

Physical Therapy News

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SUMMER • 2003



School of Physical Therapy
2043 College Way
Forest Grove, Oregon 97116
www.pt.pacificu.edu

Dear Alumni and Friends,

On May 17th, 2003, the School of Physical Therapy achieved another historical milestone. On that day we graduated our first class with the entry-level Doctor of Physical Therapy (DPT) degree. The 34 students, knowing that they were the first class to be chosen for this new degree, worked diligently and enthusiastically to earn this privilege. Members of our two previous graduating classes were also given the opportunity to receive the DPT degree with additional post-graduate work and many took advantage of it. Thus, we now have a small cadre of graduates with the degree representing Pacific University. Many of you know, we also offer a transitional DPT program for our graduates and graduates of other programs.

Professor Robert (Bob) Nee was asked by the 2003 class members to speak to them at graduation. We found his remarks thoughtful, meaningful and very timely. And so, we are sharing them with you.

"I think that the key message I would like to convey today is to encourage all of you to become "agents of change for the profession" as you embark on your physical therapy careers. Becoming an agent of change is part of the responsibility of being an autonomous professional, and in my opinion, one of the most important ways that each of you can be an agent of change is through providing a high standard of care to your patients, clients, and their support systems on a daily basis.

Providing a high standard of care requires your effort to engage in "wise action" for each of your patients. Wise action is simply making the best possible judgment within the context of the situation to help your patients and their support networks in a way that is meaningful to them. The fundamental goal of your partnership with these people is to resolve the inabilities that they report or demonstrate to you, and in situations where it is not possible to resolve these inabilities, the goal becomes the creation of adaptive coping strategies to minimize the impact of these inabilities so that they do not have to be disabilities. Engaging in wise action can be accomplished through the five steps of Evidence-Based Practice outlined by David Sackett and others. Any given clinical encounter will contain stimuli or cues that lead you and your patient to ask questions related to any combination of issues concerning diagnosis, prognosis, or intervention. The first step in Evidence-Based Practice is the formulation of these questions, and asking appropriate questions is based on your clinical ability to uncover the cues contained in each patient's unique story through a skilled subjective and physical examination.

The second step of the process is to track down the best available evidence for addressing these clinical questions. It is optimal when this evidence can come from high quality peer-reviewed literature, but in some situations the best available evidence may have to come from other resources such as colleagues with expertise in the areas in question.

Regardless of the source, the third step in the process of Evidence-Based Practice is to critically appraise the available evidence for quality in methodology and for the impact of the answers it provides. For example, when dealing with questions concerning interventions, critical appraisal of the evidence addresses issues such as: did they identify subjects in a logical and reliable fashion? was the treatment administered in a manner that is feasible in the clinical setting? how large was the effect of treatment? were the outcomes used to judge the effect of treatment clinically meaningful?

Assuming that you have identified high quality, clinically meaningful evidence, the fourth step of the process is to integrate this information into the patient encounter. You need to weigh the evidence with your clinical expertise and the patient's unique biology, values, and psychosocial situation to make an appropriate decision for clinical management, in other words, to take "wise action". In situations where direct evidence is not available, the decision-making process will need to be guided by a combination of your clinical expertise and the patient's values. Your communication skills are again vital to discern the patient's values concerning her/his healthcare, and in many situations, the patient's support system may need to be a part of the decision. Wise action is a COLLABORATIVE REASONING PROCESS.

The final step in the process of Evidence-Based Practice is that of self-assessment. It is important to be a self-reflective practitioner to evaluate your effectiveness and efficiency in providing your patients with a high standard of care. This self-assessment should assist you in finding ways to continually improve upon your clinical practice. It helps to tie together the previous four steps of Evidence-Based Practice so that you can be a life-long, self-directed learner - a characteristic that I feel is vital for being an agent of change for the profession.

When you possess the skills of a self-directed learner, you welcome the more challenging patient encounters, because they provide a greater opportunity for you to learn and develop your clinical expertise. I also think that these skills enable you to maintain your passion for your career as a physical therapist, because you will always have the ability to facilitate your professional growth.

Being a self-directed learner and an agent of change is not easy, it requires self-discipline and motivation. You need to give your best effort on a daily basis, because your patients and their support networks deserve nothing less from you, and you should expect nothing less from yourself. Maintain the ability to laugh at yourself and your situation, because no one is so important that she/he is above a little good-natured ribbing, and even the most difficult situations can be helped at least temporarily by a good sense of humor.

In closing, as a faculty we encourage each of you to have confidence that you are well prepared to become agents of change for the profession, because you possess the self-discipline, motivation, and self-directed learning skills necessary to take on this responsibility."

Wishing you a wonderful summer,

Daiva A. Banaitis
Professor and Director

Faculty Achievements

Congratulations to **Dr. Kenneth Bush** who has been promoted from Associate Professor to **Full Professor** at the Pacific University School of Physical Therapy.

Professor Robert Nee has co-authored a chapter entitled "Nerves" in *Physical Therapies in Sport and Exercise*, a book that has been recently published by Elsevier Science and edited by Gregory Kolt and Lynn Snyder-Mackler. Bob Nee was the primary author of a book chapter on the basic structure and biomechanics of neural tissues, their response to normal mechanical loads, and their response to injury and healing. David Butler was the second author of this chapter. Earlier this year, Professor Nee spent a week teaching physical therapists in San Paulo, Brazil. **Dr. John Medeiros** published an editorial, "New Physical Activity Guidelines" in *The Journal of Manual and Manipulative Therapy*, Vol.10 No.4 (2002).

Dr. John Medeiros authored 5 editorials published in *The Journal of Manual & Manipulative Therapy* during 2002 and the early part of 2003. The first two editorials focus on evidence-based practice in the professional health care setting. The first is entitled "Barriers to Compliance with Evidence-Based Clinical Practice Guidelines". The second editorial, "Knowledge-Based Practice", suggests that the term "evidence-based medicine" might be changed to the more comprehensive phrase "knowledge-based practice." This new phrase not only incorporates the value of evidence derived from experimental studies but also evidence from clinical knowledge and an awareness and understanding of patients' preferences regarding their care. The third editorial, "Are Keyboarding and Writing Major Life Activities?" examines the case of a female reporter/typist whose injury claims were debated by the courts in accordance with their interpretations of the Americans with Disabilities Act. In, "New Physical Activity Guidelines", Dr. Medeiros discusses new dietary and exercise guidelines from the National Academies' Institute of Medicine. These guidelines are designed for children and adults who want to minimize the risks for chronic disease. The fifth editorial is entitled "Joint manipulation: A Focus on Pedagogy". Dr. Medeiros discusses the criteria for optimal academic and clinical learning of joint manipulation and also lists the principles of joint manipulation put forth by Dr. John M Mennell.

Professor Nancy Cicirello, Chair of Government Affairs for the Pediatric Section of the APTA, attended the National APTA Conference in Washington, D.C. June 18-22.

In addition, the Understanding Disabilities course (a joint graduate and undergraduate course) that **Professor Cicirello** and **Dr. Medeiros** participated in last year led to the development of an undergraduate minor in Disabilities Studies which received College of Arts and Sciences approval in April. Professor Cicirello also presented with Portland State University faculty in Seattle at the National Conference of the Council for Exceptional Children regarding their cooperative training grant, the Collaborative Professional Education Project (CPEP). For more information on the CPEP, please see the article in this newsletter.

Dr. Laurie Lundy-Ekman now has a companion website for the second edition of her textbook, *Neuroscience: Fundamentals for Rehabilitation*, available from W.B. Saunders at <http://evolve.elsevier.com/ProductPage?product=0721693733>. According to Dr. Lundy-Ekman, the second edition of her book has major improvements including full-page photographs and line drawings in the atlas, a clearer and more up to date discussion of spasticity and hyperstiffness, expanded content and illustrations of vestibular disorders, and coverage of more diseases and disorders.

In addition, Dr. Lundy-Ekman has been invited to present a three-day post-graduate course on Motor Control at the University of Indianapolis in September 2004 and taught a similar course at Pacific University in May 2003. She is enjoying working with E.A. Davis Publishing on a new text on motor control and motor learning. The intent is to make the content simple, memorable, and comprehensive.

Dr. Lundy-Ekman continues to serve on the Institutional Review Board, contributing to decisions as to whether the research risks to human subjects are reasonable in relationship to expected benefits and whether their privacy is adequately safeguarded.

DONATIONS

- The class of 2003 donated 20 chairs to the School of Physical Therapy. This will help replace many of the chairs that have seen better days.
- Miné Boyd and Donald Welch, friends of the School of Physical Therapy, donated \$2,000 to purchase high-low tables. The tables are a wonderful addition.

Class of 2003 Student Awards

Congratulations to all of the 2003 graduates and the following award winners:

Alumni Award

Patrick Hessler

Oregon Physical Therapy Association (OPTA) Scholarship

Valerie Potts

Outstanding Service to the School of Physical Therapy

Aubree Swart and Valerie Potts

President's Award

Janine Krebs

Valedictorian

Timothy Drechsel

Jaggar Scholarship

Valerie Potts

Collaborative Professional Education Project (CPEP)

*Torey Gilbertson, Mike Binet,
Megan Starr, Stella Mirelle*

Kaiser Award

Mark Isackson

Clinical Doctorate for Practicing Therapists

The Transitional DPT (TDPT) program continues to have steady growth going into its third year. Thirty-five clinicians are enrolled in the TDPT program; four more are in the application process; and another 7-10 actively take courses. Since the program allows students to complete up to 8 semester hours without enrolling, participants have the opportunity to see how courses fit into their personal and professional schedules before making a commitment to the program.

Several TDPT participants are now most of the way through the program and beginning their Clinical Project, the capstone course of the curriculum. Students find the variety of formats available as a Clinical Project an exciting change from the required thesis many completed for their entry-level degree. Examples of possible project formats include single-subject research, surveys, case studies, reliability studies, and development of patient education tools. All Clinical Projects culminate in presentation to the faculty or another professional audience.

Congratulations go to **Nancy Monnie** and **Jennifer Ault**, the first graduates from the TDPT program! While they completed their degrees during 2002-03 academic year, both began in the Master of Science in Health Sciences degree program. The MSHS was the School of Physical Therapy's original post-professional PT program; it evolved into the Transitional DPT degree in 2001. Jennifer entered the MSHS program from the Kaiser Permanente Hayward Physical Therapy Residency in Advanced Orthopedic Manual Therapy. Nancy is the first to graduate earning her entire degree within the post-professional program at Pacific University.

Congratulations also, to members of the classes of 2001 and 2002 who completed additional studies and clinical practice to qualify for the DPT post-graduation.

NOTICE – A LIMITED TIME OFFER 1998, 1999, 2000 Pacific Grads

Remember you can enter the Transitional DPT program with 9 semester hours of advanced standing based on your entry-level education. Be sure to enroll within 7 years of graduation to take advantage of this time and money saving opportunity. Contact Bob Nee, PT, MAppSc, ATC, Program Coordinator at 503.352.3161, neerj@pacificu.edu or Pam Edwards, PT, Associate Coordinator at 503.352.3114, edwardsp@pacificu.edu.

INCENTIVES FOR CLINICAL INSTRUCTORS

I am in the process of exploring new ways to create incentives for PTs to participate in clinical education. It is a given that many of you already supervise interns for a wide variety of reasons—professional development, giving back to your School and profession, or the simple joy of teaching, to name a few. We are examining additional means of rewarding current clinical educators and attracting new folks to clinical supervision by removing potential barriers.

In order to focus our efforts, please take 5-10 minutes to complete a brief survey. Your feedback is highly valued and needed in order to more fully address your needs as a clinical educator! This survey may be downloaded from the web at: http://www.pacificu.edu/academics/grad/pt_clinical_internships.shtml#cis or just go to our PT school homepage (www.pt.pacificu.edu) and click on the link at the top of the left hand navigation section. Feel free to distribute to all staff therapists or complete collectively as an entire staff. Please contact my assistant, Dayle Garton, if you do not have web access and she will gladly send you a survey (503-352-2125, gartond@pacificu.edu).

Many thanks to all of you that have already completed the survey. The response has been amazing so far. Results will be available on our website later this summer. Also feel free to

contact me directly if you have any questions about the survey or are interested in hosting PUSOPT interns. — *Jay Salzman, PT, ACCE*

CLINICAL EDUCATION CONFERENCES:

Our Annual Clinical Education Workshop was held at Mt. Hood Community College this past April. Approximately 30 area clinical instructors and PT managers attended *Understanding and Motivating the Generations*, facilitated by Texas Women's University School of Physical Therapy ACCE, Peggy Gleeson.

Please mark your calendars for our next NIC (Northwest Intermountain Consortium) Annual Conference on September 18-20 in Salt Lake City, Utah. This year's programming will include two separate, concurrent tracks: *Challenges and Solutions for Clinical Education for CIs and CCCEs*, presented by University of Utah faculty and the *APTA Clinical Instructor Credentialing Program*, presented by APTA certified instructors. An NIC sponsored dinner will feature a keynote by APTA Director of Education, Jody Gandy, PT, PhD. In addition, various recreational activities will be available to explore the great outdoors of Utah. Information is available on the NIC website (link on the PT school website, or <http://www.pacificu.edu/academics/grad/pt/nic>). If you don't have web access, please contact Dayle Garton (503-352-2125, gartond@pacificu.edu) to send you a brochure.



Keep us up-to-date!

Let us know what you and your colleagues are up to.

Name: _____

Class Year: _____

Address: _____

Phone: _____

What's happening: _____

PT STUDENTS WHEELING AROUND CAMPUS

This past October, the Pacific Index profiled the “wheelchair experience” that **Professor Nancy Cicirello** assigns to her “Working with Adults with Neurological Dysfunction” class each year. As many of us alumni remember, students in the class spend 48 hours wheeling around campus and their homes to become better aware of accessibility and issues that face people with disabilities. Students are also encouraged to “go out on the town” and experience activities like riding MAX, going out to eat at a restaurant, or attending a game at PGE Park. The article by writer Crispin Wong cites Professor Cicirello as saying that “feedback from students in her class is positive. They often tell her that they appreciate the experience and learned a lot but they are glad to have freedom of walking.”

PT STUDENT NOTABLES

Theresa Lai, class of **2004**, wrote an article titled “**The DPT Controversy**” that was published in the March/April issue of the *OPTA Oregon Log*. In the article, Theresa discusses the pros and cons of the DPT degree and notes that the controversy existing in the field is not a clear-cut issue. Some of the pros of the DPT listed in the article include the following: 1.) The expanded curriculum serves to meet the current clinical expectations of new graduates as the present state of health care does not always allow for mentorship of new grads in the clinic. 2.) The DPT meets societal expectations that a “fully autonomous” healthcare provider be a clinical doctor. Therefore, the DPT aids in achieving goals of the profession such as direct access. 3.) The DPT degree may be the most appropriate degree for the program of study as the units required for an MPT exceed the requirements for a master’s degree in other fields. Some of the cons of a DPT that the article discusses are: 1.) Opponents argue that the DPT is an “unwarranted inflation of professional education” and that it will needlessly increase educational costs. 2.) Some clinicians with bachelor’s and master’s degrees are concerned that they will have a “diminished value in the healthcare marketplace.” Despite these concerns, Theresa concludes her article by stating that she feels the benefits of a DPT outweigh the potential pitfalls. She states, “The transition to the DPT serves as an impetus for further growth of the profession. The future of PT lies in therapists who possess the qualities necessary for direct access and autonomy.” To read the article with references in its entirety, see the March/April issue of the *OPTA Oregon Log*.

Linda Alexander, another student from the class of **2004**, served on a committee to put together a Student Life Handbook for all professional program students at Pacific University. The handbook describes many of the services and opportunities on campus that graduate students can utilize. Some of the information offered in the handbook includes housing, child care, professional programs services, guest housing, and accessing campus services such as the Optometry School Family Vision Centers, the Physical Therapy Clinic, and Campus Public Safety.

PT STUDENTS CONTINUE INVOLVEMENT IN CPEP GRANT

As reported in last summer’s Alumni Newsletter, Pacific University physical therapy and occupational therapy students are involved in a five-year grant with Portland State University Students. The U.S. Department of Education-funded grant, called the Collaborative Professional Education Project (CPEP), provides advanced training to a multidisciplinary group of personnel who are in preparation for careers in special education, vision service, speech-language pathology, occupational therapy, and physical therapy. This training grant provides a unique opportunity for students from the various disciplines to learn about the other disciplines prior to employment, which should enhance cooperative and collaborative work once employed.

This year’s physical therapy students involved in the grant are: **Kelsi Compton-Griffith, Connie Feldman, Ariel Salzman, Justin Weatherford, Alison Page, and Camille Vetromile**. These students receive some tuition support during their second year at Pacific University and in return they have agreed to work with children with disabilities for two years within five years following their respective programs.

CHANGES TO THE NEUROSCIENCE CLASS FORMAT

Over the past few years, DPT 520 and 521: Rehabilitation Neuroscience I and II has undergone some major changes from what former students may remember as PT 505 and 506: Neuroanatomy I and II, which was primarily a lecture-based class with a lab component. Dr. Laurie Lundy-Ekman’s Neuroscience class has been completely converted from lecture-based to active learning as part of the objectives of a Hewlett Grant she received in 1999-2000 along with Camille Wainwright from the School of Education and Diane Yolton from the School of Optometry. This course is two credits in the fall and four credits in the spring. To achieve the objectives of the Hewlett grant, Dr. Lundy-Ekman attended problem-based learning and tutoring workshops at McMaster University and four Pacific University workshops on active learning and collaborative learning during the 1999-2000 school year. Activities in the Neuroscience class over the past few years have included Venn diagram summaries, interactive computer programs, one-minute summaries, pop oral exams, small-group problem solving, case-based study, and problem-based learning.

According to the Hewlett Grant report from March of 2000, several changes occurred in the neuroscience class since the format change. Almost all students are far more engaged and active than during lectures. Potential student behavioral problems such as not being prepared for class or unprofessionalism while working with peers have been identified using this teaching format, which would not have been evident in a lecture-based curriculum. This identification of behavioral problems early in the curriculum allows the faculty to attempt remediation prior to the students entering clinical rotations. In addition, the speed and accuracy of solving patient cases is much improved. Dr. Lundy-Ekman reports that the active engagement and the repeated practice with applying neuroscience information to specific cases has improved student performance markedly. She states that “this skill is precisely what students will need in clinical practice.”

COMPUTER LAB RENOVATION

A much needed renovation took place in the computer lab on the lower level of the PT Building during the month of March. With skillful coordination between the University Information Services office and Facilities engineers, the transformation took place in less than two weeks. Students returned from clinical internships to find the lab with new paint, tables, chairs, and improved ventilation. Equipment upgrades included new computers, a new printer, a multimedia station, laptop ports, and an improved network connection.

Feedback from the entry-level and Transitional DPT students has been extremely positive. Since the renovation the lab has received considerably more use than for months past. The PT faculty, staff and students all send their thanks to UIS and Facilities for a wonderful effort.

Pacific University School of Physical Therapy Class of 2003 Thesis Titles

PLATFORM PRESENTATIONS

Tim Drechsel, Mandy Strong

The Effect of Hippotherapy on Selected Posture Elements and Gait in a Child with Cerebral Palsy

Jessica Johnson, Cathleen King

Prevalence of Back Pain Correlated with Backpack Wearing in the Adolescent Population

Torey Gilbertson, Steve Whitaker

A Functional Closed-Chain Proprioceptive Exercise Protocol as a Rehabilitation Approach in Therapy Following total Knee Arthroplasty

Matt Parks, Aubree Swart

Establishment of Normative Chest Expansion Values in Typical 16-30 Year Old Males

POSTER PRESENTATIONS

Gina-Marie Cerantola, Megan Starr

An Investigation of Injuries Affecting Young Female Club Gymnasts

Stella Mirelle, Jeni Russell

Health and Psychological Well-Being of Physical Therapy vs. Education Graduate Students: A Comparison Study

Julie Hughes, Emily Lighthipe

Carrying 20% Body Weight in a Backpack Compared with a Messenger Bag: Effects on Stride Length, Base of Support, Cadence, Speed, and Double and Single Support Times

Scott Hein, Mark Isackson

Grading ACL Laxity: Testing Only the Involved Knee vs. a Side-to-Side Comparison of Both Knees

Mike Dendas, Mike Dorrington

Efficacy of TENS

Pat Hessler, Andrew Sahnou

The Accelerated Rehabilitation Protocol for Anterior Cruciate Ligament Reconstruction: A Comparison of 14 Subjects

Mike Binet, Brian Murphy

Use of Partial Body Weight Support System to Improve Gait in Pediatric Patients

Cortnee Dees, Josh Rogers

Comparison of Modified Modified Schober and Double Inclinator Techniques for Measuring Lumbar Flexion in Normal Subjects

Emily Norton, Jami Pedersen

Continuous Passive Motion Post Total Knee Arthroplasty: Effects on Range of Motion and Length of Hospital Stay

Sara Okleasik, Jessie Roberts

Comparison of Wrist Flexor and Extensor Strength

Angela Listug, Kila Mitchell

Normative Values for Cervical Flexion and Extension Strength

Kent Dawson, Peter McLean

Follow-up Study of Neuro-dynamic Test #2

Janine Krebs, Valerie Potts

The Effect of Partial Body Weight Support Treadmill Training on Measures of Balance, Ambulation, and Endurance in a Patient with Hemiparesis

ALUMNI CLASS CONTACTS

This is the current list of class contacts – as you can see we are lacking contacts for the majority of the classes. If you are willing to be your class contact person, PLEASE email the editor at aquajulie@hotmail.com. It would be quite helpful when it comes to updating our records and sharing information. Thank you!

1979	Anne (Harrington) Watson	annewats@aol.com
1982	Tom Williams	tcw@cyberis.net
1986	Lisa Goodrich	MLGOODY@aol.com
2000	Greg Milles	gsmilles@aol.com gsmilles@swmedctr.com

PT ALUMNI NEWSLETTER ONLINE

You can now view past issues of the Alumni Newsletter online at the Pacific University School of Physical Therapy web site if you have Acrobat Reader. The web page also features other information such as everything you need to know about the Transitional DPT program as well as useful links and PT resources. You can check it out at <http://www.pacificu.edu/academics/grad/pt>

NOTE FROM THE EDITOR

As I find myself living and practicing physical therapy in a new state (my husband and I relocated from Oregon to Montana last fall for his job) my mind keeps turning to practice issues within the profession and differences that exist between states. For instance, I was pleasantly surprised to find out as I was applying for Montana State licensure that I automatically had direct access with my state licensure. It amazes me that in some states there is still no direct access and that practitioners in other states had to make concessions in order to get direct access legislation passed. Is the new DPT degree going to influence the direct access issue? Although an overwhelming number of physical therapy schools are transitioning to a DPT degree, it is another controversy in and of itself (See "PT Student Notables" section in this newsletter). If you would like to share your comments about direct access or the "DPT debate", or if you have thoughts on any other practice issues, please email me at aquajulie@hotmail.com. Have a great summer!

ALUMNI UPDATE

Thank you to those who have updated us on their moves, jobs, new arrivals, etc. Please use the form in this newsletter or email the editor at aquajulie@hotmail.com for your update to be included in the next newsletter – we would love to hear from you!

1983

Joana Freedman has been appointed to the Oregon Physical Therapy Board.

1985

Teri Vance completed the 2002 Vancouver Lake Triathlon last August, which raises money for breast cancer research at Legacy hospitals. Teri competed along with a group of 20 Town Center Village residents, staff members, family and friends, where she is rehabilitation director. Teri herself is a breast cancer survivor and has been cancer-free for over three years.

1986

Lisa (Peters) Goodrich is the class contact. Her email address is MLGOODY@aol.com. She has been married to husband Mike for 13 years and they have 8 year-old twins, Jeremy and Mackenzie. Lisa is currently working at St. Vincent Hospital in Portland but will be moving to Philomath, OR this summer due to her husband's job transfer. He will be running a home building company in Corvallis. Lisa had breast cancer in 1998 and will be celebrating five years cancer-free this summer!

1988

Rita (Flaim) Larson is still living in Seattle and works as a pediatric PT with Providence Children's Center in Everett, WA serving children birth to 14 years. She has been with them for five years and hopes to retire there. Rita has a sub-specialty as a developmental therapist in the NICU where she addresses feeding and development issues. She has also enjoyed being a clinical instructor for Pacific 3rd year PT students. Rita and her husband will celebrate their 15th wedding anniversary in September and have two sons, Brendan (9) and Aidan (7). Last September she completed the Avon Breast Cancer 3-day walk and endured 60 miles to raise \$4000!

Cheryl (Welsh) Burns continues to work full time with the Early Intervention/Early Childhood Special Education program in Washington County, serving children birth through five. She is also a new grandmother to a beautiful baby boy who is almost a year old. She is going through "empty nest" syndrome now that her 22 year-old son bought a home and moved out.

1994

Sheryl (Nieuwenhuis) Lee works part-time for Fairview Southdale Hospital in acute care and for Rehab Without Walls doing in-home rehab. She also keeps busy with her three girls Katelyn (5), Alexandra (2), and McKenna (7 months).

Katy (Kliby) Mitchell is completing her PhD at Texas Woman's University in Houston. She presented her dissertation titled "Population-Specific Reliability and Validity of Select Impairment Measures for Individuals with Parkinson's Disease" at the CSM in Tampa in February. In addition, Katy was selected for the Adopt-A-Doc Award from the Section on Geriatrics for 2003. She is now a full-time Visiting Assistant Professor at TWU.

1995

Allison Yocum finished her doctoral program last fall. She and husband Dennis took a vacation to Spain last year to celebrate and had their third child (a boy) earlier this year.

1999

Michael Pennington opened a new clinic in Grants Pass called Precise Touch Physical Therapy. The new clinic offers a variety of physical therapy services including orthopedic, spinal and chronic-pain rehabilitation. The clinic also specializes in sports medicine and vestibular rehabilitation, with emphasis on one-on-one patient care.

2000

Scott Wallace is living in San Francisco and works at Physiotherapy Associates, an outpatient orthopedic clinic. He passed his McKenzie certification exam in December.

Erik Aspengren changed jobs and moved in the past year and is now the Director of Therapeutic Associates Vancouver in Vancouver, WA.

Jeremy Kern and wife Angela live in SE Portland with son Evan who turned 2 in May. He is still with Providence Milwaukie Healing Place where he is coordinating a Medical Resident training program to show the Internal Medicine Residents what the rehab department is able to do for their patients.

Susan Jankelson, husband Steve, and 1-year-old daughter Ally moved to a new home close to their old one in Graham, WA. Susan continues to work part-time at a private outpatient practice and has a new Great Dane puppy, "Janie".

Kristina (Walter) Kuskie and husband Kurt are currently living in Kansas City, Missouri (the third state since they have gotten married). Kristina has been working in long-term care/geriatrics. They are planning to settle in Colorado in July when Kurt finishes his optometry residency.

Rachel (Menasche) Georgeson is working in pediatrics and orthopedics. Her dog, Zephyr, just became certified to be a therapy dog. **Joshua Rider** moved to Albuquerque, NM with wife Kirstin and daughter Jorleigh (3) where he works at The University of New Mexico Hospital. He works mostly at the outpatient orthopedic center in addition to working at the UNM Training Center with athletes.

Julie Robertson relocated to Kalispell, MT last August with husband Michael where they enjoy lots of outdoor activities in and around Glacier National Park. Julie was recently hired by a small private therapy practice to start up a pediatric physical therapy program.

Adam Laraway and wife Julie built a house in Palmdale, CA. Adam left his job at UCLA to work for a small private outpatient orthopedic clinic and loves his new job.

Natalie (Beltram) Reed started a new job at Willamette Valley Medical Center in McMinnville where she works with fellow classmate **Melissa Lathrop**. Natalie also continues to serve on the Pacific University Alumni Council.

Jonna Leighton, husband Chris, and daughter Kenady (1) returned to Oregon from Olympia, WA and now live in Eugene.

2001

Gina Paine and husband Brody are expecting their first child this summer with a due date of July 25.

2002

Leah Hok had a 7 lb. 8 oz. baby girl, Meadow Mariah, on January 2, 2003.

Scott Kosola and wife Tiffany had their first child, Chloe Rose, on March 17, 2003. She weighed 6 lbs. 10 oz. He is working in an outpatient clinic in Tucson, AZ.

Antje Gillard is the proud mother of baby boy, Hugo, born in January of 2003.

Allison (Aldrich) Cordaro was married last year in addition to finishing up her DPT degree last fall. She is working full time at Sacred Heart Medical Center in the acute therapies department.

2003

Emily Norton '98, PT '03 had the opportunity to showcase her photography work along with Photography Professor Jim Flory and three other Pacific University alumni at the fourth Kathrin Dawein Gallery exhibit of the 2002-2003 series. The collaborative effort, titled "Five on Five," ran from December 4, 2002 until January 24, 2003.

2003 Class Listing

Pacific University
School of Physical Therapy
2043 College Way
Forest Grove
Oregon 97116
503-352-2846

Graduates

Michael Binet	Peter McLean
Gina-Marie Cerantola	Stella Mirelle
Kent Dawson	Kila Mitchell
Cortnee Dees	Brian Murphy
Michael Dendas	Emily Norton
Michael Dorrington	Sara Okleasik
Timothy Drechsel	Matthew Parks
Torey Gilbertson	Jami Pedersen
Scott Hein	Valerie Potts
Patrick Hessler	Jessie Roberts
Julie Hughes	Joshua Rogers
Mark Isackson	Jeni Russell
Jessica Johnson	Andrew Sahnou
Cathleen King	Megan Starr
Janine Krebs	Amanda Strong
Emily Lighthipe	Aubree Swart
Angela Listug	Steve Whitaker

TRANSITIONAL DOCTORATE PROGRAM (TDPT)

2001 Graduates

J. Brooks Aberg	Susan Kelley McKenna
Heidi Asbury	Heidi Kronenberg
Ben Bertrand	Olya Kurkoski
Darin Borter	Blake Marlia
Preston Buckholz	Katie Milano
Gina Buntin Paine	Melissa Miller
Cara Carpenter	Chanelle Nakamiyo
Jennifer Casey	Wendy Neglay
Kelley Clark	Megan O'Neill Stanford
Stacey Cochran	Katie Putnam
Lisa Corrigan	Becky Reed
Tiffany Elder	Becca Reisch
Jaimi Emerick	Brenda Rode
Suzanne Foley-Belatti	Angela Spooner Hanson
Chris Hoekstra	Jenna Uhlenkott Lisenby
Jane Hoffert	Kim Williams
Andrea Hughbanks	

2002 Graduates

Allison Aldrich Cordaro	Leiah Hok
Gary Anglin	Mike Karl
Carmen Anglin	Aaron Kingsland
Angela Bates	Scott Kosola
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USEFUL WEB SITES FOR PHYSICAL THERAPISTS

The following is a list of web sites that you might find useful. You can find the links on the Pacific University School of Physical Therapy web site at <http://www.pacificu.edu/academics/grad/pt/resouces.shtml>

PT Magazine

www.apta.org/PT_magazine/index.html

Physical Therapy Journal

www.apta.org/PT_Journal/index.html

Therapy Student Journal

www.TSJournal.com

Wheless' Textbook of Orthopaedics

www.medmedia.com

Oregon Physical Therapy Association

www.opta.org

Medline

www.medportal.com

Physician and Sports Medicine

www.physsportsmed.com

Outlines of Clinical Medicine

www.avicenna.com

American Physical Therapy Association

www.apta.org

Oregon State Licensing Board

www.ptboard.state.or.us

North American Institute of Orthopedic

www.naiomt.com

Manual Therapy (NAIOMT)

Employment Opportunities

email: sfisher@opta.org