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Message from
Arup K. Sen, Ph.D.
VICE PRESIDENT FOR ACADEMIC AFFAIRS

I am pleased to present a selection of the creative and scholarly work of members of D’Youville College faculty. The quality and stature of D’Youville College is due to its distinguished faculty, and the college’s reputation for academic excellence rests significantly on faculty scholarship. D’Youville faculty is a rich source of innovation, discovery, and mentorship; they provide high quality education to students, groundbreaking research and public service to society. This deep commitment to research and scholarship is an integral part our college mission as well as an homage to the spirit of Saint Marguerite d’Youville. The scholarly activities that follow represent journal articles, books, book chapters, conference presentations and funded grants by D’Youville faculty between June 1, 2013 and May 31, 2014.

D’Youville offers a unique educational experience. In addition to mastering the content of their area of study, students are encouraged to practice critical thinking, examine their own values and understand diverse viewpoints. This environment enriches the college experience and helps them acquire a combination of knowledge and skills essential to lifelong intellectual and personal growth. For students in particular, research provides a different perspective as well as real world experiences in their field of study. Faculty and student engagement in research, scholarship and creative activity is the benchmark of a healthy and vibrant college in which knowledge is not only transmitted to others, but also discovered, created and cultivated.

D’Youville is moving to the forefront of pedagogical research—collaborative research involving both faculty and students. Our faculty is also engaged in interprofessional research and the development of innovative approaches to teaching and learning experiences in educational settings made possible by grants obtained by our faculty from prestigious public and private foundations.

In this edition, we celebrate scholarship that creates new and valuable knowledge, contributes to the social and economic development of our community and enhances the teaching and learning of our students. While I look forward each year to reporting these accomplishments, reviewing them simultaneously inspires and humbles me. Please join me in congratulating the faculty for their accomplishments and for their ongoing commitment to “Educating for Life.”

Dr. Arup K. Sen
Vice President for Academic Affairs
“The silver lining of No Child Left Behind is that you have a mountain of research and data showing that, if you aren’t resourced well” – if teachers aren’t given the tools they need – “children will not do well,” Lalonde says.
Dr. Catherine Lalonde was recently named the 2014 American Association of University Professors Faculty Scholar by the D’Youville faculty, and it is the first time she received this honor.

Catherine Lalonde stands in front of her class, leading a discussion, offering support, making assignments. Two computer screens are in front of her in her office, the lights are slightly dimmed, and the conversations are taking place online. As an assistant professor in the education department at D’Youville, Dr. Lalonde practices what she teaches: trends in education, teaching in a media culture, using essentially whatever works best to elevate the learning process. Most of her students embrace the opportunity to learn online although some find making the adjustment to distance learning disorienting. “I am so grounded in social connections, in personal interaction, that I don’t want to lose that. There are always some who are uncomfortable learning online, and I make a point to reach out to them,” Dr. Lalonde said.

Reaching out is vital when teaching online, she said, since it is even easier for students to fall off track when they aren’t learning face to face. She is clear that online learning isn’t perfect, but it does not mean it isn’t good. “Some students are better online. They are less shy. We all do really well together,” she said.

Her courses are all graduate-level and cutting edge, and one of her other roles at D’Youville is to keep the instruction and administration in the education department as cutting edge as the curriculum.

She is working with the Buffalo Public Schools to develop pilot programs for a Professional Development School consortium. “This would involve D’Youville faculty and public school teachers switching places for a couple of days a week,” she said.

A tightly structured, testing-based curriculum and state-mandated benchmarks are hurdles to implementing the program in Buffalo, she said, “But it’s happening all over the country right now. There’s no real reason we can’t do it here.”

Adaptability, resourcefulness, flexibility—those all help teachers succeed. Many of her students were also good elementary and high school students, which can be a handicap once they are in front of the class if they expect all student to be like they were, she said. “The ones who had trouble in the past often do better. They understand the academic struggle some children have,” Dr. Lalonde said. “I want somebody who was an outcast. They will be ready for any pushback, whether it is out of boredom, difficulty or something else.”

She addresses these struggles in her articles about students from lower economic brackets, children who can’t concentrate because of a lack of sleep or because they are hungry or upset. Her ideal learning environment is loud and interactive, with ideas, questions and answers flowing freely. Not all of her classes are done online, and when her classes are “live,” she has her students use one another as learning tools.

Unlike students in other majors, education students have seen their profession in action on a daily basis in their own childhood classrooms. The pitfall they must avoid is thinking their experience is everyone’s experience. “The first day of class in ‘Critical Issues of Education,’ I have everyone break out into groups and map out their high school by the peer groups of students and teachers, the good ones and the bad ones, the ones who show up, and they start to see how complex an educational setting could get. It helps them shift their perspectives from their experience to the whole.”

Dr. Lalonde sees that mastery is part of her own work, keeping up with the education treadmill. She says, “My job is making theory palatable and relating it to everyday experience. Then we take it from there.”

The recipient of the AAUP Scholar of the Year award is selected by a committee of three previous recipients.

**CHIROPRACTIC**


**INTERDEPARTMENTAL**


**LIBERAL ARTS**


**MATH & NATURAL SCIENCES**


**OCCUPATIONAL THERAPY**


**PHARMACY**


**PHYSICAL THERAPY**


**PHYSICIAN ASSISTANT**


Pharmaceuticals are so convenient to buy and so easy to use that their power can be taken for granted and their dangers overlooked. Christopher J. Jadoch, understands that well. Increasing the public’s awareness about what is in their medicine cabinets has become a cause for him.

The most visible examples of his outreach are the Drug Take Back drives he started in Erie and Niagara counties. The collections, going on for more than seven years, bring in thousands of pounds of pills, capsules and tablets that otherwise might wind up in landfills, waterways or most worrisome of all, the wrong hands. The program has brought Dr. Jadoch the community service award from the Pharmacists Association of Western New York and the J. Warren Perry Health and Human Services Faculty leadership Award from D’Youville College, along with recognition from local and national law enforcement organizations.

Two things inspired Dr. Jadoch to set up the drug take-backs. He explains: “Articles in professional journals were coming out that showed they were finding pharmaceuticals in ground water,” he said, “and that some waterways had no male fish because of the amount of estrogen in the water.”

And then he saw a program produced by Kids Escaping Drugs highlighting the near-epidemic of painkiller abuse among teens. “I found it very troubling that children were abusing legitimate medications,” he said. Seeing the harm caused by medications intended to be healing, helping or life-saving was particularly disturbing for this pharmacist because he is also a lawyer who specializes in cases of medical malpractice and litigation to protect the public.

That expertise came in handy when, upon seeing the success of the early Drug Take Back events, the federal DEA became involved. The agency helped cut the red tape over who could accept surrendered controlled substances—it had been only police and sheriff’s offices previously—and as of September, consumers now can return unused drugs to a registered pharmacy. Dr. Jadoch is proud of this successful effort while also
“I was fascinated by stories in Native American culture about chewing willow bark for pain (that’s aspirin) and other herbal remedies. Now, after you’ve been to the Medical Garden, when you see the periwinkle (studied for cancer treatment) in your own garden, you’ll see it differently.”
shaking his head in amazement at what people are bringing in.

That is when the program becomes a classroom in itself. Dr. Jadoch enlists pharmacy students at all levels to help in the collection events—the public’s privacy is protected by HIPPA—and the students get a chance to see medications they would never be exposed to in class. Dr. Jadoch said some students had never seen a brand-name Valium before, for instance, and they learn what kinds of medicines were used 10, 20 or 30 years ago for various illnesses and conditions.

“They can see these drugs and how they are administered,” Dr. Jadoch said, and he added, “it creates good relationships with law enforcement. That is an important connection because with all the drugs behind the counter, pharmacy also can be dangerous.

Mostly what Dr. Jadoch instills in his students is that the profession they have chosen has seen incredible changes in recent years. Unlike when Dr. Jadoch first graduated from the University at Buffalo with a bachelor’s degree in pharmacy, the job requires a doctorate now.

There is a reason for the higher degree. When he started, Dr. Jadoch said, “It was more dispensing then, not as clinical. Now I tell my students ‘You are a medication expert, but you are also a health care professional.’” Or, as he also likes to say, “We’re not flipping burgers here!”

Pharmacy students responded, choosing him in March 2014 as their Professor of the Month. Before students go on their first-year rotation in a pharmacy, he gives them a background in the laws that apply to them.

“This isn’t a dry review. They get real-life examples of situations that may arise. We are a VERY regulated profession,” he said. As part of that, he takes a busload of students to Albany to meet with state representatives about legislation that will affect how they do business. This is not, he emphasizes, something they do for their own benefit.

“It’s always for the patient,” he said. For instance, allowing pharmacists to administer flu shots has greatly increased the number of people who are immunized every year.

As a member of the American Society of Pharmacy law—a niche organization, he admitted—he is involved in discussions that could have national impact. “We’re talking about the right-to-die issues, and on the flip side, the right NOT to die,” he said, citing the poor regulation of some drug manufacturers that has led to fatal contamination of their products.

All his work in Albany, business and the classroom has not overshadowed Dr. Jadoch’s creative side. Out of his personal interest, a garden has grown—a Medical Garden at the Buffalo & Erie County Botanical Gardens, celebrating the healing power of plants and nature.

He had thought about it for a long time, starting before he earned his bachelor’s at UB in 1987 and then his law degree from the UB Law School four years later. He worked as a hospital pharmacist, as legal counsel for a health insurer and in other positions where he could put all aspects of his education to use before coming to D’Youville.

“I got this idea before I was in academia, but I didn’t have an outlet for it,” he said. “I was fascinated by stories in Native American culture about chewing willow bark for pain (that’s aspirin) and other herbal remedies. Now, after you’ve been to the Medical Garden, when you see the periwinkle (studied for cancer treatment) in your own garden, you’ll see it differently.”

He maintains that sense of wonder, whether it is from a blossom, a tea or a carefully measured medicine in a safety-capped bottle. It is why he finds the profession so rewarding and so worth sharing. “After all this time,” Dr. Jadoch said, “I am still amazed at how these little tablets are changing lives.”

The prestigious award is named for the late Dr. Perry who was the first dean of the School of Health Related Professions at the University at Buffalo. He was instrumental in the organization and promotion of the allied health professions nationally. Both Dr. Perry and his late brother, Dr. Charles Donald Perry, established the award.


LIBRARY

Church, Jill. (2013). Agriculture and economy, preconquest: [In] R. Seaman (Ed.) Conflict in the early Americas: An Encyclopedia of the Spanish Empire’s Aztec, Incan, and Mayan conquests. (p. 6-7). Santa Barbara, CA: ABC-CLIO.


MATH & NATURAL SCIENCES


NURSING


“University students have a different experience than college students,” she said. “At D’Youville, we know their names. We know what their projects are. Some will even dedicate their papers to a librarian.”
Debra Lucas-Alfieri is a master of the information age, so versed in the ongoing evolution of content, data and scholarly discourse that she has written a book on it. She is by all measures the librarians’ librarian. In a world of information, misinformation and pseudo-sources passing as informative, she has evolved.

“It really is a changing of the guard,” says Ms. Lucas-Alfieri, head of research and interlibrary loan at D’Youville. “Years ago librarians considered their audience ‘captive.’ They aren’t captive anymore.”

Once the gatekeepers of the collected knowledge of civilization, the librarians of today see their role much differently. They are facilitators, they make connections for their clientele and they even see library users as “customers.”

In response to that changing dynamic, Ms. Lucas-Alfieri wrote “Marketing the 21st Century Library,” a guidebook for the modern academic librarian, to be published in June 2015.

Its premise is simple. “We need to educate our campus constituents about what we can do for them. We are not just books anymore,” she says. Not just books and, in many ways, not even mostly books. Academic librarians are most valuable for their skill sets, their ability to narrow the fire hose of online and physical research materials down to the relevant, the current and the accurate for their students and faculty.

“The Internet is great for casual information,” she explains, “but when you are a PhD candidate, a doctor or nurse, you need to know the exact information and its source for your pursuits. You can look at Wikipedia, but don’t quote it. You don’t know who wrote it or how reliable it is. Academic papers are signed and they are vetted. You know what you are dealing with.”

While everyone wants to have the best information, not everyone is looking for the same degree of information. Librarians are tuned into those individual preferences.

“There are students ... and then there are faculty,” Ms. Lucas-Alfieri says with a smile. “They have distinctly different needs. For students, their grade is on the line. Undergraduates just want to get the paper written. Graduate students are more interested in the process of research. Our job is to make sure they are on the right track. With faculty, it is their own research, or what they are publishing and they have distinctly different needs.”

That is genuine 21st century library work, the kind she was searching during her sabbatical to complete her book. Ms. Lucas-Alfieri traveled to campus libraries around the country, immersing herself in their systems and finding out what students really wanted and how well their libraries were providing it.

“You have to have that vision of what a library should be, or you are doomed to be obsolete,” she said. “You decide what they want and what to weed out. The card catalog is gone—that’s all on computer—but we still have study areas, quiet areas, digital equipment, white boards, smart boards—not stacks of dusty tomes no one ever opens.”

Those tall shelves of musty monochrome covers are going the way of the landline, she said, as academia heads toward the bookless library of the future—where the library is “place” more than pages, rich in electronic content.

As forward thinking as she is, Ms. Lucas-Alfieri believes the library will never be totally bookless. Some books are literally irreplaceable, and that is where the D’Youville’s robust interlibrary loan (ILL) service comes in. Tracking other libraries’ inventory and sharing their collected wealth is more important than ever, she said. She even teaches a course in best practices for managing the ILL service, which is used by everyone at D’Youville. The system is particularly helpful for the hundreds of distance learners who study through D’Youville, providing access to library collections far beyond those on their city campus. “I have done interlibrary loan for books from the 1800s,” Ms. Lucas-Alfieri says. “Library marketing and services go back to the beginning of the institution.”

This brings her back to the future of academic libraries in the age of electronic information. Her book is with her publisher and she is looking ahead to rallying her fellow professionals as they redefine their place in American higher education. Librarians have to learn to be loud, she said, adding, “It really is time for librarians to speak up.”

“Right now, I am doing exactly what I’ve always wanted to do professionally,” she said. “It is an exciting time.”
Fox-Garrity, Bonnie & Fiedler, Roger. (2013, November). A quantitative analysis of the effects of institutional conversions from not-for-profit to for-profit control. Presented at the Association for the Study of Higher Education (ASHE) International Conference, St. Louis, MO.


**Cadzow, Renee** & **Rook, K.** (2013, October). The path to goals is paved with smart objectives. Presented at the Seneca Nation Community Health Assessment Workshop, Salamanca, NY.

**Cadzow, Renee.** (2014, January). Toolkits facilitating practice adoption of NYS 10 steps to breastfeeding. Presented at the New York State Department of Health Obesity Prevention in Primary Care Settings Grant Workshop, Albany, NY.


**LIBERAL ARTS**

**Abbarno, John.** (2013, August). Brain science and challenges to values. Presented at the World Congress of Philosophy, Athens, Greece.


**Abbarno, John.** (2013, August). Values amidst change: Change amidst values. Presented at the World Congress of Philosophy, Athens, Greece.


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“Survivors find meaning in their lives that they didn’t have before. We call it the ‘new normal.’ I see a lot of faith and spirituality coming out of it.”

Michelle Arad Mollica, PhD, RN, OCN
CLINICAL ASSISTANT PROFESSOR
ONLINE RN-BSN PROGRAM COORDINATOR

author: Melinda Miller
As a clinical assistant professor and online program coordinator in D’Youville College’s School of Nursing, Michelle Mollica considers it her job to push her RN students to expand their options in the nursing profession. If they aren’t sure what to do, they can just follow her example. “We don’t want to be testing them on their associate degrees. We are trying to add to their skills,” Dr. Mollica said. “It’s a huge part of our job to make sure the students know all the opportunities out there.”

That includes leaving the hospital, the ER or the ICU to do medical research. For most hands-on medical personnel, research is not anywhere on their radar. It was the same way for Dr. Mollica, who earned certification as an oncology nurse and in pediatric oncology after getting her RN and before getting her masters in nursing education and her PhD. in nursing science.

“I never thought that research was for me. It was boring, it was too ‘out there,’” she said. “Then the research bug bites you. All of a sudden you can’t get enough of asking questions and finding answers.” Her pursuit of answers will take her away from D’Youville in the coming year as she embarks on a new phase of her career as a post-doctoral research fellow at the National Cancer Institute in Rockville, Maryland.

She wishes she could say it is all going according to plan, but she admits planning has had little to do with it. Her career path instead has been serendipitous. “Oncology just happened for me. My first job was on an oncology floor. I never thought I would do that, you know, ‘That’s so depressing,’ is what people think, but I found the opposite to be true. The patients were so uplifting.”

When her family moved back to Buffalo, she naturally headed to Roswell Park Cancer Institute, where she worked as a nurse and coordinated the student nurse intern program. Her patients then guided her into what would become her research specialty: cancer survivors.

“Having cancer is scary for people. It overwhelms them. That’s one of the reasons I chose to study survivorship,” she said. “Patients would finish their treatment, they would be declared cancer free and then they were told ‘You’re done.’ The problem, she said, is they didn’t feel done. ‘They would wonder, What do I do now? I don’t feel back to normal.’ ”

The medical part of the treatment addressed the changes in their bodies without acknowledging the changes they had gone through emotionally. The situation intrigued Dr. Mollica on a professional and human level.

In trying to understand these changes and the needs that patients have because of them, she decided to focus on African American breast cancer survivors, a unique group because black women generally undergo less screening, resulting in later diagnoses and higher mortality rates from the illness.

With a few more years and advanced degrees behind her, she recalls that her choice surprised people. “They would say you’re a young, white girl. What are you doing this for?”

She had her answer.

“There is such a strong sisterhood of women who have been through this, and they carry it like a badge. They want to help others, to pay it forward,” she explained. “It helps answer the ‘What do I do now?’ question.”

Her inspiration became her avocation and developed into a series of research papers, including spiritual aspects of survivorship, quality of life for the African American survivors, how the women transition from patient to being cancer-free and the quality of patient outcomes when they are aided by a peer navigator.

As she prepares to leave for her fellowship, she knows she is going to miss working with students, and she hopes to eventually find her way back to the classroom. While she is with them, she will continue to share her excitement about the expanding role of nurses in medicine, particularly oncology.

“We’re viewing a lot of cancers as being more like a chronic disease that people will live with for years,” she said. “They will need more care, and there are 14 million cancer survivors and growing in the United States, so we need to address survivorship.”

All this adds up to more patient-centered, quality of life issues.

“One reason I gravitated toward breast cancer survivors is that there is a big population of women who have survived,” Dr. Mollica said. “If we can get it right here, then we can apply what we know to other cancers and tailor it for those patients.”

“No one does this better than nurses. A physician gets maybe 15 minutes with a patient in a day; we get them the other 23 hours and 45 minutes,” she said. “Nurses know the patients; they are there to answer their questions. Our input counts.”
Communication in an age of information overload. Presented at the Conversations in the Liberal Arts at D’Youville College, Buffalo, NY.

Finnegan, Elizabeth. (2013, November). Finding the rough ground: Feminist culture-jamming by hook (Back or Front) or by crook. Presented at the National Women’s Studies Association Conference, Cincinnati, OH.


Kirsch, Julie. (2013, December). Don’t ask, don’t tell: The ethics of withholding the truth. Presented at the American Philosophical Association, Eastern Division Meeting, Baltimore, MD.


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For her, everyone is an individual. “I don’t want to call people by their disease or disability. I want to help people fulfill themselves.”
Making sure the world has enough occupational therapists in the future comes with a few trade-offs, and at D’Youville College, Amy Nwora is in charge of designing how those trades will happen.

In mid-December, she could be found exhaling because the proposed curriculum for the college’s planned health professions educator doctorate program had just been submitted to New York state for review, and she hoped, approval.

Dr. Nwora, chairwoman of the D’Youville occupational therapy (OT) department for six years, wrote the curriculum. Consider it a case of, if you want something done, give it to a busy person. “I was ready for a new challenge,” she said. “I always have a million things going on, but I knew how much this is needed, and how much greater the need is forecast to be far into the future.”

The new doctorate will turn health care clinicians into health care researchers and instructors, transitioning at least some out of the medical office in favor of a classroom, or, more specifically, a virtual classroom. The program will be fully online.

She wasn’t flying solo on writing the curriculum. “It has been a process,” she says. “It has taken years. Fortunately, at the college we have the ability to talk to each other and bounce ideas off each other.” The result is a carefully crafted curriculum containing the material health care professionals will need in their repertoire to be able to do their jobs as faculty. If all goes according to schedule, the new doctorate could launch in fall 2015 or spring 2016.

The rest of her campus and community involvement takes up another two pages of Dr. Nwora’s CV, and that is before the reader even reaches the one special line that mentions a subject far, far removed from campus but dear to her heart: the foundation she and her husband started to bring sports training and education to children in Africa. Global Sports Advantage is inspired by the life story of Dr. Nwora’s husband, Alex, who came from Nigeria to play basketball on a sports scholarship at Daemen College.

Today the couple sponsor sports camps for impoverished children in Africa and train coaches there.

Dr. Nwora describes coming to D’Youville as a “fluke,” albeit a good one. She was finishing her dissertation for her doctorate in educational psychology when a friend saw a D’Youville ad for an instructor and suggested she apply.

“I had expected I would go into research,” she said. Instead, she began teaching practically minutes after she was done being a student. Her memory of those first weeks helped inform the new curriculum. “It was all new to me, so I can relate to the feeling of not knowing exactly what to do.”

Specializing in pediatrics was another unexpected twist in her career. “I always expected to work with adult OT patients, always,” she said, “but as it turns out I have NEVER worked with an adult in OT. I started in ‘peds’ and that’s where I’ve been ever since.”

When treating such young patients, the goal is to help them become as functional as possible with the everyday activities in their lives. She has worked in hospitals, where much of the dialogue is with parents, and in schools, where her conversations are more often with the child’s teachers.

For her, everyone is an individual. “I don’t want to call people by their disease or disability. I want to help people fulfill themselves.”

That desire caused her to take on what could be an impossible project: to bring the advances of Western medicine to the invisible disabled population of West Africa.

“When we visited (Nigeria) I was shocked by the conditions of people with disabilities. They would be on scooter boards—like a child would ride—pushing themselves through the streets filled with cars, you couldn’t see them; they were so low. They wear flip-flops on their hands so they can push,” she said. “I needed to do something.”

She only speaks one of the country’s many languages, Igbo, but her husband is fluent in eight languages, so he acted as interpreter as she interviewed disabled people about how they were perceived in their culture, how they were treated and how they coped. She presented her paper at universities in Nigeria and sees it as a start.

“It is hard to change a culture. Do the people even have access to medical professionals? Some don’t even know what is causing their disability,” she said. “They aren’t shunned. People just don’t see them.”

For Amy Nwora, however, obstacles seem to be no more than another thing to handle. Almost unbelievably, she is not overwhelmed.

“You’ve got to do what’s in your heart,” she says, “and then you hope it works out.”
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Hemraj, A. & **Harris, John**. (2014, April). Sharkovsky’s theorem on periodic points of iterated functions. Presented at the Mathematical Association of America Seaway Section Meeting, Buffalo, NY.


**Lafuente-Rodriguez, Ramiro**. (2013, November). Do you have the right intuition to lean math?. Presented at the Rochester Academy of Science 40th Annual Fall Scientific Paper Session, Rochester, NY.


**Patridge, Christopher**. (2013, September). 398 - Capturing the interface in Li-ion cells with heavy alkali dopants: Raman and x-ray techniques: Advances in batteries, capacitors and other energy storage devices. Presented at the ACS National Meeting, Washington, DC.


**NURSING**


**Hurd, Theresa**. (2014, May). Implementing a
pressure ulcer program an international view: Canada and Australia. Presented at the European Pressure Ulcer and Safety, Madrid, Spain.


Mitchell, Abigail & Mollica, Michelle. (December 2013). Increasing retention and student satisfaction utilizing an online peer mentoring program: Preliminary results. Presented at the 26th Annual Celebration of Nursing Research & Scholarly Activities Conference sponsored by Professional Nurses Association of Western New York, Gamma Kappa, Gamma Theta, Pi Zeta, and Zeta Nu chapters of Sigma Theta Tau International, Buffalo, NY.


OCCUPATIONAL THERAPY


Buck, Audrey. (2013, November). You can be part of AOTA’s centennial vision: Developing a case study. Presented at the New York State Occupational Therapy Conference, Albany, NY.

Frye, Margaret. (2014, May). NYS Regulations for the supervision of OTA. Presented at the Central District of New York State Occupational Therapy Association (NYSOTA), Utica, NY.


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There is a lot of stability here with the faculty and that makes it easier to sustain the program." she said. "There is no intimidation factor here. We all work together. We are all integral parts of the team."
Karen J. Panzarella likes to keep busy. The 17 pages of her CV listing her publications, presentations and posters show how busy, and they also provide a window into the educational innovations that are her passion.

In her time as an associate professor in the department of physical therapy at D’Youville, Dr. Panzarella has reimagined and refined a key technique for transitioning students from textbook page to practice. Thanks to her impressive ability to turn ideas into successful grants, her department is turning treatment training into performance art.

Dr. Panzarella and her colleagues immerse students in medical simulations with real actors who don’t just parrot back symptoms. They are scripted as characters with well-conceived back-stories, adding human layers to their medical needs as they present students with complaints that have authentic complexity. The cases seem so genuine, Dr. Panzarella said, because the scripts are inspired by experiences faculty members have had in their own practices. Details are changed for patient privacy, but the composite characters are not exaggerations.

Having local actors play the patients has another bonus, Dr. Panzarella says: When the students venture into unrehearsed territory with their questions and treatment options, professional actors can fall back on their talent. “I can only script what the patients say, not the students, but the actors all know how to improvise; they have that experience,” she says. “I’ve seen them asked questions and thought, ‘Uh-oh,’ but they’ve handled it perfectly.” The extra effort to enhance the quality of the simulations provides the realism necessary for students who are just starting in health care, so they can learn how to build relationships with their patients. “The simulations help them understand more about their patients. It’s very targeted. They learn what it’s like to deal with a spouse who is not willing to help or a person who suffering from PTSD.”

There could be cultural issues, language barriers, hidden sensitivities, dietary problems, trauma and religious beliefs that will influence how well patients understand their treatment as well as how they respond to it. Dr. Panzarella has discussed these obstacles in several publications.

“It’s all about patient outcomes. If the patient doesn’t understand ‘what’ and ‘why’ in their treatment, they’re more likely to have problems complying with it,” she said. “Adherence is the No. 1 problem in health care. It all comes down to patient education and communication.”

This leads to her second big area of interest: communication and cooperation among health care professionals. Dr. Panzarella co-chairs D’Youville’s interprofessional education committee and has written extensively on the value of a team approach to patient care and to student instruction. “I’m really big on getting students together from different health care professions early on. When doctors don’t share with each other,” she said, “the patients get frustrated. They are getting the same questions over and over and over, and the treatments might produce mixed reactions and can even result in dangerous advice.”

Breaking down the specialty “silos” is key to the future of American medicine, she believes, and for her, it is starting at D’Youville. The college has eight separate health care disciplines and 35 faculty in the interprofessional program. Having worked previously at the much larger University at Buffalo, she sees D’Youville’s smaller size and low turnover as an asset.

“There is a lot of stability here with the faculty and that makes it easier to sustain the program,” she said. “There is no intimidation factor here. We all work together. We are all integral parts of the team.”

The next step will be doing interprofessional simulations in partnership with Catholic Health Systems, and using funds from a recent grant she obtained, taking the program into clinical settings with real patients. “This gives the students practice and value. A session can take four hours. What is interesting is they fumble at first, but then they get better at it,” she said.

Meeting the challenges of the changing health care system takes effort, and it takes teamwork. “Whatever I have done professionally,” Dr. Panzarella says, “I could never do alone. Everyone here knows how important this is. People will agree to meet at 7:30 a.m. or at dinnertime, or on weekends—whenever we can fit it in.

“In my ideal world,” she says with a smile, “we would have half a day set aside to meet every week. You need some dedicated time in addition to dedication to make collaboration work.”
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Vallone, Theresa. (2013, October). Opening the door to effective communication: The anatomy, the process, the practice. Presented at the Caribbean Association of Occupational Therapy (CAOT), Grand Cayman.


PHARMACY


Butterfoss, Kirsten, Brian, Stephanie, & Stoehr, Gary (2013, July). Overcoming barriers to inter-professional education. Presented at the AACP Annual Meeting, Chicago, IL.


Donegan, Teresa. (2013, June). Part II: Provider burnout: When the vessel is empty. Presented at Catholic Medical Partners, Buffalo, NY.


Donegan, Teresa. (2013, June). Provider burnout: When the vessel is empty. Presented at the D’Youville School of Nursing/Administrator Orientation, Buffalo, NY.


**Gettman, David.** (2013, July). Relationships between five factors of professionalism and three stages of ethical development among first-year pharmacy students. Presented at the AACP Annual Meeting, Chicago, IL.


Waite, Rebecca. (2014, April). Influential papers: Medications for psychiatric disorders. Presented at the University at Buffalo, Buffalo, NY.

**PHYSICAL THERAPY**

Bartlo, Pamela. (2013, October). Knowledge level of cardiovascular disease risk factors in adults who have participated in a cardiac rehab program. Presented at the AACVPR Annual Conference, Nashville, TN.


Bartlo, Pamela. (2014, February). Overcoming the biggest hurdles: Getting patients into cardiac rehab and other wellness programs, then keeping them exercising once they finish rehab. Presented at the APTA’s Combined Sections Meeting, Las Vegas, NV.

child and parental obesity. Presented at The Obesity Society, Atlanta, GA.

Kames, James. (2013, November). Evaluation and treatment of low back. Presented at the Nurse Practitioner Program, Department of Nursing, University at Buffalo, Buffalo, NY.


Miller, Eric. (2014, February). Examination and evaluation of patients with diabetes in physical therapy clinics. Presented at the APTA Combined Sections Meeting, Las Vegas, NV.


Wrotniak, Brian. (2013, November). Differences in health related quality of life (HRQOL) in obese and severely obese adolescents. Presented at The Obesity Society Annual Conference, Atlanta, GA.


PHYSICIAN ASSISTANT


HEALTH SERVICES ADMINISTRATION


Cadzow, Renee. (2014). Sport, Physical Activity and Well-Being Among Rural and Urban Girls. Purdue University Kinley Trust Grant (subgrant), $6,500.


NURSING


OCCUPATIONAL THERAPY


PHYSICIAN ASSISTANT

Finney, Maureen. (2014). Geriatric Student Scholar Program. Health Foundation of Western and Central New York, $18,000.

INTERDEPARTMENTAL

MISSION STATEMENT

D’Youville College is an independent institution of higher education that offers baccalaureate and graduate programs to students of all faiths, cultures, and backgrounds.

D’Youville College honors its Catholic heritage and the spirit of St. Marguerite d’Youville by providing academic, social, spiritual, and professional development in programs that emphasize leadership and service. D’Youville teaches students to contribute to the world community by leading compassionate, productive, and responsible lives.