemic situation.”

Melissa Price, BSN, RN, scheduled to complete the Nurse Practitioner Program in June 2015.

Career: 17 years in Thoracic Surgery at Mayo Clinic, first as a medical secretary and the past 11 years as a registered nurse.

Simulation role: Acute care in the hospital.

Zombies: “A few patients did a superb job of staying in character. They were swiping at us and trying to bite. Some patients were pregnant and ready to give birth.”

Disorder: “We didn’t know what everyone else was doing. We were behind walls, so we couldn’t see what was happening. We felt isolated.”

Organization: “When disaster strikes, you can’t rely on labs and X-rays. You make sure they’re breathing and not bleeding.”

Preparedness: “If we can handle a zombie apocalypse, we can handle a real disaster.”



Claudia Swanton, director of the MSHS Nurse Practitioner Program, takes a break after the disaster drill with nurse practitioner students Michelle Haag, Melissa Price, Katie Luhmann, Malia Saker and Anne Pahl.

PRECEPTORS:

Teaching the next generation of health science professionals

How do you learn how to interact with a patient, take a good scan, perform an efficient blood draw or take a thorough history? Some of that knowledge comes from classroom instruction and simulation practice. But, much of it is gained from working side by side with preceptors.

“Hands-on training is an absolute necessity,” says Troy Tynsky, Mayo School of Health Sciences (MSHS) administrator. “The role of the preceptor is essential. Preceptors teach and show students how to become effective clinicians and practitioners.”

At many institutions, health science students receive clinical experience at the end of their education. At MSHS, instruction in clinical areas often is woven throughout most programs, and clinical time begins early. Students observe the preceptor’s technique and style while honing their own skills under careful supervision.

“Introducing students to clinical areas early in their training places extra responsibility on our preceptors,” says Tynsky. “They need to be excellent teachers. The preceptors have to be able to offer feedback in a useful way that builds trust and rapport, so students can continue to learn and grow. We depend on and value what preceptors share with learners.”



Preceptor Nicole Anderson, RN, CRNA, works with nurse anesthetist student Sarah LoBue, RN, at Mayo Clinic Health System in Austin, Minnesota.

MSHS alumni preceptors share why they teach

Nicole Anderson

- Certified Registered Nurse Anesthetist (CRNA)
- Mayo Clinic Health System in Austin, Minnesota
- Nurse Anesthesia Program, 2005

Q. What does your work with students involve?

A. One student from the MSHS Nurse Anesthesia Program comes here every eight weeks. Students do regional anesthesia, including spinals, epidurals and peripheral nerve blocks. They see what anesthesia looks like in a smaller setting. We

have five CRNAs, and students work side by side with each of us to do as many blocks as they can during their time here. We do evaluations with them every day to give feedback. We go over checklists with them on topics related to the rotation. We work together closely. They ask us questions; we ask them questions. It’s very hands on.

Q. What do you enjoy most about it?

A. I remember what it was like to be a student in clinicals. I wanted to be with a preceptor who liked to teach and was compassionate about it. I now enjoy being that person to up-and-coming students.

Q. What do you find challenging?

A. Being a preceptor is challenging in a good way. The students come in very excited. They have lots of new information. They want to try new things. They have lots of questions. I need to be able to manage all that and do it within my daily work. But, it's gratifying, too. As students learn and master new techniques, they are very appreciative and grateful for the guidance.

Q. What type of impact did your own preceptors have on you?

A. Almost all of my preceptors seemed to really enjoy their work and want to share it with others. That made a big difference in my education. When you're with someone like that, it's infectious. It made me more enthusiastic about going into this field.

Kyle Burkhamer

- Physician assistant, Emergency Department
- Mayo Clinic Health System — Red Cedar in Menomonie, Wisconsin
- Physician Assistant Program, 2012

Q. Why become a preceptor?

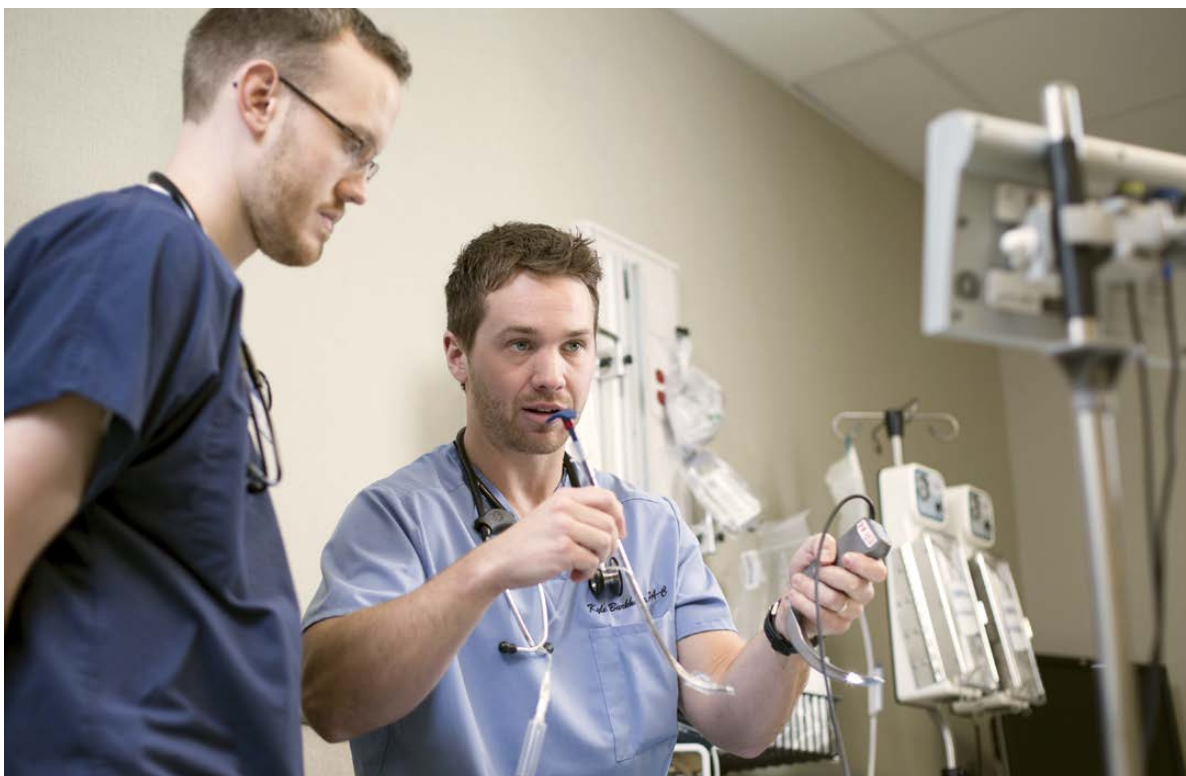
A. In the two years I've been working as a physician assistant, I've realized the evolving nature of the physician assistant and nurse practitioner role in the ED. Before, it was more of a fast-track environment. We primarily saw lower-acuity patients. Now, it's become more of a collaborative role with the physicians, seeing higher-acuity patients. I see the job as preceptor to help students understand that the role of the physician assistant is changing within the ED and to embrace that change.

Q. You're just starting out as a preceptor. What do you hope to achieve?

A. I'm passionate about working in the ED. I would like to give students a clear understanding of how we take care of patients here. Ultimately, it's my goal to encourage students to think about pursuing a career in emergency medicine. It is a specialty that can be incredibly rewarding.

Q. How did preceptors make a difference for you?

A. I didn't have a clear understanding of how the physician assistant model fit into emergency medicine. The preceptors I had, particularly within the Northwest Wisconsin region of Mayo Clinic Health System, showed me how they were able to effectively work in the ED. I was impressed to see the level of work that they did.



Alec Williams, RN, nurse practitioner student, watches Kyle Burkhamer demonstrate an endotracheal intubation technique.



A 2007 MSHS graduate, Brian McQuilkin, PT, center, demonstrates a technique for MSHS Physical Therapy student Ray Lunasin. Kayla Kramer, ATC, PT technician, helps out as the "patient."

Brian McQuilkin

- Physical therapist
- Active PT and Sport Physical Therapy Clinic
- Rochester, Minnesota
- Physical Therapy Program, 2007

Q. What interested you in being a preceptor?

A. I benefited substantially from the extra time and energy clinical instructors put into my education. I wanted to be a part of that for future students. Currently, I'm the clinical coordinator for Active PT. I set up the

clinical rotations for students from several schools, including MSHS. Besides the education component, it is a great way to network for both the students and clinic. Joan Kopacz, the founder and CEO of Active PT, was my clinical instructor while I was in school. Now, I am a partner in the business. Recently, we hired a student who had a great rotation with us.

Q. Why include students in your private practice?

A. Everyone in our clinic likes to have students with us; we like to teach. It motivates us to stay up to date on current research, new treatments and techniques. When we have students, we know we're going to be peppered with questions. It makes us better clinicians. Plus, students are fun to have in the clinic. It's great to see them learn and become more confident.

Q. How do you make the experience as useful as possible?

A. When I was a Mayo School of Health Sciences student, one of my clinical instructors, Darren Calley, Physical Medicine and Rehabilitation, had a very structured process. He would meet with us several times a day to review our patients. We filled out weekly sheets outlining our goals, areas to improve and comfort levels on various treatments. His example was very helpful when I became a clinical instructor. With the constant communication, there are no surprises. We encourage students to be blunt with us about what they need and what could be changed to maximize their rotation. Then, we adjust as we go.

Barbara Timm

- Nurse practitioner, Preventive and Occupational Medicine
- MSHS Nurse Practitioner Clinical Residency, associate program director
- Mayo Clinic, Rochester, Minnesota
- MSHS Nurse Practitioner Program, 1999

Q: How did you get started as a preceptor?

A. I had been a nurse practitioner for two years when Winona State contacted me about becoming a preceptor for a student who was having a little difficulty, because English was her second language. I haven't stopped precepting since then.

Q. What do you hope to accomplish as a preceptor?

A. I hope that students grow to be able to understand the importance of careful history taking and successfully interacting with patients. Ultimately, I want them to be able to do a physical exam, make a thorough assessment, and come up with a differential diagnosis and a plan of care. It's important that they are able to reach that aha moment when they meet with a patient, figure out what's wrong and know how to move forward. Above all, I want them to see and understand how to truly put patients and their needs first.

Q. What's one of the biggest benefits you see for students as they work with preceptors?

A. It's very valuable for students to interact with several preceptors during their clinicals. Students see different styles and different approaches to the same type of work. There's not one cookie-cutter way of doing things. Students can

pick and choose from what they see in their preceptors as they develop their own style.

Q What do you enjoy about this role?

A. I learn new and different ways of approaching topics through my students. Many students are more technologically savvy than I am, and I've learned about technology tools that can help us with our work. I also look at things in a fresh way with students. They take me out of my day-to-day routine. When I'm with them, I have to stay alert that they are doing things correctly. [🔗](#)

You could be a preceptor

Preceptors are needed for MSHS programs, especially the Nurse Practitioner and Physician Assistant programs.

Consider volunteering. "Most preceptors love being in this role," says Troy Tynsky, MSHS administrator. Contact the MSHS program director in your field for more information.



Rachel Beldo, DNP, APRN, CNP, left, worked with preceptor Barbara Timm, DNP, APRN, CNP, for a semester during her studies to become a nurse practitioner. Beldo works in Family Medicine on Mayo Clinic's Rochester campus.



James Tompkins

NEW MSHS ASSOCIATE DEAN

Giving back through education

James Tompkins, PT, DPT, CP, was named associate dean of Mayo School of Health Sciences (MSHS) in November, an opportunity he eagerly accepted.

“Throughout my education and career, individuals made an extra effort to mentor me and help me get an education,” says Tompkins, who grew up in a large, financially challenged family in Phoenix. “I feel a responsibility to give back. I get tremendous personal satisfaction from my commitment to helping others with their education or their professional growth.”

His longtime Mayo colleague, Kathryn Brewer, PT, GCS, MEd, CEEAA, Physical Therapy, knows all about Tompkins’ commitment. After he helped her establish the MSHS Physical Therapy Geriatric Residency on Mayo Clinic’s Arizona campus, Brewer became the program director. She promptly asked Tompkins to teach some didactic sessions and mentor residents.

As Brewer recalls, Tompkins, an assistant professor of Physical Therapy, replied: “I don’t have time ... but you know I can’t say no.”

Brewer says the exchange was typical Tompkins. “James has such passion for education,” she says. “He loves to share the Mayo story, the Mayo culture, clinical information and clinical reasoning.”

Trading devices for patients

Tompkins has been a physical therapist at Mayo Clinic since 1996. He was named director of Therapy Services for the Department of Physical Medicine and Rehabilitation in 2012.

Tompkins started his career as a prosthetist, building medical devices for amputees. He went back to school to become a physical therapist, because he wanted to work directly with patients. He received his bachelor’s degree in physical therapy at the Chicago Medical School and, nine years later, earned his doctorate at Northern Arizona University.

“I felt the doctorate was important,” recalls Tompkins. He taught a class on orthotics and prosthetics while working on his undergraduate physical therapy degree. After graduation, he began teaching physical therapy at a local university. The university informed him that he needed a doctorate to remain on the faculty. “I got it, so I could continue to teach.”

In the 20 years since Tompkins’ introduction to teaching, education has claimed a growing share of his time. MSHS recognized Tompkins, as the 2011 Distinguished Allied Health Educator of the Year in Arizona.

Planning ahead

As associate dean, Tompkins expects to tap into his management and leadership skills, including his penchant for planning. “I definitely am thinking three, four, five steps ahead,” says Tompkins.

He lists three priorities:

- **Budgets:** “We have to look at new models for funding, including collaborative models and cost sharing with our academic affiliates at other schools.”
- **Curriculum:** “How should we teach learners who have grown up with electronic and social media at their fingertips? Our future will have to take that into serious consideration.”
- **Interdisciplinary learning:** “Allied health professions are intertwined with overlapping knowledge. We have to prepare students for interdisciplinary roles.”

Although he craves teaching and practicing physical therapy, Tompkins has had to cut back to make time for his new duties.

“I’m saddened that it pulls me away from direct patient care,” says Tompkins, “but I want to influence the future of allied health education.” ☺



*Adyr Moss, MD and
Shekhar Bhise*

From transplant patient to surgical technologist

He certainly didn't plan it, but Shekhar Bhise's career path, education and health challenges have become intrinsically intertwined.

If he hadn't had two kidney transplants, he likely wouldn't be a surgical technologist student at Gateway Community College in Phoenix. And, he wouldn't have completed his Mayo School of Health Sciences rotation in December. And, he wouldn't have aspirations to work at Mayo Clinic.

As a college student at The Ohio State University in Columbus, Ohio, Bhise studied engineering. "That's when I got sick the first time with my kidney problems," he says. He had just one working kidney, and it failed. His mom, Rekha Bhise, donated a kidney for a transplant that occurred at The Ohio State University Hospital in 2000.

"I was taking fewer classes and working on my health," says Bhise, who grew up in Ann Arbor, Michigan. He changed career directions and, in 2002, he graduated with a degree in economics. He started work for a large insurer in Phoenix. He made his first connections at Mayo Clinic, seeing a nephrologist there regularly.

In 2008, for unexplained reasons, the kidney stopped working. His employer was downsizing, and Bhise lost his job. "I was back on dialysis, and it seemed like a good time to go back to school," he says.

He put his name on the waiting list for Surgical Technologist Program, which takes just 20 students a year. At the same time, he waited for a donated kidney. In both cases, the wait was about five years. In March 2013, Adyr Moss, MD, Transplantation Surgery, performed

the kidney transplant on Mayo Clinic's Arizona campus. Bhise started the Surgical Technologist Program the following October.

"I'm feeling great now," says Bhise. "I was a patient in one of these surgery suites. I'm not sure which one. And, now I'm working on the other side."

Recently, Bhise had the opportunity to reintroduce himself to Dr. Moss. "It was the first time I'd seen him since my transplant, and he saw me in [operating room] scrubs," says Bhise. "It was pretty cool. He told me I was welcome to observe his surgeries anytime. That made my day."

Bhise will graduate in June 2015. "All my friends and family get credit for helping me though everything along the way," he says.

And, he is planning what comes next. "It would be great to work at Mayo Clinic." ©

“I was a patient in one of these surgery suites ...
And, now I'm working on the other side.” – SHEKHAR BHISE



*Shannon Unz
Sonography Program
Class of 2016*

Who benefits from scholarships?

Scholarship relieves pressure on working parent

Shannon Unz starts most days at 5 a.m. By that time, her husband already has left for work. She gets herself and her children, ages 5 and 4, ready and meets her sister at a gas station near her home in Fernandina Beach, Florida. Her sister or mother takes the children to school and day care, so that Unz can make the 75-minute drive to Mayo Clinic's Florida campus.

Unz is a student in the 21-month Sonography Program. She also works 20-25 hours a week as a server at the Ritz-Carlton Amelia Island, where she has worked for 17 years — previously as a special events manager. Her husband is the banquet captain at the resort.

Recently, Unz was awarded a scholarship for working students. "I was honored to even be considered for a Mayo scholarship," she says. "It makes me happy, excited and relieved, and takes weight off of my chest to have a little less stress. I can spend more time on weekends focusing on my studies."

Unz first became interested in sonography when she was pregnant — an interest that reignited after she'd had her children.

"I went to a vein clinic for varicose veins, and I 'interrogated' the ultrasound technician about her job," she says. "I decided to pursue it."

Unz completed her associate's degree and was accepted at Mayo School of Health Sciences (MSHS). But, she knew she'd need to keep working, too.

"My kids get sad that I don't have as much time for them, but I'm doing it to provide a better life for our family and because I have a passion for it," says Unz.

"I give my all to my work and my education, and the scholarship is extra motivation. I will show my thanks by doing well. I've already inspired two co-workers with children at the resort to go back to school for health care careers."

Scholarships increasingly important

MSHS, through benefactor gifts, awards more than 200 scholarships each year to students like Unz. The average award is \$1,800.


Scholarships are based on financial need and some, at benefactor request, are specific to a program, campus or type of student (e.g., nontraditional student).

“When you apply for financial aid, you automatically apply for our scholarships,” says Maribeth Mueller, Student Financial Aid Office, who is a financial aid coordinator for Mayo Clinic College of Medicine. “About 15 percent of our students — 235 individuals — received scholarships of varying amounts in the 2013–2014 school year.”

“We would love to be able to award even larger scholarships to more students with need.”

Because MSHS educational programs are increasingly rigorous and competitive, many students find it challenging to have a job while in school and, therefore, often rely on student loans to foot the bills and, then, graduate with accumulated debt.

“Those who do receive MSHS scholarships are incredibly grateful and want to make benefactors proud of their investment in our students’ future,” says Mueller.

“More and more, our alumni are giving back to help other students. Even gifts of \$25, \$50 and \$100 added together can make a difference to a student who is struggling to make ends meet. If every graduate gave \$35, our budget for student scholarships would double.” 



YOU ARE...
THE CAMPAIGN FOR MAYO CLINIC

Contribute to MSHS student scholarships through the Campaign for Mayo, a multiyear fundraising campaign for patient care, research and education

- **VISIT** <http://www.mayoclinic.org/giving-to-mayo-clinic>
 - Click on “Give Now”
 - In the “Make Donation to” drop-down menu, click on “Other” and type in “MSHS scholarships”
- **CALL** the Mayo Clinic Department of Development, 1-855-852-8129 (toll-free) to donate



Erica Soppe, Surgical First Assistant Program, Class of 2015

Scholarship helps avoid bigger debt for Surgical First Assistant student

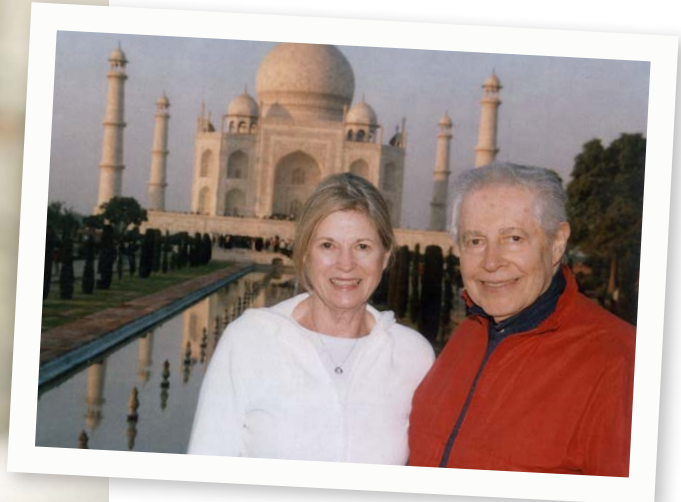
Erica Soppe grew up on a farm in Jesup, Iowa, where she learned to care for a variety of critters at an early age. “I always wanted to help take care of others. It took me a while to figure out what my career would be,” she says.

Soppe has an undergraduate degree in biology from Mount Mercy University in Cedar Rapids, Iowa. She had a partial athletic scholarship for softball and was a work-study student at Mount Mercy.

Shortly after she graduated, Soppe’s grandmother had open-heart surgery at Mayo Clinic in Rochester. “I fell in love with the Mayo atmosphere and people, and decided to meet with the director of the MSHS Surgical First Assistant Program,” she says. “It clicked. I knew that was the program and career for me. I like the idea of being part of a team that helps make sure the surgical patient is safely returned to the nervous, waiting family members.”

Soppe, who has debt from her undergraduate study, took out a private loan to fund her one-year MSHS program. When she met with the financial aid coordinator, she learned she’d been awarded a partial scholarship.

“Someone is investing their money in my education, which motivates me even more to do my best,” she says. “It makes a difference knowing that others want to help me achieve my career goal.”



Ann Canfield and partner, Stan Bushman, above, credit Mayo Clinic with saving Canfield's life. Nurse practitioner Martha Mangan, left, noticed the first indication of Canfield's liver cancer.

Nurse practitioner inspires gift for scholarships

A Mayo Clinic nurse practitioner helped solve a Missouri woman's life-threatening medical mystery, inspiring a gift that financed seven scholarships to the Mayo School of Health Sciences (MSHS) Nurse Practitioner Clinical Residency Program in 2013-2014.

Ann Canfield, 79, Kansas City, Missouri, developed an itch in late 2011. It started in her left arm and eventually spread to her whole body.

"I was just miserable, especially at night," she recalls.

She saw her primary care physician and her dermatologist multiple times. Testing didn't identify the cause, and medication didn't help. By November 2012, Stan Bushman, Canfield's life partner of then 45 years, was deeply concerned.

Bushman, 86, had found answers at Mayo Clinic decades earlier when he encountered a health issue that baffled doctors in Kansas City. So, Bushman made an appointment for Canfield through Mayo Clinic's Executive Health Program, where he goes for comprehensive annual physicals.

As part of her evaluation, Canfield was assessed for cardiovascular risk by Martha Mangan, RN, CNP, Cardiovascular Diseases. Mangan joined Mayo Clinic as a staff nurse

in 1976 and completed her nurse practitioner clinical rotations at Mayo Clinic in 1988 as part of the nurse practitioner program at St. Catherine University, St. Paul, Minnesota. She also earned her undergraduate degree there.

Mangan noticed that Canfield's lab studies indicated slightly elevated liver enzymes.

"I'm a very curious person by nature, and this was abnormal," Mangan remembers thinking. "She deserved to have further evaluation."

Mangan ordered an ultrasound, which revealed a large mass on Canfield's liver.

"I was totally paralyzed at that news," recalls Canfield.

Canfield had liver cancer, but it had not spread. Within a week, a surgeon removed half of Canfield's liver, which halted the persistent itching, probably caused by the tumor interfering with the liver's filtering, resulting in an accumulation of toxins in her blood.

Mangan saw Canfield before the surgery, visited her in the hospital during recovery and periodically called to see how she was doing.

"I'm on a journey with my patients," she says. "I truly understand that they need someone who can guide them along the way."

Canfield recovered quickly and needed no further treatment.

"I felt great from the time I left the hospital," says Canfield. "I was so grateful to Mayo. They saved my life."


Bushman, a private investor, was grateful, too. He told Canfield he wanted to make a generous donation to Mayo Clinic, "because they solved a problem that brought her life back to normal." Canfield, working with Jayne Gardner, Development, determined that half would go to liver cancer research and half to Mayo School of Health Sciences (MSHS) for Nurse Practitioner Clinical Residency Program scholarships. The scholarship donation was made in Mangan's name.

"She was wonderful," says Canfield. "I think nurse practitioners are so valuable. They don't give up."

Bushman agrees. "The nurse practitioner was the first one to zero in on Ann's problem," he says. "I was so impressed with this lady — her knowledge and her kindness. She had it all. That convinced me that there ought to be opportunities for others to go that route."

Mangan was stunned to learn about the gift for scholarships bearing her name. "I was in awe that they would do this," says Mangan.

The scholarships went to seven Mayo Clinic staff nurses enrolled in an accredited nurse practitioner program. Bushman and Canfield received letters from them all.

"They were really very touching," says Bushman, who considers giving an important part of life. "It always makes you feel good to help people make a better life for themselves. And, these are going to be really good people in the system." 

Meet three scholarship recipients

Amanda Glasscock, MSN, RN, CNP

Personal story: In December 2002, she was 21, the mother of a 10-month-old boy, six months pregnant, unemployed and homeless after her boyfriend abandoned her in Waterloo, Iowa, more than 1,200 miles from her home in Texas. The Salvation Army and local churches helped her through the crisis. After working in telemarketing for a year, she returned to college.

Master's in nursing: Acute Care Nurse Practitioner program, Winona State University, 2014

Career: Glasscock joined the Medical Intensive Care Unit at Mayo Clinic in 2008. She's a nurse practitioner in Inpatient Cardiology at Mayo Clinic.



Kellen Lambeau, DNP, APRN, CNP

Personal story: Lambeau earned a bachelor's degree in political science from Augsburg College in Minneapolis before pursuing a career in nursing. She took a leave of absence from work for the final year of the three-year Doctor of Nursing Practice program. At the same time, her husband was furloughed as part of the federal government shutdown, which put a strain on family finances.

Doctor of Nursing Practice: University of Minnesota, 2014

Career: She joined Mayo Clinic in 2008 as a staff nurse. She's a family nurse practitioner in Mayo Clinic's Department of Family Medicine.



Misbil Hagi-Salaad, RN, CNP

Personal story: Hagi-Salaad emigrated in 1999 from Somalia. She went to school full time while raising a son and caring for her aging parents.

Master's in nursing: Family Nurse Practitioner Program, Winona State University, 2014

Career: She joined Mayo Clinic as a medical interpreter in 2002. She started as a staff nurse on the gastrointestinal medical floor in 2008, and then moved to the Thoracic/Vascular Intensive Care Unit in 2011. Now, she's a nurse practitioner in the Hematology-Oncology Department at Mayo Clinic.





Mayo Clinic honors Claire Bender, MD, as Distinguished Educator

Less than 12 months after becoming eligible, Claire Bender, MD, former dean of Mayo School of Health Sciences (MSHS), received the Mayo Clinic Distinguished Educator Award. The annual award recognizes Mayo Clinic physicians or scientists who have made a long-term commitment and significant contribution to the Education Shield at Mayo Clinic.

"I am truly honored and will always be humbled by this recognition from my peers," says Dr. Bender, a professor of Radiology. "I am the lucky one to have worked at Mayo Clinic and been involved with many different areas in the Education Shield."

Dr. Bender, who stepped down as head of MSHS at the end of 2013, was ineligible for the award during the 12 years she served as dean.

Dr. Bender's qualifications were presented in a nomination letter signed by four colleagues, Michael Silber, MB, ChB, her successor as dean of MSHS; Bethany Krom, former administrator, MSHS; Kent Thielen, MD, chair, Department of Radiology; and Timothy Welch, MD, associate chair for education, Department of Radiology:


"Dr. Bender has been an influential leader in allied health education for more than 30 years She served as the first medical director of the Mayo

Radiography Program between 1980 and 1989 and was largely responsible for founding a program now widely recognized as among the best in the country.

"During her spectacular 12-year tenure [as dean], she brought the school from a group of loosely affiliated, largely independent allied health programs to an integrated and centralized academic organization with proud traditions and a future orientation. Under her leadership, MSHS has become nationally known as one of the leading schools of health sciences. She has inspired pioneering and innovative approaches."

Her colleagues cited her collaborative and respectful leadership style. "She provided inspiring mentorship for her leadership team," they wrote. "She emphasized integration between the different Mayo sites. She championed diversity and received the Diversity Champion Award from the Office of Diversity in 2010."

In addition, Dr. Bender has taught in Mayo Medical School and the Mayo School of Graduate Medical Education, served as director of Education on Mayo Clinic's Rochester campus from 2007 to 2009, was an early advocate of leadership development for Mayo consultants and executives, and served on Minnesota Gov. Tim Pawlenty's Rochester Higher Education Commission, which resulted in the establishment of the University of Minnesota Rochester.

"Education was a way to continue to serve Mayo and embrace its values," says Dr. Bender of her passion. "It has been a wonderful way to help and watch colleagues and students grow and develop. To be able to watch individuals succeed has been so rewarding." 



Members of the 1974 Dietetic Internship class who reconnected in Rochester were, front row, Brenda Boecker Small, Nancy Johnson Page and Paula Holbrook; back row, Susan Mayer Lundin, Shirley Krahn Hopkins, Diane Scott Hanson and Susan Czapski. Marjorie Cook Siems was unable to attend.

A dietetic internship reunion 40 years later

Eight young women from across the country — Maine to California and Texas to Washington — came to Mayo Clinic for a nine-month dietetic internship. After graduation, they scattered to pursue their careers.

Forty years later, the class of 1974 held a reunion in Rochester, Minnesota. For most, it was their first glimpse of Mayo Clinic and their former classmates since graduation.

“We became very close during the internship, and when we got back together after 40 years, it hardly seemed like any time had passed,” says Shirley Hopkins, director of Nutrition and Diabetes Services at Spectrum Health-Zeeland Community Hospital in Zeeland, Michigan.

Program history

1930 – Established as an independent program sponsored by Saint Marys Hospital

1933 – The first 12-month program accredited by the American Dietetic Association

1994 – Came under the umbrella of Mayo School of Health Sciences

2014 – Graduates from program total 1,207

The eight exchanged holiday letters and kept a round-robin letter going for 20 years, but eventually lost touch.

In 2012, Hopkins, Diane Hanson, Susan Lundin and Nancy Page reconnected on Facebook. Lundin created a Facebook reunion page with old photos and contacted Jeanne Grant, RDN, LD, director of the MSHS Dietetic Internship Program in Rochester.

“We wanted to see our old stomping grounds,” says Lundin, clinic manager for General and Pediatric Dentistry at the University of Kentucky.

In June, the Class of 1974 returned to Rochester.

“We were pretty amazed that seven out of eight of us could make it,” says Hopkins.

They visited the 1974 program director, Sister Moira Tighe, 90, now residing in the convent at Mayo Clinic Hospital – Rochester, Saint Marys Campus. They observed food production in the kitchens at Saint Marys Campus. They strolled past Old Marian Hall, where they lived when it was a dorm.

Their internship included one rotation at Mayo Clinic, one rotation in the community, and all other learning on the Saint Marys Campus.

The program had a balanced curriculum: half food service and half clinical dietetics.


“I felt I was completely qualified to step in as a new dietitian,” says Page, dietitian for Blind and Vision Rehabilitation Services of Pittsburgh. “You could stand on your own two feet.”

Lundin agrees: “I was learning management skills that I’ve used in all my jobs.”

And, now, they have rekindled the friendships they made during nine months of intensive learning.

“We had such a great time,” Page says of the reunion. “We hadn’t seen each other for so long. We did a lot of reminiscing and catching up with everybody.”

MSHS Dietetic Internship

Today, a nationwide match system assigns eight students a year to the program. Students with a bachelor of science in dietetics or nutrition mainly come from across the country but most are from Midwest universities. The 11-month internship emphasizes clinical dietetics. Graduates get jobs in medical centers, hospitals, clinics, wellness centers, community food programs, fitness clubs, supermarkets and schools. 



Hands-on learning about health care careers

For high school students in the Rochester, Minnesota, area, health care career exploration can be messy, challenging and, yes, awesome.

It can be messy to build a wrist cast on a fellow student with wet fiberglass wraps — a task that a physician assistant might do daily. It's challenging to play a life-sized version of the game Operation or to suture foam pieces together to test the steadiness and calm required to be a surgical first assistant. And, seeing the inside of a Mayo One medical

helicopter and talking with the nurses and paramedics who fly on Mayo One garners "awesome" reviews.

Those are just some of the hands-on learning activities experienced by students in the two Gamehaven Council Exploring Posts that meet on Mayo Clinic's Rochester campus. The career exploration groups, which are affiliated with the Boy Scouts of America, are open to high school sophomores, juniors and seniors. The Allied Health Post is sponsored Mayo School of Health Sciences, and faculty

For the past 10 years, Mayo School of Health Sciences has sponsored an Exploring Post, a career exploration group affiliated with the Boy Scouts of America. Careers covered during monthly meetings include physician assistant, sonographer, radiographer, echocardiographer and laboratory technologist.

members lead hands-on activities. The second post, sponsored by Mayo Medical School, is led by second-year medical students.

Mayo Clinic has hosted the posts for 10 years as a long-term strategy to maintain and grow its workforce. "Most high school students know about doctors and nurses, and that's it," says Jonathon Ninas, Human Resources. "We've seen students become motivated to look at other health care careers they didn't even know existed before they joined Exploring."

The groups, which meet monthly during the school year, typically draw 50-60 students from five or six area school districts.

Sherry Bergeson, operations manager for the Mayo Clinic College of Medicine, organizes the Allied Health Post meetings. This school year, students will learn about careers as physician assistants, sonographers, echocardiographers, cardiovascular invasive specialists, radiographers, nurses, pharmacists, surgical first assistants, paramedics and laboratory technologists.

"Absolutely, these meetings gets students thinking about health care careers," says Bergeson. "That's what makes them so much fun to organize."

While it's very difficult to accurately track the students who participate in Exploring, Ninas sees the results. "We've had participants come back as students and employees," he says. [C](#)

CASTING FOR A CAREER. High school students learn about cast making and physician assistant careers



Upper right, Robert Adams, OPA-C, director of the MSHS Physician Assistant Program, demonstrated casting techniques and removed the casts. Participating students attend school in Byron, Cannon Falls, Hayfield, Kasson-Mantorville, Pine Island, Rochester, Stewartville and Waseca.

Exploring groups start every fall. Learn more at <http://www.mayoclinic.org/careerawareness/ca-exploring.html>.

SCHOOL NEWS

MSHS names new administrator

Troy Tynsky is the new administrator for Mayo School of Health Sciences (MSHS) and administrative partner to Michael Silber, MB, ChB, dean of MSHS.

Tynsky has been part of MSHS for eight years. He has served as director of enrollment and student services, and operations manager. Before joining Mayo Clinic, he worked for Rochester Community and Technical College as a recruiter, admissions officer and director of admissions.

Tynsky replaces Bethany Krom, who retired in December 2014.



Troy Tynsky

ALUMNI NEWS

Former MSHS dean earns dermatology honor

Roy Steele Rogers III, MD, former dean of Mayo School of Health Sciences (MSHS), recently was named the Master Dermatologist for 2015 by the American Academy of Dermatology (AAD).

This award recognizes one AAD member each year for significant contributions to the specialty of dermatology, as well as leadership and educational programs of the AAD.

Dr. Rogers' contributions have been focused in the areas of oral dermatology, oral pathology and oral medicine. He has written and lectured widely on these topics. He edited three volumes of *Dermatology Clinics* and co-authored three books, as well as more than 200 scholarly publications.

Dr. Rogers practiced dermatology and oral dermatology at Mayo Clinic's Rochester campus from 1973 to 2010. He served as dean of MSHS from 1991 to 2000. He is a professor of Dermatology, Mayo Clinic College of Medicine, and works as a contract consultant in Dermatology on Mayo Clinic's Arizona campus.

The award was presented at the AAD annual meeting in San Francisco in March 2015.



Roy Rogers III, MD

MSHS highlights under Dean Rogers' leadership, 1991-2000

- Established a sense of school with the first all-school convocation, faculty recognition program, and student support and financial aid programs
- Integrated hospital-based programs into MSHS
- Established the MSHS Alumni Association
- Developed and enhanced relationships with academic institutions, including Rochester Community and Technical College, Winona State University, University of Wisconsin-La Crosse and the University of Minnesota
- Established independent programs in Arizona and Florida
- Celebrated the 25th anniversary of MSHS in 1998
- Emphasized the vital role of MSHS in caring for Mayo patients

EDUCATION NEWS

Education projects will spur DMC job creation

Education is going to be good for the Destination Medical Center (DMC), says Mark Warner, MD, executive dean of education at Mayo Clinic. “We believe that our education projects are going to help attract high-skill businesses to Rochester.”

DMC is an innovative economic development initiative to secure Minnesota’s status as a global medical destination. It’s a public-private partnership between Mayo Clinic, the City of Rochester, Olmsted County and the state of Minnesota. An estimated \$5.6 billion will be invested in downtown Rochester over the next 20 years.

DMC has developed a comprehensive strategic plan, under final review in early 2015, based on nearly two years of community input. An important part of that plan is to create 35,000 to 45,000 new jobs.

Some of those new jobs will be in developing computer-based training using game technology. “Gamification is the next step in online learning,” says Dr. Warner. “In medicine and at Mayo Clinic, we’ve dabbled in it. I believe that we are now heading to a whole new level of virtual learning.”

For example, he says, a surgeon in Mayo Clinic Health System will learn a new technique via an online skill-building game. Training can be done at convenient times,

without travel to Rochester, as would be the norm now.

Or, employees will learn in teams — with individuals taking on specific roles as avatars (gaming characters). For example, a team could practice emergency response skills, with participants controlling avatars who are Emergency Department physicians, housekeepers, security personnel, pharmacists or staff nurses. Participants could be from across Mayo Clinic or around the world.

“Think about a game scenario to prepare for Ebola,” says Dr. Warner. “Process and safety engineers will be able to study what happens in the game and make suggestions to improve our real-life preparedness.”

Dr. Warner says that Mayo Clinic won’t be building these technologies alone. “I see us working closely with companies that already do this work,” he says. He envisions several simulation and gamification businesses working from Discovery Square, one of the focus areas in the DMC plan, where research, technology and related businesses will come together in collaborative work spaces in downtown Rochester.

“DMC is a great opportunity for us to attract the highly skilled talent and companies to help us accomplish our education goals,” says Dr. Warner. “We can take what we create here to use in our schools, across Mayo Clinic, our affiliate network and beyond — preparing today for the practice of tomorrow.”

For the latest DMC news, visit dmc.mn.



Discovery Square, one of the focus areas of the Destination Medical Center Plan, will be the new home for the expansion of the science, technology and entrepreneurialism in Rochester. The vision for Discovery Square includes interconnected indoor and outdoor meeting places that will serve as gathering spots for visitors, scientists and researchers to co-mingle and collaborate.

GET INVOLVED

Apply to join the Alumni Association Board of Directors

The Mayo School of Health Sciences (MSHS) Alumni Association Board of Directors welcomes new members each year. Board member Manpreet (Matt) Bains, Radiography Program alumnus, recommends it:

“The MSHS Alumni Association is a remarkable way to keep in touch with your classmates and assist students who are enrolled in the school,” says Bains. “I remember the numerous events the Alumni Association put on for us when we were students, and it’s nice to be able to give back to future generations.”

And, board members can make a contribution with just a few hours of time invested. “The time commitment is minimal thanks to the amazing

work done by the coordinators, and it really depends on your desired involvement. This role can easily be performed from a remote location,” says Bains.

And, board membership offers the opportunity to reconnect with friends and colleagues in Rochester, Minnesota. The Alumni Association pays expenses for travel to the annual meeting each spring in Rochester.

If you’re interested, here’s what you need to know:

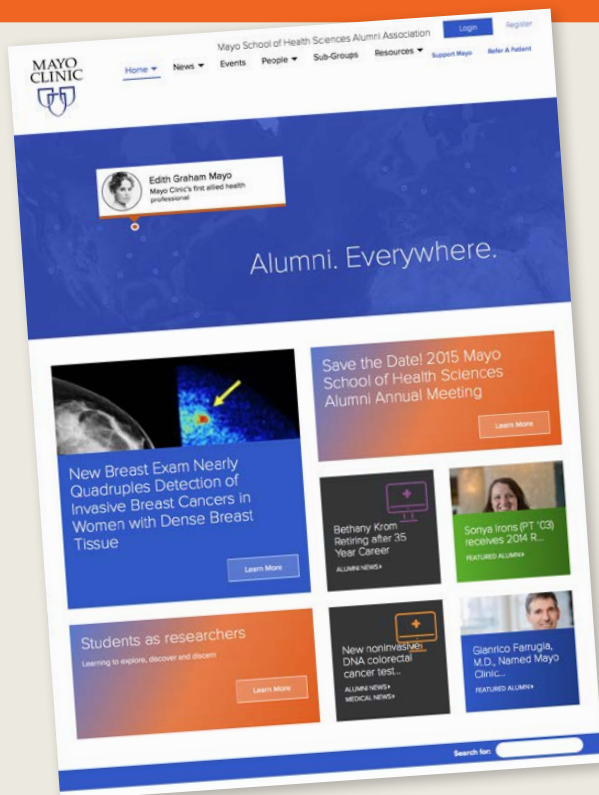
- Board members provide direction for Alumni Association programming and activities.
- Board terms are for three years.
- Board members return to Mayo Clinic each spring for an annual meeting.
- A nominating committee considers applications to ensure broad representation of MSHS programs.
- To apply, complete the nomination form found on the Alumni



Manpreet (Matt) Bains

Association web page (<https://mshsalumni.mayo.edu/>) and submit a letter indicating your interest to MSHS Alumni Association at mshsaa@mayo.edu.

- For information, contact the MSHS Alumni Association at 507-284-2317.



TAKE A LOOK AT YOUR NEW WEBSITE

New website launched for MSHS alumni

Fill out your profile to keep colleagues and mentors up to date on where you are today. You can make some of your information available to the public with easy profile settings.

Stay connected and stay informed about association events and news from Mayo Clinic.

<http://mshsalumni.mayo.edu/>

Kally Marquardt honored with state award



At the 2014 annual meeting of the Minnesota Society of Radiologic Technologists (MSRT), Kally Marquardt waited for her turn to speak to the attendees. Her topic was her experience participating in the American Society of Radiologic Technologists (ASRT) Student Leadership Development Program at the ASRT's annual meeting in Orlando, Florida. The MSRT selected Marquardt to attend the event.

An awards presentation preceded her turn at the dais. The presenter began, describing a student who was president of her training class and the Minnesota student association, who showed interest in advancing the

profession, who demonstrated leadership skills and professionalism, who had a high level of community involvement and affinity for patient care.

"About halfway through the description, I realized it sounded a lot like me," says Marquardt, who will graduate from the MSHS Radiography Program in May 2015. "I felt my face getting red, and I got teary-eyed. I wasn't aware the student award existed."

Marquardt received the 2014 MSRT Student Technologist of the Year Award. There are approximately 490 radiologic technologist students in Minnesota. She was nominated by MSHS Radiography Program Director Jill Anderson, RT(R)(M)(CT).

"Kally fosters camaraderie in her class and organizes activities to help people get to know each other," says Anderson. "She's very passionate about the medical imaging profession and shares what she learns with her fellow and future students."

Marquardt, who is from Rochester, Minnesota, says she wasn't much of a joiner in high school or college. "I've realized that being involved can provide you with learning opportunities and recognition," she says. "I've put myself out there more and am getting a lot back in return."

Interestingly for an imaging professional, Marquardt's undergraduate degree is in photojournalism. "It helps me with positioning and detail orientation," she says. "You need the right techniques to get the right images. I enjoy nature and candid photography — capturing people in a happy, not posed state. For now, though, I'm focused on medical imaging."

Past MSHS recipients of Student Technologist of the Year Award

- 2011: Kaylen Hunter
- 2008: Melissa Trom
- 2007: Amber Schiele
- 2004: Bill Ramus

Providing care is "one of the greatest privileges"

All Mayo School of Health Sciences (MSHS) students have been given one of the greatest privileges in life, the opportunity to care for people in need of care," says Mark Warner, MD, executive dean of education at Mayo Clinic.

Dr. Warner was the keynote speaker at MSHS Convocation Oct. 20, 2014. Students and faculty from Arizona and Florida tuned into the Rochester event via video conference.

Dr. Warner shared stories about patients who had entrusted their lives to him and how they profoundly influenced him. One was a young teenager with cancer of the connective tissues who died after multiple surgeries. "She was an inspiration to all of her care providers," he says.

He also told about providing care for a young mother with a fatal tumor. "I knew the family only for four days, but that four days forever changed my life," he says. "It was an incredible privilege. There is no greater honor than to be trusted by people to provide their care."



Mark Warner, MD

SCHOOL NEWS

Pharmacist Jeffrey Betcher named Educator of the Year

Jeffrey Betcher, RPh, BCOP, says he's gratified when he hears providers on rounds using the information they've learned from him in the practice setting.

Betcher teaches hospitalist and family medicine residents, fellows, pharmacy trainees, midlevel (nonphysician) providers and staff nurses about the safe and effective use of medications.

"I try to prepare them with in-depth information about the drugs they might encounter on emergent cases," says Betcher.

He presents on serious topics with light-hearted titles such as:

- "How to Survive Your First Night of Call"
- "Believe and Relieve (Pain Management, Patient Evaluation and Treatment Options)"
- "Medication Misadventures"
- "Fungus Amongus"
- "Humans, Horses and Rabbits, Oh My! (Nursing Implications With Intravenous Immune Globulin and Antithymocyte Globulin Use in Hematology/Oncology/Blood and Marrow Transplant Patients)"

"By sharing my evidence-based knowledge about medications in ways others will understand, I empower them, and we help improve patient outcomes," says Betcher. For example, he recently helped start a review course to help new nurse practitioners, physician assistants and physician assistant residents in the fundamentals of blood and marrow transplant standard operating procedures.



Jeffrey Betcher, RPh, BCOP



Denise Betcher, RN

Award is a family affair

Betcher's wife, Denise Betcher, RN, Nursing Quality Management, who is an assistant professor of nursing on Mayo Clinic's Arizona campus, received the Distinguished Allied Health Educator of the Year Award in 2006.

Jeffrey Betcher, RPh, BCOP

- Instructor, Pharmacy, Mayo Clinic College of Medicine, 2008
- Supervisor, Cancer Center Pharmacy, Mayo Clinic Hospital; clinical pharmacy specialist in blood and marrow transplant
- Chair-elect, American Society of Blood and Transplantation Pharmacy Special Interest Group Advocacy and Policy working committee, 2014
- Service Excellence Award, Mayo Clinic, 2005
- Previously, director of pharmacy, Mesa General Hospital and Community Hospital in Arizona
- Bachelor of Science, University of Iowa College of Pharmacy, Iowa City

In recognition of his contributions to education, Betcher was selected as the 2014 Distinguished Allied Health Educator of the Year at Mayo Clinic's campus in Arizona.

"I was elated," he says. "Clinical practice is my specialty. It's nice to be recognized for that. I believe that your legacy lies in what you give away — sharing your knowledge and mentoring others to help them grow, keep up with changes and continue to raise the bar of providing exceptional patient care."

Betcher says he thrives on patient care. Prior to joining Mayo Clinic in

Arizona in 1999, he was the director of pharmacy for two hospitals. Today, he is a supervisor in the Cancer Center Pharmacy at Mayo Clinic Hospital and a clinical pharmacy specialist in blood and marrow transplant. He provides care and education for blood and marrow transplant patients.

In addition to patients and their caregivers, his students have included residents in hospital internal medicine and family medicine, fellows in hematology/medical oncology, advanced-practice providers, staff nurses, pharmacists, pharmacy students and physical therapists.



WE WELCOME ALUMNI AND STUDENT NEWS

Your comments, academic and career news, and story ideas are welcome.
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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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Learn about holistic care in the age of technology

Keynote speaker Larry Bergstrom, MD, founder of the Integrative Medicine Clinic and Program at Mayo Clinic in Scottsdale, Arizona, will talk about his experiences providing holistic care. The patients who come to see him are often in pain and frustrated that they can't find relief for debilitating symptoms.

He'll share how focusing on health — rather than disease — has improved the lives of patients. Read more about Dr. Bergstrom and the meeting on page 2.

MSHS ALUMNI ASSOCIATION ANNUAL MEETING

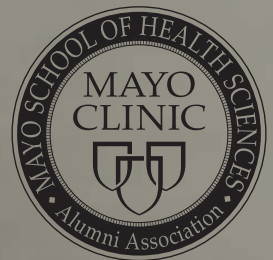
April 24, 2015

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. Registration deadline is April 20.

REGISTER <http://mshsaa2015meeting.eventbrite.com>



Larry Bergstrom, MD

