

August 2017

SGA Rounds

NSU-COM Student Government Association

Nova Southeastern University College of Osteopathic Medicine

Letter from the Editor in Chief

By OMS-II Vikisha Hazariwala, Executive SGA Administrator of Public Affairs



Hello and welcome back to NSU-COM!

First and foremost, I would like to congratulate my fellow classmates for completing the first part of their medical licensing exams. For many of us, the most difficult step in our path to becoming a physician is over.

But, as we head into

clinical rotations, we will realize the road ahead is riddled with different challenges that will one day help us become tenacious and caring health care providers.

In my first month of clinical rotations at Broward Health Medical Center, I have been a part of an incredible family medicine team that challenges me to learn more every day. I have already experienced the quintessential joy of saving one's life, the sorrow in losing another, and the propelling feeling of inadequacy. Seeing family members keep a vigilant eye for any sign of movement in their unconscious loved ones brings humility to my early mornings and late nights, as well as exhaustion. Through this platform, I encourage all of you to reflect on your experiences this year and to reach out to me with stories from your clinical rotations.

To the second-year medical students, I hope you had a wonderful summer traveling and spending time with family

and friends before returning to a rigorous month of classes. Although it may have seemed impossible to remember the pathology, pharmacology, and radiology, I am truly excited for each one of you as you embark on a wonderful year ahead. Study every day, become passionate about learning clinically relevant material, and most importantly, help one another as you proceed through your classes. Enjoy the process and never hesitate to reach out to your upperclassmen for support.

This edition of *SGA Rounds* features heartwarming stories from this summer. OMS-II Jeena Kar talks about her relationship with a cancer patient who taught her about the beauty of art in medicine. Additionally, in our continuing series written by 2017 NSU-COM alumnus Ravi Uppal, D.O., who is doing his pediatrics internship at Good Samaritan Hospital in Long Island, New York, he provides a few humorous words of advice for the second-year medical students.

Lastly, I would like to give a warm welcome to the newly appointed assistant editor, OMS-II Dana Kajan, who has helped contribute to this issue. She will be working more closely with the first- and second-year students and will be reaching out to you for articles and photos throughout the year. I am truly excited to have her join me on board with Scott Colton, Debra Gibbs, and Traci-lyn Eisenberg, D.O., without whom none of this would be possible.

Feel free to reach either one of us at the following: Vikisha Hazariwala at vh350@mynsu.nova.edu or Dana Kajan at dk761@mynsu.nova.edu.

Student Government Association Update

By OMS-III Natalie N. Negron, SGA President



In July, the Council of Osteopathic Student Government Presidents (COSGP) held its first quarterly meeting of the 2017–2018 academic year in Chicago, Illinois. The meeting was an exciting opportunity for the NSU-COM SGA to learn how to enhance the college and our student experience. OMS-II Michael Goldstein, SGA president-elect, accompanied me to serve as representatives for our school.

We met with osteopathic medical students from across the country who serve as representatives of their respective student governments. We learned about their programs through school reports and school discussions. These reports and discussions allowed us to hear about new and exciting ways to engage students and the local community, as well as provided us with the opportunity to share some of the wonderful projects taking place at NSU-COM.

During the meeting, we also heard from several prominent leaders from the American Osteopathic Association (AOA), the American Association

of Colleges of Osteopathic Medicine, and the National Board of Osteopathic Medical Examiners. They spoke about the progress in the single accreditation system, the national Project in Osteopathic Medical Education and Empathy, and the ED to MED Campaign, which focuses on raising awareness about medical student debt.

The COSGP meeting also coincided with the annual AOA House of Delegates (HOD) meeting. The HOD is the legislative body of the AOA and speaks on behalf of the members of the association and the osteopathic profession. This body is made up of members of the board of trustees, the AOA, and various state societies. Every year, the HOD convenes to discuss several resolutions brought forth to become part of AOA policy.

In preparation for the House of Delegates, the COSGP hosted the annual National Osteopathic Student Caucus (NOSC), where student government representatives, SOMA members, and students from across the nation gathered to speak on resolutions affecting osteopathic medical students. The caucus was streamed online, allowing for all osteopathic medical students to participate in the discussion.

Issues of importance included prevention and maintenance of burnout in medical students and residents, AOA specialty board certification, promoting residency positions for Commission on Osteopathic College Accreditation medical student graduates, and membership into the AOA

for allopathic physicians. More than 260 osteopathic medical students gathered and voted at the NOSC to create the national student position on these important resolutions, which can be found online at the COSGP website.

At the HOD, representatives of the NSU-COM SGA served as delegate and alternate delegate for the Florida Osteopathic Medical Association. We served in this capacity alongside the student government representatives from LECOM-Bradenton.

Overall, it was a jam-packed week filled with meetings, events, and tons of information. Your SGA representatives have returned with some great ideas about initiatives we hope to establish on our campus. We are also looking forward to the next COSGP conference in a few months, which will coincide with the AOA's OMED symposium in Philadelphia, Pennsylvania, in October. Please visit osteopathic.org/omed for more information regarding OMED.



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facebook.com/novaosteopathic/

COLLEGE OF OSTEOPATHIC MEDICINE

Elaine M. Wallace, D.O., M.S., M.S., M.S.
Dean

EDITOR IN CHIEF

OMS-III *Vikisha Hazariwala*
vh350@mynsu.nova.edu

EXECUTIVE EDITOR/GRAPHIC DESIGNER

Scott Colton, B.A., APR
COM/HPD Director of Medical
Communications and Public Relations

FACULTY EDITOR

Traci-lyn Eisenberg, D.O.
Assistant Professor of Family Medicine

ASSOCIATE EDITOR

Debra R. Gibbs, B.A.
Medical Communications Coordinator

ASSISTANT EDITOR

OMS-II *Dana Kajan*
dk761@mynsu.nova.edu

CONTRIBUTING WRITERS

Scott Colton, B.A., APR
Ariba Hashmi (OMS-II)
Vikisha Hazariwala (OMS-III)
Jeena Kar (OMS-II)
Natalie N. Negrón (OMS-III)
James O'Neil (OMS-II)
Ravi Uppal, D.O. ('17)
Elizabeth Weirich (OMS-II)
Jonathan Wu (OMS-II)



Students Showcase Skills at Special Olympics Health Fair

By OMS-II *Ariba Hashmi*, Fine Arts Art Club Copresident
and SOAR Treasurer



On April 22, 10 first-year students took a break from their studies to participate in the Special Olympics Health Fair in Miami Gardens. OMS-I students James Barton, Leon Cedeno, Ariba Hashmi, Muhaimeen Hossain, Jeena April Kar, Taufif Mubarak, Tymour Malik, Priyanka Ochaney, Sujith Puskoor, and Zaeem Qureshi worked with the board of Special Olympics Florida and the City of Miami Health Department to offer health screenings and nutritional information to members of the disabled and disadvantaged South Florida community.

The students highlighted some of their first-year clinical skills, such as obtaining blood pressure readings and medical histories. They also joined in on dance lessons and workout routines to highlight the importance of exercise for the community. Special Olympics Florida highlighted how these students are positively impacting the community and offered praise for their time and efforts during the event.



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MENTAL HEALTH PERSPECTIVE

This article is the first in a new series beginning a conversation about mental health awareness as a part of NSU-COM's new Mental Health Awareness Task Force. If you would like to contribute to this series, please email Vikisha Hazariwala at vh350@mynsu.nova.edu.



Panic Attacks: Starting the Conversation

By OMS-III Natalie N. Negron, SGA President

“My first panic attack occurred at age 18, the night before I started my first set of final exams as an undergraduate student. I remember feeling a heaviness in my chest throughout the day that seemed to get heavier and heavier as the day progressed. It was 9:00 p.m., and I was studying in my room when suddenly it hit me—a wave of anxiety and terror like I had never felt before.”

I am sitting on a plane from Chicago to Miami, returning home with my *Case Files: Psychiatry* book opened up to a page on a disorder that strikes a chord in my own personal life. As I look at the TV monitors throughout the cabin, I realize the in-flight entertainment is an episode from one of my favorite TV shows—*This is Us*.

I close my book as I begin to recognize some of the scenes. This episode follows one of the main characters, Randall, through one of the most stressful times in his life. His biological father with whom he was recently reunited is now battling end-stage cancer; he is feeling pressured at work by his boss and colleagues to close a big deal; and he is in charge of taking care of his children for the weekend as his wife has just left to go and take care of her father who suddenly became ill.

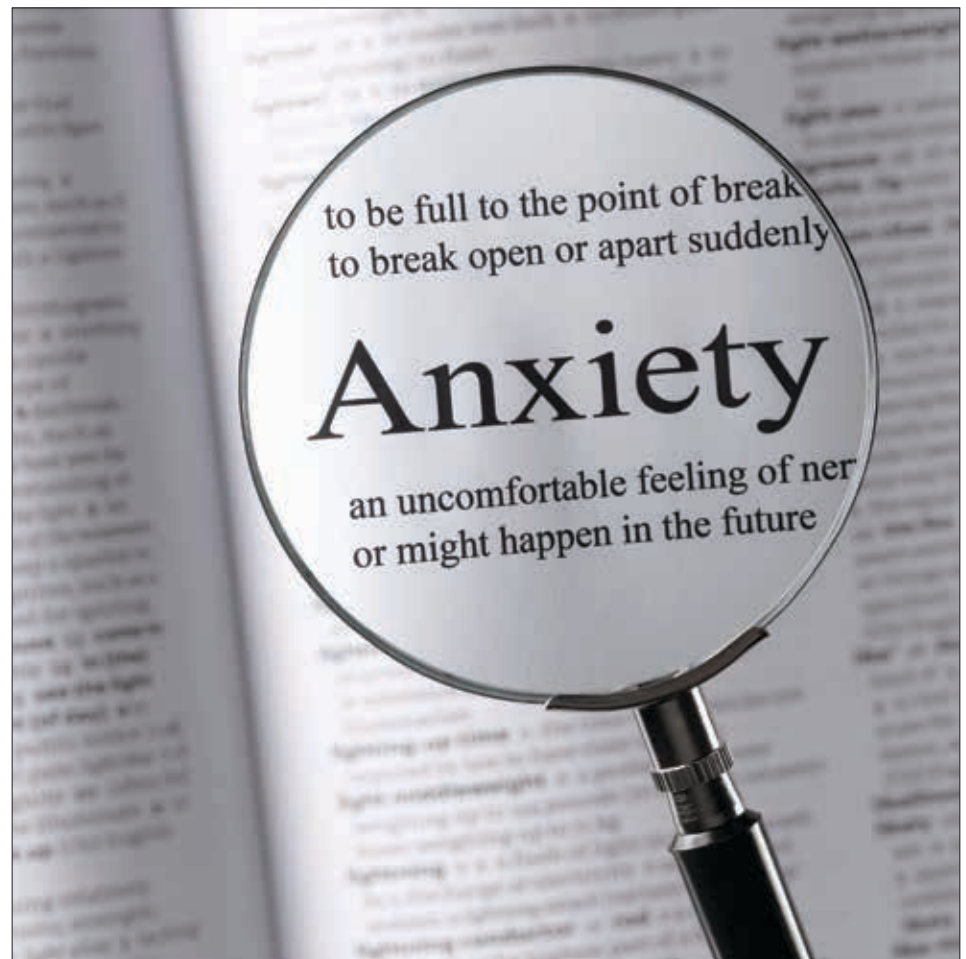
As the story progresses, we see Randall struggling to hold himself together as the stress and pressures rise. At every turn, he pushes down the anxiety that is slowly creeping to the surface until he can no longer hide those feelings. The episode culminates in one of the most powerful scenes I have ever witnessed on television—his brother running into Randall’s office and finding him sitting in the corner, struggling to take normal breaths, as tears stream down his face and his hands tremble.

When I first saw this episode months ago, I was so moved by the themes and topics shown that I was brought to tears. This powerful portrayal of a person suffering from panic attacks resonated with me so strongly, because of the parallels I drew to my own personal life. Throughout the course of my life, I have experienced four panic attacks that, to this day, I can remember just as vividly as when they first took place.

My first panic attack occurred at age 18, the night before I started my

first set of final exams as an undergraduate student. I remember feeling a heaviness in my chest throughout the day that seemed to get heavier and heavier as the day progressed. It was 9:00 p.m., and I was studying in my room when suddenly it hit me—a wave of anxiety and terror like I had never felt before.

The tears fell down my face like a faucet that I couldn’t turn off. It became hard to breathe, and it felt like my throat was slowly closing in on itself. My stomach felt like it had risen



into my chest, and my lungs no longer had enough room to expand. The threat of failure loomed and felt undeniably certain. In the background, the sound of the clock ticked down the seconds until my imminent failure.

I curled up in a corner of my room, holding myself tightly, trying to focus on my breathing. A voice inside me whispered, “You can’t do this, you won’t succeed, you can’t succeed” over and over. Still, I focused on my breathing. In. Out. In. Out. In. Out. In. Out. Until suddenly, everything else faded away. That horrible voice that brought life to all my inner fears was silenced. The faucet of tears stopped leaking. Breathing became easier and easier with each breath.

The attack couldn’t have lasted more than five minutes or so, but to me, it truly felt like an eternity. I experienced these same feelings three more times in the six years since then, with the most recent taking place several weeks ago, one week before one of the most important exams in my medical school education.

As medical students, we constantly face pressures, both external and internal, pushing us to be the best. The competitive nature of the world we have willingly thrown ourselves into never escapes us. It is a constant battle to get the highest scores and accolades so we can get accepted into the best residency. The uphill climb is never-ending.

We pile our metaphorical plate full until it is overflowing, and then we call it “the norm.” We push down any fears and anxieties we may feel, because we think we are the only one who feels this way. But, in reality, this is far from

the norm, and we are not alone. These feelings are shared by so many, and it is time to encourage our students to be unafraid of having an open and honest discussion about the anxieties and pressures we, as medical students, face on a daily basis, and how we cope with each of these stresses.

In March, David Muller, M.D., dean of medical education at the Icahn School of Medicine at Mount Sinai in New York, published a chilling and insightful perspective piece in the *New England Journal of Medicine*. His piece titled “Kathryn” told the story of one of the school’s fourth-year medical students, who ended her life in 2016. He discussed the pressures students in the medical field experience and the dire need to enhance mental health and well-being resources.

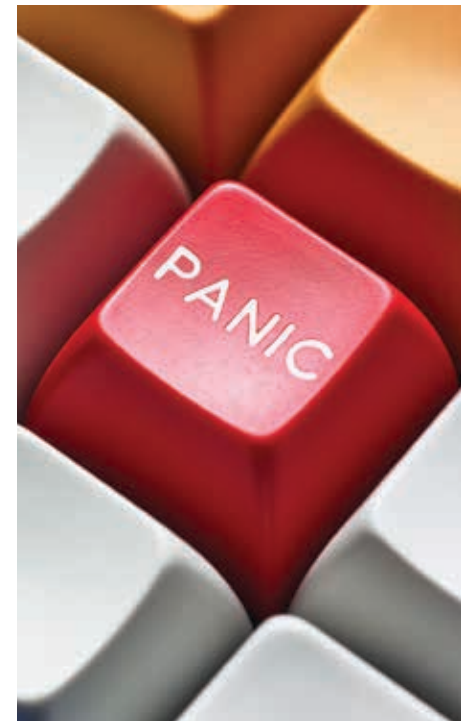
“Every time students achieve what looks to the rest of us like a successful milestone—getting into a great college, the medical school of their choice, a residency in a competitive clinical specialty—it is to some of them the opening of another door to a haunted house, behind which lie demons, suffocating uncertainty, and unimaginable challenges. Students bravely meet these challenges head-on while we continue to blindly ratchet up our expectations.

From their very first shadowing experience to their first foray in the lab; from high school advanced-placement courses and college admissions tests to grade point averages and the Medical College Admissions Test (MCAT); with helicopter parents, peer pressure, violins and varsity soccer, college rankings, medical school rankings, medical licensing exams, and the residency Match, we never let up on them—and it’s killing them.”

As D.O.s in training, we learn that one of the core tenets of osteopathic medicine is to treat the mind, body, and spirit. It is not enough to simply treat the body. We cannot ignore that the mind and spirit are just as important to our health and quality of life. More important, we cannot stigmatize one of those components simply because talking about it may be outside our comfort zone.

My hope is that this article sheds some light on just one of the many issues so prominent in mental health. I hope it sparks a conversation about the need for more mental health education and awareness, particularly in the medical field. As Muller said in his article, we have to change this culture, and we must band together to do so. We have to start the conversation.

If you suffer from panic attacks, know that you are not alone and that there are plenty of resources available to help you cope with anxiety and panic attacks. Please speak with your guidance counselor for more information.



Meeting Patricia: A Life-Changing Experience

By OMS-II Jeena Kar, Fine Arts Club Copresident

Everyone you meet in your life has a unique role and purpose in your journey. But, every so often, you meet someone extraordinary. And if you're lucky, that rare person chooses to share his or her time with you. Three years ago, I met Patricia Moreira-Cali. She was battling leiomyosarcoma, which she had named "the Purple Dragon."

I thought she would be someone I just did henna tattoos for once, but she turned out to be a woman I connected with over and over, who helped me grow as an artist and as a person. Every time we met, she would tell me about her travels, her accomplishments, her journey. Through it all, her humility would shine. I always knew she had cancer, but it was impossible to view her as weak because she was so jovial. She used art, journaling, and yoga to heal herself.



She went on retreats, adventures, tried cooking new dishes, and was so interested in learning about my culture. She would challenge me to do henna that had symbolism and meaning. Many times, she would make me start over, reminding me that this art speaks for both of us. I needed to hear that. My art had always been about me or my expression in the past. I had never combined visions like that before. I started to think about that with other patients I worked with as well.

Once I started medical school, our meetings turned into brief emails, texts, or messages. She asked me to come to dinner with her, or to visit, and I kept putting it off. My replies to her became shorter as I grew more stressed. By the end of my first year at NSU-COM, I found out her condition had deteriorated. I could not believe it.

She sent me a video where it was the same Patricia I knew, but she looked different—she looked tired.

And I realized what I had missed. I tried to reconnect with her; however, it was too late.

When she passed, I knew she was at peace and was ready to transition. This summer, I grieved the loss of a mentor and a friend, but I also grieved for the humanism I lost at the expense of being in medical school. I was not the same person I was before starting. I knew that as she left, she would have wanted me to learn from this experience.

I spent the rest of my summer break the way Patricia would—using art to heal. Her passing, like her life, taught me a lesson once again. She rerouted the way I wanted to practice medicine, back to the reason I applied in the first place. It was always about connecting with people. If I am going to survive the rest of medical school, I need to do it with a new outlook, holding onto her story and learning from her strength.

GLMA Facilitates at IPE Day

By OMS-II James O'Neil, President of the Gay and Lesbian Medical Association and Vice President of Medical Students for Choice and IPOF



The Gay and Lesbian Medical Association (GLMA) had the pleasure of facilitating an Interprofessional Education Day (IPE Day) in March. The GLMA—an HPD-wide club—allows students from any college within the Health Professions Division to join and participate in its activities. Our past copresident, Julia Roncesvalles, joined teams with Jacqueline Reese Walter,

Ph.D., who are both members of the Occupational Therapy Department. They drew attention to the necessity of discussing LGBTQ health in an interdisciplinary setting.

Leading up to the event, NSU-COM students Cori Clark, Hytham Rashid, Edward Waseleski, Elizabeth Weirich, Roncesvalles, and I met multiple times to discuss patient case studies we thought would be most relevant to the multiple departments present on any given IPE day. Together, we created a presentation that made the experience valuable to all who attended. One of the cases involved an HIV-positive male patient with a history of drug abuse and medical noncompliance. As a group, with students from physical therapy and dental medicine to osteopathic medicine, we discussed different ways of offering aid to the patient in our own medical settings.

The successful event provided me and Elizabeth Weirich with a new plan for the upcoming year as leaders of the GLMA and Medical Students for Choice. Now that the 2017–2018 school year has commenced, we are proud to announce that we will be discussing monthly case studies in which everyone can participate every Friday afternoon. Our goal is to address the lack of gay/lesbian/trans/abortion/sexual health cases in our curriculum.

We encourage you to take matters into your own hands and prepare yourselves even more for rotations by joining us for these Case Study Fridays. We look forward to working together and can't wait to hear about your perspectives on how to make health care more equal for everyone. Please email either me or Elizabeth if you have any suggestions or wish to be involved at Jo731@mynsu.nova.edu and ew708@mynsu.nova.edu.

Student Achievements

Sheikh Ali, class of 2020, served as second author for the article “The Role of Bevacizumab in the Treatment of Glioblastoma,” which has been accepted for publication in an upcoming issue of the *Journal of Neuro-Oncology*.



Fourth-year student **Ashwin Kalyandurg** spent June 20 aiming to break the Guinness world record for walking the farthest on his hands in eight

hours. By 5:10 p.m., he had traveled about 3.17 miles, besting the 2002 record by 100 meters.

Third-year student **Christopher Mancuso**, M.H.S., and second-year student **Megan Hemmrich** received the first-place award for their poster “The Use of Xenografts in the Reconstruction of the Ear Following Keloid Excision” at the 14th International Conference on Clinical and Experimental Dermatology on June 20 in Philadelphia, Pennsylvania.

Vatche Melkonian, class of 2018, served as first author of the article “Abdominal Cramps as the Earliest Warning Signs of Impending Anaphylactic Shock in a Patient with Indolent Systemic Mastocytosis,” which was accepted for publication in the *Journal of the American Osteopathic College of Dermatology*. He coauthored the article with **Christopher Mancuso**, M.H.S., class of 2019.

Interdisciplinary Health Care at Work During Jamaica Medical Outreach Trip

By OMS-II Jonathan Wu, CPR Instructor, Master of Public Health Candidate



From left: Jonathan Wu, Cole McMillian, Michelle Smith (McMillian's fiancée), and Ben Ihde

Two first-year NSU medical students, along with one student's fiancée who is an R.N., and I volunteered with the college's Jamaica medical outreach trip held June 3–12 under the leadership of Paula Anderson-Worts, D.O., M.P.H., associate professor of family medicine, who has organized this annual trip for the past 17 years.

More than 140 individuals from various health disciplines including osteopathic medicine, dentistry, optometry, physical/occupational therapy, and pharmacy volunteered their time to provide care to the underserved communities of Jamaica. Volunteers included alumni, health professionals, and students from NSU's Fort Lauderdale/Davie and Tampa campuses, the Philadelphia College of Pharmacy,



One of the many makeshift clinics at one of the churches in Saint Mary.

and the Alabama College of Osteopathic Medicine.

We spent two days in Kingston and two-and-a-half days in the mountainous regions of Saint Mary. We worked in makeshift clinics at local churches at three separate sites each day. By the time we arrived at each site, there were already several patients lined up waiting for our services. The medical team and I saw patients from all walks of life—families, pediatric patients, adults, and geriatric patients. We provided wellness exams, addressed specific health complaints, and managed chronic health conditions. Each day, we saw more than 150 patients and did as much as we could in the short amount of time we had.

I will value the opportunity I had to work closely with the various health disciplines. This included referring patients to physical/occupational therapy students, conversing with pharmacy students about appropriate medications, observing dental students providing teeth cleanings and tooth extractions, and shadowing optometry students providing optical lenses. I gained a greater appreciation for the skills and roles each health professional can offer and the importance of interdisciplinary care.

Additionally, I learned more than just clinical knowledge during my experience. I was exposed to and practiced the type of critical-thinking skills necessary to become a great clinician.

Besides interacting with the people of Jamaica, experiencing Jamaican culture added an amazing touch. I enjoyed tasting the delicious Jamaican cuisine for the first time, such as jerk chicken and jerk pork, chicken and beef patties, the Jamaican national dish—ackee and saltfish—and fresh jack fruit.

This was my first medical outreach trip and is one of my most cherished medical school memories. I truly understood the value of this medical outreach trip by learning that for many of the patients we saw, this may be the only time they would see a health professional. I want to thank the many individuals, such as Paula-Anderson-Worts and Don Daly, who put in the countless hours needed to make this trip happen. It was a trip of a lifetime.



Jonathan Wu gives a sticker to one of the pediatric patients in Saint Mary.



Restocking supplies at the hotel in preparation for the next day of clinic.

Summer Research at OHSU: Barriers to Immediate Postpartum LARC Access

By OMS-II Elizabeth Weirich, Medical Students for Choice President, Gay and Lesbian Medical Association Vice President, and Student Association of Obstetrics and Gynecology Secretary



Over the summer, I worked with Maria Rodriguez, M.D., M.P.H., at Oregon Health and Science University's (OHSU) Women's Health Department to research barriers to immediate postpartum LARC access. It is well documented that the optimal time interval between pregnancies (particularly C-sections) is 18 months. Resulting pregnancies that occur within a shorter time interval are more at risk for complications, such as low birth weight and other adverse fetal outcomes.

An effective way of ensuring an adequate interval is met is by adhering to an effective birth control method. The safest, most-effective methods used are called long-acting, reversible contraceptives—LARC for short—and include IUDs and the arm implant known as Nexplanon. Both methods, which are considered safe, highly effective, and easily reversible,

require minimal maintenance, making them highly desirable to patients.

To increase access to LARC methods to patients most at risk for short-interval pregnancy, Oregon Medicaid recently made IUDs and implants accessible to its patients immediately post-delivery. Despite availability of these devices, many Medicaid patients are still not receiving this service.

Our research focused in on why access to this method remains limited. We began by surveying both physicians and patients on their experiences with immediate postpartum LARC and continued by writing a patient brochure with FAQs on immediate postpartum LARC use. It's our hope to determine key barriers limiting access to this service to improve its availability.

Working with the OB/GYN team over the summer not only gave me insight into the schedule of an OB/GYN in training, but also into the life of a researcher. Having to wake up at 5:00 in the morning daily for postpartum rounds, present on patients, and then proceed to seek out and interview women eligible for the study, all while maneuvering labor and delivery and rushing to grand rounds, made for an exciting, albeit hectic, summer.

I learned to appreciate all the hard work the attendings, third years, residents, nurses, and other support staff put into keeping these women happy and healthy. Working with OHSU's OB/GYN department introduced me to the exciting life of working in women's health and reaffirmed my desire to continue pursuing a career as an OB/GYN.



Dealing with Your Second Year of Medical School: It's Going to Be Okay

Ravi Uppal, D.O., Class of 2017 Alumnus



(Below is the second of a four-part informal and personal series that will be presented throughout the next few issues of SGA Rounds.)

You are a quarter of the way to becoming a doctor! You made it through the gauntlet that is first year, and you are ready to obliterate year two and move on to rotations. But hold up, you still have one mighty obstacle looming on the horizon. **BOARDS.**

Don't do the following:

Start freaking out about boards. Step 1/Level 1 is tough, but don't let it be any more stressful or intimidating than it needs to be. There is no need to start hardcore studying one year in advance. Learn your material well in class, and maybe start adding a few annotations here and there to First Aid. In my opinion, around winter of your OMS-II year is the best time to start gearing up for boards and start a ques-

tion bank. Spring break time is when you should be going into full boards immersion mode.

Blow off class completely. It's the second half of your OMS-II year, and everyone just came back from winter break and is in full boards frenzy. A common mistake I saw was people just neglected class completely to study for boards, which ended up hurting them for midterms and finals. Focus on getting your classwork done first and learning the material well—then you can integrate that knowledge into your boards study plan.

Do the following:

Enjoy your winter and spring breaks. Don't spend your entire break time trying to board study. You deserve the time off, and you need to

recharge your batteries. A medical outreach trip is a great idea. NSU offers so many opportunities that aren't very expensive, plus it's a great way to travel and gain some hands-on experience. I went to Jamaica with the Student National Medical Association and highly recommend it.

UWorld, First Aid, and Pathoma (UFAP). Add on any other resources you wish to, but do not skip out on the holy trinity. The UFAP method has been tried and tested and is unbeatable.

Even if you only take the COMLEX, UWorld is a better learning question bank than the COMLEX question bank. Do COMBANK or COMQUEST to get used to the question styles of the COMLEX, but be sure to use the UFAP for enhancing your learning of the material.



Student Awards Ceremony Celebrates Success

On April 17, a number of deserving students earned awards and scholarships at the annual First- and Second-Year Student Awards Ceremony held in the Steele Auditorium. Students were honored in areas such as research, academic excellence, and community service.

Matthew A. Terry Endowment



Second-year student **Allison Nguyen** and first-year student **Mohammad Dlewati** were the recipients of the Matthew A. Terry Scholarship Endowment. The academic accolade was established in 1999 to honor first- and second-year medical students who epitomize virtues such as scholastic excellence, service to the school, empathy, and congeniality. *Pictured (from left) are Allison Nguyen; Elaine Wallace D.O., M.S., M.S., NSU-COM dean; and Mohammad Dlewati.*

Student Trio Wins Dr. Bradley I. Silverman Scholarship



Second-year students **Alixandra Fiore** and **Brittany Siegel**, along with first-year student **Douglas Rausch**, were the recipients of the Bradley I. Silverman Memorial Scholarship, which was established in 2006 to honor outstanding NSU-COM students who participate in cancer-related community service and showcase compassion, commitment, and other laudable traits exemplified by Silverman. *Pictured (from left) are Alixandra Fiore; Marilyn and Stanley Silverman, the parents of Bradley Silverman; Brittany Siegel; and Douglas Rausch.*

David B. Levine Endowed Scholarship Award



Second-year student **Urvi Patel** received the David B. Levine, D.O., Endowed Scholarship Award, which is presented to a second-year student who demonstrates an interest in family and/or internal medicine, displays leadership for the osteopathic medical profession, and is a member of the Student Osteopathic Medical Association. *Urvi Patel accepts her award from Mark Sandhouse, D.O., M.S., associate dean of administration.*

Robert Klein Endowed Scholarship Award



Second-year student **Juan Arana** was the recipient of the Robert Klein, D.O., Endowed Scholarship Award, which is presented to a member of the Klein Society who demonstrates active participation or leadership within the society. *Juan Arana and Kenneth Johnson, D.O., FACOOG, assistant dean of faculty and chair of the Department of OB/GYN*

Robert and Eugene Friedman Scholarship



Third-year student **Saamia Shaikh** received the Robert and Eugene Friedman Scholarship, which is presented to the student who best demonstrates active participation and leadership in his or her class. *Debra Cohn Steinkohl, M.H.S.A., assistant professor of family medicine and public health and course director of community service, presents Saamia Shaikh with her award.*

Judy Morris Memorial Scholarship



Second-year student **Coltz Boubert** received the Judy Morris, M.D., Endowed Memorial Scholarship, which is presented to a student based on his or her educational goals, leadership, and active participation in the Master of Public Health Program. *Pictured are Cyril Blavo, D.O., M.S., M.P.H.T.M., FACOP, director of the college's Master of Public Health Program, and Coltz Boubert.*

Morton Morris Osteopathic Medicine Public Health Scholarship



Second-year student **Tony Swicer** received the Morton Morris, D.O., J.D., Osteopathic Medicine Public Health Scholarship, which is awarded to a student based on his or her educational goals, leadership, and active participation in the Master of Public Health Program. *Pictured are Cyril Blavo, D.O., M.S., M.P.H.T.M., FACOP, director of the college's Master of Public Health Program, and Tony Swicer.*

Three Students Win Beth and Joel Rush Endowed Charter Scholarship



Second-year students **Derek Jones** and **Edward Waseleski**, along with first-year student **Roya Garakani**, received the Beth and Joel L. Rush, D.O., Endowed Charter Scholarship, which is provided to NSU-COM students who are in good academic standing and demonstrate active participation or leadership within their class. *Pictured (from left) are Derek Jones; Roya Garakani; Delia Harper-Celestine, Ed.D., M.P.H., assistant dean of student and alumni affairs; and Edward Waseleski.*

Jeff Grove Scholarship



Second-year student **Paige Swalley** received the Jeff Grove, D.O., Scholarship, which is presented to an NSU-COM student selected for his/her dedication to student service. *Pictured are David Boesler, D.O., M.S., chair of the Department of Osteopathic Principles and Practice, and Paige Swalley.*

Rosebud Foster Public Health Scholarship



Pictured are Gustavo Saldias, M.P.H., associate director of the Area Health Education Center Program, and Kristine Freitas.

Kristine Freitas, B.S., training coordinator for two of the college's disaster preparedness programs, was the recipient of the Rosebud Foster, Ed.D., Memorial Public Health Scholarship, which is presented to a graduate public health student who exemplifies leadership and demonstrates concern for underserved populations through community service and advocacy.

Osteopathic Medicine General Scholarship



Second-year student **Christina Baxter** garnered the Osteopathic Medicine General Scholarship, which is presented to a second-year student based on academic merit and dedication to osteopathic medicine. *Christina Baxter accepts her scholarship from Hilda M. DeGaetano, D.O., FACOP, FAAP, assistant dean of preclinical education and academic projects.*

Humana Terry G. Smith Preceptorship



First-year student **Madhurya Mulla** earned the Humana Terry G. Smith Preceptorship, which is presented to first-year students selected to participate in a paid summer preceptorship with Humana. *Pictured are Heather McCarthy, D.O., executive director of the Simulation/Standardized Patient Lab, and Madhurya Mulla.*

East Florida Physicians Alliance Endowed Scholarship



Third-year students **Tim Niedzielak** and **Kristina Gemayel** received the East Florida Physicians Alliance Medical Education Endowed Scholarship, which was established to support osteopathic medical students who want to attend and/or make presentations at medical conferences by providing funding for registration fees and travel expenses. *Pictured (from left) are Tim Niedzielak; Elizabeth Hames, D.O., M.A., CMD, assistant professor of geriatrics; and Kristina Gemayel.*

Kenneth Burnell Research Award



First-year student **Paige Spagna** received the Kenneth Burnell Student Research Award, which is bestowed to NSU-COM students who conduct outstanding research in either clinical medicine or biomedical science.

C.H.A.S.E. Anesthesiology Scholarship



Third-year students **Genevieve Marshall** and **Kristina Gemayel** garnered the C.H.A.S.E. Honorary Anesthesiology Scholarship, which is presented to students interested in attending the Florida Society of Anesthesiologists Annual Meeting in Palm Beach, Florida. *Pictured (from left) are Genevieve Marshall; Jennifer Jordan, Ed.D., assistant dean of medical education; and Kristina Gemayel.*

Peer Mentors Garner Recognition



Second-year students were honored for their contributions to their individual societies as well as their commitment to fellow society members. They are as follows:

Janelle Alvarez (William G. Anderson, D.O.); **Gee Yoon Park** (Louisa Burns, D.O.); **Hytham Rashid** (Robert Klein, D.O.); **Daniel Nery** (Fred Lippman, Ed.D.); **Adaobi Ibe** (Anthony J. Silvagni, D.O.); **Timothy Diaz** (Bradley I. Silverman, D.O.); **Allison Nguyen** (A.T. Still, M.D., D.O.); and **Chris Larrimore** (James Turner, D.O.). First-year students **Luis Alva** (Morton Terry, D.O.) and **Zachary Smith** (Ross Zafonte, D.O.) also won recognition.

All winners are nominated by their peers as being supportive and involved society members who exemplify the attitudes regarding NSU-COM participation, community service, and professionalism within their societies. *Pictured are the peer mentor honorees with Hilda M. DeGaetano, D.O., FACOP, FAAP, assistant dean of preclinical education and academic projects.*