Building knowledge and teamwork, together
I’m not one for drama but this is true — Mayo Clinic changed my life. I never considered Mayo as just a school but as a place I needed to be, to be the best I can be.

When I completed my studies at Mayo School of Health Sciences, I took away much more than my academic learning. My career has been shaped by the compassion I saw there and the bonds formed with other students, staff, teachers and alumni.

I’m a Radiography Program graduate (2000). I worked at Mayo Clinic for a year after graduation then enrolled in the Radiation Therapy Program (2002). That solid learning has allowed me to find great employment. My first employment adventure away from Mayo resulted in a move to MD Anderson Cancer Center, but the Houston temperatures had me yearning for clouds. I’ve been at the Seattle Cancer Center Alliance for almost six years.

It’s amazing where our Mayo foundation can take us. Consider Ron Caulk, recognized by the Alumni Association for his outstanding contributions to his field. He helped launch an international organization for nurse anesthetists and has literally traveled the world. (Read about Ron’s remarkable career on page 4.)

Where has your career taken you? Which way would you like your career to grow? Chances are, there are MSHS alumni who have traveled a similar path and could offer some insights or contacts.

As the new president of the MSHS Alumni Association, I hope we can all learn from each other and find more ways to connect. Just as each one of you has made a commitment to providing excellence in the medical community, the MSHS Alumni Association strives to provide excellent support and information to all of you. The Alumni Association can be a catalyst to make lifelong connections. Over the years, the Alumni Association has helped meet the needs of our alumni and our community, and we’re always open to finding new ways to serve you.

Whether you are new graduates or longtime alumni, the Alumni Association board members would like to hear your ideas to make this organization more useful and tangible to you. Your suggestions will make it happen.

Check out the Alumni Association website at www.mayo.edu/alumni.

A Facebook fan? MSHS has a page.
Email to mshsaa@mayo.edu.
And yes, we take phone calls, too, at 507-284-2317.

Jerrod Ernst, president
Mayo School of Health Sciences Alumni Association
NP-PA mixer
Learning suturing, casting together

Outstanding alumni honoree
Nurse anesthetist Ron Caulk’s global calling

Alumni all together
Recap of the 2011 Alumni Association meeting

Professionalism 101
New course on workplace values

Faith, hope, stress management
Resilience training helps on and off the job

First-year pharmacist
Doing it all — patient care, research, education

Sonographer trio
Career paths beyond Mayo Clinic

Loving memory
Scholarship honors Carolyn Coco

Student research
In-depth look at award-winning study

Research mentor
Students benefit from expert guidance

A place to call home
Working to end youth homelessness

In the news
Bringing bingo to cancer patients; second graders check out Radiography; awards, recognitions

Grocery store dietitian
Brenton Lexvold dishes out healthy advice for shoppers in Rochester, Minn.
Building knowledge and teamwork, together

Collaboration among programs gives students opportunities to learn with — and from — each other

Teamwork has always been a hallmark of Mayo Clinic. Mayo’s multidisciplinary practice is designed to ensure that health care professionals from many areas of expertise can come together to meet patients’ needs.

But historically, health care providers have, for the most part, been trained in isolation from one another. Doctors attend medical school. Nurses go to nursing school. Allied health professionals are enrolled in specialized programs.

Mayo School of Health Sciences (MSHS) is working to change that teaching model.

To foster communication and teamwork, students from different disciplines are learning side by side and, in the process, gaining a better appreciation of one another’s backgrounds and strengths.

Common goals
“The students we’re teaching today are going to work in team settings tomorrow,” says Robert Adams, director of the MSHS Physician Assistant Program. “They will be part of groups made up of physicians, nurse practitioners and physician assistants, among others, working together for the benefit of patient care. We work in integrated practices, so the idea of collaborative, integrated training just makes sense.”

To give students the experience of integrated training, MSHS has initiated workshops, simulation training and classes that include learners from across the spectrum of care. For example, physician assistants (PAs) and nurse practitioners (NPs) collaborate in a suturing and casting workshop (see page 3) and learn together in a radiology course. Alongside internal and critical care medicine residents, NPs receive training at Mayo Clinic’s Multidisciplinary Simulation Center.
on central venous catheter placement, airway management and intubation. “Collaborative training is important because it shows students that even though they may come from different learning models and diverse backgrounds, they’re all working with the same goal in mind: to provide the best care and outcomes for patients,” says Claudia Swanton, director of the MSHS Nurse Practitioner Clinical Residency Program.

Shared benefits
Students aren’t the only beneficiaries of collaborative learning. As an instructor for the casting and suturing workshop, as well as the integrated radiology course, Adams sees advantages for faculty, too. “I’m excited to teach this way because participants from different areas come with a variety of perspectives on the topics,” he says. “From an instructor’s standpoint, differing viewpoints foster a more robust learning environment.”

In addition, integrated courses provide a cost advantage. In the past, providing two separate casting and suturing workshops for NPs and PAs cost MSHS $3,820. Expenses associated with the combined workshop in 2010 were $1,960.

Given the benefits of collaborative education, MSHS plans to expand this model of learning. “The more rapport, collegiality and understanding we can build between health care professionals, the better,” says Swanton.

NPs, PAs join to learn casting, suturing
Mastery of casting and suturing is a must for all NPs and PAs. So a workshop focusing on these basic skills is nothing new. But in 2010, MSHS added a novel twist. Instead of separate workshops for NPs and PAs, the school combined the groups and paired them up to learn together.

“NPs and PAs typically come from different perspectives and educational approaches,” says Claudia Swanton, director of the MSHS Nurse Practitioner Clinical Residency Program. “NPs often come out of a nursing tradition, while PAs usually have more of a medical model of care. But because NPs and PAs often work together collegially, it’s important to expose them during their training to collaboration with one another.”

This seemed like a sensible approach to Danielle VandeBerg, a 2011 graduate of the MSHS Physician Assistant Program, who participated in the casting and suturing workshop. “It was a two-in-one learning experience,” says VandeBerg. “Suturing and casting are bread-and-butter skills we all need. But the bonus was getting a chance to talk with each other, learn about the different programs, and find out about one another’s backgrounds and goals. That really made it a rich experience and reinforced the value of teamwork at Mayo Clinic.”

For Shanna Anderson, a 2011 nurse practitioner graduate who also participated in the workshop, the uniqueness of the experience made an impression. “This isn’t an opportunity we would get through an NP program alone,” she says. “Learning with the PAs, we all had an opportunity to gain understanding and appreciation for one another that we couldn’t get anywhere else in our training. We have the same goals. We often work together. We should understand each other.”

Robert Adams, director of the Physician Assistant Program, checks a cast application on PA student Kirsten Dier.
Ron Caulk’s positions as president and executive director of the International Federation of Nurse Anesthetists took him around the world. But his passion for the field began in his own backyard.

“Growing up, one of our neighbors was a nurse anesthetist and that sparked my interest,” says Caulk, who began working at Mercy Hospital in Des Moines, Iowa, when he was 15 years old.

“I started running the elevator on weekends and became a surgical technician by the time I graduated high school,” he says. When word leaked that Caulk was applying to nursing school, he was encouraged to apply to the Mercy Hospital School of Nursing — even though the school had never enrolled a male student.

Caulk became the first and was the sole man among 60-some classmates.

“It was a lot of fun,” he says of his experience as a trailblazer.

At Mercy, Caulk met a neurosurgeon who had completed his fellowship at Mayo Clinic and encouraged him to apply to Mayo’s nurse anesthesia training program.

Caulk did and was accepted. “Mayo had such a good reputation, and I knew I would have opportunities for experiences there that I wouldn’t have elsewhere,” he says. “I also knew the institution’s reputation would open doors. The words ‘Mayo Clinic’ were like two magic words. And they still are.”

After graduation, Caulk worked for two years as the sole anesthesia provider at Sacred Heart Hospital in Fort Madison, Iowa. He then became the chief nurse anesthetist and director of nursing service at Hoemako Cooperative Hospital in Casa Grande, Ariz. His last position in Arizona was as a staff nurse anesthetist at the Veterans Administration Hospital in Phoenix, Ariz., where he practiced for 12 years.

Advocate for nurse anesthetists

While in Arizona, Caulk began his career-long involvement in professional organizations.

“I always knew I wanted to be involved in my profession,” he says. “I felt I needed to become an advocate for nurse anesthetists.”

Caulk became a member of the Arizona Association of Nurse Anesthetists, serving on various committees before becoming president in 1968. His leadership in the Arizona organization led to positions in the American Association of Nurse Anesthetists (AANA). He was elected president of that organization in 1977.

Following his AANA presidency, Caulk followed his heart and returned to the Midwest.

“I fell in love with a nurse anesthetist and moved to Chicago to be with her,” he says. That nurse anesthetist became his wife, Susan, who was the director of continuing education, certification and

The Mayo School of Health Sciences Recognition of Outstanding Contribution award honors alumni of MSHS programs whose contributions are exceptional in one or more of the following areas: clinical care, research, mentoring and education, or humanitarian endeavors. This year’s recipient is Ron Caulk, Nurse Anesthesia Program, 1962, who served as executive director of the International Federation of Nurse Anesthetists prior to his retirement in 2004.

MSHS outstanding alumnus

Ron Caulk: Advancing nurse anesthetists around the globe

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“Mr. Caulk’s visit was a revelation to the scope of practice in the United States, which was beyond what I was accustomed to.”

—MARIAN KWANSA

Whether caring for patients, advancing the role of nurse anesthetists around the globe or learning about Native American cultures, Ron Caulk’s focus has been the same. “It’s all about the people, the relationships,” he says. “That’s what’s most rewarding.”

Kwansa, a graduate of the Mayo School of Health Sciences nurse anesthesia program and a nurse anesthetist at Mayo Clinic, first heard Caulk speak as a student at the only nurse anesthesia program in her native Ghana. He later wrote a letter of recommendation to accompany her application to graduate school.

“Mr. Caulk’s visit was a revelation to the scope of practice in the United States, which was beyond what I was accustomed to,” she says. “His visit made all the nurse anesthetists in Ghana aware of the practice in other parts of the world, which started us doing educational networking internationally and enhanced our scope of practice.”

When Caulk visited the Ghanaian school that Kwansa attended, he brought some textbooks as a gift. The school’s response overwhelmed him. “They had only one textbook for the entire school,” says Caulk. “The textbooks I brought were like gold coins.” The discovery prompted Caulk to initiate a used textbook donation program through the IFNA, which has sent much-needed textbooks to Israel, Palestine, Cambodia and numerous African countries.

In 2004, Caulk retired from the IFNA. He and Susan moved back to Arizona, where they’ve become active volunteers for the Heard Museum, which is dedicated to Native North American cultures and art.

“It’s a lot of fun to be doing something new,” says Caulk. “I work in the gift shop and get to meet the artists when they bring their art in to sell. I love it.”

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FALL 2011 | MSHS CONNECTIONS 6
In April, alumni representing many programs gathered in Rochester for the annual MSHS Alumni Association meeting and dinner. It was an evening of great conversation — about MSHS, career paths, jobs and healthy living.

1. Physical Therapy Program alumni were well represented. Left to right are: Brian Schreck, Brad King, Kathy Benke, Jan Maass, LeRae Miller, Gayle Sanderson, Bart Hanson, Andy Wood, Jim Williams and Brad Wehe.

2. Kathy Sagdalen (Medical Laboratory Technician, 1997) and her husband, Jeff.

3. Keynote speakers John Schulz, MD, and Dieter Heinz, MD, physicians at Mayo Clinic Health System in Albert Lea, discussed results of a yearlong community experiment in healthy living in their community.

4. Julia Young (Clinical Laboratory Sciences, 1993) and her husband, Michael.

5. Lynn Borkenhagen (Nurse Practitioner, 1998) and her husband, John.

6. Scott Fedraw (Clinical Neurophysiology Technology, 1995) and his wife, Leslie.

7. Jennie Goble (Physical Therapy, 2010) and her husband, Tony.

8. Carolyn Heyne (Physical Therapy, 1967) and her husband, George.

9. MSHS Alumni Association board members, left to right, Natalie Loeffler, Vanessa Scifres, Amy Fauri and Michelle Wilt.

10. Minerva Johnson (Nurse Anesthetist, 2005) and her husband, Dan.
Professionalism 101

MSHS adds all-school seminar to teach workplace values

There’s a new learning requirement for all Mayo School of Health Sciences (MSHS) students: professionalism.

“It’s not good enough to learn professionalism on the job,” says Michael Silber, MB, ChB, MSHS associate dean for academic and faculty affairs, who helped develop the curriculum. “We want our students to learn these values before they start work.”

Since 2010, MSHS has required students to participate in a one-time professionalism seminar. Students from all MSHS programs gather and then meet in cross-disciplinary small groups to discuss scenarios that touch on patient confidentiality, compassion, honesty, commitment to excellence and other aspects of professionalism.

Mayo Clinic’s view of professionalism is broad, says Dr. Silber, encompassing all interactions with patients and their families, staff, colleagues and other students.

While some of the attributes seem like commonsense, others are more complex. Dr. Silber says that complexity is why the seminar uses group discussions to encourage students to share experiences and viewpoints. Each group discussion is facilitated by a program director, an administrator or a faculty member.

The format has earned good reviews. “Most of us are well aware of what professionalism entails,” says Dr. Silber. Even so, more than 70 percent of participants noted in a survey that both small-group discussions and scenarios improved their understanding of professionalism.

The seminar is the first MSHS course ever required for all students, regardless of program. “We’re committed to teaching professionalism and teamwork,” he says. “It’s just as important as teaching technical skills.”

“I felt very comfortable talking about ethical issues with the small group. I didn’t feel as though I would be judged.”

—STUDENT PARTICIPANT
Caution: Unprofessional meeting in progress

The program director has scheduled a team meeting to review progress for a recently assigned team project. Looking around the conference table, the program director notices:

- **Jill Chillin** is slumping in her chair, with her legs stretched and crossed at the feet.
- **Phil Phone**, who is absorbed sending text messages on his phone.
- **Susie Crossarms** has her arms folded across her chest and is intently looking at the presenter.
- **Cathy Chattie and Nancy Nosy** are talking about a topic not related to the issue at hand.
- **Howard Hungry** is sitting on the edge of his chair with his legs spread and elbows propped on his knees while eating a bag of chips. Eager Howard speaks up, spewing pieces of chips across the table.
- **Gloria Good** arrives to the meeting early, well prepared to discuss the team project. Gloria is sitting erect in her chair with her feet on the floor, actively listening, nodding her head to illustrate understanding. Gloria speaks up, saying, “Like Dude, my BFF and I feel this team has like worked really good (she laughs) and like we completed our team goal.”

**What professionalism faux pas are students showing? What actions should the program director take?**

**SCENARIOS SPARK DISCUSSION**

This unfortunate meeting is one of more than a dozen scenarios that are part of the professional curriculum.

“This one is a bit exaggerated,” says Troy Tynsky, MSHS operations manager and a course facilitator. “For the most part, the scenarios are so real, so plausible, that it is very likely that every one of us will see them play out.”

Other scenarios include:
- Students, celebrating the end of final exams, get rowdy in a bar.
- A student continues to dress unprofessionally, even after reminders from a preceptor.
- An employee is offered sporting event tickets from a vendor.
- A colleague complains about a female patient’s request for an exam by a female provider.
- A student believes a peer has lied about the reason for a school absence.
- Without naming the patient, colleagues discuss the patient’s care in a staff area.

Context and answers are provided for each scenario. “But the answers aren’t always absolute,” says Tynsky. “This course isn’t about memorizing the correct answers,” he says. “We hope the discussions provide students with a framework to make good decisions in complex situations.”

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Hospital chaplains aren’t immune to stress that can weigh on the soul and interfere with their efforts to comfort others.

To help remedy that human frailty, six Clinical Pastoral residents attended an all-day workshop in March to build resilience — their ability to withstand and bounce back from adversity. Presented by Mayo Clinic’s Complementary and Integrative Medicine (CIM) Program, the Stress Management and Resilience Training (SMART) workshop offers strategies to help participants in their personal lives and on the job.

Science of resilience
“A lot of stress is involuntary,” says Amit Sood, MD, who developed the SMART workshop. He’s director of research and practice of the CIM Program and chair of the Mayo Mind Body Initiative, which explores wellness-promoting activities for the body, mind, and spirit. “It’s ingrained in biological mechanisms.”

The brain’s chemical responses are unable to distinguish between real and imagined danger, and respond defensively to modern threats that are largely the product of worry, explains Dr. Sood. These stresses engage the brain’s limbic system and cause people to spend excessive time thinking about the past and future. As a result, says Dr. Sood, performance and relationships suffer, stress escalates, and the risk of assorted health problems rises.

Science-based SMART techniques enhance resilience and reduce stress, allowing the brain to focus on the moment. (See SMART ways to de-stress.) “Applying simple techniques, people can be more effective pastors, more compassionate to themselves, their families and the patients they visit,” says Dr. Sood.

Roger Ring, Clinical Pastoral Education (CPE) program director, attended a SMART session as part of staff training and immediately saw it could benefit CPE residents. “I hoped they would gain serenity and the ability to stay in the present moment, emotionally and spiritually,” Ring says.

Living with more compassion
The CPE residents agree that SMART tools are helpful, personally and professionally. After practicing the SMART program for six weeks, chaplain resident Kyle Haack committed to another six weeks.

“I found it very inspiring,” Haack says. “I did find myself changed by it.” For example, he began silently blessing bad drivers on his daily commute. “It changed my perspective on the people I encountered.”

Chaplain resident Betty McManus gave the SMART program an eight-week trial. Finding that it aligns with her belief in the relationship between

Left to right, Betty McManus, Kyle Haack, both Clinical Pastoral Education (CPE) interns, say they have benefited from their new stress management skills. Roger Ring, CPE program director, recently scheduled the workshop for CPE interns.
ministry and self-care, she plans to continue using it.

Joyful attention, the daily habit of paying close attention to details in nature, has given McManus an effective way to alleviate stress. “It reminds me to be in wonder about the beauty that exists in our lives. Why hang on to stress and anxiety? If I intentionally focus on that beauty, I feel grounded and find a much better inner peace.”

SMART recently helped McManus respond to the needs of a mother who had just learned her child has a terminal illness.

“Paying kind, passionate attention to her grief helped me connect to her in ways that I hadn’t been able to before,” McManus says. “She grabbed me and hugged me. I let her rest in the love I was trying to give to her.”

McManus is convinced that resilience will be invaluable in her career as a hospital or hospice chaplain. “A chaplain is usually there to uplift spirits or be a companion in pain,” she says. “You’re exposed to situations that are quite devastating — stage IV cancer and people entering hospice. These new habits will help me stay buoyant so I can minister to others.”

### SMART ways to de-stress

Perception — a person’s view of daily interactions — directly impacts resilience, says Amit Sood, MD, director of research and practice of Mayo Clinic’s Complementary and Integrative Medicine Program and chair of the Mayo Mind Body Initiative.

During the Stress Management and Resilience Training (SMART) workshop, Dr. Sood teaches people to strengthen their resilience and well-being with tools that enhance the two key elements of perception: attention and interpretation.

#### Attention

Research studies suggest that humans instinctively focus on threat and imperfections. SMART helps achieve attention that is focused, relaxed, balanced, nonjudgmental and in the present moment.

**Tool 1:** Joyful attention. Use your senses to be fully aware in the moment. Spend time with nature. Find one new detail in your surroundings or the people you meet — at least four times a day.

**Tool 2:** Kind attention. Transform daily encounters by silently saying a kind thought or blessing for at least 20 people a day, especially when you sense an emotional response.

#### Interpretation

Interpretation is the human tendency to read something extra into reality. Stress causes a person to interpret an innocent comment or gesture as distrust or an insult, for example, and to react emotionally to the perceived threat. SMART helps replace judgmental and reactive tendencies with a calm, flexible disposition.

**Tool 3:** Daily themes. Use an anchoring outlook to interpret experiences, especially those with an element of stress.

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<thead>
<tr>
<th>DAY</th>
<th>THEME</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Gratitude</td>
<td>I am grateful for the opportunities in each challenge.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Compassion</td>
<td>I have compassion for each person I encounter.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Acceptance</td>
<td>I accept what is beyond control in myself, others and situations.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Meaning and purpose</td>
<td>I live this day with higher meaning, focused on service and love.</td>
</tr>
<tr>
<td>Friday</td>
<td>Forgiveness</td>
<td>I forgive myself and others.</td>
</tr>
<tr>
<td>Saturday</td>
<td>Celebration</td>
<td>I celebrate the good things in my life.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Reflection and prayer</td>
<td>I think about the higher principles that guide my life.</td>
</tr>
</tbody>
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Alumnus profile

Pharmacist finds his niche in practice, research and education

As a first-year, second-generation pharmacist, Daniel Jackson, PharmD, BCPS, is living his passion. Jackson completed a one-year Critical Care Specialty Pharmacy residency at Mayo School of Health Sciences (MSHS) in Florida in 2010. He’d already completed a yearlong General Pharmacy Practice residency at Shands Jacksonville at the University of Florida Health Science Center. For the last year, he has been a hospital pharmacist at Mayo Clinic’s Florida campus and recently transferred to a critical care pharmacist position.

“It’s more of a passion than a job,” he says. “I provide pharmaceutical care for patients in the hospital.” He also precepts pharmacy students and rotating residents, and is engaged in research. “My interest in research grew after being at Mayo Clinic. I like being involved in trying new things to enhance therapy for certain patient populations.” Jackson works on research involving intensive care patients with hemorrhagic stroke.

For Jackson, teaching is just as compelling as research. “I like the atmosphere and opportunities at a teaching hospital,” he says.

Jackson says he is grateful for the time others spent with him when he was a resident and eagerly gives back. “When you transition from student to resident, you’re dependent on others to show you the ropes,” he says. “The outcomes of a residency are proportional to the time and dedication the resident puts in. I want to help them succeed, so if I am working with residents, I don’t leave until their questions are answered.”

Jackson comes by the profession and dedication naturally. His father, Ken Jackson, RPh, owns a community pharmacy in Fort Pierce, Fla. “I saw my dad pour himself into helping people in his role as a pharmacist,” says Jackson. “He has a strong work ethic and was a role model for me.”

Jamila Russeau, PharmD, BCPS, coordinator, MSHS Pharmacy Residency Program in Florida, commends Jackson’s dedication to the profession. “Before he completed his residency, he’d already talked to me about precepting residents and students,” she says.

He already provides an example of what we want residents to do when they complete our program, says Russeau. He’s an active member of the Education Advisory Committee and resident selection process.

“Our residents often mention that he guides them and helps with their projects.”

Jackson considers himself fortunate to begin his practice at Mayo Clinic. “I knew this was where I wanted to work, and my residency made me confident in my ability to care for patients,” he says. “Mayo’s core values align with the values I hold as a pharmacist — the needs of the patient come first, and a focus on research and education of future practitioners.”

Daniel Jackson, PharmD, BCPS, is a critical care pharmacist on Mayo Clinic’s Florida campus.
Making nutritious food purchases when faced with a supermarket full of choices can be tough for anyone. Add in the dietary restrictions that accompany many medical conditions, and grocery shopping can become downright daunting.

That’s where Brenton Lexvold’s expertise can help. A registered dietitian and graduate of the Mayo School of Health Sciences (MSHS) Dietetic Internship, Lexvold is the in-store dietitian at Hy-Vee Barlow Plaza in Rochester, Minn. He uses his education and training at Mayo Clinic, as well as his background as a chef, to make smart food choices easier and more enjoyable for his customers.

“One of the things I like most about this job is showing people the possibilities,” says Lexvold. “When someone is used to having freedom of choice about their diet, and then a diet restriction becomes necessary, it can feel like a wall has been placed in front of them. I help break down that wall by showing them all the choices they still have and giving them ideas on how to prepare foods in ways they will enjoy. Usually they aren’t as limited as they may think they are.”

Lexvold’s interest in food was sparked in high school, when he worked with a chef in Zumbrota, Minn., close to his hometown of Mazeppa. After graduation, he went on to earn his associate’s degree from Le Cordon Bleu Culinary College and worked as a chef in several restaurants.

Although he enjoyed the work, he craved more interaction with his customers. With an eye to increasing his knowledge of food science, Lexvold decided to go back to school, enrolling in the dietetics program at the University of Wisconsin - Stout in 2006. As he finished his bachelor’s degree in 2009, he was drawn to MSHS’s Dietetic Internship in large part because of Mayo Clinic’s reputation for excellence and commitment to patients’ needs.

“I felt that Mayo’s patient-centered philosophy of care fit perfectly with my own outlook,” says Lexvold. “I want to take care of the customers I work with, first and foremost.”

Now, as a dietitian who interacts with the public every day, Lexvold uses that approach in a range of settings. Not only does he offer personal shopping assistance, Lexvold also teaches cooking and nutrition classes, offers store tours, conducts cholesterol and blood pressure screenings, and makes presentations to community organizations. Throughout his work, he keeps his connections to MSHS strong.

“In the work I’m doing now, I can see a full circle being completed. Many customers are referred to me by their clinical dietitians. What they learn at the clinic, I can help them put into practice,” says Lexvold. “I also use my preceptors at Mayo as a resource. If I don’t know an answer to a question, or if I need more information, I often talk with one of them. It’s a great partnership within our local health care community.”

Working for a grocery store, registered dietitian Brenton Lexvold dishes out shopping tips for customers on restricted diets. A former chef, he also teaches cooking and nutrition classes.
Mayo Clinic developed formal education programs in part to provide its own supply of well-trained staff. But Mayo School of Health Sciences (MSHS) graduates are in demand beyond Mayo campuses, too.

Eighty miles west of Rochester, three graduates of the MSHS Sonography Program make up 60 percent of the ultrasound department at the Mankato Clinic, a regional group practice.

As ultrasound manager, Jana Hansen, RT(R), RDMS, RVT, has hired four MSHS graduates over the years, including two currently on staff, Sara Willaert, RDMS, RVT, and Bethanie Olson, RDMS, RVT.

“Knowing the program at MSHS, I understand what students are taught and the expectations they must meet,” Hansen says. “Their students get excellent clinical experience. They really are guided one-on-one through the program.”

Hansen graduated in 1994 and was hired to start the ultrasound department at the Mankato Clinic. She was eager for that kind of challenge.

“I loved the family setting in Mankato, and I liked knowing the doctors I was working with,” says Hansen.

Willaert and her husband grew up in Mankato. She targeted Mankato after graduating in 2006 and landed a job at Mayo Clinic Health System in Mankato.

“I hoped for something in the area, and the hospital was hiring at that time,” Willaert says. She joined the Mankato Clinic in January 2010.

Olson and her husband are from St. James, about 40 miles southwest of Mankato. While attending MSHS, she stayed with a classmate in Rochester during the week and spent the weekend in Mankato, where she and her husband lived. Looking to work somewhere in the Mankato area, she started at the Mankato Clinic in March 2009.

“I graduated on a Friday and started the following Tuesday,” Olson recalls.

All three work at the Mankato Clinic’s main location and believe that MSHS provided high-quality training marked by Mayo’s precise processes, focus on the patient, and broad clinical experience.

“Mayo was the first and only school on my list,” Olson says. “I liked that I was learning and doing clinicals hand in hand. It was an amazing experience because of the big variety. Most days the schedules were full. There were 60 patients coming in for ultrasounds.”

Whether they work at Mayo Clinic or elsewhere, MSHS graduates carry their knowledge with them for the rest of their careers.

Left to right, MSHS alumni Bethanie Olson, RDMS, RVT, Jana Hansen, RT(R) RDMS, RVT, and Sara Willaert, RDMS, RVT, work in the ultrasound department at Mankato Clinic, a regional group practice in southern Minnesota.
After his wife’s death, Salvatore Coco offered a gift to Mayo School of Health Sciences in her memory.

“Carolyn was very proud of her time at Mayo. It meant a lot to her,” says Coco. “She often said, ‘I wish I could take you there and show you.’ I wish we’d made that trip. I loved her very much, and I want to do some things that would have pleased her.”

Coco donated $20,000 to establish the Carolyn Harmon Coco Scholarship to benefit dietetics students. Harmon Coco completed a yearlong internship in dietetics at Saint Marys Hospital in Rochester in 1953.

According to Coco, his wife talked about the strong leadership of Sister Mary Brigh and Sister Mary Victor, and having baby-sat for the children of Charles “Chuck” W. Mayo, MD, the son of Charles “Charlie” H. Mayo, MD.

“Carolyn once lost the pin she received when she completed her internship and was distraught until she found the pin,” says Coco. “She went on to accomplish a lot in her career, but the time she spent at Mayo Clinic was a high point. I hope others who pursue careers in dietetics benefit from the scholarship, and treasure their time at Mayo Clinic as much as my wife did.”

Originally from Perham, Maine, Harmon Coco received a bachelor’s degree in home economics and a master’s degree in library science from the University of Maine. She worked as a high school foods teacher, a school librarian, and a clinical dietitian at a hospital, a camp for diabetic children and several nursing homes. She was a member of the American Dietetic Association for more than 50 years. For the last 18 years of her career, she was a health science librarian at St. Joseph Hospital in Bangor, Maine. In his wife’s honor, Coco made a donation to the library, which was subsequently dedicated as the Carolyn Harmon Coco Medical Library.

Harmon Coco, who lived in Brewer, Maine, died on Dec. 23, 2009, at age 79. She and her husband were married for 53 years and had two sons, John and David.

**MAYO CLINIC DIETETIC INTERNSHIP PROGRAM**

The Mayo Clinic Dietetic Internship Program at Saint Marys Hospital was established in 1930 by Sister Mary Victor. The initial class had one intern.

Now, eight interns are admitted each year and nearly 1,200 interns have completed the program.

In 1933, the program was accredited by the American Dietetic Association. The Dietetic Internship Program became part of Mayo School of Health Sciences in 1995.

**Scholarship recipients for 2011-12**

Sheri Lingle, Ithaca, New York
Tracy Reith, Mankato, Minn.
Jana Wells, Tekamah, Neb.
Hannah Zabel, Rochester, Minn.
Leah Walters and Katherine Martin, 2011 graduates of the MSHS Nuclear Medicine Program, worked together on their award-winning study titled “Stability Evaluation of [18F]FDG at High Radioactive Concentrations.”

Martin presented their work at the annual meeting of the Society of Nuclear Medicine in June in San Antonio, winning third place overall in the student research category.

“Even more exciting,” says Martin, “our research may be put into practice at Mayo Clinic.”

“Mayo Clinic has been approved by the FDA to make our [18F]FDG in 500 mCi/ml concentration,” says Martin. “Making [18F]FDG in higher concentrations would allow for less production runs. This ultimately results in decreased radiation exposure to the operators, as well as reducing time, money and equipment maintenance.”

Martin, of Dodgeville, Wis., earned her undergraduate degree in nuclear medicine technology at the University of Wisconsin-La Crosse.

Walters, a native of Albert Lea, Minn., earned a bachelor’s degree in biology at Luther College, Decorah, Iowa. “It was a really great experience to do research and see nuclear medicine from another perspective,” she says.

Stability Evaluation of [18F]FDG at High Radioactive Concentrations

Leah Walters, Katherine Martin, Joseph Hung, Mark Jacobson, and Elton Mosman
Division of Nuclear Medicine, Department of Radiology; Mayo Clinic, Rochester, Minn.

BACKGROUND

Positron emission tomography (PET) is a commonly used form of diagnostic imaging within the medical field. This imaging modality is becoming progressively more widely utilized. The most frequently used radiopharmaceutical is 2-[18F] fluoro-2-deoxy-D-glucose, or simply [18F]FDG (Figure 1).

A recent influx of studies employing the use of [18F]FDG has resulted in the necessity of producing [18F]FDG in high radioactive concentrations. This has created a serious issue, radiolytic decomposition, that would affect the amount of time [18F]FDG would maintain radiochemical stability suitable for patient administration. To aid in determining the effects of radiolytic decomposition, a radiolytic profile can be created (Figure 2).

METHODS

[18F-] fluoride was formed by the 18O(p, n)[18F]FDG nuclear reaction using 16.5 MeV protons on a PETtrace cyclotron (GE Healthcare, Milwaukee, WI). [18F]FDG was synthesized using the FASTlab platform (GE Healthcare). The final product was formulated in 15 mL phosphate buffer. The synthesis took 22 minutes delivering up to 9.1 Ci (336.7 GBq) of [18F]FDG at end of synthesis (EOS). A series of six runs with a [18F]FDG concentrations of 533-610 mCi/mL (19.7-22.6 GBq/mL) were completed. Three runs were doped with 0.1% ethanol, three with 0.2% ethanol, and three with no ethanol added. The radiochemical purity (RCP) was tested at about 1 hour increments over a 12-hour period. RCP was determined by radio-thin layer chromatography (TLC) (Mini-Scan; Bioscan, Washington, DC) using aluminum backed silica gel plates (Figure 3). The plates were eluted with acetonitrile and water (90:10). A FDG standard of 1 mg/mL was used.

Figure 1:
2-[18F]fluoro-2-deoxy-D-glucose

Example of [18F]FDG molecule. The arrow denotes the location of radiolytic decomposition responsible for free 18F.
to confirm radiochemical identity by using a developing reagent – para-anisidine. The TLC plates were analyzed for radioactivity using a β-detector. Residual solvents were also tested at similar one-hour increments using gas chromatography (GC) (8610C model; SRI Instruments, Torrance, CA) with flame ionization detection and a capillary column (30m x 0.53mm inside diameter; MXT Crossbond Carboway, Restek, PA). Samples were run at 10mL/minute with helium gas. The oven temperature was initially 40°C and then increased at 20°C per minute up to 130°C. To ensure all stability parameters were met some other quality control measurements were take at approximately one-hour increments, including pH and appearance. All tests were in accordance with the most current USP monograph for 18F fluoro-deoxyglucose (1).

RESULTS
The effect of ethanol concentration was observed throughout nine stability trials. The control runs (no ethanol added) contained on average 15% impurity after merely one hour. The three runs doped with 0.1% ethanol exceeded the 10.0% impurity threshold after only five hours. The three runs conducted using an ethanol concentration of 0.2% maintained stability throughout 12 hours. Initial rates of decomposition increased rapidly and then plateaued for all runs regardless of the percent ethanol content. For the three runs doped with 0.2% ethanol, the radiolytic impurities were relatively constant after three hours at 6.1±0.7%. Figure 2 demonstrates the radiolytic decomposition of all nine runs.

Additional quality control measurements were completed including pH, visual inspection, and residual solvents. The pH among all runs varied between 5.3 and 6.1, unrelated to ethanol content. Visual inspection was consistently colorless, clear, and particulate free. For the runs with 0.2% and 0.1% ethanol, the residual ethanol was 0.21±0.02% and 0.10±0.02%, respectively.

CONCLUSIONS
1. [18F]FDG produced on FASTLab does exhibit radiolytic decomposition which correlated with findings using high concentration FDG produced using different synthesis units (2).
2. It was determined that [18F]FDG doped with less than or equal to 0.1% ethanol could not maintain stability parameters throughout the course of 12 hours from EOS.
3. It was found that addition of 0.2% ethanol to [18F]FDG, concentration of 533-610 mCi/mL (19.7-22.6 GBq/mL) at EOS, stabilized the formulation through 12 hours beyond EOS.
4. Each run containing 0.2% ethanol passed all stability parameters related to radiolysis, i.e., radiochemical identity and purity, appearance, pH, and residual solvents.

REFERENCES
Dietetic internship programs faced a new challenge three years ago. The American Dietetic Association’s Commission on Accreditation for Dietetics Education adopted a new standard for research in dietetic internship curricula. Beginning in 2008, students were required to conduct research projects.

Mayo School of Health Sciences was well prepared to meet this requirement, given Mayo Clinic’s emphasis on patient care, education and research. A unique relationship at Mayo Clinic’s Florida campus gave MSHS an additional jump start.

Sherry Mahoney, RD, director of the Department of Nutrition and the Dietetic Internship in Florida, learned that Joan Farrell, PhD, wanted to volunteer at Mayo. The two had become acquainted through their institutions. Dr. Farrell is founder and dean emeritus of the College of Health Sciences at the University of North Florida. Mahoney proposed that Dr. Farrell help dietetic interns meet their research requirements. The program encourages interns to pursue research that would merit publication in professional journals.

“Dr. Farrell has significant expertise in research methodology, and we are fortunate that she is giving her time to prepare our interns to contribute to the practice with scientific research,” says Mahoney.

Dr. Farrell conducts six seminars for each class of interns, and meets with individuals to review their proposals and papers during their eight-month program.

“I’ve always believed research is what makes the difference in how clinicians practice,” says Dr. Farrell. “They need to be able to investigate problems related to their patients. The ability to answer clinical questions is the mark of a true professional.”

Dietetic interns also are teamed with Mayo Clinic registered dietitians and other clinicians involved in research. “We survey our staff about projects they have under way and ask them to mentor dietetics interns in the research process,” says Mahoney. “The interns have taken staff research ideas and projects through the entire research cycle.”

Nine students have completed the internship since the research component was required. Brooke Grover, RD, completed the program this year and was involved in research to test the reliability of a patient nutrition data form.

“Initially, I was intimidated because I didn’t have a background in research, but Dr. Farrell made me comfortable with the process,” says Grover, who is now a clinical dietitian at Cancer Treatment Centers of America in Tulsa, Okla.

Mahoney says she looks forward to seeing the benefits of enhanced dietitian research in the years ahead. “This requirement may ignite a passion for research in some interns who will go on to advance the science of nutrition through research and publishing,” she says.

“Research topics cover the nutrition gamut

Dietetic interns have shared their work via poster presentations at national American Dietetics conventions, and one project is pending publication in a nutrition journal. Examples of MSHS dietetic research projects include:

- Validation of a patient nutrition screening tool
- Reliability of nutrition screening in an acute care hospital
- Efficacy of medical nutrition therapy by a registered dietitian on nutrition outcomes in patients having esophageal, gastric or colorectal surgery
- Factors predictive of weight change after an intensive very low-calorie diet liquid meal replacement weight-loss program

“I’ve always believed research is what makes the difference in how clinicians practice. They need to be able to investigate problems related to their patients.”

—JOAN FARRELL
Homeless youth in southeastern Minnesota have a friend in Stephen Grinnell, a faculty member in the Cytogenetic Technology Program. Grinnell has been with Mayo Clinic for nine years, the last six in the Cytogenetic Technology Program.

As a way to get involved in the community, Grinnell applied to participate in Leadership Greater Rochester, a Rochester Area Chamber of Commerce program that educates participants about local leadership roles and challenges them to tackle a community improvement project. Grinnell was one of 37 people, including nine from Mayo Clinic, selected for the 10-month program that ended in May.

Grinnell and his fellow participants chose to work on youth homelessness. More than 200 students in Rochester public schools are either members of a homeless family or live on their own, often sleeping in a car or couch-hopping with friends. Youth homelessness in Minnesota has grown 46 percent since 2006 with no increase in shelter beds for youth under age 17, according to the Wilder Foundation, a nonprofit health and human services organization based in St. Paul, Minn.

“This experience absolutely opened my eyes to a need to work with young people in the community,” Grinnell says. “As Rochester continues to grow, the issue is not going to get any better if we don’t address it. Our group tried to come up with the right way to help.”

To increase awareness, Grinnell organized “Stories from the Street,” a series of dinners at eight local restaurants, where community members could hear homeless youth tell their stories. Two public forums encouraged collaboration and sharing of resources among the 79 organizations with services that apply to homeless youth in the region.

Under an initiative named “A Place to Call Home,” the group coordinated efforts to create sustainable change on three issues: shelter, transportation and resource collaboration.

• Southeastern Minnesota has no shelter dedicated to independent youth age 21 and under — Minnesota’s fastest-growing homeless population. The group is working with the Rochester Area Foundation to open transitional housing in Rochester.

• Transportation problems, including limited public transit, can make it difficult for homeless youth to attend school, find work and get to or from evening jobs.

• To help homeless youth access services in Rochester, the group helped establish a Youth Resource Center at Workforce Development Inc. and expand YMCA resources for homeless and at-risk youth.

Being part of the group motivated Grinnell to become a champion for young people with no home. He plans to join the newly formed youth homelessness committee of the regional Continuum of Care organization, a collaborative effort to allocate funds to serve the homeless, and to work with the YMCA in various ways.

“I’m proud of what we’ve been able to accomplish,” Grinnell says. “There’s an increasing need for mentors and shelter, and I want to continue working with this issue.”

More than 200 students in Rochester public schools are either members of a homeless family or live on their own, often sleeping in a car or couch-hopping with friends.
In the news

STUDENTS

‘Bingo!’ for Radiation Therapy students

MSHS Radiation Therapy students brought a bingo party to residents of Hope Lodge in Rochester on June 16. Hope Lodge provides housing for patients undergoing cancer treatment.

Students called the games and served lemonade and snacks. Mayo Clinic radiation therapists and dosimetrist donated money used to buy prizes — gift cards to local restaurants and stores.

“This was the first time students hosted a bingo party as a community service project,” says Leila Bussman-Yeakel, RT(R)(T), program director for Radiation Therapy. “It was fun for our students and a great diversion for Hope Lodge residents.”

ALUMNI

Eggert honored for research

Laura Eggert, a 2009 graduate of the MSHS Nuclear Medicine Technology Program, has won the 2010 Journal of Nuclear Medicine Technology (JNMT) first prize for her manuscript, which was written while she was a student. Her research project was titled “A Rapid Radiochemical Purity Testing Method for Tc-99m Tetrofosmin.” It was published in the May 2010 edition of the JNMT.

While a student in 2009, Eggert also won first place in the Student Radiopharmacy Category at the 6th Annual Society of Nuclear Medicine meeting in Toronto, Canada, for this research.

Eggert works as a nuclear medicine technologist at CentraCare Health Plaza and Central Minnesota Heart Center, both in St. Cloud.

Left to right, bringing bingo to Hope Lodge are: Ashley Geissler, Amanda Wiersema, Jaimee Sullivan, Anna Carlton and Brittany Shipman.
New operations manager in Arizona

Nancy Gray was named an operations manager for MSHS and Mayo Medical School on Mayo Clinic’s Arizona campus.

Gray was one of the original employees hired at Mayo Clinic in Arizona in 1987. She has worked in orthopedic surgery as well as in Mayo School of Graduate Medical Education as a coordinator and more recently, as a supervisor.

Future radiographers?

Second graders seek expertise to build X-ray machine

What exactly does an X-ray machine look like? And how to build one out of LEGO bricks? Those were the questions posed by five second graders who visited MSHS Radiography Program in July.

The students are members of a Junior First LEGO League. Their summer project was to research and build a LEGO structure related to biomedical engineering. The students, Ava Beetcher, Oliver Ciavarelli, Akea Galaty, Hannah Gwaltney and Alaina Schleusner, who attend Montessori at Franklin School in Rochester, decided to build an X-ray machine.

Volunteer leader DeAnna Schleusner called MSHS Radiography Program to request a tour. “The students wanted to know everything about how radiographic imaging works from the movements of the machine right down to viewing the images we produce,” says Corey Woxland, host for the visit and clinical coordinator for MSHS Radiography Program.

The group built a 15-by-15-inch model of an X-ray suite, complete with a table, moving X-ray machine and a control booth. The students presented their work at a gathering of family, friends and teachers.

In addition to learning about X-rays machines, Schleusner says the students “learned to solve problems as a team when they were building the model and encountering difficulties on how to incorporate the moving piece.”

Technical knowledge, check. Teamwork, check. These youngsters already are on track for successful medical technology careers!

Save the date!

MSHS Alumni Association
Annual Meeting
April 27, 2012
Check www.mayo.edu/alumni for details
In the news

Thanks to the 2010-2011 Board of Directors

Many members of the 2010-2011 MSHS Alumni Association Board of Directors and executive committee attended the annual meeting in April. Their work and leadership are much appreciated.

Pictured are: Lynn Borkenhagen, Jerrod Ernst, Amy Fauri, Joan Hunziker-Dean, Jill Knutson, Kathy Latcham, Natalie Loeffler, Mark Longacre, Rebecca Loving, Rick Mattoon, Todd Meyer, Bill Oswald, Gayle Sanderson, Brian Schreck, Vanessa Scifres, Brad Wehe, Jim Williams, Michelle Wilt

Not pictured: David Agerter, MD; Barbara Flynn, Priyanka Gopal, Caren Hughes, Linda McCleve, Jim Pringnitz, Kate Ray, Sarah Sydlowski, Troy Tynsky

FACULTY/STAFF

Goodbye to a familiar face

If you were one of the 866 students to arrive at Mayo School of Health Sciences in Arizona in the last four years, you know Kristina Oatis. As student coordinator in the Division of Education Administration, Oatis had contact with every new student.

She recently left the position to move to Denver, where her husband has a new job.

“I’ll miss being part of MSHS students’ journeys,” says Oatis. She had contact with students from the time they first expressed interest in programs and was often the first person students met once they arrived on campus.

“Seeing them on those first days, excited to be here and then, later, engaged in fulfilling their professional passion was rewarding,” says Oatis.

Her role was broad. “I informed students about Mayo’s traditions and values, sent their acceptance letters, advised them about housing options, helped them with paperwork and was a troubleshooter when they had problems.”

In addition to working with students and helping them become acclimated to Mayo Clinic’s Arizona campus, Oatis worked with MSHS program faculty and staff. “Part of the job is to help programs attract the students they want, so I worked across the institution and knew about every program,” she says. “My dual roles were helping the programs succeed and helping students succeed. When everyone was happy and acclimated, I had done my job well.”

Oatis says she treasures the lasting friendships she formed at MSHS, both with colleagues and students. “I’ll miss walking around and seeing so many familiar faces,” she says. “I often felt like the most popular girl on campus.”

Kristina Oatis
Marlea Judd, a nurse anesthetist supervisor at Mayo Clinic, was named an outstanding student at Metropolitan State University, St. Paul, Minn.

She was chosen as the spring semester outstanding student in the Doctorate of Nursing Practice Program in the University’s College of Nursing and Health Sciences. She received her doctorate degree on May 3.

Judd graduated from MSHS with an anesthesia certificate in 1988 and a master of nurse anesthesia degree in 2001.

Mayo School of Health Sciences students won first-, second- and third-place honors for poster presentations at the Minnesota Society of Diagnostic Ultrasound Annual Spring Seminar.

First place went to Echocardiography Program students Stephanie Kolstad and Kelly Dahl for their poster titled “Left Ventricular Assist Device.”

Second place went to Helen Harvey, Bryn Jensen and Danicia Asberry, Sonography Program, for their poster titled “Shear Wave Elastography: Wave of the Future.”

Third place went to Crystal Koski, Lori Hellermann and Emily Proffitt, Sonography Program, for their poster titled “Three Dimensional Uterine Sonographic Evaluation.”

Congratulations on these achievements.

**Phlebotomy students earn certification**

All April 2011 Phlebotomy Program graduates received their Phlebotomy Technician Certification (CPT) from National Healthcare Association (NHA).

This was the first MSHS phlebotomy class eligible to take the test at the time of graduation. In the past, new graduates were required to work one year before taking the exam. Recent changes announced by accreditation agencies made earlier testing an option.

“We are very proud that all students in this first eligible class were certified at the time of their graduation,” says Shannon Newberg, PBT (ASCP), phlebotomy education assistant.
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In the news

FACULTY/STAFF

MSHS recruiter receives award

Jodi Dettmann, MSHS recruiter, was recently recognized by the Minnesota Health Occupations Students of America (HOSA) organization as “outstanding board member.” Dettmann has served on the board for nine years and is very active with HOSA events, which help students prepare for health care careers.

Elton Mosman elected to Society of Nuclear Medicine post

Congratulations to Elton Mosman, CNMT. He was elected secretary for the Central Chapter of the Society of Nuclear Medicine. Mosman is the program director for the Mayo School of Health Sciences Nuclear Medicine Technology Program.

Mary Marienau earns PhD

Mary Shirk Marienau, CRNA, recently was awarded a PhD in adult education from the University of Minnesota, College of Education and Development. Marienau is director of the MSHS Master of Nurse Anesthesia Program.

Mayo School of Health Sciences programs

Athletic Training
Audiology
Cardiac Electrophysiology
Cardiovascular Invasive Specialist
Cardiovascular Perfusionist
Central Service Technician
Child Life Specialist
Clinical Laboratory Sciences
Clinical Neurophysiology
Technology
Clinical Pastoral Education
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Cytogenetic Technology
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Dietetics
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Molecular Genetics Technology
Nuclear Medicine Technology
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Pharmacy
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Physical Therapy
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Radiation Therapy
Radiography
Recreational Therapy
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For current program director contacts and e-mail addresses, visit http://www.mayo.edu/mshs
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We welcome alumni and student news

Your comments, academic and career news, and story ideas are welcome.
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MSHS has a distinguished history of preparing students for successful careers in the health sciences. Mayo Clinic has been training allied health professionals for more than 100 years.
About 1,560 students are enrolled each year in more than 133 MSHS programs representing more than 60 health sciences careers. Programs are available at Mayo Clinic campuses in Arizona, Florida and Rochester.

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Seeking outstanding alumni

Nominations open for 2012 MSHS alumni award

Do you know alumni who have excelled in patient care, community service or research? Are you a leader in your health care organization, or have you overcome challenges to provide patient care?

Do tell!

The MSHS Alumni Association is seeking nominations for the 2012 Recognition of Outstanding Contributions 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 www.mayo.edu/alumni/. This recognition will be presented at the Alumni Association annual meeting on April 27, 2012. Travel expenses will be covered for the recipient.

Kudos to 2011 honoree Ron Caulk

MSHS alumnus Ron Caulk’s career path took him around the world. He helped launch the International Federation of Nurse Anesthetists and served in leadership positions. Caulk was honored with the 2011 MSHS Alumni Association’s Recognition of Outstanding Contributions award. Read more on page 4.