



connections

MAYO CLINIC SCHOOL OF HEALTH SCIENCES ALUMNI ASSOCIATION SPRING 2018





Matt Curran, PharmD, CPh (PHARM '14)
President, MCSHS Alumni Association
Manager of Pharmacy Operations
Memorial Healthcare System – Miramar
Hollywood, Florida

From the Alumni Association president

As we start another year, it is natural to shift our focus toward the future, establishing and achieving goals, and sticking to resolutions. Reflecting on the past and learning from experience is just as important. Knowing that my tenure as president is nearing completion, I find myself reflecting about the progress and successes the Alumni Association has witnessed in recent years. Through the hard work and leadership of our board members, officers and past presidents (Randy Roesch and Karen Sherk, most recently), the Alumni Association has created a dynamic and well-thought-out vision for growth, mentorship, resource access and many other exciting things. We haven't let up, and our board members work with enthusiasm and passion.

Being president has been a rewarding and humbling experience. Working with like-minded clinical leaders, I've learned invaluable lessons, thought about the big picture for the Alumni Association, and met new friends and colleagues. I am grateful to the Alumni Association for the opportunity to serve as president and be a part of Mayo Clinic School of Health Sciences beyond my residency training. I am comforted in knowing the Alumni Association is in great hands with our incoming president Jocelyn Moen. It's easy to see her strengths as a leader. She is hard working, opinionated and focused on continuing to add value for our members. I am confident Jocelyn will excel in her role and create her own initiatives. I intend to stay involved and look forward to what the future brings.

Please consider getting involved in Alumni Association leadership, or nominate someone who would be a good fit. I also encourage everyone to attend our Annual Meeting in April. This event offers you a chance to talk and network with other alumni, meet Alumni Association board members from across the country, and hear from distinguished alumni, renowned speakers and leaders in health care practice. The annual meeting is an event of celebration, commitment to Mayo Clinic and fun. I hope to see everyone there this year.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Curran", with a stylized flourish at the end.

On the cover: Jana Rasiner, student in the MCSHS Physical Therapy Doctoral Program, story on page 4

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New Alumni Association president Jocelyn Moen

Long-time Mayo Clinic employee Jocelyn Moen, RDCS (ECHO '99), is president-elect of the MCSHS Alumni Association. Moen, a registered diagnostic cardiac sonographer, recently celebrated 30 years of employment at Mayo Clinic in Rochester. She'll be installed as president at the Alumni Association's annual meeting in April.

Moen spends 75 percent of her time working with pediatric and adult patients who have congenital heart problems, heart transplant, and cancers requiring chemotherapy. "We get to know our patients really well," says Moen. "When a child has a heart transplant, we scan their heart every other day when they're in the hospital and then at regular intervals once they're discharged. It's rewarding to be so closely involved in their care."

Moen attributes her longevity at Mayo Clinic to having the opportunity to learn new things every day. "We specialize in conditions that you'd never see at a smaller institution. Recently, I cared for a patient who had a rare

condition I hadn't encountered in all my years in echocardiography. There's so much room for career growth and development at Mayo. And we give hope to patients who have been told nothing can be done for them."

Moen says she approaches each day with the mindset of bringing something special to her patients. "Our days don't always play out the way we think they will. I might expect to be working in the outpatient clinic and end up doing bedside exams in the hospital. Rather than get discouraged by an unexpected scheduling change, I try to keep an open mind and look for ways to make a difference. I think about how I'd want to be treated if I needed care and provide that to others."

When Moen trains MCSHS students and Mayo Clinic cardiac fellows in echocardiography, she focuses on the patient experience in addition to the process. "If a child who needs a scan is crying and wiggling, the images won't be good," says Moen. "Rather than grab the probe and start trying to scan, it's better to spend

five minutes putting the parent and child at ease. You get better results when you earn the trust and respect of the patient."

Moen says she learns from the students and fellows, too. "Teaching keeps me on my toes. I learn how MCSHS is teaching things differently when a student questions the way I do something. I always learn a lot from the fellows and physicians I work with."

As president of the Alumni Association, Moen hopes to spread the word about cardiac sonography — a career for which she says there's a huge demand around the country. "MCSHS has so many great programs, and we want to get the word out about all of them. Of course, cardiac sonography is nearest and dearest to my heart. It allows the opportunity for direct patient care and, at least at Mayo Clinic, significant time working directly with physicians. This allows for high-quality care for our patients and continuous learning for the sonographer."

Accommodating student disabilities in education

Downed by post-concussion syndrome, Jana Raisner fights back

If you saw Jana Raisner (PT '18), you wouldn't know she had a disability. Her story is a good reminder that not all disabilities are visible to others.

Raisner is a student in the Physical Therapy Doctoral Program at MCSHS in Rochester, Minnesota, graduating in May. She has cognitive disabilities from a severe concussion. She takes longer to process information, has difficulty concentrating for long periods and sometimes feels "foggy."

She needs what are called accommodations in education — changes that remove barriers to a student's learning and allow students with disabilities to pursue a regular course of study. The right to accommodations is a result of the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination based on disability. For Raisner, accommodations allow her to take tests in a separate room and have extra time. Accommodations also limit the number of exams she takes to no more than two per day.

A world turned upside down

In 2009, when she was a freshman at Miami University of Ohio in Oxford, Ohio, Raisner was training in figure skating. She'd competed at the national level since adolescence. She doesn't recall

the fall that caused her concussion. She knows she fell head first, was knocked unconscious and taken off the ice on a stretcher. She lost her short-term memory for six months and spent two years battling post-concussion syndrome with headaches, blurred vision, nausea, light sensitivity, dizziness, fogginess and difficulty concentrating.

The accident happened six weeks before the end of the school year. She'd been a straight-A student but got less than optimal marks on her final exams because of her concussion symptoms. When Raisner's condition didn't change after several months, her physicians recommended she take a yearlong medical leave from school to allow her brain time to heal.

"I was scared," says Raisner. "I was a perfectionist and athlete used to pushing through challenges. I couldn't push through this. I couldn't function. One hit on the ice turned my world upside down."

Some of her physicians told her she wouldn't be able to finish college and should reconsider her future. Determined to prove them wrong, she went back to school at the University of Delaware in Newark — part time at first, beginning with online courses.

"It was hard," says Raisner. "Initially, I couldn't read more than 10 minutes at a time."





Raisner's physicians encouraged her to ask for accommodations from her university, but she resisted. "I didn't want to be looked at as different or judged by my peers because I had a learning disability now," she says. "I was stubborn. I should have requested accommodations. Because I didn't, my grades were lower than they could have been."

Pros and cons of stubbornness

Three years later, during her last year of college, Raisner was in a car accident and had another concussion. "I was back to square one in terms of bad symptoms," she says. "I'd returned to skating and planned to try to qualify for the nationals. My skating season ended as a result of the car accident."

One bright spot with the second head injury was that medical knowledge about concussion treatment had advanced. Raisner recovered more quickly than after her first concussion although her symptoms have never fully gone away.

Raisner realized she couldn't continue to struggle in school the way she had been, and she requested accommodations during her last year of college. She got extra time on exams, tested in a separate room and took breaks during exams when needed. "It took me five years to graduate, but I did it," she says.

Sights set on Mayo

Raisner had planned to pursue a career in physical therapy. After graduating from college, she took off two years to work on her recovery. When she was ready to pursue her physical therapy education, she worried about her learning disability. An advisor at

her college suggested she be open about her disability and ask about available resources before committing to a school.

She'd long been interested in Mayo Clinic. Raisner also has a heart condition — supraventricular tachycardia — that was diagnosed when she was 12. It randomly increases her heart rate — from a resting rate to as high as 290 beats per minute — and causes dizziness and lightheadedness. Between ages 17 and 19, she had three heart ablation procedures to try to get the condition under control.

"When I read about my heart condition online, the materials came from Mayo Clinic, which made me want to go there," says Raisner, who is from Philadelphia, Pennsylvania. "I went to MCSHS to learn more about the physical therapy program. I met with Jim Youdas, PT [an educator in the Physical Therapy Program, page 24] and told him about my need for academic accommodations. He said Mayo would work with me and was so supportive that Mayo became my top choice."

Still, Raisner worried whether she would be a top choice for MCSHS due to her grade-point average. She needed to secure an interview. "I had overcome heart problems and concussions to graduate from college," she says. "I figured the worst thing Mayo could do was turn me down."

That wasn't the case. She got an interview although it almost didn't happen due to food poisoning and a canceled flight because of a blizzard. She showed up for her interview feeling far worse than

her best. Her interviewer was impressed that she'd persevered, and Raisner told him, "Nothing would stop me from being here. I'm willing to put in the work."

A foundation for future students

Three years later, Raisner is preparing to graduate. She says MCSHS was accommodating of her academic needs. "It was a process of working with the Office of Student Wellness and Success and program director to navigate how accommodations would work," she says. "Everyone has been willing to figure it out. In the process, we built a foundation for future students. I get to where I need to get the same as everyone else in the program — I just need extra time."

Raisner has taken opportunities to share her experiences with her classmates, including giving a lecture about post-concussion syndrome and new therapies. "Many of my classmates said they hadn't really understood until then," she says. "I want people to realize that just because you can't see a disability doesn't mean it's not there."

Raisner has retired from competitive skating though she still enjoys a weekly spin on the ice and coaching others. At a recent national physical therapy conference, she attended lectures on concussion research and therapy and is excited about the advances. She's interested in applying to sports physical therapy residency programs. She's also exploring the possibility of working her way up to become the team physical therapist for figure skating's Team USA. "My motto is 'Determination knows no bounds,'" she says. "I'm embracing the unknown in terms of my future."

Impressed by Mayo's support, Emily Rich is inspired to give back

Emily Rich completed the Occupational Therapy Internship at Mayo Clinic in Arizona last year. Five years ago, she was diagnosed with postural orthostatic tachycardia syndrome (POTS), a condition characterized by too little blood returning to the heart when moving from sitting to standing. Rich's symptoms include lightheadedness, a rapid increase in heart rate and dizziness. She says when these symptoms occur, she needs the option to sit down, especially early in the morning and in warm environments.

"POTS is an invisible illness, making it difficult to get accommodations because I look healthy and 'normal' most of the time," says Rich. "MCSHS was willing to take me as a student and make accommodations, including allowing me the option of a chair rather than standing still for long periods."

She also was allowed to focus on just the outpatient setting during her internship. Occupational therapists in the inpatient setting are on their feet most of the day and often give patients showers and transfer them — activities that require a lot of standing.

A refreshing experience

"Mayo accommodated my situation very well," says Rich. "The professionalism in protecting my personal information and the process for accommodations far exceeded my expectations. It was a refreshing accommodation of a person with a disability in a world that often fails to do so."

Like Raisner, Rich had an opportunity to educate others about her condition. "I gave an in-service presentation for rehab providers about therapy for POTS," says Rich. "I saw a need for increased awareness and felt fortunate to be able to give back to Mayo in some small way, given how much they gave me."

Shaped by time at Mayo

Rich says health care professionals often seem to struggle with the concept of a person with a medical challenge being someone who can deliver health care. "I know what I'm capable of and what my limits are, and I'm well equipped to deliver care with a patient-centered, empathetic approach. I was happy and relieved to be welcomed at Mayo — so much so that after completing my rotation, my goal became to work at Mayo. I want to reach patients with similar challenges who are overlooked or underserved in rehabilitation, and help maximize their independence and improve their quality of life through interdisciplinary care in accordance with the Mayo Clinic model of care.

"Wherever my path leads, I feel confident that my time at Mayo and the respect I was given will continue to shape the care I'm able to deliver for many patients to come."


Place for student support

Sarah Hager, an academic success adviser in the Office of Student Wellness and Success, says Raisner and Rich are good examples of learners who are resilient and strong









advocates for themselves. “We encourage students who need accommodations to be OK with who they are, stand up for themselves and ask for what they need. We’re here to support you and, because of our experience with students like Jana and Emily, we’re more ready than we’ve ever been to serve our students who have accommodations.”

Hager says the Office of Student Wellness and Success offers students the tools to communicate professionally about their disability needs. The office also strives to take the responsibility for coordinating accommodations off the student’s shoulders. “We want students who need accommodations to be able to show up, go to class and have clinical experiences just like any other student — to level the playing field for them, so to speak. Focus on what you’re here to learn, and let us interface with your program director and get whatever accommodations you need arranged.”

Hager says MCSHS encourages prospective and current students to communicate if they think they need accommodations for a physical or cognitive disability. “After we’ve spoken to student groups, students have come forward and expressed concern that they may need accommodations. We help arrange for them to see providers to determine if there’s a qualifying diagnosis. We want to normalize it and remove the stigma.”

Robin Molella, M.D. director of Health, Disability & Accommodations for Mayo Clinic College of Medicine and Science, says students increasingly seek accommodations because the ADA paved the way for equality in learning institutions almost 30 years ago.

“Education is a place of public accommodation because everyone has a right to be educated,” says Dr. Molella. “The schools in the Mayo Clinic College of Medicine and Science are quite far in this journey, relatively speaking, but it’s not far enough. There’s a new desire to think about whether or not we’re doing everything we can to make our health care workforce as diverse as possible.”

Hager says she’s humbled by the learners with disabilities she works with. “I feel strongly that we’re in a unique position to facilitate a health sciences workforce that resonates with our patients. When patients see providers who have similar conditions and can share common experiences, we’ll be so much stronger.”

Mayo Clinic School of Health Sciences has a robust Accommodation for Disabilities policy, which states that it will make reasonable effort to accommodate students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Any student with a physical, psychiatric, sensory or learning disability may request reasonable accommodations after providing adequate documentation from appropriate licensed professionals.

Mr. Huso in the classroom; Senior Chief Petty Officer Huso in the Navy

To the casual observer, Nicholas Huso, RT(R)(MR) (RAD '09), is just like any other faculty member in the Radiography Program at MCSHS in Rochester. Upon closer examination, he's a bit different. Nothing his students throw his way fazes him. That's because Huso has been in the thick of it. In 2003, as a 19-year-old, Huso was an infantry corpsman on the frontlines with the Marines as they made their way into Baghdad, Iraq. He assisted the injured and helped them get to the next stage of medical care.

"It was shocking to see those traumatic events," he says. "I looked at it as doing what we could to protect people back home. During my six months in Iraq, I lost some good friends. You just have to keep going."

In 2005, he assisted in Hurricane Katrina relief efforts as part of his Navy service, helping evacuate people and providing assistance at a FEMA relief station. In 2007, Huso transitioned from active duty to the Navy Reserves. In that role, he was recalled to active duty and deployed to Afghanistan for nine months in 2010 and, most recently, to Djibouti, Africa, for 14 months. During the deployment to Afghanistan, his wife was pregnant with their second child. Huso made it home just in time for the birth.

Huso didn't pursue a career in radiography until he completed his active duty. His mother, Cindy

Huso, has worked in radiology at Mayo Clinic for more than 20 years, so Huso was familiar with Mayo and its training programs. After completing the MCSHS Radiography Program, he worked as an X-ray technologist at Mayo Clinic Health System Cannon Falls, Minnesota, for two years and at Mayo Clinic in Rochester for a year before transitioning to MRI technologist for four years. He joined the MCSHS faculty in 2016.

When he was in Afghanistan, Huso was an X-ray technologist at the detention facility at Bagram Air Field, serving detainees and military personnel. In Iraq, he provided care to coalition forces and local Iraqis.

"We're all human, and helping people 'on the other side' is a great way to establish relationships with foreign nationals and host countries," says Huso. "The need for health care is universal."

Huso says his military service has provided him with leadership skills he wouldn't otherwise have gained at this point in his civilian career. In Djibouti, Senior Chief Petty Officer Huso served as senior enlisted leader for the expeditionary military facility, with overall responsibility for 55 officers and enlisted personnel. The facility provides basic primary care and has two operating suites to serve the 5,000 military personnel in

the Horn of Africa region, 1,500 military contractors, local nationals and U.S. embassy personnel.

Huso oversaw 11,500 patient encounters, 226 patient admissions, 80 surgical cases and 5,750 dental procedures; led his team in trauma situations; and supported 219 aeromedical evacuations. He maintained daily operations and procured equipment, including a computerized CT unit. He led quality improvement projects that reduced patient wait times from two hours to just 15 minutes.

Now stateside, Huso looks forward to getting back in the groove of teaching. "The best part for me is seeing students' expressions when they grasp a concept," he says. "I get goosebumps when that happens and when I see their confidence soar."

Huso is furthering his own education, courtesy of the GI bill, working toward a master's degree in health care administration at Minnesota State University Moorhead.

Most of all, he's glad to be back with his family — wife Holly, a nurse education specialist at Mayo Clinic, and sons Liam, 8, and Aidric, 7.

"The worst part about being deployed is being away from my family," he says. "We're hoping to go to Disney World this year to make up for lost time."



Nicholas Huso with a student (above), in the military and with his sons when he returned home from deployment.



Education role puts a big smile on Ed Clouser's face

Distinguished Allied Health Educator of the Year, Arizona

Edward Clouser Jr., M.S., TRP (ABR), a medical physicist at Mayo Clinic in Arizona, developed an entirely new residency program—the Medical Physics Residency Program, earning him the 2017 Distinguished Allied Health Educator of the Year Award in Arizona.

In 2010, the American Board of Radiology announced that by 2014, physicists would need to have completed an accredited two-year residency program to be able to become board certified. Up to that point, physicists needed only a graduate degree to enter the job market.

“Graduates knew theory well but didn’t know how to apply it,” says Clouser. “Without a residency, they didn’t have contact with patient charts or treatment plans. The clinical aspect of training was missing.”

At that time, in addition to his role at Mayo Clinic, Clouser was an adjunct faculty member in a radiation therapy program at a community college, so he was involved in education. In fact, he’d majored in education as an undergraduate before switching to physics. He spoke with his Mayo Clinic medical physics colleagues and decided to lead the two-year charge toward the residency program, including developing curriculum and getting approvals and accreditation.

The first resident in the new program started in 2012, and 10 others have followed. Letters of support from

former residents helped nominate Clouser for the Allied Health Educator of the Year award.

“I only hope that I can one day be half the residency program director that Mr. Clouser was for me,” says Amy Geyer, Ph.D. (MPI ’17), a medical physicist at St. Luke’s Mountain States Tumor Institute in Boise, Idaho. “My life and career would not be as successful if I had not been at Mayo Clinic for my residency.”

Cassandra Stambaugh, Ph.D. (MPI ’17), who works at Tufts Medical Center in Boston, Massachusetts, says, “Ed created a unique residency program and continues to set Mayo apart in the medical physics community.”

Former resident Daniel Harrington, M.S., T.R.P. (ABR) (MPI ’15), is a medical physicist at Mayo Clinic in Arizona. “At his core, Ed is a teacher,” says Harrington. “It is clear how much he enjoys not only sharing knowledge but also inspiring the resident to extrapolate from the knowledge you have to solve things on your own. He has built the residency into an exceptional program in a short period, and he is very inclusive — all of the physics staff members contribute to the residency program in some fashion.”

Clouser says having residents forces everyone on the team to stay current and continually learn. An unexpected effect was how the residency program has bonded the group. “We’ve grown from four

medical physicists in 2010 to a group of 18. Many of us are very specialized and wouldn’t normally interact a lot. Because we’re involved with residents, we’ve gotten to know each other and what we’re working on better, making us a more cohesive team.”

The program is a decided success and has attracted 119 applicants for two positions in the last two years. Of the approximately 100 medical physics residency programs in the U.S., only three have received more applications.

Building on that success, Clouser introduced a Medical Physics Summer Fellowship Program three years ago. That program introduces medical physics to undergraduate students.

Clouser is humble about the award. “As program director, I feel like the captain of the ship,” he says. “You can be the world’s best captain, but the ship doesn’t go anywhere without all the people who run it.”

There’s a bigger smile on his face these days, but not because of the award. “I love my profession but felt there was a little something missing,” says Clouser. “I always wanted to teach. Now that we have a residency program, I get to be a medical physicist and teach. The program fills in the gap of what was missing and puts a smile on my face.”

Note: Mayo Clinic in Rochester has a medical physics residency and fellowship program for those who have a doctoral degree.

Recruiter helps students envision themselves at Mayo

Jolene Young is on the go. As the new recruiter for MCSHS, she attended 65 events to promote the school and its programs in 2017, reaching almost 1,000 potential students. Her new role has taken her from a high school college fair in Eau Claire, Wisconsin, to a college fair at Gustavus Adolphus College in St. Peter, Minnesota. She's presented to students at John Marshall High School in Rochester, Minnesota; manned a booth at the Page Education Foundation's Doggie Walk in Minneapolis, Minnesota; and met with directors of the University of North Florida in Jacksonville.

Young says she loves her new job, which she began in January 2017. "I like talking to students about health care careers — beyond doctors and nurses. It's exciting seeing the students and their families engaged and eager to enroll in our education programs."

In addition to traveling to schools, Young builds relationships with school counselors, advisers, teachers and affiliates and does social media to boot. Part of the Office of Strategic Student Recruitment and Outreach, she spends 85 percent of her time on MCSHS recruitment. The other 15 percent is spent on Mayo Clinic School of Medicine and Mayo Clinic Graduate School of Biomedical Sciences.

Young, a native of Rochester, has worked for Mayo Clinic for 14 years,

primarily in education. "I love being able to work with MCSHS again," she says. "The students, program directors, faculty and school leaders are all great to work with." Young says students usually know about Mayo Clinic but not necessarily Mayo Clinic School of Health Sciences. When they hear "Mayo Clinic," which they associate with high achievement, some students don't apply for admission because they don't think they'll meet the criteria or can't picture themselves working at Mayo Clinic.

"We want them to know they don't necessarily have to be 4.0 GPA students to be considered for our programs," says Young. "We help students picture themselves at Mayo Clinic, where we value diversity, work ethic and professionalism in addition to the usual academic measures of ability."

Young has helped to develop materials to show prospective students grade-point averages of applicants; numbers of applicants and interviewees; and program acceptance, job and placement rates. She says the materials help students map their course to various careers.

Young says students usually are most familiar with the programs they've had personal experience with — either having had an encounter themselves or with a family member. "Prospective students may be interested in physical therapy because they've

been treated by a therapist or sonography because they know about OB ultrasounds. Part of my job is to show them the breadth of programs available and help them consider all of their options. Very few students are familiar with some of our more specialized education programs, such as clinical neurophysiology technology or histology."

Young recently experienced her first recruit's graduation and says the feeling of satisfaction was significant. "I met this student during a transfer fair at Normandale Community College in Bloomington, Minnesota. She had some phlebotomy experience and expressed an interest in nursing. At the time, we were offering our Phlebotomy Program with full tuition scholarship. We discussed a pathway for her to begin with education and employment in phlebotomy, with a long-term goal of using that employment to propel her toward her dream of becoming a nurse.

"I kept in touch with her as she applied to the program, was interviewed, accepted and then hired at Mayo Clinic in Rochester. I went to her graduation, and she said the opportunity has meant so much to her and her family. She may still pursue nursing education, but she has a fulfilling job in the meantime — one she can do during nursing training if she wants. Graduation was a huge day for her, but it was a huge day for me, too."



Day Foundation Scholarships help students achieve aspirations

Mayo Clinic School of Health Sciences is the beneficiary of a generous student scholarship program. Clarence Day of Memphis, Tennessee, established the Day Foundation Scholarship Program at MCSHS in 2001. The foundation makes annual gifts to MCSHS, totaling \$2.4 million to date, including a \$1 million gift in 2017. Day died in 2009, and his trustees continue to honor his wishes to give to MCSHS.

In the 2015-2016 academic year, 35 MCSHS students were awarded Day Foundation scholarships, averaging \$2,810 each. These scholarships focus on nontraditional and need-based students and include all three Mayo Clinic campuses.

“Clarence was a huge fan of Mayo Clinic,” says trustee William Griesbeck. “He was grateful for the tremendous medical care the physicians and other health care professionals and staff provided to him for many years. He was particularly impressed with the dedication and professionalism of the medical technicians he encountered during his many visits to Mayo. Those impressions inspired him to establish this scholarship program. He realized that many of these individuals were employed in other fields and making sacrifices to pursue second careers. Through the foundation, he wanted to help others reach their potential.”

Brian Gahlon (PT '18), a student in the Physical Therapy Doctoral Program, received a scholarship at the same time as his wife lost her

job. “I hope to be able to support future students in the medical field someday to continue the generosity I received,” he says.

Shamaco Green (MLS '17), a 2017 graduate of the Medical Laboratory Science Program who is now employed at Mayo Clinic, grew up in the Bahamas and was the first person in his extended family to pursue post-secondary education. He says the Day Foundation Scholarship has helped him achieve his goals. “I want to devote my career to being part of an important team — running tests, developing assays and eventually managing labs.”

Hannah Hansen (ECHO '17), a cardiac sonographer at Mayo Clinic, graduated from the Echocardiography Program in 2017. “I wasn’t raised with anything handed to me,” she says. “I paid for my education without any help from my parents. The scholarship made it possible for me to get the best possible education I could have asked for.”

Jinise Trueblood (PT '19) is a student in the Physical Therapy Doctoral Program and a scholarship recipient. “My husband and I are just starting out together, and knowing that I have support from the Day Foundation in my educational endeavors is inspiring,” she says. “I appreciate the trust placed in me and the education I’m receiving at MCSHS.”





Day Foundation Scholarship recipients
Brian Gahlon, Hannah Hansen,
Jinise Trueblood and Shamaco Green.

Helping anesthesia patients with information in their own languages

As a nurse and nurse anesthesia student, Addisalem Bitew, RN (NA '18), has witnessed the challenges that language barriers present to patients and providers. "Many non-English-speakers get through daily life just fine. But stress and the unfamiliar hospital environment can complicate comprehension," she says.

In January, Bitew graduated from the MCSHS Doctor of Nurse Anesthesia Practice Program in Rochester. Each student is required to complete a Capstone research project. Bitew focused hers on developing educational videos for patients to explain the general anesthesia process in three languages — Arabic, Spanish and Somali, the languages for which Mayo Clinic Language Services receives the most frequent interpreter requests.

"Language barriers are associated with increased adverse events in U.S. hospitals, and patients with limited English language proficiency have lower rates

of satisfaction with their care," says Bitew. "When patients and providers can communicate effectively, patients have better experiences and improved recovery time, pain management, emotional health and functional status. Video is thought to be a more effective tool than verbal or written methods of teaching."

Bitew wrote the script for and directed the production of the videos. Her classmates served as actors, and Mayo Clinic Language Services translated the voice-over into the three languages.

Bitew hoped the videos would reinforce information already conveyed to the patient verbally. "If we give the patient this short intervention — a video in their native language — can we help with patient satisfaction, knowledge and anxiety? The goal of the video wasn't to replace the interpreter or routine teaching from the perioperative nurse, OR staff, and anesthesia and surgery team. Rather, it was to enhance

the patient's understanding and comfort level."

Patients who watched the six-minute videos in the Perioperative Evaluation Unit expressed satisfaction with them and said the videos would be good to add to the practice.

"Patients viewed the video during prep time before their procedures which, we learned, isn't the ideal time — it's too rushed," says Bitew. "We think it would be better to introduce the video the day before surgery when patients are in the Perioperative Evaluation Clinic."

Students in a future nurse anesthesia class will continue Bitew's research to determine the efficacy of the videos in reducing anxiety and improving patient satisfaction. "I hope, one day, videos like these could be added to the patient education channel," says Bitew. "We know that small interventions such as this can have a big impact."





James Youdas reflects on 42 years with Physical Therapy Program

James Youdas, PT, will retire on July 19 after a 42-year career as an educator in the Physical Therapy Program at MCSHS in Rochester. He's taught approximately 1,300 physical therapy students.

He says being an educator is what has driven him in his career. "I like working with young people. We spend 16 weeks in the gross anatomy lab, and donor bodies are their first patients. It's a good feeling to walk out at the end of a day and feel like a student gained better insights into muscles and joints and will use that knowledge to help someone."

During more than four decades at MCSHS, Youdas says the curriculum has changed substantially. When he started in 1976, the program was 22 months long and required an undergraduate degree. It evolved to become a 26-month master's-degree program and now a 33-month doctorate-level program.

"The rigor of the program has definitely increased," says Youdas. "Along with that, the cost of the program has increased a lot. Because students incur so much debt now, I've felt even more

obligated to do an excellent job in the classroom and lab.

"When I was a physical therapy student, I didn't really know what I was getting into. I'd had physical therapy when I was a high school athlete and thought I might like it. But I had no other knowledge about the profession. Today's students come in asking very sophisticated questions and with an average of 500 hours of work or observation in physical therapy. They're much more prepared than I was."

Despite major changes in the program, Youdas says students' exuberance has remained constant. "We're fortunate to have students who are intrinsically motivated to be here, have high expectations of themselves, are dedicated to helping others, and have compassion and integrity.

"Most of them are type A — they flourish in the classroom and work hard to get top grades. I want them to do well but not put all their attention on academics. It's important to make friends and take time to enjoy life."

Youdas, who retired from clinical practice in 2005, plans to do just

that — enjoy life. His wife, Carol, retired from a physical therapy career two years ago. They have grandchildren ages 6, 4 and 2 who live nearby, and Youdas plans to spend more time with them.

Travel also is on the horizon. Youdas, a baseball fan, has visited all 30 Major League Baseball stadiums. In July 2019, he and his wife will visit the Baseball Hall of Fame in Cooperstown, New York, for the induction of Mariano Rivera, a retired New York Yankees relief pitcher and Youdas's favorite player.

"When I played sports in high school, I wore No. 42 in honor of Jackie Robinson, the first African-American man to play in Major League Baseball," says Youdas. "Every team retired No. 42 in 1997 in honor of Robinson, but Rivera and some other players who already had that number were allowed to keep wearing it. I get to see No. 42 Rivera get in the Hall of Fame. And I'm retiring after 42 years.

"I love my job, but life isn't all work. The numbers have lined up just right. It seems like the right time to hang up my cleats."

MCSHS ALUMNI ASSOCIATION BOARD MEMBERS



Andrew Walker, PA-C, MS (PA '14)

- Physician assistant, Division of Hospital Internal Medicine, Department of Internal Medicine
- Instructor in medicine, Mayo Clinic College of Medicine and Science
- Mayo Clinic in Arizona

Education and career path:

- Physician Assistant Fellowship, hospital internal medicine, MCSHS, Mayo Clinic in Arizona
- Physician Assistant, A.T. Still University, Mesa, Arizona
- Professional Science Master's, nanoscience, Arizona State University
- Bachelor of Science, biochemistry, Arizona State University, Tempe

Employment: Three years as physician assistant at Mayo Clinic in Arizona; two years as adjunct professor at A.T. Still University in Mesa, Arizona; one year as teaching assistant in organic chemistry at Arizona State University in Tempe; two years as chemistry, biology and integrated science teacher at Phoenix Christian High School; four years as senior research technician in the Department of Biochemistry at Midwestern University in Glendale, Arizona

Why did you pursue a career in health care?

I was doing research at Midwestern University in Glendale, Arizona, and met some physician assistants and learned about the role they play

in health care. I thought I could move from the research bench to engage with patients and try to make a difference in their lives. I had a background in basic sciences so the education wasn't too difficult. The difficult part was the time commitment and sacrifice for my family — I'm married and had a toddler at the time. My second daughter was born during my PA training.

Why did you choose MCSHS?

I was interested in hospital medicine, which can be difficult to get into right out of PA training, which is geared toward primary care. A PA with fellowship training spoke at my school, and I did some research and thought the critical care track was interesting. During my interview at MCSHS, they said I'd be a good fit for critical care. My fellowship ended up being an experience I couldn't have gotten anywhere else.

There's delayed gratification pursuing a fellowship instead of going right to work, but it was worth it for me.

What valuable lesson have you learned at Mayo Clinic?

It's amazing how much some patients have been through and how long they've been in the health care system. They can feel frustrated and need someone to acknowledge their feelings. I try to put myself in their shoes and empathize with them. Always take time to listen to patients.

How do you contribute to the Alumni Association?

I encourage those who train at MCSHS to stay connected to each other and to the school after

they finish training. I work with PA fellows and try to be a good role model so they want to pass on that example and our programs remain top notch.

What do you do in your spare time?

My daughters are 8 and 5, so I spend a lot of time with family. I enjoy mountain biking, kayaking and hiking.

What would people be surprised to know about you?

When I was 21, I fell off the roof of a four-story building in Belize, where I was doing mission work in a remote village. I was doing some roofing, and the roof was wet from rain. My girlfriend (now my wife) was on the roof with me, and her sandal fell off. I tried to retrieve her shoe and slipped and fell on the cement below. I had a compound fracture of my left tibia and fractured both heels. I rolled around on the ground for a couple of hours until the British military airlifted me to Belize City. I had two surgeries with parts brought in from Guatemala. I spent a week in the hospital and a few months in a wheelchair. I graduated to a walker and then had rehabilitation. I learned to appreciate the role nurses play in patient care and recovery.

Karen Shaw, Ph.D. (RTS '82)

- Retired respiratory therapist and clinical educator
- Aurora, Colorado

Education and career path:

- Ph.D., educational leadership, University of Nevada, Las Vegas
- Associate of Arts, Rochester Community College/MCSHS, Rochester, Minnesota



- Master of Liberal Arts, Johns Hopkins University, Baltimore, Maryland
- Bachelor of Science, Nebraska Wesleyan University, Lincoln, Nebraska

Employment: 32-year career as respiratory therapist in inpatient and outpatient settings; eight years in related education culminating as professor and program director of Cardiorespiratory Sciences Program at the College of Southern Nevada in Las Vegas

Why did you pursue a career in health care?

It was somewhat accidental. I was married to a resident physician at Mayo Clinic, and I met with a career counselor who suggested I explore allied health education. I was a biology major in college and had considered a medical career.

I felt a connection to respiratory therapy and my professors. It was a good choice for me.

What valuable lesson did you learn at Mayo Clinic?

For my Ph.D. dissertation, I studied what makes a good respiratory therapy program. At MCSHS, everyone was expected to pass their board exam.

When I was an educator at a school in Nevada and became aware of the statistics of other schools, I learned that wasn't the expectation everywhere. The culture at MCSHS is that you'll become the best you can be, and the school accepts nothing less from you. If you're taught to become the best of the best, you do. It's important for an education program to have high standards. By the time I retired, 100 percent of my students were passing the board exam.

The education I received at MCSHS made me want to become an educator. I wanted to get in a position to be able to pass on that knowledge. Mayo teaches so much more than the clinical skill, including how to have empathy and be there for your patients. I learned how to think on my feet and think outside the box. It was an amazing experience.

How do you contribute to the Alumni Association?

I hope to bring visibility to respiratory therapy. I saw a lot of changes in health care and at Mayo Clinic during my career. With my many years of experience, I can add historical perspective to the conversation.

What do you do in your free time?

My husband and I belong to a Jeep club and drive our Jeep off-road in the Colorado mountains.

Pamela Lovett, DNP, CRNA (NA '03)

- Vice president, Mayo Clinic School of Health Sciences Alumni Association
- Certified registered nurse anesthetist, CRNA supervisor, Department of Anesthesiology
- Instructor in anesthesiology, Mayo Clinic College of Medicine and Science
- Mayo Clinic in Florida

Education and career path:

- Doctor of Nursing Practice, Jacksonville University, Jacksonville, Florida
- Master of Nurse Anesthesia Program, MCSHS, Mayo Clinic in Rochester
- Bachelor of Science in Nursing, University of North Florida, Jacksonville
- Associate of Art, Tallahassee Community College, Tallahassee, Florida
- Associate of Science, Florida Community College of Jacksonville

Employment: Fifteen years as certified registered nurse anesthetist at Mayo Clinic in Florida; three years as instructor in anesthesiology; eight years as registered nurse at Mayo Clinic in Florida

Why did you pursue a career in health care?

I was a caregiver from the

youngest age. My mom became a paraplegic in her 20s as the result of a car accident. She had many medical problems when I was a kid, and I went to a lot of doctor visits with her. One of my older brothers is severely autistic, and another brother died from AIDS in the early 1990s. Helping others was just what I did.

I had no career aspirations in high school and didn't want to go to college. I started teaching aerobics and liked it. Someone suggested I try taking one college class. It was algebra — challenging, but I passed and gained confidence. I decided to go to school full time. I was unsure about career direction, and a career counselor told me I could get into nursing school. I received my associate's degree in nursing, got a job at Mayo Clinic in Florida and have been there ever since. Nursing felt like a natural fit.

Ten years later, I decided to pursue nurse anesthesia training after working in the pain clinic at Mayo Clinic in Florida. I went back to school for two semesters and completed my required bachelor's degree. After being accepted to the nurse anesthesia program at MCSHS in Rochester, Minnesota, I picked up and moved to my entire family, including a 6-year-old, 2-year-old and 6-month-old. I knew I had challenges ahead but had no doubt I could do it. My time there was amazing. I think every employee should get the opportunity to see Rochester and better understand Mayo's heritage and history.

What valuable lesson have you learned at Mayo Clinic?

Mayo Clinic is unique. The patient experience means everything. If we don't all focus on that, we'll lose what Mayo Clinic is built on. Our patients know they're very important to us. This comes from Mayo's employee orientation. It's ingrained in everyone how important the patient experience is, whether you're helping them down a hallway, holding open an elevator door, getting them ready for surgery or perhaps telling them bad news.

I treat every patient as if they are my own family member. If you do that, you can't go wrong. I also try to be a role model for the next generation of CRNAs, nurses and other health care professionals.

How do you contribute to the Alumni Association?

I'm experienced and I work hard, coordinate teams to get things done and motivate people. I look outside the box and think about what will be important in the future. Mentoring is important to me, and I focus on connecting people with others who can help with their career decisions.

What do you do in your spare time?

I love my job, but once I leave work, I want to exercise and cook. Exercise is my release. I like to shop and hang out with my children (ages 18, 20 and 25).

What would people be surprised to know about you?

I was a state (Florida) champion baton twirler. I competed from age 5 to 18. I loved performing — I'm never afraid to be the center of attention. I still have my batons.





Former pharmacy interns
Jacqueline Walker,
PharmD (PHSR '17),
David (Lee) Veasey,
PharmD (PHSR '17),
and Hiba Ahmad,
PharmD (PHSR '17).

NEWS BRIEFS

Rochester pharmacy summer internship evolves

Each summer, MCSHS and the Department of Pharmacy at Mayo Clinic in Rochester offer a 10-week internship to pharmacy students who have completed their first or second year of pharmacy school. In 2017, the inpatient internship was restructured to include the opportunity to work directly with patients in the Department of Emergency Medicine at Mayo Clinic Hospital — Rochester, Saint Marys Campus.

Inpatient pharmacy interns now work with pharmacy technicians in the Central Pharmacy on the Saint Marys Campus for five weeks and in

the emergency department for five weeks. Summer of 2017 students confirmed medication lists with more than 2,000 patients admitted to the hospital — a follow-up to medication histories completed by emergency department nurses. The students also double-checked medication histories for patients in the observation and behavioral health areas.

University of Wyoming pharmacy student Laurel Ramer says the experience strengthened her medication knowledge and communication skills. “I got better at efficient conversations.

You want to be friendly and get what you need but not take too much time.”

Lisa Buss Preszler, PharmD, who directs the internship, says nurses and pharmacists commented on how much they appreciated the interns as an additional resource. An outpatient pharmacy internship, which provides rotations through five outpatient pharmacies, also is offered each summer.

Each year, more than 100 students apply for these internships, which are awarded to 10 to 12 students.



Name change ahead for NP Clinical Residency Program

The Nurse Practitioner Clinical Residency Program has a name change on the horizon. In mid-2018, the program will begin a transition to the Nurse Practitioner Clinical Education Collaboration (NPCEC).

The name change reflects a move to a collaborative model, with preferred academic programs. The initial participating programs will be Winona State University in Winona, Minnesota; Viterbo University in La Crosse, Wisconsin; and Minnesota State University, Mankato. Students selected to participate in the MCSHS NPCEC will be guaranteed placement for all required clinical rotations at Mayo Midwest sites.

“The demand for well-qualified nurse practitioners within the Mayo Midwest practice continues to grow. Our current model for NP training in collaboration with numerous universities is no longer practical due to too many variations in clinical hour requirements, calendars and student readiness to ensure clinical placement,” says Claudia Swanton, APRN, DNP, CNP (NP '98), program director of the MCSHS Nurse Practitioner Program. “To educate as many outstanding NPs as possible, MCSHS will implement a new strategy to collaborate with a smaller number of select regional NP academic programs. The goals are to increase NP student capacity and develop common clinical education curriculum and timelines.”

Program updates

Elizabeth Austin, DNP, RN, CNOR, was named program director for the new Sterile Processing Technician Program in Florida.

Michelle Bartel, CNMT (NUMT '91), was named clinical coordinator for the Nuclear Medicine Technology Program in Rochester.

Joshua Fenske, APRN, DNP, CNP, was named program director for the Nurse Practitioner/Physician Assistant Critical Care Fellowship in Rochester.

Austin Hadley, DMP, TRP(ABR), was named assistant program director for the Medical Physics Program in Florida.

Shaun Harrell was named program director for the Radiography Program in Florida.

Janalene Niichel, AuD, was named program director for the Audiology Externship Program in Rochester.

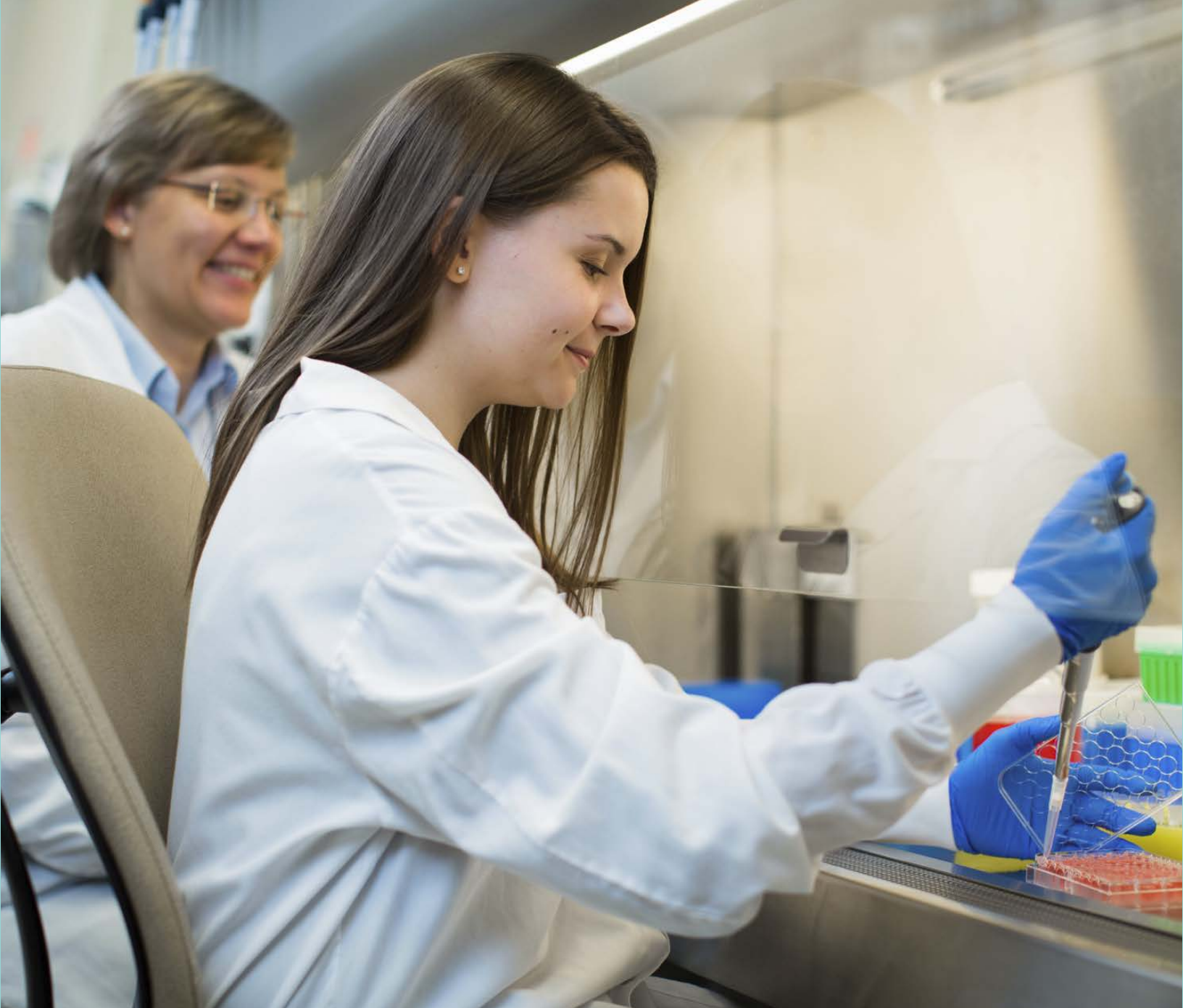
Linda Pachuta, APRN, CNP, was named program director for the Nurse Practitioner Clinical Rotation in Arizona.

Daniel Robertson, Ph.D., was named program director for the Medical Physics Summer Fellowship in Arizona.

Sandy Robinson is the new operations manager for MCSHS in Florida.

Ann Urban, RT(R) (RAD '03), was named program director for the Radiography Program in Rochester.

Julie Yotter, RN, was named program director for the Clinical Hemodialysis Technician Program in Rochester.



Sign up to mentor a student

MCSHS has launched Alumni Connect, a mentorship program, in response to requests from students for mentoring opportunities.

How it works

- Visit mshsalumni.mayo.edu/
- If you haven't already, activate your account with your 10-digit alumni ID. (Obtain your number by clicking blue "Request ID" button. You'll receive the number by email.)
- Complete mentorship form.
- Once the mentor database reaches a sizable number, students will receive an email about how to use Alumni Connect. Students will self-select mentors based on profession and geography. Mentor and mentee will arrange to connect by phone, email or in person and define the parameters of the relationship. It could be short-term, offering guidance on landing a first job, or longer term over the student's early career development.



Allied health job opportunities

Mayo Clinic and Mayo Clinic Health System locations seek qualified candidates for allied health positions. Opportunities are especially high for:

- Nurse practitioners
- Physician assistants
- Certified registered nurse anesthetists
- Respiratory therapists
- Neurodiagnostic technicians
- Physical therapists
- Clinical laboratory technologists
- Surgical technologists
- Genetic counselors
- ICU and OR registered nurses
- Licensed practical nurses

mayocareers.com/MCSHS

Department of Medicine, Rochester, allied health staff recognized

Debra Blomberg, Division of General Internal Medicine at Mayo Clinic in Rochester and program director for the MCSHS Hospital-Based Massage Therapy Program, received the 2017 Outstanding Education Award from the Department of Medicine. She was honored at the Department of Medicine Allied Health Recognition Dinner in November.

Other MCSHS alumni who received Department of Medicine awards are:

- Michael Breunig, PA-C (PA '12), Division of Hospital Internal Medicine: Outstanding Mentor Award
- Megan Spychalla, PA-C (PA '09), Division of Hematology: Outstanding Leadership
- Sarah D. Lawler (NUR4 '15), Division of Hematology: Innovation-Bright Idea, Hematology Forms Process Movement team

Obituaries

- Marion Dumont (PT '52), died June 27, 2017.
- Mark Knutson (RAD '91), died Aug. 8, 2017.
- Edward Morgan, RN, CRNA (NA '59), died Dec. 28, 2016.
- Pete Pridgeon (PT '59), died Aug. 19, 2017.

For complete obituaries, visit mshsalumni.mayo.edu/people/obituaries.

To submit an obituary, send an email to mshsaa@mayo.edu.

Connections

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

Send comments, story ideas, academic and career news, and address changes to mshsaa@mayo.edu, or call 507-284-2317.

Executive Editor

Judith D. Anderson

Managing Editor

Melissa Abrams Caulfield

Editorial Assistant

Deborah Oscarson

Alumni information

mshsalumni.mayo.edu
507-284-2317

About MCSHS

Mayo Clinic School of Health Sciences has a distinguished history of preparing students for successful careers in the health sciences. Mayo Clinic has trained allied health professionals for more than 100 years. Almost 1,700 students are enrolled in more than 128 MCSHS programs and rotations representing more than 68 health sciences careers. Programs are available at Mayo Clinic campuses in Arizona, Florida and Minnesota.

Enrollment information

mayo.edu/mayo-clinic-school-of-health-sciences

507-284-3678, 1-800-626-9041

young.jolene@mayo.edu

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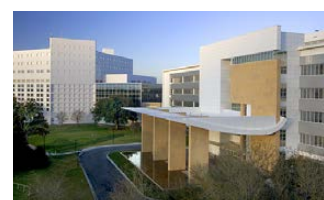
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Mayo Clinic School of Health Sciences Alumni Association Annual Meeting

Saturday, April 21, 2018

Rochester Marriott Hotel

101 First Ave. SW, Rochester, Minnesota

5:30 p.m. Reception

6:15 p.m. Program

"Medical Marijuana: What's Legal — and What's Not!"

J. Michael Bostwick, M.D., Mayo Clinic Department of
Psychiatry & Psychology

7:15 p.m. Dinner

8 p.m. Presentation of awards, installation of new president

- Event is free for MCSHS alumni and a guest
- Reserve your spot by April 14: 2018mshsaadinner.eventbrite.com
- Special room rate \$145; reserve rooms by March 30, 1-877-623-7775; identify yourself as part of MCSHS Annual Meeting

