

From the Chair

The New Year provides an opportunity to reflect on the past and build anticipation for the future. In the UND Physical Therapy Department, we are excited about the upcoming move to the new School of Medicine and Health Sciences building in the summer of 2016. During the previous year, the faculty were able to select office furniture and walk through the plans for teaching and learning spaces. There were opportunities to tour the new building construction and observe the dramatic changes that occurred during the year. We are now entering the final push to prepare for the move. The preparation includes sorting through materials to determine if the objects will provide the same intended usefulness in our new space as when the items were first acquired. Anyone who has moved realizes the decision process for retaining, recycling, repurposing or removing an item can be emotionally difficult. The PT Department has been in this building for nearly 30 years. For instance, we recently found some historical items from the department and PT profession, which will be sent to the University archives in the near future. There are many great memories and stories associated with this building and the materials retained here.



At the same time, we are looking forward to and preparing for changes that will occur due to the architecture of the new building. A quote from Winston Churchill has been circulating throughout the school, "We shape our buildings; thereafter they shape us." During the initial planning stages, the architectural firm sought input from students, faculty, staff and alumni of the SMHS. It is notable that so much of the initial architectural vision will be represented in the final building structure. The new building contains spaces for promoting interprofessional interaction and collaboration for students, faculty and staff. The learning spaces are modern, flexible and designed to promote active learning methods. Many of the PT faculty recently participated in an active learning conference on the UND campus. Active learning engages students in classroom activities that promote analysis, synthesis and evaluation of the class content. The Department has always used some forms of active learning during the professional program. In more recent years, the Department has applied team-based learning or TBL to some of the courses. Team-based learning is a well-defined instructional strategy that utilizes three key phases: independent student learning outside of class, individual and team assessments on the course content, and classroom application activities. The TBL model fosters active participation by students and engages the higher order learning of Bloom's taxonomy through application and integration of course content. While the building structure offers opportunities to revisit our teaching methods, we are committed to retain our "family" atmosphere and connection to the students, clinicians and profession.

The [American Board of Physical Therapy Residency and Fellowship Education](#) (ABPTRFE) announced that the UND School

of Medicine and Health Sciences' new [Sports Physical Therapy Residency](#) earned full accreditation until December 2020. The ABPTRFE is the [APTA](#) accrediting body for post-professional residency and fellowship programs in physical therapy. Assistant Professor Gary Schindler, PT, DPT, OCS, SCS, ATC, is the director of the sports PT residency. The sports PT residency includes advanced coursework and practice opportunities at the [UND Center for Sports Medicine](#) and [Altru Health System](#), and provides opportunities for mentoring from expert clinicians at the UND Center for Sports Medicine, Altru and the [Sanford Power Center](#) in Fargo.

We wouldn't be able to deliver a high-quality education without the dedication of our clinical instructors, clinical coordinators and clinical sites. Thank you all for contributing your knowledge, time and clinical expertise to develop exceptional PT professionals. If you are interested in setting up a clinical site at your facility, please feel free to [contact me](#).

Finally, it was wonderful to see so many alumni at the UND PT Alumni & Friends reception during the [APTA Combined Sections Meeting](#) in Anaheim, Calif., last week. There were alumni from each decade since the program began in 1967, along with a few current students. If you attend a CSM meeting in the future, please keep us in mind and stop by to visit.

Happy New Year and best wishes for a great 2016!

David Relling, PT, PhD
Chair, Department of Physical Therapy
UND School of Medicine and Health Sciences

Table of Contents

From the Chair	Page 1
Focus on Alumni.....	Pages 2-5
Focus on Faculty	Page 5
Kids Corner	Pages 6-8
Focus on Clinical Instructors.....	Page 9
Service Learning Project.....	Pages 10-11
Stork Report	Page 12

Jesse Elis, DPT, OCS, CSCS, FAAOMPT

Graduating from Dickinson High School, Jesse Elis completed his freshman year of college at Dickinson State University in Dickinson, N.D. He then transferred to the University of North Dakota to finish his undergraduate program and to pursue a degree in physical therapy. He received his DPT in 2009 and is currently the manager of [Exos-Phoenix PT Department](#). Exos is the premier leader in sport performance and rehabilitation services. The Phoenix site is the headquarters of Exos and is the primary site for the preparation of the NFL combine and spring training baseball. It also holds the majority of the contracts for military Special Forces, international contracts within soccer and the Olympics, and has begun working closely with UFC.

Jesse became interested in the PT profession through a recommendation by his mother. Diagnosed with multiple sclerosis in her mid-20s, his mother dealt with the disease but progressively became weaker later in life and started physical therapy around the time Jesse was in college. Jesse was intent on a career in psychology but later changed his path after his mom asked him to attend a few of her PT visits. "I discovered first-hand how influential PT could be in changing someone's life positively," he said. "Though it's not in the job description, I get to deal with psychological issues everyday especially with the recent exposure of pain sciences and their value in our clinical practice. UND was the only school I applied for as I felt the PT program was very strong and I had a great undergraduate experience. The accelerated PT program was also intriguing and was a strong incentive to stay at UND. I was not disappointed as I had a great class of students that later developed into very close friendships during and after PT school. The faculty also provided an environment for critical thinking and pushed the students to work at their maximum potential."

Jesse received his Orthopedic Certified Specialty (OCS) in 2010. He said that after graduating and receiving his OCS, he was still very focused on practicing at a very high skill level. He sought out mentors and leaders within the PT field that became very influential in his development early on in his career. Additionally, he finished a three-year post-doctorate fellowship in orthopedic manual therapy. He was able to graduate in the early part of 2015 and was recognized as a new fellow of the [American Academy of Orthopedic Manual Therapy](#) at the annual conference in Louisville, Ky.

In January 2015, through a recommendation from a colleague, Jesse became the performance therapist for CoCo Vandeweghe. Coco is a young, up-and-coming tennis player who has all the skills to be a future Grand Slam winner. She started tennis at a later age but had a solid background in multiple sports. Jesse said her athleticism makes her a dangerous player and she is known for having one of the strongest serves on tour. "She made some great strides this season as she played better in the Grand Slam tournaments but we, as a team, want more consistency and to make improvements on the mental side," Jesse said. The 2015 season was highlighted with her best singles rank (32) and tournament results (Wimbledon, singles Quarterfinalist, US Open doubles semi-finalist).

Before working with Coco, Jesse worked closely with her strength coach, who sent Jesse to Shanghai to work with both the Chinese National and Olympic tennis teams. In addition, Jesse had the opportunity to travel with a different tennis player the year prior. With those two experiences, he said the coach felt very comfortable



referring him to Coco. In preparation for being Coco's performance PT, Jesse said he sought out every opportunity to gain experience in the sports industry. When he moved to Phoenix, he knew there were great opportunities and he took advantage of spring training baseball. In order to gain exposure, he worked pro bono during his days off with the Oakland A's and San Francisco Giants.

Jesse's duties in working with Coco consist of developing weekly strength training programs, sport-specific movement drills, nutrition and all PT-related tasks (stretching, manual therapy, dry needling, etc). "In addition, I'm the 'routine guy,' as many of the things that I manage are not always enjoyable or fun but are vital in keeping her healthy and should never be skipped," Jesse said. The team consists of Coco, the coach Craig Kardon and Jesse. "An average day consists of at least 10 hours of interaction with the team, which can be interesting as Coco is a jokester and Craig has a short fuse," he said. "The key to success was the balance between keeping everyone accountable for his or her role and maintaining a fun, positive attitude."

When asked about the biggest challenge of working in a global, high-stakes setting, Jess said that at times it can be a very stressful job. For instance, if there's a player who is hurt and unable to step on the court, all eyes are on the PT. The pressure is high to get that player not only feeling better but to get her to a level where she can compete. The physio role can be a "revolving door" as expectations are high and Jess said he has seen firsthand many changes throughout the season.

Jesse said that when he's interacting with the professional athlete and other members of the team, he doesn't change his demeanor toward the athlete, as he treats everyone the same. On an education stance, he said that if you're trying to inform the athlete about a certain topic, you need to connect it back to their sport. In addition, he feels that athletes are usually better visual or tactile learners.

With traveling so often, balancing family and personal time can be challenging and Jesse said for this opportunity to occur, he had a strong, supportive wife that understood his professional goals. Facetime was a regular daily occurrence with his wife and family. In regard to his personal time, he said it was important for him to branch off and explore short-term surroundings. "I was lucky enough to see 12 countries in 10 months, which allowed me to

experience many different cultures,” he said. “Spain and New Zealand were best of the bunch as I loved the culture of the former and the natural beauty of the latter.”

In an ever-changing career, Jesse said he feels grateful for the many different opportunities and avenues that his profession has taken him. “I’m excited to be able to call Exos my home and look forward to developing the PT department,” he said. “The position will allow me to delve into the sports medicine field and try to push for positive changes within our profession. Education is an area that I’m very passionate about, and I’m looking to give back to the profession, especially with mentoring individuals going through an orthopedic manual therapy fellowship. Lastly, I want to stay connected with like-minded clinicians who are passionate and always wanting to be challenged. Good things usually happen when you stay hungry.”

Cort Cieminski, PT, PhD, ATC

Graduating from UND PT in 1988, Cort has been a faculty member at [St. Catherine University’s Doctor of Physical Therapy Program](#) in Minneapolis, Minn., since 1993, teaching in the areas of orthopedics, sports medicine, exercise physiology and anatomy. He is also the director of the Human Anatomy Lab at St. Catherine University and serves as the co-chair of the Admissions Committee for the DPT Program.

Upon graduation from UND, he worked in Boise, Idaho, in orthopedics and sports medicine, and went back to graduate school, receiving his master’s degree in exercise physiology from Boise State University in 1992. Starting his academic career in 1993 at St. Kates, he eventually received his PhD from the University of Minnesota in 2007 in Rehabilitation Science with an emphasis in Biomechanics. He served as program director of the DPT Program at St. Catherine University from 2004 to 2011.

Cort said his primary research interest is in the area of 3-D biomechanics of the scapula and shoulder, especially in overhead athletes. He is also interested in the etiology of shoulder motion deficits and shoulder range-of-motion measurement issues in overhead athletes.

Cort said he would encourage new PT professionals to be open to opportunities and to take a risk once in a while, as there will be ever-increasing chances for PTs to become involved in new areas of practice. “I wasn’t entirely sure that I would enjoy education and make it my career path, but I love it and have made a career out of helping others attain their professional goal of becoming a PT – very rewarding!” he said.

“When I went to PT school at UND, Dr. Tom Mohr was a huge influence on my decision to become a PT educator,” Cort said. “He was a role model for me as I planned my first few years of practice to include returning to graduate school in order for me to be able to seek a full-time faculty position. I received an excellent education at UND and am forever grateful to the faculty and staff there!”

Cort’s wife Karen is also a 1988 UND PT graduate. They have three children: Catherine (age 15), Connor (age 13) and Claire (age 11). They are all avid UND hockey fans and also enjoy spending time at their lake cabin near Detroit Lakes, Minn. Cort said he and Karen are in the “human taxi” stage of life and enjoy getting their kids to and from their numerous activities.

Carrie (Sullivan) Coen, DPT

Carrie is a 1988 graduate of the UND PT Department and is currently employed as the rehabilitation manager at [Summit Therapy and Health Services](#) at Pullman Regional Hospital in Pullman, Wash. In addition to having a department that includes the traditional physical, occupational and speech therapy professions, the facility also has massage therapy, acupuncture, athletic training, health psychology, genetic counseling and audiology.



Despite being pulled in many directions with this diverse group of services, Carrie said she still manages to see a limited number of patients both in the inpatient and outpatient settings. Her special interest is working with the geriatric population. She said she also has a passion for creating an environment in the department that matches the staff’s interests with the community and patients’ needs to be able to provide high-quality, evidence-based practices. Her research interests are employee wellness and population health.

Prior to going to Pullman, Carrie owned and managed a private practice in her hometown of Grangeville, Idaho, for 15 years and also worked for several years in a private practice in Lewiston, Idaho. She has mentored and acted as a clinical instructor for countless physical therapy students during her career. She served as the chief delegate for six years for Idaho, was active in the Idaho Chapter of the APTA and has been an APTA member since being a student at UND 28 years ago!

Carrie said that being a physical therapist has allowed her to interact with a tremendous number of people from all walks of life over the past 28 years and that she feels blessed to have learned as much or more from them as they have learned from her. “Some of my most profound life lessons have come from the most unexpected people and it has humbled me,” she said. “It has allowed me to grow in my tolerance of all people regardless of their backgrounds and has been instrumental in shaping me into becoming an advocate for access to health care for all people.”

For new practitioners beginning their professional careers, Carrie recommends approaching each day, each patient and each diagnoses as an opportunity to learn something and grow as a result. “There will be people you treat who will not improve and who will not like you,” she said. “Don’t take it personally.”

For the future of physical therapy, Carrie said she would like to see specialty practice that begins in the school setting. “We need a way to be able to do more intensive clinical training in our profession as we move toward specialty practice,” she said.

Carrie said she and Chuck, her husband of 33 years, have been blessed with two beautiful daughters and a granddaughter. Carrie is an avid gardener and greatly enjoys photography, hiking and playing hand bells in their church choir.

(Continued on page 4)

Paul Mettler, DPT

Paul Mettler began practicing physical therapy in 1981 after graduating from the University of North Dakota. In 1990, Dr. Mettler opened an outpatient orthopedic private practice, the [Mettler Center LLC](#) in Champaign, Ill., founded on personalized care and positive results. He went on to obtain his transitional doctorate from Rosalind Franklin University of Medicine and Sciences in 2006. For more than two decades, Dr. Mettler and his physical therapy team have been at the forefront of hands-on treatment for various aches, pains and physical therapy diagnoses. This has led to thousands of very successful and satisfied patients over the years by his therapy team.



Like most physical therapists, Dr. Mettler often saw patients who continued to struggle with pain and impairment long after concluding physical therapy and other medical treatments. There are many forms of physical therapy, most of which focus on the point of injury by treating the affected tissues. In general, outpatient physical therapy attempts to relax, stretch or strengthen the constricted muscles, nerves and tendons, and to increase the mobility and stability of the joint(s) to decrease impairment and improve function. This is an extremely important aspect of physical therapy. However, patients often still experience some limitation in the remission of pain and return of full functionality. Dr. Mettler saw more potential from the field of physical therapy and posed the question: What else could physical therapy do to change the lives of these patients?

Dr. Mettler observed that the inflammatory process that accompanies injury was far more disruptive and pervasive than previously thought. Furthermore, Dr. Mettler realized the effects of inflammation on the musculoskeletal system could be even more debilitating than the original injury itself. This frequently accounted for ongoing, pervasive, and growing impact of injury and functional limitations. For example, a patient might remember being injured in one part of her body and then begin to experience pain and impairment in other related parts. This is because of the seamless web of connective tissue, fascia, which permeates the human body. Injury or inflammation to the fascia in one place, with time, can spread to other places within the fascial system.

When the fascia is in its normal healthy state, it is a relaxed and flexible. When it is restricted, it is more rigid and less pliable, and can create pulls, tensions and pressure as great as 2,000 pounds per square inch. Current treatment for fascial pain or adhesions includes traditional therapy methods (e.g., conventional medical treatments, manual physical therapy, exercise and massage). Through the process of experimenting with ways to precisely grip and tension the skin, a novel technique called Dermo-Myofascial Release (DMR) was born. It is an innovative approach to treating musculoskeletal conditions. DMR restructures (or releases) scar tissue that connects the superficial layers to the deeper layers of myofascia, tendons, nerve and bone—without causing further injury to healthy tissue.

To demonstrate DMR's results to the scientific and medical communities, Dr. Mettler and his team recognized the importance of using advancing technology to help explain what is occurring during treatment. This began with the use of ultrasound imaging in 2014, which continues today at the [Mettler Institute LLC](#) in the Chicago loop with the latest technology: High Frequency Shear Wave Elastography.

Although there are a variety of treatment options available, the ability to quantify and visualize soft tissue and the impact of treatment has been elusive in the field of physical therapy. Today, an ultrasound imaging method, ShearWave Elastography (SWE), shows promise for its ability to evaluate, monitor and guide the treatment of myofascial injuries.

Continued research efforts will further expand at the Mettler Institute and Mettler Center under the guidance and direction of Dr. Mettler. The physical therapy and medical community will benefit from advances in adhesion research.

Over the years, the Mettler Center has also developed the philosophy of whole-life fitness. It built its services and expertise around this concept, and offers a wide variety of opportunities—including group exercise classes, one-on-one personal training, nutrition consultations, weight loss programs, rehabilitative fitness sessions, medical services, massage therapy and more. All of this combines together with their award-winning physical therapy offerings to provide whole-life fitness to more than 1,600 members.

JoEllen (Beach) Harris, PT

JoEllen graduated from the UND Physical Therapy Department in 1988. She was employed at [Trinity Health](#) in Minot for 18 years and enjoyed opportunities in general acute, inpatient rehab, home health, rural outreach and outpatient/sports medicine settings. She also served as North Dakota delegate to the APTA. When she married, JoEllen moved to South Carolina where she worked in a nursing-home-based rehab unit. She is currently enjoying family and personal time since returning to North Dakota and living in Grand Forks.



While in the work force, JoEllen said she especially enjoyed the older patient population in orthopedics, neurology, wound care and other areas. She also performed hand therapy for a time when there was a need for the niche while working in Minot. "Hand therapy has its own problem-solving challenges and precision requirements that I really enjoyed, and is so up-close and face-to-face with patients that you really can establish a strong connection," she said.

JoEllen said that being a physical therapist has allowed her to observe strengths displayed in so many ways by patients, their families and her co-workers. "It's just so impressive to see how deep people can reach to face a challenge," she said.

As new practitioners begin their careers, JoEllen said she would encourage them to focus on their power of observation and attention to detail in dealing with patients and identifying needs. She noted that it always helped her to notice the things that patients didn't tell her and she wishes that she had kept a journal of some of those experiences. "It would be fun now to look back over client comments, questions, behaviors or actions that enlightened me and amused or shocked me or to see some of my own 'a-ha' moments over the years," she said.

JoEllen and her husband Gary enjoy community events, the area lakes and being close to their family as well as traveling to visit extended family in other states. She said they like to keep an active lifestyle and, despite the weather, walk their dogs religiously, except in the very worst conditions.

(Continued on page 5)

Sundi (Elliott) Hondl, PT, OCS

Graduating from the UND Physical Therapy program in 1988, Sundi is employed at [Excel Physical Therapy](#) in Palmer and Wasilla, Alaska. For the first four years of her PT career, she worked in hospital settings in Crookston and Moorhead, Minn., and Dickinson, N.D., with a variety of inpatients and outpatients in home health, skilled nursing facilities and occasional pediatric care, and also assisted in sports medicine for local athletes. Following the move back to her home state of Alaska in 1994, she worked in an outpatient rehab setting for two years before opening up her own private practice. Since then, her practice has grown to three locations.

Sundi has served as the Minority Affairs chairperson on the Alaska Chapter of Physical Therapy, two terms as a past chapter president and also as president-elect. She has also served on the Alaska Professional Licensing Board for two terms and has been a clinical instructor for most of her career, mentoring students from UND at her outpatient clinics and other sites. Sundi specializes in orthopedics and attained the OCS certification in 2005. She enjoys manual therapy techniques and takes classes geared to that interest.

For new PT graduates just entering the profession, Sundi encourages them to enjoy every client or to research the particular area they enjoy. "There are a lot of people out there who need your expertise and compassion, and ability to educate them on their needs," she said. "As a PT, you are your client's motivator, healer, educator, psychologist, mentor and friend. Keep up on the latest research, and be your client's advocate and role model in healthy living. This is a life-long adventure in touching many people (literally) to help them achieve their goals. It's rewarding and as fun as you make it!"

Sundi sees the PT profession continuing to be active in the preventative field of medicine and leading in function and rehabilitation. She said there are many fringe practitioners who are trying to be like PTs, but not having the extensive education and research behind their titles. "We are specialized in movement and function, and because of our life-long learning and continual research, we are a very important piece of the healthcare industry," she said. "I do see a problem with reimbursement issues as other practitioners vie for patients' treatment dollars, so we need to stay active in our associations to be proactive and not reactive, and to get paid adequately for what we do offer."

Sundi said the PT profession has been a very rewarding and stable career for her. "The PT profession provides many opportunities in allowing continual learning to assist my clients in regaining their health and function, which provides me with a sense of accomplishment and joy in seeing them progress," she said. "This career also provides a wonderful chance in getting to know my clients in a way that many other providers don't have the time to do. I'm a very result-oriented person, so this profession was a perfect fit for me."

Sundi's husband Kerry is also a UND alumnus, who majored in Business/Accounting. They have two children: Jenna, 23, and Kenneth, 19. She said she and her husband are "empty nesters" and enjoy travel, golfing, fishing, camping, gardening and family gatherings.



Peg Mohr achieves national certification from TBLC

Peggy Mohr, PT, PhD, a professor in the Doctor of Physical Therapy program at the UND School of Medicine and Health Sciences, has achieved certification from the international Team-Based Learning Collaborative (TBLC). The TBLC will recognize Mohr's achievement at its 15th annual meeting March 3-5 in Albuquerque, N.M.

The [Team-Based Learning Collaborative](#) is an international, not-for-profit, and volunteer-supported organization that encourages the use of team-based learning (TBL). TBL is an evidence-based educational tool where student teams are responsible for researching, developing and conveying course concepts. The students are guided by an instructor who has specialized training in TBL.

In his letter announcing Mohr's certification, Paul Koles, MD, the chair of the TBLC Training and Certification Committee, noted that the reviewers at the TBLC were impressed with the quality of Mohr's portfolio. Koles, the chair of the Department of Pathology at the Boonshoft School of Medicine at Wright State University in Dayton, Ohio, said, "We congratulate you on this well-deserved achievement."

Through the help of her colleagues, Mohr transitioned a traditional lecture course to a team-based learning approach in 2013. Since that time, she has continued to work with her physical therapy colleagues to incorporate active-learning strategies in additional courses. This collaborative work was the basis of Mohr's acceptance into the TBLC Training and Accreditation Program in 2014. She completed her rigorous two-year development program and earned her certification as a TBLC Training Consultant in January 2016 after demonstrating her capability in developing and facilitating the delivery of TBL courses and in mentoring and supporting others in implementing TBL. As a training consultant, Mohr joins an international network of trainers and mentors who support faculty and institutions in implementing and improving TBL course delivery.

"The physical therapy program has always incorporated active learning strategies for clinical skills," said David Relling, PT, PhD, associate professor of physical therapy and chair of the SMHS Department of Physical Therapy. "With team-based learning, Dr. Mohr brought the same student engagement, collaboration and higher order thinking into the classroom. She has skillfully transitioned multiple courses into the TBL format because it promotes critical attributes for today's health care environment, such as problem-solving skills, communication, personal accountability, and collaboration. Dr. Mohr's recognized expertise in development and implementation of TBL will be a tremendous asset for the department and school as we move to a building where the design facilitates active learning strategies."

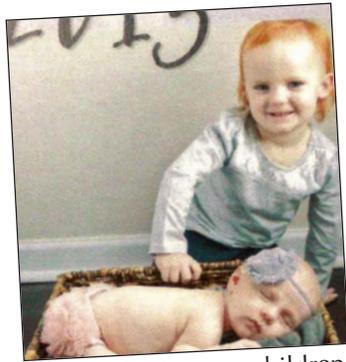
"My peers during TBL training were amazed when they learned that the UND SMHS's new building is designed to enhance and foster active learning pedagogies," Mohr said. "The new building for the UND School of Medicine and Health Sciences is evidence that North Dakota is at the apex of teaching health care professionals."



Kids Corner



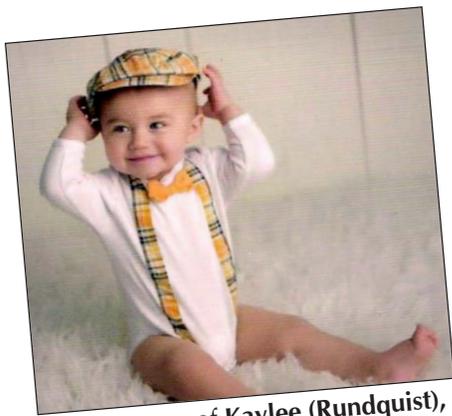
Conner, Olivia and Chloe, children of **Heather (Phillips), DPT '05**, and Chris Lundeen



Elliana and Linnea, children of **Kristen, DPT '14**, and Miles Ryan



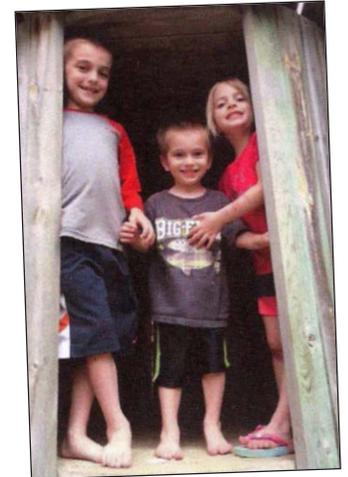
Jocelyn and Keegan, children of **Beth (Enerson), DPT '03**, and Aaron Millage



Bentley, son of **Kaylee (Rundquist), DPT '14**, and Jason Breidenbach



Anna and Leah, children of **Kyle, DPT '10**, and Jess Gregerson



Brayden, Nora and Jonah, children of **Emily (Hassenstab), DPT '04**, and Chris Kuhn, DPT '04



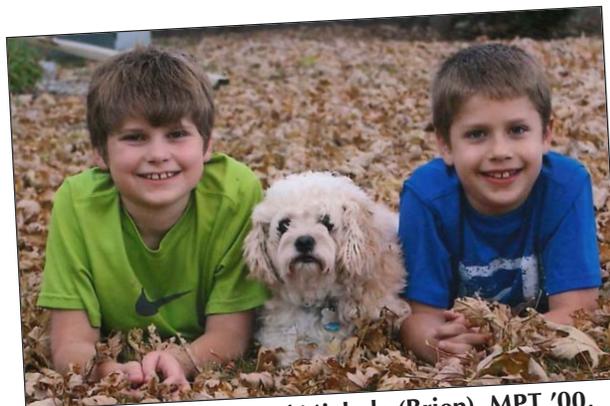
Mason and Rylan, children of **Tracy (Foltz), DPT '08**, and Tyler Kirchner



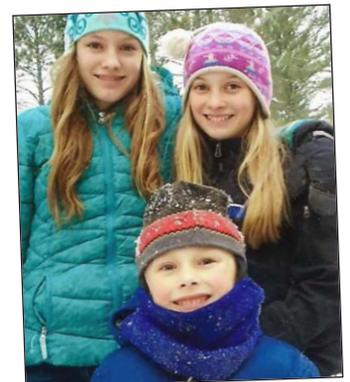
Joey and Oliver, sons of **Laura (Glassman), DPT '11**, and Tim Fugleberg



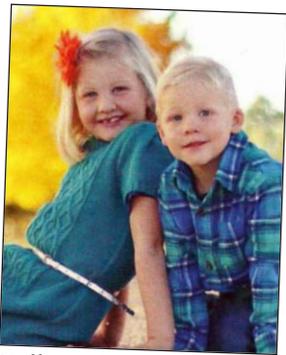
Abby and Cameron, children of **Mandy (Schumacher), DPT '03**, and Jason Runyan



Zac and Ben, sons of **Michele (Brien), MPT '00**, and Jon Morse



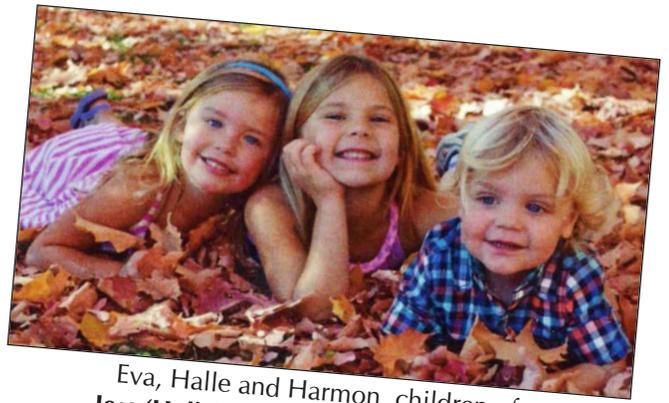
Ella, Kate and Jack, children of **Lisa (Caspers), MPT '93**, and Don Martin, MPT '95



Bella and Evan, children of **Heather (Ten Braak), DPT '07,** and **Dustin Martinson, DPT '07**



Easton and Embrey, children of **Nolan, MPT '03,** and **Kelly Lubarski**



Eva, Halle and Harmon, children of **Jess (Holicky), DPT '08,** and **Matt Price**



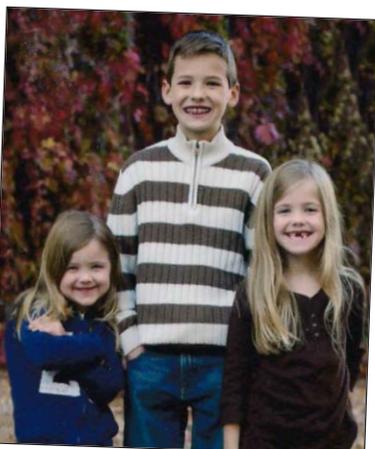
Emily and Logan, children of **Mitch, DPT '09,** and **Jen Wolden**



Caleb, Micah, Ian, Anaya and Elsie, children of **Lisa (Koel), MPT '00,** and **Tony Schneider**



Lilliana, Olivia and Luke, children of **Greg, DPT '10,** and **Stacey Painter**



Leah, Ben and Katie, children of **Jessica (Nelson), MPT '02,** and **Matt Strand**



Jadyn and Ethan, children of **Myndi (Vondal), MPT '98,** and **Mark Frey**



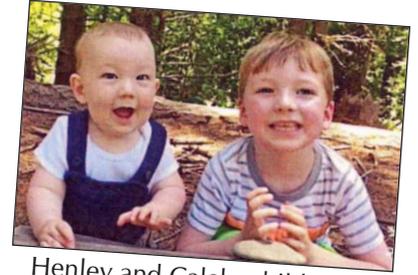
Halle, Kaden and Brynn, children of **Kari (Lettenmaier), DPT '05,** and **Jeff Braaflat**



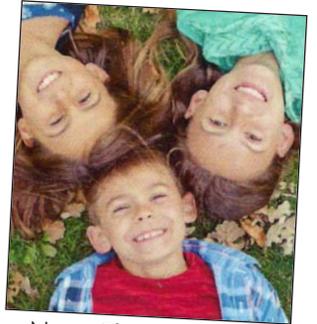
Sawyer and Porter, children of **Crystal (Braun), DPT '11**, and Shawn Wring



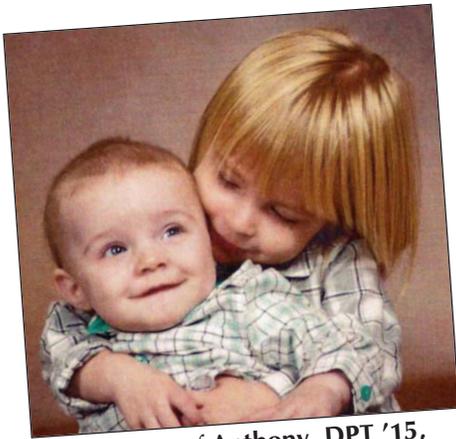
Blake and Dylan, sons of **Collin, DPT '05**, and Amanda Wiggins



Henley and Caleb, children of **Jessica (Woehl), MPT '02**, and Mike Dorrington



Nora, Ellen and Jack, children of **Justin, DPT '05**, and Whitney Berry



Rory, son of **Anthony, DPT '15**, and Krissandra Pohl



Josie and Holly, children of **Jennifer, DPT '06**, and Cass Brekhus



Mikaeli and MacKenzie, daughters of **Denise Decker, MPT '96**



Tayvin, son of **Sondra (Brenk), DPT '08**, and Jason Hahn, DPT '07



Savannah, daughter of **Alishia (Salmen), DPT '11**, and Kyle Daily



Thomas, Isabell and Kinsey, children of **Tami (Iverson), DPT '05**, and Scott Parker

Focus on Clinical Instructors

Amanda Kvien, DPT, WCC

Since graduating from UND School of Medicine and Health Sciences Physical Therapy Department in 2006, Amanda has been employed at [LifeCare Medical Center](#) in her hometown of Roseau, Minn. She is the rehab manager, is well-wound-care certified and specializes in women's health and pediatrics. Since Roseau is in a rural community, Amanda sees a variety of patient ages and diagnoses, but her passion is in the area of wound care. In addition, she does skin rounds in the LifeCare Hospital and nursing home.

As a clinical instructor, Amanda said she enjoys sharing her knowledge and patient experiences with students who are on their affiliations at LifeCare Medical Center. She said it is also a good opportunity for her to learn new techniques and new ways of thinking or viewing a patient, and that the students also help her as a therapist stay up on her game and learn new practices as she answers their questions. "Our students learn a lot here," Amanda said. "We have very busy schedules, but we work as a team and are family at LifeCare. Our students become part of this family. We get together for picnics, go out for supper and attend the annual hospital picnic and Christmas Gala, baby or wedding showers, and many other team building activities. Students who come through our facility always partake in these activities. One of our therapists and students even went geocaching in the parking lot." Amanda said that during her own clinical affiliations at a PT student, her two CIs demonstrated empathy and a caring nature, but also taught her how to develop confidence and assertiveness.

When asked about her vision of clinical education for the future, Amanda said her facility provides an outline of goals and timelines for achieving them depending on where the student is in his or her curriculum, but that she really encourages her students to set their own goals. She feels that students should be a part of the decision-making based on how they learn best and what kind of clinical experience they want to achieve. She has a weekly meeting with her students where he or she establishes goals for the next week. Amanda also feels it is important that the students are motivated to either teach or assist in a project in order to leave the clinical site with an improvement as well.

Amanda has recently taken classes in motivational interviewing to aid in successful motivation of non-adherent patients to make positive changes for their health. She said that these classes have assisted her to become a better CI and rehab manager. "It is important as a CI to help students to come up with their own plan for their learning experience versus me just setting an agenda," she said. "If there is an issue with student performance, motivational interviewing technique is a good tool to address issues with the student as they will come up with their own action plan versus a more disciplinary fashion that makes the student feel confrontational."

Amanda said that during her role as a CI, she has noticed her students crave knowledge. She feels it is very important that clinical instructors provide them with the evidence to back up interventions or the evaluation process. She also stated that students help her to be more accountable to evidence-based practice, but that also being a CI provides an opportunity to pass along to the student what she has seen clinically.

Kristi McMahan, DPT, OCS

Kristi McMahan is a 2005 graduate of the PT Department at the UND School of Medicine and Health Sciences. She is employed at [St. Luke's Rehabilitation](#) in West Boise, Idaho, and works primarily with outpatient orthopedic patients.

Kristi said she enjoys being a clinical instructor (CI) because she has the opportunity to see first-hand the growth of the students as they begin to become comfortable in the clinic and with her patients. In addition, she said she learns from them by listening to their explanations of different diagnoses and exercises, during their research and presentations, and by what they have been taught during their education. "I love going into a patient's session having two sets of eyes and someone to troubleshoot questions," she said. "By the end of the affiliation, my patients and I get quite close to my students. I enjoy having someone tackle my day with me!" Throughout her eight years of being a CI, about half of her students have come from UND. "I have really enjoyed having these students because even though curriculum has changed, the teachers have stayed the same so I'm able to help the students on a bit of a different level when I can say 'Remember in Cindy's class when she was talking about (whatever)? This is what she was talking about.' I feel like because I understand their education, I can better tailor their experience," she said.

Kristi said one of the things that she enjoys the most during her time with students is how attached people become to them, from her secretary who nearly tears up every time a student leaves to her patients who bring presents like baked goods, sweaters, socks, etc., to her students as a thank you. Even though they always use a "tag team" method and work together on one patient at a time, she said she loves it when the patient comes in and says they have an appointment with her student. It shows that the patient trusts the students and that they are doing a great job.

Kristi remembers that as a student, she had four great affiliations and that three of the four affiliations were with clinical instructors who were quite tough. She said she learned from her CIs that she needed to push the students into some uncomfortable, but safe, situations but also take the first few weeks to really show them the standard of care so that the expectation was set at the appropriate level. Kristi mentioned that during one of her affiliations, her CI said to her, "When I can trust you with my patient's care, then you can treat them independently." While it didn't take too long to gain that trust, it was a good standard to assure her care was up to the appropriate level.

When asked about her thoughts on evidence-based practice (EBP) in her role as a CI, Kristi said she believes strongly in EBP, but she's also realistic about the quality of research attainable. She has some study guides based on evidence that she gives each student at the start of their clinical to try to set the expectation for treatments. Each week, the students research one clinical question that they have asked throughout the week, giving them practice in research as well as answering their own question to better treat the patient. "If students are completing research from the beginning of their schooling as well as seeing their CIs participate in researching evidence, they will be more apt to complete it on their own throughout their career," she said.

Service Learning Project



Mary Dockter guides PT Students to Guatemala

Mary is a 1989 graduate of the UND PT Department and is professor and chair of the Department of Physical Therapy at the University of Mary in Bismarck, N.D. She also received her PhD from UND in 2004. Her special interests are in the areas of women's health and professional practice issues.

In late October 2015, Mary led a group of students from the University of Mary PT Program to Guatemala. She initiated the first service-learning experience to Guatemala in 2002 and guided students annually until 2005 after which time she decreased to every other year with another faculty member leading in her off years. The 2015 trip was her 10th to Guatemala.

Mary said she had little to no experience in life outside the U.S. prior to 2002, but that she was interested in finding out more about how the majority of people in the world live. She became even more excited about the potential after researching the benefits of this type of immersion experience on students' skills related to communication, empathy, leadership and advocacy. Students have fundraisers throughout the year to raise money for travel, board and lodging. The University of Mary PT department budgets for Mary's costs.

"My primary focus is to give students the opportunity to be fully immersed in another culture," Mary said. "We discuss the importance of culturally competent health care; however, this does not become fully relevant until they are actually in an area experiencing diversity of language, culture, socioeconomic background, healthcare, etc." Mary said students also learn how to "communicate" with patients and clients who do not speak English, and in many instances, language is translated from English

to Spanish to Mayan to Spanish and back to English. Students come back with a much greater understanding of themselves and the world. In addition, the purpose is to provide therapy services to underserved areas, build homes with cement floors to decrease the incidence of disease, educate caregivers in the area, and give time and attention to people who desperately need it.

Mary said that during the initial trips to Guatemala, the PT component was varied and inconsistent. The group concentrated on house-building and learning about the culture of the area. There was some frustration in that they would go into various organizations, provide care and then realize there was no follow-up. In 2013, they started collaborating with [Big Stone Therapies Inc.](#) as that company traveled to a different part of Guatemala every six months and thus had continuity of care. After many discussions and an agreement on travel times, UMary PT joined Big Stone for one week in 2013 at a different mission and area of the country. She said the experience was beneficial to the students and the people of that region, so they continued to grow and expand that relationship. They now spend one week with Big Stone in San Lucas on Lake Atitlan and one week in Antigua with the [God's Child Project](#). The first week is spent providing PT services to patients across the lifespan in patients' homes, community centers and schools. Week Two is spent doing various projects such as building homes for three days, spending time at a malnutrition center for babies and toddlers, and fitting and distributing wheelchairs with the group [Hope Haven International](#). While building homes may not seem like it is related to PT, students gain a better understanding of health care disparity, prevalence of disease and the relevance of socioeconomic status on health.

(Continued on page 11)

Service learning is embedded in many courses throughout the PT program at the University of Mary. “If I had my way, I would put a component in every class as I truly feel it is an outstanding way to apply knowledge while giving back,” Mary said. Some examples of service learning incorporated into the curriculum include: a PT/OT collaborative semester-long prevention and wellness project at area assistive-living facilities; screening and wellness service at a breast cancer support group and a women’s shelter; high school wrestling body composition assessments; and an interdisciplinary mentoring project (PT, OT, nursing) with families who have children with disabilities. In addition, the program has administered a pro bono clinic twice a week for many years. The clinic is open to uninsured and underinsured patients in the community who can benefit from PT services. “While patients benefit from free therapy, our students are able to apply classroom knowledge to clinical scenarios,” Mary said. “Older students supervise younger students to gain skills in clinical teaching and also ‘run’ the clinic (scheduling, marketing, policies and procedures, quality assurance, budgeting) to learn about administration and management.”

Mary spoke of the benefit to students and said she hears every year that the experience is life changing. “Even several years post-experience, students still comment on their change of perspective of the world,” she said. “While not all fully recognize the impact right away, many continue to think about and analyze for several weeks or months after returning.” She said that some of the main learning points include patience and flexibility, gratefulness for what we have, focus on relationships, and the importance of time. Clinically, students learn about the importance of focusing on function and prioritization as well as non-verbal communication.

Ryan Buchholz, a Class of 2016 student in the physical therapy program at the University of Mary, said the trip to Guatemala was a once-in-a-lifetime opportunity that many will not soon forget. Ryan said they played games with the kids on the street and prayed for the families whose houses they were able to provide, allowing members of the team to broaden their horizons and reach out to those desperately needing a hand. “We are thankful for the opportunity that was given to us and for the support that friends and family offered to help send us,” he said. “Through the ups and downs of the trip, the team truly stuck together and worked alongside one another to improve the lives they came in contact with. While leaving Guatemala was difficult, we are ready for our next adventure. We are ready to serve where God calls us next. ‘All they asked was that we should continue to remember the poor, the very thing I had been eager to do all along’ (Galatians 2:10).”

When asked to share a few memorable experiences of her travels to Guatemala, Mary said that’s challenging to do because there are so many gathered from the 10 years of traveling there. However, there are some lessons that stand out. She feels the importance of human touch, smiles and laughter cannot be underestimated and even though the “language” in Guatemala may not always be understood, it’s amazing how you can influence people by smiling, laughing and hugging. “While technology is overall a good thing, I think we are lacking in our ability to communicate non-verbally,” she said. “Concentrating on the things that matter is important. When witnessing people in absolutely horrendous conditions and enduring difficult situations, it is hard to understand how they can be happy. Certainly they feel pain and



hunger just as we do; however, they choose to concentrate on the things that make them happy. That is a lifelong lesson for all of us.”

Mary maintains a [blog](#) about her service learning project in Guatemala.

Stork Report



Sarah Fox, DPT '09, welcomed baby girl Jaelyn on July 2, 2015. She weighed 4 lbs., 9 oz. and was 19.5 inches.

Ricky, DPT '15, and Laura Morgan are the proud parents of baby boy Oliver, born Oct. 10, 2015. He weighed 7 lbs., 13 oz. and was 20.5 inches.

