Ron Stone honored with inaugural outstanding alumni award

Even as a college student, Ron Stone knew he wanted his life's work to matter.

"I wanted to make a difference, not just make money," says Stone, who entered college planning to become an attorney, like his father. When he realized law wasn't his passion, Stone took a break from school to reassess his direction.

After two years of soul-searching, Stone re-enrolled in college with his sights set on medicine. He earned a bachelor's degree in nutrition/food science from Middle Tennessee State University, then came to Mayo Clinic in Florida for a dietetic internship.

Ron Stone accepts the award from MSHS Alumni Association President `Mark Longacre at the annual meeting in April 2010.

"Mayo's program was very competitive, and I'm drawn to a challenge," says Stone of his decision to apply to MSHS. But what really sold him were the institution's values.

"Mayo's core values — the way they treat their patients — appealed to me immediately," he remembers.

Two months before he completed his internship, Stone accepted an offer to become an outpatient clinical dietitian at Mayo Clinic. In the 11 years since, Stone has improved the lives of countless patients, enhanced the internship program that gave him his start, and encouraged the professionalization of nutrition staff.

During his first few years at Mayo Clinic, Stone developed an expertise in providing dietary guidance to bariatric surgery patients. Though Mayo Clinic's campus in Florida didn't offer bariatric surgery at the time, a number of clinic employees had bariatric procedures elsewhere and came to Stone for nutrition counseling.

"These patients had surgery, but no follow-up care," recalls Stone. "Successful bariatric surgery depends on following a special postoperative diet, and these patients hadn't been given the tools they needed to be successful."

Stone researched bariatric surgery and worked with Mayo Clinic colleagues in Rochester to develop a diet for postsurgical bariatric patients. Word spread about the "nutrition doc," and soon Stone was providing dietary advice to patients prior to surgery as well.

James Scolapio, M.D., medical director of the Nutrition Department, was impressed by Stone's work and asked him to develop a bariatric surgery protocol for Mayo Clinic patients in Florida, a challenge Stone welcomed.

"I wanted to create a foundation for these patients to be as successful as possible," says Stone. Although the surgery was performed at

Mayo Clinic's campuses in Arizona or Rochester, he developed a program that offered presurgical and postsurgical care in Florida. After five years, the Florida campus hired its own bariatric surgeon. Patients can now receive all care locally.

"Ron has made major contributions to bariatrics," says Sherry Mahoney, director of Nutrition Services and the Dietetic Internship Program at Mayo Clinic in Florida. "The program he started has grown into our Comprehensive Weight Management Center, which serves hundreds of patients each year.

In addition to his contributions to patient care, Stone has made significant contributions to Mayo's education efforts through his role as a mentor and preceptor to students in the MSHS Dietetic Internship program. Mahoney says that Stone has helped create a dietetic internship that is "over and above" other programs by providing interns with education and experience in quality improvement and business management. Under Stone's guidance, program participants complete a quality improvement project and also develop a business plan.

"Hospital departments need to be run more like businesses in order for us to provide the best care possible to our patients," says Stone. "The projects our interns complete allow them to develop the skills necessary to help a nutrition department improve and grow to meet the needs of its patients."

"Hospital departments need to be run more like businesses in order for us to provide the best care possible to our patients." —RON STONE

In 2008, Stone became assistant director of Nutrition Services in Florida, where he helps determine how the department can best contribute to the care of the clinic's patients. He's also used the position to help encourage his colleagues to pursue academic rank. Due in part to his efforts, 12 of 13 members of the dietetics staff at Mayo Clinic in Florida hold academic rank at the College of Medicine.

Just as he encourages his students and colleagues to keep learning, Stone is a perpetual student. This fall, he plans to begin working toward his doctorate in nutrition.

"Mayo has never stifled my desire to grow," says Stone. "Whenever I've wanted to do something to grow professionally, Mayo has always said yes. The institution has provided me with numerous opportunities and challenges throughout my career. It's a blessing to have that

Nominations open for 2011 alumni award

The Mayo School of Health Sciences Alumni Association Recognition of Outstanding Contribution Award honors an alumnus or alumna of MSHS programs whose contributions are exceptional in one or more of the following areas: clinical care, research, mentoring and education, or humanitarian endeavors. Ron Stone, Dietetic Internship 1999 and assistant director of Nutrition Services at Mayo Clinic in Florida, is the first recipient of the award.

The MSHS Alumni Association is seeking nominations for the 2011 Recognition of Outstanding Contribution Award.

The Alumni Association will consider graduates who are:

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

Self-nominations are encouraged. More information and the nomination form are available at http://www.mayo.edu/alumni/. This recognition will be presented at the Alumni Association annual meeting on April 29, 2011. Travel expenses will be covered for the recipient.

The nomination deadline is Jan. 15, 2011.

A great gathering of alumni

In April, more than 100 people attended the annual meeting of the MSHS Alumni Association — an evening of learning and reconnecting

1. *Brian Schreck (Physical Therapy — 1979), outgoing MSHS Alumni Association president, welcomes the group. Schreck works for Gentiva Health Services in Spokane, Wash.*

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7. *Keynote speaker Victor Montori, M.D., Mayo Clinic diabetologist and clinical epidemiologist, discussed how to ease the burden of care for patient.*

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Real Learning

Simulation allows MSHS students to take their education to the next level

A ventilator alarm sounds repeatedly for no apparent reason. During a patient education session, the patient isn't interested in learning. A drug pump won't shut off during surgery. There's a fire in the operating room.

Responses to each of these circumstances require skill, critical thinking and the ability to act quickly. During their education, most health science professionals are given classroom instruction on topics that relate to these scenarios. Some might witness them during their clinical training. But many never have an opportunity to truly test their abilities in such situations until they are called to do so on the job.

That's not the case at Mayo School of Health Sciences (MSHS). Students tackle these scenarios and many more in Mayo Clinic's Multidisciplinary Simulation Center. The 10,000-square-foot facility in the Stabile Building on the Mayo Clinic campus in Rochester offers students a realistic setting in which to develop their skills and gain clinical confidence in a no-risk environment. Although different MSHS programs use the center for a variety of specific activities, they all focus on one goal: enhanced learning.

To make the scenarios authentic, and to avoid lapses in learning, the center staff makes realism a priority.

Teaching with high impact, low risk

The Respiratory Therapy program uses the Simulation Center extensively to help students hone their skills on basic competencies, as well as low-occurrence, high-risk situations.

"We're often required to work with critically ill patients in the ICU," says Vanessa King, Respiratory Care program director. "When we're called, the patient usually isn't doing well. That's the least opportune time to say to a student, 'Go in first and see what you think.' It's hard to get a controlled setting in the clinical area to let students step up and see what they can do."

With no danger to patients, the Simulation Center allows students freedom to go beyond those learning limits. To make the scenarios authentic, and to avoid lapses in learning, the center staff makes realism a priority. The space, equipment and technology are the same that students find in the clinical setting.

"The fidelity of the surroundings increases students' emotional and psychological investment. It takes them out of the simulation mindset and

"A student may think he did well, and then watch a video of the simulation and find ways to improve." —AARON RINDFLESCH

allows them to function more as they would in a real-life environment," says Greg Coltvet, the center's operations manager. "Everything that's essential to the learning objective, we make as real as possible."

The genuineness of the surroundings immerses students in the task at hand and, according to Abdirashid Ahmed, a senior in Respiratory Therapy, makes for an educational experience students don't soon forget.

"In a real clinical environment, we're aware of the consequences of the decisions made, and we can see what happens," Ahmed says. "But it's a different level of learning when you're the one making the decisions. When you're allowed to use your critical thinking and communication skills and synthesize all the information that's coming at you in a complicated situation, and then make a decision, you discover your strengths and weaknesses. You remember what you learned."

Assessing the experience

Learning in the center goes beyond just students' actions in a simulated activity. After each exercise, students and instructors discuss what happened and often watch a video of the event.

Aaron Rindflesch, Ph.D., a Physical Therapy program instructor, uses the Simulation Center to work on students' patient education skills. They receive a patient profile, create an education plan, and then work with a "patient" in the center to deliver the education. Rindflesch believes the debriefings afterward are as important as the simulation.

"A student may think he did well, and then watch a video of the simulation and find ways to improve," says Rindflesch. "But it works the other way, too. Many students are anxious about the interpersonal interaction and aren't confident in their abilities. Then they take a step back, watch themselves and see that they are good at it. The debriefing gives them a more realistic sense of themselves as professionals."

A multidisciplinary team experiences a critical care scenario at the Mayo Simulation Center (ICU-simulation suite) designed to hone skills in crisis resource management.

To provide students with a different perspective, after they are finished with their own exercise, Rindflesch has them watch another student in the simulation and offer feedback to that peer.

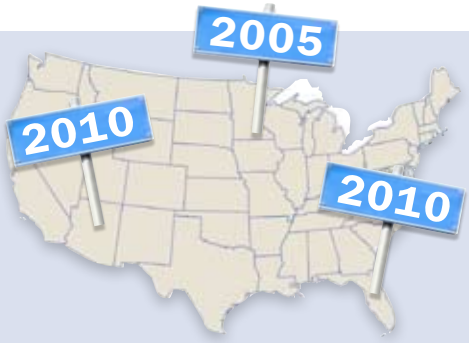
"Once I had gone through the simulation, I felt I had done my best," says Stephanie Hepburn, a second-year student in the Physical Therapy program. "But after I had a chance to receive feedback and then watch a peer, I was better able to critique my own performance. Seeing it from both sides helped me process what I had been through and cement my own learning more solidly."

Putting errors to work

Although the situations students encounter in the Simulation Center would be critical to get right the first time in a real-life setting, missteps are expected, and even welcomed, during simulation.

"We use the center to hone our senior students' crisis resource

Simulation education at Mayo Clinic



Soon, a multidisciplinary simulation center will be available to MSHS students at each Mayo Clinic campus:

- Mayo Clinic's first Multidisciplinary Simulation Center opened in October 2005 on the Rochester campus.
- Mayo Clinic in Arizona opened its Simulation Center in February 2010.
- A new Simulation Center is tentatively scheduled to open at Mayo Clinic in Florida by the end of the year.

To learn more about Mayo Clinic's Multidisciplinary Simulation Center, visit www.mayo.edu/simulationcenter.

management (CRM) skills," says Mary Shirk Marienau, Nurse Anesthesia program director. "The scenarios give students an opportunity to see the effectiveness of the communication, organizational and prioritization skills CRM teaches. Frankly, we know it's unrealistic to expect that students will always be perfect, so this is their opportunity to learn from their mistakes in a safe environment."

From Ahmed's perspective, that mindset works to students' advantage.

"The instructors emphasize our strengths and tell us to remember to take advantage of them. They also show us where we need work, and raise our awareness about situations when we need to call in help or be particularly mindful," he says. "The goal is to get in there and learn as much as we possibly can. That's the beauty of it. This is simulation. No one is going to die. It's all about the learning."

Sim Center caption...

[Cheryl Paulson]

CHERYL PAULSON

From student to specialist: Making a career of simulation

Bruises, arterial bleeds and fractured bones are all in a day's work for Cheryl Paulson. As a simulation specialist in Mayo's Multidisciplinary Simulation Center, Paulson works with instructors to create realistic settings for simulated education activities.

"I learn something new every day," says Paulson. "We simulate activities in a huge variety of specialties. For example, I may have to simulate a patient who's in an unusual type of labor for obstetrics. So I research the topic to find out how I can make the situation real in order to meet the learning objectives."

An alumna of MSHS's Respiratory Therapy program, Paulson completed her education before simulation was part of the curriculum. But in 2004, she joined a group that was creating a simulation lab at Saint Marys Hospital. She began work as a simulation specialist when the Simulation Center opened in 2005.

"When I went to school, we learned in the lab, on each other, and with patients in a limited way," says Paulson. "This is so much better. If students fail at first, it doesn't hurt a patient and it doesn't reflect poorly on Mayo Clinic."

Along with the risk-free environment, Paulson sees many other benefits to learning in a simulated setting.

"If an activity doesn't go well, students can talk through it. Sometimes, they can repeat the activity until they are confident in their abilities," says Paulson. "In the hospital, there's never a chance to go over a situation, review it, discuss it and learn from it in the concrete way you can in the simulation center. The self-reflection that the center allows is an excellent gift for these students."

A first-time meeting of the minds

Mayo School of Health Sciences started the new school year with a grand meeting of the minds.

With three locations, more than 100 programs, and courses of study that range from two-week rotations to three-year doctorate programs, it's a major undertaking.

But we did just that in August in Rochester, bringing together 48 program directors and administrative staff from all three campuses for the first time ever.

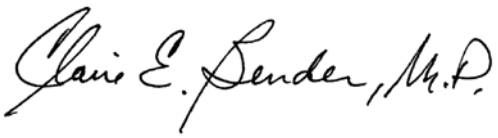
We invested in this gathering in the same spirit that Mayo Clinic is investing in ways to break down geographic barriers. Within MSHS, we already have great examples of collaboration between campuses. In two programs, Sonography and Echo, students in Arizona, Florida and Rochester have the opportunity to interact with their peers and instructors (who may be at other sites) via interactive videoconferencing. Several programs, including Nurse Anesthesia and Nuclear Medicine, offer students clinical rotations in other Mayo sites.

Looking at the possibilities, we can do much more. Our meeting was an important step forward. The goals were twofold. First was learning together and from each other about ways to recruit, welcome, educate and support students of all backgrounds. The first day of our retreat focused on cultural communications and health disparities.

Secondly, our gathering offered the opportunity to get to know one another better. For example, Dietetics program directors from Rochester and Florida had never met face to face. Our gathering allowed this pair and many others to talk about their programs, exchange curriculum ideas and discuss overall ways to improve programs.

In my mind, I see MSHS locations as three points of a triangle, with information and ideas flowing freely in both directions from all corners. Longer term, we'll plan to open up our triangle to include Mayo Health System. (Then geometry symbols won't work any more!) MSHS leaders see many opportunities for closer alignment, where our students can gain practical experience at Mayo Health System hospitals and clinics and MSHS educates students to better meet employment needs.

With our collective bright minds in many places, I'm looking forward to another great school year.



Claire Bender, M.D.
Dean, Mayo School of Health Sciences

[event photo]

Caption....

Learning while helping others

Students at Mayo School of Health Sciences increasingly are finding new learning opportunities at the intersection of education and volunteerism.

Service learning is part of the curriculum of several MSHS programs, giving students a chance to apply what they've learned through the services of a nonprofit organization.

As part of its transition from a master's to a doctoral program, the Physical Therapy program added service learning in 2006. "We thought the potential for learning was extremely high," says Aaron Rindflesch, P.T., Ph.D., who coordinates service-learning as an assistant professor and the program's director of clinical education. "In three years, students get plenty of classroom instruction and lab instruction. This is a chance for hands-on experience with patients that also provides a learning opportunity."

At the same time, service learning offers students a way to give back to the community.

"We knew that many of our students had volunteered at a food shelf or given seniors rides to medical appointments," Dr. Rindflesch says. "We tried to take that spirit of volunteerism and apply it to something that can benefit both our students and the community."

Service learning usually requires the student to evaluate the experience and may include an evaluation of students by those served.

Lisa Buss, Pharm.D., student education coordinator for the Outpatient Pharmacy program, says service learning is a highlight for students.

"The students love it," she says. "They have the opportunity to be an important part of the health care team. It gives them confidence that they can apply their classroom knowledge, and they like being able to make a difference. Time and time again, our students see so much gratitude from the people they help."

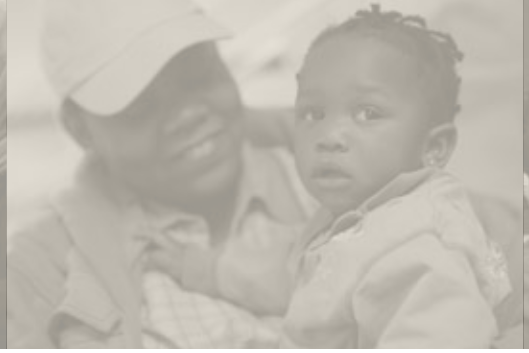
Offering medication counseling

Medical and pharmacy students staff the Salvation Army's REACH Clinic, which offers free care to Olmsted County adults who have no insurance and a limited income.

"Any experiences talking with patients about their medications and disease states are extremely helpful," says pharmacy student Ashley Gray. "You can read a book about anything, but direct patient care and the opportunity to work directly with students from other health care professions is beneficial."

REACH, short for Rochester Education and Advocacy for Community Health, a program of the Salvation Army's Good Samaritan Health Clinic, began about 18 months ago. On Tuesday and Thursday mornings, students see a patient together. The medical student takes the patient's history and conducts a physical assessment. The pharmacy student compiles a medication history. Then they discuss their findings with a consulting physician, and all three meet with the patient. Later, under the watch of a licensed pharmacist, the pharmacy student fills any prescriptions and counsels the patient on the medication, dosing and side effects.

Pharmacy student Ashley Gray counseled patients at the Salvation Army's Reach Clinic, which offers free care for adults in Olmsted County, Minn.



"It's great that pharmacy students are willing to come here and make it part of their learning experience," says Wendy Evenson, a registered nurse and medical clinic coordinator for the Good Samaritan Health Clinic. "They provide some very good information and make it possible for patients to get medication right away."

Gray saw four patients in two days, gaining an early introduction to teamwork and insights on practical medicine. For example, she initially wondered why one patient with a common diagnosis was not taking the recommended medication, only to learn that medication allergies led to the next-best option. And, when a patient with insulin-dependent diabetes couldn't afford blood-glucose monitoring, she was able to provide the testing supplies that help manage the disease.

Before patients left, Gray provided information about the prescription and what they could expect and might feel.

"I hope they had a better understanding of their medication," Gray says. "I think I made a difference."

Turning surplus food into meals

As part of the foodservice component of the Dietetic Internship Program, Katie Hackman spent one evening volunteering at Community Food Response (CFR), which distributes surplus food from local restaurants, grocery stores and foodservice operations, including Mayo Clinic.

Based at a Rochester church, the program turns food surplus into dinners and breakfasts for needy families. In packing meals, Hackman did instant meal planning for dozens of families, including several on a low-sodium, diabetic or gluten-free diet.

"I feel good about the choices I made," says Hackman, an L.P.N. at Mayo Clinic for five years before choosing to become a dietitian. "It was very fulfilling to know that I was helping somebody and being part of that generosity."

> "Seeing a smile on a kid's face and helping them achieve something they couldn't do before, we knew we were having an impact." — JUSTIN HAHN

Teaching safe transfers

For their service-learning project, second-year Physical Therapy student Britta Patterson and two classmates developed a two-hour class on safe patient transfer techniques through Elder Network, a nonprofit organization that helps older adults remain in their home. The classes primarily reached current caregivers but also future caregivers and a nursing assistant.

She was surprised that caregivers rarely receive information on how to move loved ones who need assistance. Improper techniques can increase the risk of a fall for the patient or an injury for the caregiver. Their class provided safety tips, a handout with pictures of the techniques and instructions, and a chance for attendees to practice on the students.

"I thought it was a fabulous experience," Patterson says. "Participants were very appreciative. They said they would go home and use the techniques we taught them. Indirectly, we were helping their whole family."

Coaching Swim Instructors

Justin Hahn and two classmates developed an educational program for volunteers in an adaptive-swimming program for children with disabilities. But, first, they spent eight to 10 Thursday nights in the pool, helping the children gain confidence in the water and learn swim strokes.

"Seeing a smile on a kid's face and helping them achieve something they couldn't do before, we knew we were having an impact," Hahn says.

Working one on one with three children per night helped the students conclude that they could help most by sharing their knowledge of physical therapy with the volunteer instructors, who had no medical or swimming background.

They designed a lecture and in-pool demonstration, hoping to transform water activity into a fun style of therapy that improves the child's range of motion, builds strength and emphasizes efficient movements. Then, they gave the director of the program, sponsored by the Rochester Park & Recreation Department, a videotaped version on DVD to ensure their lessons would benefit young swimmers in coming years.

"It was an awesome experience to help these kids and know that we'll have a lasting impact," Hahn says.

Staying connected

MSHS ties advance careers, help secure jobs

It was almost like they never left. Tim Fuller and Katy Kingland had different reasons for leaving Mayo after graduating from Mayo School of Health Sciences. But both stayed in touch with fellow graduates and instructors, and those connections played a big role when they both eventually returned to Mayo. `

Training at Mayo

After moving his family from Chicago in 2007, Fuller was in the first class of the new Echocardiography program at Mayo Clinic in Arizona. "I absolutely loved my time there," he says of his training. "Because it was the first year, I felt like we were helping to set up the program."

Heading towards graduation with honors in early 2009, Fuller looked forward to continuing his career at Mayo, but the economy's tailspin intervened. "I would have stayed at Mayo if they'd had a position for me," he says. "But when that wasn't going to happen, I started looking all over the country. Fuller says employers took note of MSHS on his resume. He found a job in Portland, Ore.

[Tim Fuller]

Tim Fuller caption...

Kingland, who grew up in Iowa, says family members had come to Mayo for care for years. "They always had such good things to say about it," she recalls. "I knew that I'd want to be part of a community like that for my radiography training."

Kingland formed lasting friendships during her training, but after graduation she decided to leave. "I had completed two years at Iowa State, and I really wanted to finish my bachelor's degree," Kingland says. "I also wanted to know how it was to work somewhere else before I put long-term roots down."

So in 2006, Kingland took a job as an X-ray technologist at the University of Iowa while she completed her degree in interdepartmental studies there.

Like they never left

Just because Fuller and Kingland left Mayo, though, doesn't mean Mayo left them.

"I stayed connected with all my friends and supervisors," says Kingland. "We e-mailed and talked on the phone, and when I came to Rochester to visit, I'd stop by the school from time to time to see how my instructors were doing."

Although it was mostly to maintain friendships, Kingland knew that staying connected was important for her career, too.

"In the back of my mind, I knew I would come back to Mayo eventually," she says. "But even if I hadn't, it's still important to stay connected to the people who helped to develop you in your training and your career. You never know how they can help you down the road."

Fuller thought of his networking as catching up with friends, too. "I never turned it into a professional 'keep me in mind' kind of a thing," he says. "But I would check in with the Echocardiography program director in Arizona to see how the second year was going, as well as keeping in touch with others from my class to compare notes on our work."

He also found the experience and knowledge of his Mayo colleagues to be invaluable.

"If I had any questions about the care of a patient or a certain disease, I would send e-mails to my teachers at Rochester and Scottsdale, or to the Mayo doctor who authored a key study," says Fuller. "I definitely benefited from being connected to the wealth of knowledge at Mayo, even while I was in Portland."

Back at Mayo again

Just over a year after settling with his family in Portland, Fuller got a call from one of his instructors at Mayo Clinic in Arizona. "I was told that a cardiac sonographer job might be coming up soon," he recalls.

Although he had reservations about uprooting his family again so soon after another cross-country move, Fuller applied for the position. "It wasn't an easy decision, but when it came down to the long-term plan for our family, it was an absolute no-brainer," he says.

Fuller started his position at Mayo in May 2010. "I'm happy to be back," he says. "I was so thoroughly impressed with my colleagues during school, and I feel like they're going to keep me at the top of my game. The team-driven patient care model really makes a difference."

As for Kingland, she was just wrapping up her bachelor's degree in 2008 when she found out from several school friends that a position was opening up for an X-ray technician at Mayo Clinic in Rochester. "I had so many people on my side, looking for a job to open up for me," she says. And despite strong competition due to the short supply of radiography positions in recent years, Kingland got the job.

Her experience away from Mayo was advantageous, too. "I gained so much perspective about how other places do things, and how fortunate I am to have such a good work environment here at Mayo," she says.

[Katy Kingland]

Katy Kingland caption...

CONNECT VIA THE WEB

Looking for more ways to connect?

MSHS website

On the password-protected networking website for MSHS graduates and students, you can share information about jobs, job searches, family additions and more. To register, go to www.mayo.edu/alumni, select "Mayo School of Health Sciences Alumni Association" and click on "MSHS Login."

MSHS on Facebook

If you're on Facebook, click on "like" MSHS to get the latest updates, events and photos in your News Feed. Search for the "Mayo School of Health Sciences" organization page and click "like."

Family ties

Craig St. George is — finally — happy to follow parents' path

Craig St. George was determined not to follow in his parents' footsteps.

His father, Frank St. George, a sonographer, helped get the Radiology Department up and running when Mayo Clinic opened its Florida campus in 1986. Craig's mother, Janiece, has worked in administrative support positions at Mayo Clinic for almost 20 years.

After high school, Craig played soccer in college on a scholarship, quit that, worked various jobs, returned to college for a semester, decided to become an artist, moved in with friends, returned to school, and then moved back in with his parents at age 21.

Craig St. George, graduate of the MSHS Radiography program, is a supervisor in interventional radiology at Mayo Clinic in Florida. Dad Frank St. George is clinical coordinator of the MSHS Sonography program in Florida.

"I had no direction," says Craig. His parents suggested he explore something in medicine. "It's probably the best thing that ever happened to me," says Craig.

In 2000, Craig was hired as a hospital transporter at Mayo Clinic in Florida, moving patients between their rooms and the Radiology Department.

"Patient transporters are the first faces patients see before they get to radiology and the last face they see when they leave the department," says Craig. "I loved being around patients and helping them, and I loved the hospital environment."

A year later, Mayo School of Health Sciences started its Radiography program in Florida. Craig applied but didn't make the cut because of his low grade-point average. He began taking college classes and, to everyone's surprise, earned A's. He was accepted into the second Radiography program class.

At graduation, Craig received the MSHS award for Radiography Student Excellence, given to students who have a high GPA and demonstrate outstanding clinical competence.

"No one ever thought I'd win an award like that, but I found something I was good at — my niche," says Craig. After graduation, he worked in interventional radiology at Mayo Clinic for a year and then became a clinical instructor in the Radiography program.

"Radiography changed my life, and I wanted to be an integral part of the program so that I could hopefully change others' lives," he says.

After four years of teaching, Craig took a position in interventional radiology at Mayo Clinic and is now a supervisor. Last spring, he completed his bachelor's degree and will begin working toward a master's degree in health care administration this fall. Once he graduates, he plans to return to teaching.

> "My dad always spoke highly of Mayo Clinic. I should have listened to him earlier."
>
> —CRAIG ST. GEORGE

"Being an educator in radiography is what I want to do forever," he says.

Frank is proud of his son's perseverance. "When Craig didn't get into the Radiography program on his first try, he was really upset. He crumpled up the rejection letter and threw it on the floor," says Frank.

Frank retrieved the letter and gave it back to his son when he graduated. "It hangs in his office today, to motivate others to keep trying," says Frank.

Frank says watching Craig's career develop has been gratifying. "When Craig was a young man, if someone had told me he'd work in an educational setting one day, I wouldn't have believed it," he says. "We're so pleased he has stayed at Mayo."

Frank has since followed in his son's footsteps. In 2004, he became clinical coordinator of the MSHS Sonography program in Florida.

Family ties

Jay Phillipe to join parents' physical therapy practice

Jay Phillipe grew up around physical therapy. His parents, John and De Anna, own and practice at the Physical Therapy and Hand Clinic of Hillsboro, near Portland, Ore. John and De Anna graduated from the Physical Therapy program at Mayo School of Health Sciences in Rochester in 1974 and 1975, respectively.

When Jay decided to look at physical therapy programs, his parents insisted that he at least apply to Mayo Clinic. "Jay was interested in West Coast schools since that's where he grew up," says De Anna. "We had such a positive experience at Mayo. We knew if Jay interviewed at Mayo, he'd never look back."

Jay and John visited MSHS in Rochester in January 2008 on the coldest day of the year. "It was 31 degrees below zero, and I was worried Jay would say, 'I can't live in this bitterly cold place,'" says John. But that wasn't the case.

"After my visit, I knew it was the place for me," says Jay, now a second-year physical therapy student. "From the moment I walked in and met the faculty, I felt at home and welcomed. The faculty stresses a team environment and helps you succeed. The class is small in comparison to other programs, so we get to know each other well."

Other pluses Jay noted were the experience of the faculty and the breadth of student experiences. "It's a huge advantage to learn from professionals who practice physical therapy and do research," he says. "Students get to see it all at Mayo — physical therapy in orthopedics, sports medicine, inpatient rehabilitation, pediatrics, geriatrics, pain rehabilitation and acute care. You get to see patients with unique diagnoses that some physical therapists only read about in textbooks."

Jay Phillipe modeled a coat with history when his parents, John and De Anna Phillipe, visited Rochester this spring. When John moved from California to Rochester as a MSHS student, he bought the heaviest down coat he could find. Dubbed the carrot coat, it went into storage after his graduation. John pulled out the coat when son Jay left for Rochester. Jay howled with laughter when he saw the puffy bright orange jacket and said he'd never wear it. He eventually did, taking quite a bit of ribbing from his fellow students.

Jay credits his parents' enthusiasm for their work with his interest in physical therapy. "Even after practicing for 35 years, they still love their work," he says. "I appreciate what they do, helping their patients get back to work and the activities they enjoy. I want to do that too. I can learn a lot from my parents." He plans to practice with his parents.

"We've tried to incorporate the model of care we learned at Mayo," says John, who started his practice with Wayne Crinklaw, a 1968 graduate of the MSHS Physical Therapy program who is now retired. One of their employees, Molly (Daly) Cruz, also graduated from MSHS's program in 1995. "We couldn't be happier that Jay is experiencing all that Mayo and Rochester have to offer and will join our practice."

Alumna Profile

Advancing her skills to return to her roots

Norria Brice grew up on a Navajo reservation in Tuba City, Ariz., and plans to return there to practice medicine.

"I'm Navajo. That's my home. My parents are from there, and that's where I want to be," she says. "I want to provide care for the Native American people."

After completing her associate's degree, Brice worked as a nurse at Tuba City Regional Health Care Corporation (TCRHCC) for eight years. There were a few Native American nurses and no Native American physicians.

"I feel that Native Americans identify more with their own people than they do with non-Native Americans," she says. "They will listen more to me because I can identify with their culture and way of life."

While she worked, she studied. In May, she received a master of science degree in nursing with an acute care nurse practitioner focus from the University of Arizona College of Nursing. As part of her clinical experience, she completed a nurse practitioner internship through the Mayo School of Health Sciences in Arizona. And she's not done. She's pursing a doctorate in nursing practice at the University of Arizona and hopes to graduate in 2012.

Brice has pursued her educational goals later in life and has done it while raising six children. Three are now in college.

"My being in graduate school has been challenging for my family, but they have been supportive and do whatever they can to help," says Brice. "I wish I'd done this earlier in my life. I don't have as much time as I'd like to make a difference to the Navajo people."

One of Brice's goals is to develop culturally appropriate programs for health promotion for the Navajo. Brice points out that health care is free for people who live on the Navajo reservation, but that does not mean they access care.

For example, she says that information about heart disease risk factors or symptoms of a heart attack isn't readily available on the reservation, in English or the native language. "Native Americans have higher risk of heart disease, partly because of higher rates of obesity and diabetes," says Brice. "This is a significant problem, and I want to help improve it. Once I set my mind to something, I usually do it."

She set her mind on medicine at an early age. Brice's interest in medicine was piqued in her youth by an uncle who was a physician assistant. He shared his medical journals with her.

"We didn't have electricity or running water when I was growing up, so I did my homework and read by kerosene lamp," she says. "I was interested in the body and how it works, and wanted to help people like my uncle did."

That's exactly what she's doing, as a role model, a student and, as a health care provider. "I'd love to see more Native Americans inspired like I was to further their education so they can help their people," she says.

A nurse, student and mom, Norria Brice, lower right, had plenty to manage as she pursued her master's degree in nursing. She's shown here with her family.

Alumus Profile

Athletic trainer intern learned 'from the best of the best'

A lifelong baseball fan, Andrew Jedlicka has a dream job.

During the 2010 baseball season, Jedlicka is a strength and conditioning intern with the Philadelphia Phillies' rookie-level team, the Gulf Coast Phillies in Clearwater, Fla.

"I love sports. They've been a big part of my life since I was little," he says. "I especially love baseball and would like to continue to work with professionals."

Jedlicka's responsibilities with the Phillies include guiding players in the weight room, conducting warm-up exercises, conditioning pitchers as they come out of games, and conditioning other players after games.

When his internship ends, Jedlicka plans to attend graduate school to earn a master's degree in exercise science or athletic training.

Jedlicka's path to professional baseball began in Rochester with the Honkers Baseball Club, a summer collegiate baseball team. Mayo School of Health Sciences offers a summer athletic training clinical internship and a sports team internship. Jedlicka scored the sports team internship. He worked with the Honkers' athletic trainers, attended their home games, shadowed physicians and physical therapists in the sports medicine clinic, worked at Rochester Community and Technical College soccer games, and helped run a performance enhancement camp for high school girl athletes.

Andrew Jedlicka's path to professional baseball began with a MSHS sports team internship, where he worked with athletic trainers for the Rochester Honkers Baseball Club. In 2010, it was on to a bigger league. He was a strength and conditioning intern for the Philadelphia Phillies rookie-level team, the Gulf Coast Phillies.

"I got to learn from the best of the best at Mayo," says Jedlicka. "One of my fellow students at the University of Northern Iowa did an internship with the National Football League, and he didn't get to do the kinds of things I got to do at Mayo."

In addition to his work with athletes, Jedlicka spent two days observing orthopedic procedures and surgeries, including a knee replacement. "Another day, I went to the lab to watch residents practice arthroscopy on cadavers," he says. "I got to participate and use a scope to see how to trim a torn meniscus in a knee joint."

Many athletic training professionals don't have these kinds of experiences, he says. "It helps me to better understand anatomy and the importance of injury prevention," he adds.

Jedlicka shared his stories about his Mayo experiences with one of his college professors, and she was impressed. He says that she advised, "You need to tell others so they know to apply for the Mayo internship."

Alumna Profile

Chaplain Bartz feels blessed to serve

As chaplain, Danielle Bartz offers compassion and support to patients, families and hospital staff.

Danielle Bartz says she's doing what she was meant to do. A 2009 graduate of the Clinical Pastoral Education program at Mayo School of Health Sciences, Bartz is chaplain at MaineGeneral Medical Center's 120-bed Thayer campus in Waterville, Maine.

Bartz received a master of divinity degree from Eden Theological Seminary in St. Louis. "I prefer being in a medical environment," she says. "It's a different kind of ministry — very personal."

Chaplain Danielle Bartz, chaplain at MaineGeneral Medical Center, attends rounds with medical staff to gauge patients' needs and as well as be a resource to care providers.

MSHS prepared her well for the job. "Mayo taught me what makes a good medical chaplain," she says. "You must be comfortable moving within a busy medical system and be able to comprehend medical-speak and translate it into the possible emotional impact on patients."

"You must also be compassionate, supportive, caring and open to people of every religious tradition and those with no religious tradition, and able to just be with people — to sit with them when they are ill or a loved one is ill," she adds.

Bartz sees inpatients at MaineGeneral within 72 hours of admission. She attends daily rounds with medical staff to stay current on the status of patients and to be a resource to staff.

"I provide as much pastoral care to staff as I do to patients," she says. "It's important to be well-known among the hospital staff."

Bartz, a native of Rochester, Minn., appreciates the value that was placed on education during her residency. "Mayo recognizes that residents are students," she says. "While we were given a lot of responsibility, program leaders also made sure we learned. I was wonderfully prepared to work in a medical environment and for the emotional effects of chaplain work."

For example, Bartz recently helped a patient by trying to locate a sister she hadn't spoken to in 25 years, only to learn the sister was deceased. "It was hard to deliver the news to the patient, who wanted to reconnect with her sister," says Bartz.

Also, Bartz recently had to call in police and crisis workers when a patient's wife became a danger to herself. "Those are trying days," she says.

Bartz emphasizes that a chaplain's work doesn't only involve difficult situations. "Many patients have an amusing outlook on life," she says. "One patient I see regularly tells me jokes and makes me laugh. Seeing him helps to nurture my spirit."

> "I provide as much pastoral care to staff as I do to patients. It's important to be well-known among the hospital staff." —DANIELLE BARTZ

Bartz says that some of her most moving experiences have come during her work with mental health patients. She leads inpatient and outpatient groups for patients with mental health concerns. "Often, these individuals are in the margins of society and are looked down upon by much of society for diseases over which they have little control," she says. "To me, they are the essence of humanity. It's so rewarding to see them progress from inpatient to outpatient."

Regarding her patients, she says, "It is a blessing for me to be able to serve in this way."

Ron Stone cont.

sort of support from an employer."

That support was wisely placed. Stone has truly made a difference at Mayo and beyond.