

MAGAZINE

# Midwestern University

Summer 2024



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# MIDWESTERN UNIVERSITY

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# From the President

Dear Friends of Midwestern University,

Spring is a special time at Midwestern University as we celebrate the graduations of our students completing their courses of study. In May, we graduated approximately 1,800 healthcare professionals who are ready to enter residency and fellowship programs or begin their first professional position.


For me, graduation ceremonies are very joyous and meaningful times that begin when the families start arriving on campus. They are very proud, with smiles on their faces and eyes filling with tears as they excitedly enter the auditoriums, ready to see the moment that they have been waiting to experience for many years. As the students process into the auditorium, it is enjoyable to stand back and see the families waving and cheering on their loved ones as they enter the graduation hall.

Graduation is truly a family affair, and Midwestern University has traditionally highlighted the graduates as the entire focus of the ceremony. This year, our medical and podiatric graduates are entering the top residency programs in the country. The College of Pharmacy has the highest number of graduates entering residency programs in our history. The Colleges of Health Sciences, Dental, Optometry, and Veterinary Medicine have also had extremely high placement rates. All our graduates are entering their professions during a time of high demand for healthcare professionals.

These graduates are ready for their next journey, taking with them their passion for their profession and the excitement of forging new paths. They carry within themselves the knowledge and confidence instilled by their faculty and staff to become who they were meant to be... highly skilled, caring and compassionate healthcare professionals.

Join me in wishing all 1,800 graduates very successful and rewarding careers. They are the best and brightest, and I am proud to call them Midwestern University graduates.

With sincere thanks,



Kathleen H. Goepfinger, Ph.D.  
President and Chief Executive Officer  
Midwestern University

# Midwestern University Achieves New Milestones in Extramural Research and Sponsored Programs



Midwestern University faculty collaborate in a lab to conduct research for submittal to national and international publications.

The Office of Research and Sponsored Programs (ORSP) at Midwestern University, in keeping with its role of cultivating innovation and the pursuit of excellence in scientific advancement within the University community, is pleased to announce new milestones in extramural research and sponsored program awards.

Since the start of fiscal year 2023 and through the first quarter of fiscal year 2024, Midwestern University faculty researchers have received over \$14 million in new research and sponsored program awards for research projects and training programs from federal agencies including the National Institutes of Health (NIH), the National Science Foundation (NSF), the United States Department of Education (DoE), the United States Department of Agriculture (USDA), and the Food and Drug Administration (FDA). There have been 42 newly awarded grants divided between the University's two campuses from July 2022 to December 2023.

Midwestern University researchers have historic levels of financial support for their projects when considering strong intramural support for research combined with extramural expenditures in research, training, and faculty support programs nearly doubling in the current fiscal year to over \$4 million.

"In combination with Midwestern University's strong hiring practices and the solid training our faculty received

at world-renowned institutions, we have strategically strived to provide our faculty with excellent resources to enhance their funding success," remarks James M. Woods, Ph.D., Assistant Vice President of Research.

The Glendale campus has procured approximately \$7.2 million in new awards since July 1, 2022, whereas the Downers Grove campus has been awarded approximately \$8.1 million for a total of about \$15.3 million in new awards. Four programs in particular have received over \$1

million in grants: a research program investigating dosing regimens for pneumonia patients (N. Jim Rhodes, Pharm.D., M.S., BCPS, Associate Professor, Pharmacology, College of Pharmacy, Downers Grove Campus, \$3.4 million from the National Institute of Allergy and Infectious Diseases [NIAID]); a hybrid research/training program exploring the connection between oral inflammation and gastrointestinal disorders (John Mitchell, Ph.D., Associate Dean, College of Dental Medicine-Arizona, \$3.4 million from NIH); a training program for occupational therapists to prepare for service on school mental health teams (Lisa Mahaffey, Ph.D., OTR/L, FAOTA, Professor, Occupational Therapy Program, College of Health Sciences, Downers Grove Campus, \$1.15 million from the US DoE); and a training program to prepare speech-language pathology students who identify as neurodivergent, bilingual, or BIPOC to serve autistic schoolchildren (Schea Fissel, Ph.D., CCC-SLP, Associate Professor, Speech-Language Pathology Program, College of Health Sciences, Glendale Campus, \$1.28 million from the US DoE).

Other research and sponsored projects currently being funded involve disease research, clinical trials, COVID and public health studies, training programs, and many more. Midwestern University independent and collaborative research has been featured in national and international publications such as *Nature*, *Scientific Reports*, *Palaeontologia Electronica*, and *the Journal of Clinical Virology*.

## University Announces Partnership to Train Dental Hygiene Students

Midwestern University's College of Dental Medicine-Arizona (CDMA) and Rio Salado College created a partnership in September 2023 aimed at creating more opportunities for dental hygiene students. The collaboration promises to be a long-term endeavor that will significantly impact the education and careers of aspiring dental hygienists.

"We are very excited to partner with Rio Salado College," says Sheri Brownstein, D.M.D., Dean, College of Dental Medicine-Arizona. "The Rio Salado faculty, staff, and administration have made this partnership seamless, and we are happy to see their students on our campus. During their training, the Rio Salado students will help care for our growing patient base in the Dental Institute."

Monica Williamson Nenad, RDH, M.Ed., D.H.Ed., CHES, Faculty Chair of Dental Programs at Rio Salado College, expressed her excitement about the partnership, saying, "This partnership signifies a significant step forward in addressing the growing demand for dental hygienists and enhancing the educational experience of Rio Salado College students."

The partnership addresses a critical need identified at the Midwestern University Dental Institute, which serves approximately 15,000 patients each year. Rio Salado dental hygiene students will complete required rotations at the Dental Institute, providing additional personnel to meet the growing dental needs of the community.

## Alumni Diversity Council Hosts Day of Mentoring, Community Service



The Midwestern University Alumni Diversity Council fosters unity and service, mentoring students and volunteering at DuPage Pads to combat homelessness.

The Midwestern University Alumni Diversity Council led a day of mentoring and community service with students, faculty, and staff, including morning mentoring and panel discussions for students from various colleges and programs on the Downers

Grove Campus. In the afternoon, the group participated in community service at DuPage Pads, a local homeless shelter committed to combating homelessness by offering temporary housing solutions.

The day of mentoring and community service is part of an ongoing effort by the Midwestern University Alumni Diversity Council. This initiative was created to actively support the University's steadfast commitment to embracing diversity and fostering a culture of inclusivity. The event underscored the University's belief that diversity is an integral component of

academic excellence, skilled patient care, and the overall growth and strength of the community. By providing students with mentorship and engaging in community service, the Alumni Diversity Council not only contributes to the University's core values but also demonstrates a tangible commitment to making a positive impact both within the academic environment and the broader community.

## MWU High School Programs Receive Funding Boosts for 2024



High school students are introduced to the Occupational Therapy Program with OT exercises.

Midwestern University's free interactive programs for high school-aged students on the Glendale Campus will take place again in 2024 with the generous backing of two community foundations.

The BHHS Legacy Foundation provided a \$30,000 grant to help the University offer a range of events including the Arizona Regional Brain Bee, the Health Sciences Career Day

for High School Students, and the Health Careers Institute for High School Students. Each event is aimed at fostering interest in health sciences careers, and the events draw over 2,000 students per year.

Additionally, the H.S. Lopez Family Foundation funded a separate \$14,000 grant for the Health Careers Institute for High School Students, an immersive eight-day interactive program for 64 of Arizona's top high school students. The H.S. Lopez Family Foundation monies are intended specifically to offset the travel, housing, and meal costs for six high-performing, underrepresented high school students in rural areas to attend the Health Careers Institute at Midwestern's Glendale Campus.

The University's high school programs are an effective outreach to contact and inspire future healthcare professionals. In recent years, Midwestern has matriculated students who attended these free programs in the past, and who eagerly volunteer as mentors to "pay forward" their own experiences for a new generation.

## University Launches Initiative, Honor Society for First-Generation Students



Students on the Downers Grove Campus line up to learn more about the First-Generation Initiative, the Tri Alpha Honor Society, and all the ways Midwestern University supports first-generation students.

Midwestern University fosters a supportive, encouraging environment for students who may be the first in their families to pursue higher education, the first of their family branch born in the United States, or the first to pursue a healthcare career. One of the ways the University seeks to support students is

through the First-Generation Initiative, where select first-generation students will serve as peer mentors to other students sharing the same or similar experiences. The University's Office of Diversity, Equity, and Inclusion recently established a chapter of Alpha Alpha Alpha, or Tri-Alpha, a national honor society created to recognize the achievements of first-generation students, and membership is open to students, faculty, and staff.

Victoria Franks, M.Adm., Vice President of Multicultural Affairs and Community Outreach, said, "The Office of Diversity, Equity, and Inclusion is proud to support the First-Generation Mentorship Initiative. For first-generation students, being accepted into our healthcare programs is a major accomplishment that can open the door to numerous possibilities, including socioeconomic mobility. First-generation students show great resilience in overcoming barriers in the process of navigating higher education and have a lot to contribute to our academic family. This initiative is a great resource for our first-generation students to build a network, learn about resources available, and continue developing their skills."



## Health Careers Institute Offers Teens a Look into Healthcare Professions



High school students participate in a series of hands-on sessions about healthcare fields at the Health Careers Institute on both campuses.

Inspiring the next generation of healthcare professionals takes teamwork and interdepartmental collaboration - a core pillar of Midwestern University's One Health philosophy.

The Downers Grove Campus held its inaugural Health Careers Institute in the summer of 2023. As part of the four-day experience, 25 high school students from the surrounding suburbs discovered more about various professions in the healthcare field and the ways an education at Midwestern University will help students achieve their career goals.

On the Glendale Campus, with generous funding from the BHHS Legacy Foundation, Midwestern University held the 25th annual Health Careers Institute for High School Students. The program hosted 64 high school students from all over the state of Arizona, who participated in advanced workshops in anatomy and clinical skills, connected with faculty and students in more than 23 healthcare-related fields, and received mentorship on how to prepare for college and the possibility of a future healthcare career.

The goal of the Health Careers Institute for High School Students is to introduce high school students to different fields in healthcare, as well as to foster an environment of professionalism and connection, and to encourage their curiosity about healthcare as a whole.

“Being able to share knowledge and experiences with high school students who are exploring their career options in healthcare is an amazing way to give back,” said CDMA student mentor Loveleen Kaur (CDMA '26). “The prospect of shaping their futures, witnessing their curiosity, and helping them discover their path while being a guiding light, was a privilege for me.” Ayah Kabbani, a high school senior at Universal School in Bridgeview, IL, said, “We got a taste of several medical fields, and what it's like to work in healthcare. I really enjoyed how interactive it was. I have always respected the healthcare profession, and I come away from this experience with deeper respect. This is not an experience I would get anywhere else. I think everyone should apply to this program.”



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# Midwestern University Empowers Healthcare Professionals with Continuing Education Offerings

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In a rapidly evolving healthcare landscape, staying current with the latest developments and technologies is essential for professionals across various healthcare disciplines. Recognizing this need, Midwestern University offers continuing education (CE) programs in many formats to alumni and other healthcare professionals. Often, these educational opportunities include an interprofessional focus and offer participants a way to connect with fellow professionals and former classmates.

Several Midwestern University Colleges and departments offer CE programs throughout the year and we have selected a representative sample to highlight here; additional information about all the University's CE programs can be found on our website.

## Tradition Continues with Perrin Clinical Refresher Course

A tradition spanning over seven decades continues to thrive—the Ward Perrin Clinical Refresher Course. This continuing education event, which is held annually in the fall, will mark its 77th year in 2024 and continues to draw physicians and Chicago College of Osteopathic Medicine (CCOM) alumni from across the country.

“The Ward Perrin Clinical Refresher Course has been around for as long as I can recall,” said George Borrelli, D.O., Chair of the Department of Clinical Integration, Clinical Assistant Professor of Emergency Medicine, and Program Chair of the Refresher Course. Having been affiliated with CCOM for over 30 years, Dr. Borrelli has witnessed the endurance of this annual event that intertwines professional development, networking, and a class reunion.

The Refresher Course typically occurs over two days and all coursework is accredited through the American Osteopathic Association. Dr. Borrelli, who has been organizing the conference for the last three years, shared, “We try to keep the content geared toward information that will be helpful to mostly primary care physicians in practice, but we try to include presentations that will be valuable to any practicing physician.”



The Ward Perrin Clinical Refresher Course offers continuing education content tailored to benefit all practicing physicians.

A distinctive element of the course is its expansive approach to speakers. Dr. Borrelli actively seeks faculty from both Midwestern University and other highly respected institutions to address current medical topics and concerns such as the opioid epidemic, long COVID, emergency medicine, cardiovascular disease, treating neurodiverse patients, and more. “It’s not hard to find

quality speakers locally, and we often tap into faculty at CCOM, but we’ve also been able to draw presenters from other top academic institutions to share their expertise,” he added.

The Refresher Course continued throughout the COVID-19 pandemic but transitioned to a virtual format. The virtual event allows for an even broader geographical reach and diverse perspectives. While the virtual setting has its advantages, Dr. Borrelli expressed a desire to return to in-person sessions in the future. “I think that the hope and expectation would be to have this conference in person going forward.”

The Ward Perrin Clinical Refresher Course not only exemplifies a commitment to lifelong learning but also provides an avenue for Midwestern alumni and other physicians to foster a sense of community. “People get excited about the yearly course, not only for the content, but also for the opportunity to participate in a class reunion and meet up with fellow physicians. It’s a fun event,” Dr. Borrelli said.

The refresher course is named in honor of revered former CCOM educator Ward Perrin, D.O., who made a lasting impact on generations of CCOM graduates. “I think it is an important part of Dr. Perrin’s legacy. A lot of us were taught by Dr. Perrin, including myself, and he was very highly regarded as an outstanding educator,” Dr. Borrelli shared. “I think it is a great tribute and a great way to continue his legacy to hold this conference every year named after him.”

## Continuing Dental Medicine Education Elevates Professional Growth

Dental medicine alumni seeking to enrich their knowledge and skills can travel to the Glendale Campus each winter for the Annual Alumni Continuing Education Program, or participate in ongoing virtual study groups covering a wide range of topics relevant to their dental practice. In addition, many alumni have sent their dental assistants to Expanded Function Dental Auxiliary (EFDA), a specially designed training course.

The College of Dental Medicine-Arizona (CDMA) provides continuing educational programs through the Office of Continuing Dental Education with the goal of advancing evidence-based dentistry. This commitment ensures that attendees not only stay current on the latest advancements but also have the opportunity to connect with former classmates, meet other dental professionals, and engage in lifelong learning opportunities.

“The field of dentistry continually improves through technology and patient-driven interest in advanced procedures that will enhance their lives, appearance, and contribute to their overall health,” said James Pashayan, D.D.S., M.A.Ed., Associate Dean of Student and Faculty Development. “Dental schools are a major informational source for health professionals, assisting them to keep abreast of procedures, techniques, and materials that can

full-day lecture course on campus, followed by a reception for alumni, family, and friends. Following the reception is a dinner for all, which includes special recognition for the distinguished alumni class. The weekend wraps up with a four-hour lecture class on Saturday.

In response to the growing demand for increased flexibility among working alumni, CDMA also offers a CDMA Alumni Virtual Study Club (VSC). This free, virtual

program is offered quarterly in the evening, with presentations given by alumni on clinically relevant topics chosen from a “most requested” list. Participants can elect to attend any or all of the online sessions offered throughout the year, each lasting 60 minutes, and earn one continuing education credit hour per session.

CDMA offers another virtual format of six presentations to the faculty and alumni. The Midwestern CDMA Faculty & Alumni Learning Group (MWLGA) Series caters to the busy schedules of practitioners seeking to enhance their skills and knowledge without interruption to their workday, and provides 1.5 hours of

continuing education credit. The sessions are led by CDMA faculty as well as accomplished experts from prestigious educational institutions across the nation. Each presentation offers a clinically relevant topic that directly impacts the daily challenges faced by dental practitioners.

And, for dental professionals seeking to advance the skills of their team, CDMA offers a program designed to expand the skills and capabilities of dental assistants, dental hygienists, and foreign-trained dentists. Through the hands-on Expanded Function Dental Auxiliary (EFDA) Continuing Education Program training, participants can learn to perform specific dental procedures under the supervision of a licensed dentist. This extensive program, encompassing 106 hours of instruction, is often recommended by CDMA alumni who fully understand the rich technology, hands-on opportunities, and high-quality instruction that will be taught to their assistants by CDMA faculty.



The College of Dental Medicine-Arizona (CDMA) hosts an annual Alumni CE Program to help advance evidence-based dentistry.

be implemented into their practices. As such, the College of Dental Medicine-Arizona, through our Continuing Education program, provides instruction of great importance to faculty, students, alumni, and the dental community.”

As an American Dental Association Continuing Education Recognition Program (ADA-CERP) Recognized Provider, CDMA ensures that its programs meet the highest standards of dental education. “Our Continuing Education programs help the dental community, in-state and out, stay current on licensure renewal, treatment trends, dental materials, and techniques, improving their patient care abilities,” Dr. Pashayan explained.

The College hosted the 9th Annual Alumni CE Program in January 2024. Several alumni have frequently attended the weekend two-day event. The weekend begins Friday with a

## Residents, Students, and Clinicians Benefit from Optometry CE Offerings

The Colleges of Optometry on both campuses provide continuing education programs designed to assist Doctors of Optometry in meeting their annual requirements for license renewal. These programs not only provide essential skills and information crucial to furthering the careers of practicing optometrists, but are also open to optometry students interested in expanding their knowledge and expertise.

One unique initiative is the annual Residents' Day, coordinated by the Arizona College of Optometry (AZCOPT) and held annually in the spring. This continuing education event brings together optometry residents from Midwestern University and various academic institutions across the Southwest to provide a full day of learning. The event offers up to seven continuing education credit hours and concludes with a residency panel where AZCOPT students engage with residency coordinators sharing insights into their programs. The open panel discussion enables students to pose questions, gaining a comprehensive understanding of each residency site.

Midwestern University's commitment to lifelong learning is not confined to Residents' Day. Throughout the year, both Colleges of Optometry offer a spectrum of COPE-approved CE courses. AZCOPT has a suite of virtual courses that are available for immediate viewing. "Our online courses are primarily viewed by licensed optometrists. Because of the online format, we have had participants join from California to New York and everywhere in between. In addition to optometrists who are seeking continuing education hours, we also provide access for our students to view these lectures as well," said Pierce Kenworthy, O.D., FAAO, Associate Professor, AZCOPT, who has created content for the online courses. "I recently prepared a CE lecture with our cornea specialist, Dr. Robert Fintelmann (Associate Professor, AZCOPT), in which we showcased the importance of co-management between optometrists and ophthalmologists. We are fortunate at our Midwestern Eye Institute to have a setup where our optometry faculty and students work very closely with ophthalmologists and manage patients together."

In Downers Grove, the Chicago College of Optometry (CCO) hosts monthly continuing education events for students and alumni. Held either at the Multispecialty Clinic or on campus, the Wednesday evening sessions offer two to three hours of continuing education credit and include dinner, which helps create an environment conducive to learning and networking.

"Historically, we've had a committee plan the educational offerings. They look at the topics and try to group similar lectures or specialties together, such as pediatric days or myopia control days," shares Jessica Conroy, O.D., Assistant Professor, Chicago College of Optometry (CCO). "Looking forward, CCO is exploring the potential for interprofessional collaboration, recognizing the value of diverse perspectives."

Optometry student Anna Sandlin (CCO '25) attended the continuing education session *Myopia Control for the Primary Care Optometrist* to further her clinical understanding of myopia control. "CCO encourages students in all academic years to attend CE events, whether that is on our campus or at conferences," Anna said. "With each CE I attend, I feel more encouraged to attend others in the future. CE events are designed to speak on how various conditions are treated and identified in everyday practice and demonstrate ways you can strengthen your own clinical skills and management. You get the opportunity to hear from practicing doctors about how they treated a condition, how they identified a condition with certain equipment that they have in their office, and how they might do things differently in the future."



Midwestern University's Optometry programs offer a variety of learning opportunities for students and alumni.



## The Lifelong Learning Advantage

Midwestern University's continuing education events provide the unique opportunity to extend clinical knowledge to students, alumni, and healthcare professionals while also offering opportunities for networking and professional development. Lifelong learning is one of the guiding principles of Midwestern University, and almost every Program and College at the University offers some type of continuing education. The University, through these courses, equips current and future healthcare professionals with information about the latest advancements, and cultivates a culture where the pursuit of knowledge is not just encouraged but ingrained. This ensures that Midwestern University graduates and other healthcare practitioners remain at the forefront of their fields.



### Websites for more CE information:

Explore the wealth of opportunities available for alumni and other healthcare professionals to enrich their knowledge and skills through Midwestern University's Continuing Education (CE) programs. Check out our website at [www.midwestern.edu](http://www.midwestern.edu) and the specific links below, where you'll find comprehensive details about our wide range of continuing education offerings and upcoming events.

#### **Arizona College of Optometry**

<https://www.midwestern.edu/academics/degrees-programs/doctor-optometry-program/arizona-college-optometry/continuing-education>

#### **Chicago College of Optometry**

<https://www.midwestern.edu/academics/degrees-programs/doctor-optometry-program/chicago-college-optometry/continuing-education>

#### **Chicago College of Osteopathic Medicine**

<https://www.midwestern.edu/academics/degrees-programs/doctor-osteopathic-medicine-program/doctor-osteopathic-medicine-do-chicago-college-osteopathic-medicine/continuing-medical-education>

#### **College of Dental Medicine–Arizona**

<https://www.midwestern.edu/academics/degrees-programs/doctor-dental-medicine-program/college-dental-medicine-arizona/arizona-continuing-dental-education>

#### **College of Health Sciences– Occupational Therapy**

<https://www.midwestern.edu/academics/degrees-programs/doctor-occupational-therapy-program/doctor-occupational-therapy-downers-grove-campus/occupational-therapy-continuing-education>

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# Creating a Healthy Community

## Midwestern University Public Health Program Trains Students to Make an Impact

To determine the health of a community or individuals, public health experts can look at the conditions in which people are born, grow, live, work, and age. This includes studying the effects of wider forces that shape the conditions of daily life, such as education, housing, economic stability, work and community environment, and access to healthcare.

All of these factors, defined as the social determinants of health (SDH) by the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC), are known to greatly influence health outcomes, at an estimate of up to 70-80% of a person's health.

In fact, WHO research shows that even more than personal healthcare or lifestyle choices, other SDH can influence health to a much greater extent. Addressing these factors appropriately is critical for improving health and reducing longstanding inequities in health and longevity.

Increasing the awareness of SDH is one of the goals of Midwestern University's Master of Public Health Program, which has now graduated 12 students since beginning the program in 2020.

Students currently enrolled in the veterinary, medical, dental, and optometry programs at the Glendale, Arizona or Downers Grove, Illinois campuses can apply to receive the M.P.H. degree concurrently with their primary degree over the course of three years. Throughout the online program, they study everything from local and global policy to emergency preparedness, while learning how to develop community programs that can help improve the health of individuals as well as a larger group.

David Line, Ph.D., M.P.H., M.S.W., Assistant Professor and Director of the Program, says the dual degree helps Midwestern University students gain more flexibility in their careers. "We



teach them how to make an impact across the full spectrum of the healthcare pyramid, and we equip them with the tools to prevent many health problems in the first place.”

Along with the SDH, the healthcare pyramid depicts the impact on health from an individual level to a policy level. According to this model and public health knowledge, individual healthcare, at the top of the pyramid, actually has the least impact on health. Policy and legislation, at the base of the pyramid, have the highest impact overall.

With this in mind, M.P.H. students at Midwestern University take courses in policy, epidemiology, social behaviors, environmental impact, emergency preparedness, One Health, global foods, healthy systems, program development, and more.

“We train them to do community needs assessments, discover what is missing from a community, and then develop programs to have an impact,” explains Dr. Line.

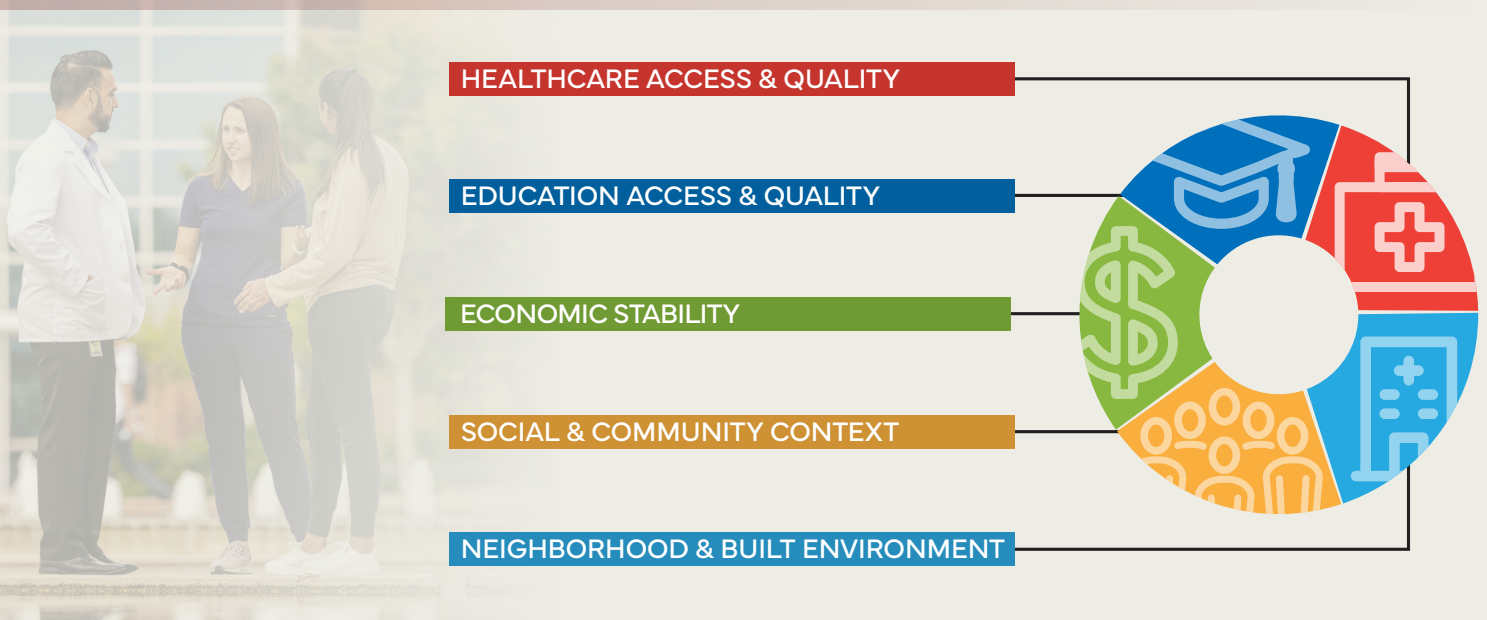
“For example, a local physician might help create community food banks or gardens for their patients who are struggling with food resources. Or, after seeing the 14th patient come in with lead poisoning, they could develop an educational program and materials about indoor pollutants. We like to teach them to ‘go upstream’ to integrate social and behavioral factors and try to make a broader impact.”

Dr. Line says that his favorite course to teach is environmental impact. He is currently working with faculty and students across the country, including Midwestern students and two high school students from the 2023 Midwestern University Health Careers Institute for High School Students, to publish research on the impact of climate change on rural health. “This is a great way for our students to collaborate and make an impact,” he says.

Dr. Line also notes that he especially enjoys teaching students how to communicate information clearly, for example through a tri-fold brochure to a broad spectrum of people. And in today’s social media climate, that assignment might change to asking students to learn to communicate an important health topic via Instagram, in 30 seconds and 140 characters or less.

Another modern approach to public health focuses on the intersecting effects of SDH and individual traits such as race, gender, age, and other protected characteristics. Students in the Midwestern University M.P.H. Program specifically study these factors and how to improve diversity, equity, and inclusion in communities regarding health outcomes. “These are really big and confounding problems,” says Dr. Line, “which is why we work very hard to give our graduates tools they can use to start making a difference. We sincerely hope that, over time, their efforts will lead to building healthier communities locally and around the world.”

## SOCIAL DETERMINANTS OF HEALTH



# Public Health Graduates: Where are They Now?



**Jessica Ventenilla,**  
D.M.D., CDMI  
Class of 2023

## Where are you practicing/what is your typical day like?

I am currently doing a two-year pediatric dental residency in Tucson, Arizona. I am working at the El Rio Clinic, which is a federally qualified health center (FQHC). We see pediatric patients ranging from infants to teens, as well as young adults with special healthcare needs. I treat patients in the clinic about four days a week from 7:30 AM - 5:00 PM. On Thursdays, we have virtual lectures. I also go to the Tucson Medical Center (TMC) to perform full-mouth dental rehabilitation on pediatric patients under general anesthesia.

## What did you enjoy most about getting the M.P.H. degree?

I enjoyed learning about food systems/nutrition and epidemiology. Nutrition is very relatable to pediatric dentistry, since we discuss diet and how that affects oral health with our patients and their parents. I enjoyed the epidemiology courses and understanding the terminology and diseases that have impacted the world globally.

## What were the most important concepts you learned in the program?

The important concepts I learned were about social determinants of health and how they influence a person's ability to seek healthcare in general. I think that is a topic that should be emphasized to healthcare students to help them become more understanding clinicians. I also believe that effective communication is a very important concept to master. I learned this skill set when creating pamphlets and PowerPoint presentations in our culminating project and practicum. As clinicians, our patients are more willing to comply with treatment and trust us with their health when we use terminology they can easily understand.

## What public health information/concepts are you using in your current practice? How?

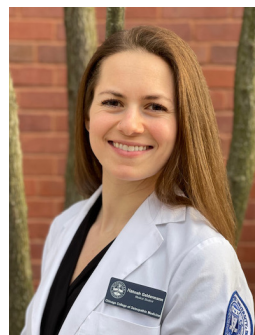
I am looking at social determinants of health because our clinic consistently assesses factors that could potentially be a barrier to dental care. Our clinic's goal is to continue coming up with solutions to help pediatric patients seek the dental care they need.

## Do you have plans to use the public health degree in other ways in the future?

After residency, I hope to find a pediatric dentist position within public health, such as working for IHS or another FQHC. I may possibly want to become involved with writing healthcare policies in the future and advocating for the population I plan to serve.

## Anything else you'd like to add about the M.P.H. degree program?

If you are interested in working in public health, I highly suggest enrolling in the program to acquire the skillsets and background knowledge needed to become a well-rounded and influential leader!



**Hannah Geldermann,**  
D.O., CCOM  
Class of 2023

## Where are you practicing/what is your typical day like?

There is no such thing as a typical day! I am currently doing a three-year residency in Family Medicine at the University of Vermont Medical Center in Burlington, VT. We switch schedules often, so I've done everything from adult inpatient hospitalist rotations to delivering babies to primary care. I am currently on a sports medicine rotation.

## Why did you decide to complete the M.P.H. Program?

I've always had an interest in public health. As I applied to medical school, I knew that I wanted to work in primary care in a rural setting and I felt that having a greater understanding of population health and community resources is very important as a family practitioner.

## What were the most important concepts you learned in the program?

I learned a lot about the social determinants of health, as well as population health, which is the idea of looking at the underlying drivers of health on a bigger level than just the individual. Our clinic is in Middlebury Milton, VT, a very rural area, which creates a specific subset of problems for a lot of our patients. For example, transportation is a huge issue! A lot of our patients end up coming to our clinic instead of going to the hospital with very serious issues like heart attack, simply because they don't have the means to transport 15 minutes further away to the hospital in Burlington.

## What was your favorite part of the M.P.H. Program?

During my last year, we got to do a lot of hands-on projects, which was the most fruitful part of the program for me. It gave me the opportunity to combine my two passions: public health and family medicine. I ended up doing a project with an organization in Chicago that provides medication-assisted treatment for substance abusers and people with substance

use disorders. I created a survey to gather data on the program's effectiveness, which was helpful because I hope to focus on addiction medicine in my future practice.

I also really enjoyed the multidisciplinary nature of the program. Getting different perspectives from the veterinary and dental students throughout the entire program was great and is very useful now for me as a physician! Working in multiprofessional teams is a big part of my job.

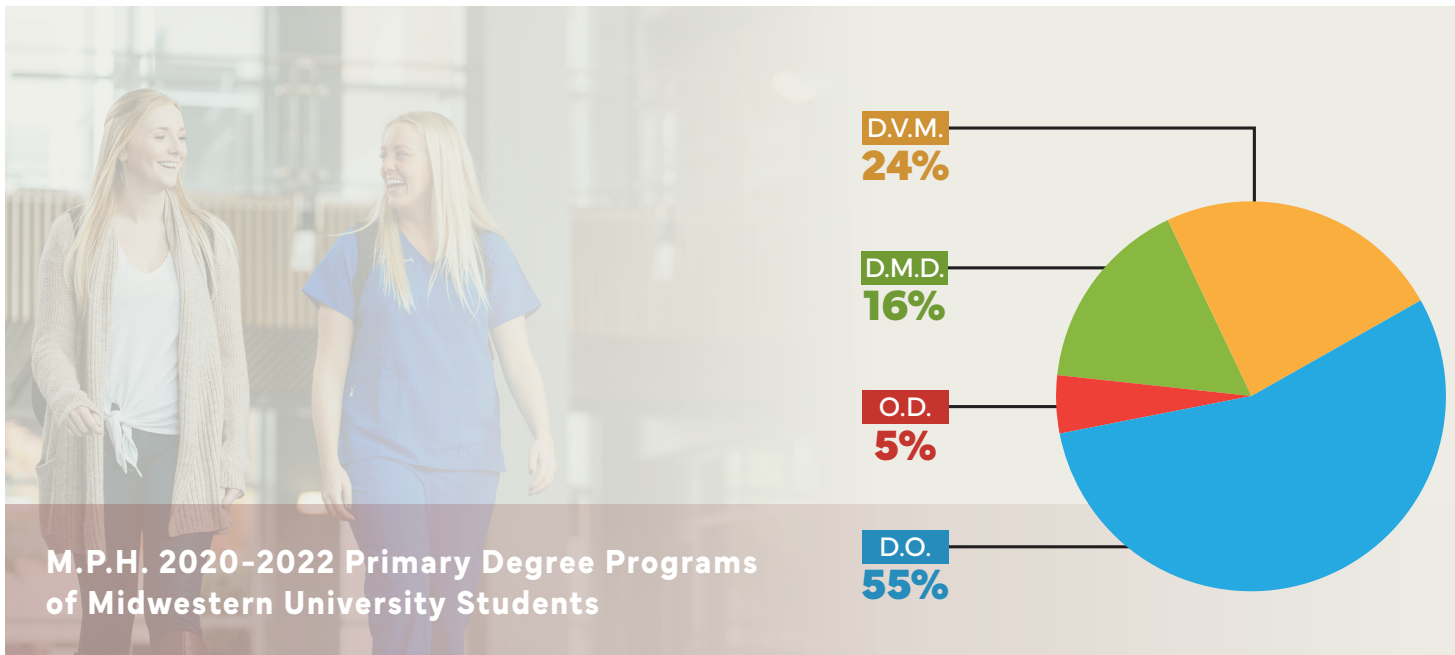
## What public health information/ concepts are you using in your current practice? How?

I recently went to a local elementary school and talked to 4th graders about the effects of smoking and vaping. It was a great reminder to me of why I went into Family Medicine. A lot of the kids' parents are my patients, and I feel it is very important to be out there in the community and understand how they are living.

I am continuing to work with the community outreach director of our residency program and hope to develop other educational outreach projects.

## Anything else you'd like to add about the M.P.H. degree program?

It is really neat to take the knowledge I learned in the program and all the medical knowledge I have and combine the two! I am inspired by trying to understand what resources are available or not in a community, and then finding ways to recognize how we can fill the gap.





# The Pursuit of “Precision” Healthcare

## Midwestern University’s Precision Medicine Program Trains Students to Apply Genetic Information to Individualize Diagnoses and Treatments

In 2021, the Midwestern University College of Graduate Studies (CGS) inaugurated a new dual degree/dual track program in Precision Medicine. The new program, one of the first programs authorized by the University to provide fully online instruction, was created as an interdisciplinary professional Master of Science degree and Post-Graduate Certificate program for students on both Midwestern campuses to allow them to add cutting-edge skills and knowledge in genomics to their chosen sphere of expertise.

In 2023, the program also began offering a stand-alone Post-Graduate Certificate to practicing healthcare professionals who want to improve their ability to use the latest technology.

The roots of precision medicine can be traced back to a pioneering healthcare initiative – the Human Genome Project (HGP). Launched in 1990, the HGP was a global collaboration of unprecedented scale, led by the National Institutes of Health (NIH) and the U.S. Department of Energy. Its mission: to sequence and map the entire human genome, comprising over three billion DNA base pairs.

The HGP unfolded over 13 years, with researchers employing cutting-edge technologies, such as automated sequencing machines and advanced bioinformatics tools. The project involved the collaboration of scientists from

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around the world and disparate disciplines. The result was the completion of the first draft of the human genome in 2000, and its finalization in 2003.

The completion of the Human Genome Project marked a paradigm shift in the understanding of human biology. For the first time, scientists had a comprehensive map of the genes that make up the human genome. This priceless collection of genetic information provided insights into the fundamental building blocks of life, unlocking secrets of human development, evolution, and – crucially – susceptibility to diseases.

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**“Anyone who treats patients, whether human or animal, can incorporate precision medicine into their work.”**

– Garilyn Jentarra, Ph.D., Program Director,  
Precision Medicine, College of Graduate Studies

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From this knowledge base and understanding of the human genome grew the concept of precision medicine. Precision medicine represents a departure from the traditional one-size-fits-all model of diagnosis and treatment in favor of individualized healthcare. It makes use of genetic and molecular information to understand a patient's unique biological makeup, allowing for more accurate diagnoses, personalized treatment plans, and targeted therapeutic interventions. Its fundamental premise is that people are unique, with distinct genetic, environmental, and lifestyle factors influencing their health. With the ability to tailor treatments based on an individual's genetic profile, healthcare providers can optimize therapeutic strategies, resulting in enhanced efficacy and reduced adverse effects.

“Anyone who treats patients, whether human or animal, can incorporate precision medicine into their work,” says Garilyn Jentarra, Ph.D., Program Director, Precision Medicine, College of Graduate Studies. “Our program at Northwestern has students who are also studying to be doctors, physician assistants, pharmacists, veterinarians, dentists, optometrists, podiatrists, clinical psychologists, and physical therapists. Our students are putting themselves at the forefront of research, education, and clinical practice by learning to provide truly personalized, targeted, and effective healthcare within their disciplines.”

As healthcare evolves with knowledge and technology, the proliferation of precision medicine training programs has become widespread, with training courses and degrees being implemented at other prestigious healthcare institutions around the country. Northwestern University's program is a natural outgrowth of its One Health initiative as well as its multidisciplinary healthcare education and training environment. Precision medicine's emphasis on leveraging genetic factors to provide individually tailored diagnoses and treatments fits well with the University's commitment to interdisciplinary cooperation to create holistic, patient-centered care.

The Precision Medicine Program at Northwestern is a cross-campus, fully online program in which students complete all work and exams remotely, allowing them to work at their own pace. Lectures are provided asynchronously for maximum student flexibility, and instructors have the ability to modify due dates if a student encounters personal, academic, or work schedule challenges.

Brooke Major, a member of the Chicago College of Optometry's Class of 2025, completed her Precision Medicine degree program in June 2023. “I loved the idea of personalized medicine and treating patients on an individual basis, rather than what the textbook recommends,” she recalls. “It was challenging, but very doable with proper time management and preparation. It was very rewarding to get the vital information and insight that I did through the program that I would not have necessarily gotten within the bounds of my primary program.”

The benefits of a precision medicine degree or certificate for Northwestern University students as well as current healthcare professionals in the field are plentiful, including a broader understanding of genomics and other ‘omics technologies; practical knowledge of how these technologies can be leveraged to improve patient outcomes; knowledge and understanding of clinical databases and bioinformatic principles to understand and interpret genomic data; and better positioning for residencies or positions at state-of-the-art institutions and clinics that are in the vanguard of genetic technology.

“It made a lot of sense to me that every person is unique and should be treated that way when it comes to their health,” agrees Cole Mooring, a third-year College of

Dental Medicine-Arizona student currently dual-enrolled in Precision Medicine. “Having the knowledge that people are so unique and respond differently to different treatments changes the way you think about healthcare and how you effectively treat patients. I wanted to bridge the gap between oral health and systemic health. Once I understood how precision medicine can help improve the treatment people receive, I knew I wanted to learn about it and treat people in the best way possible.”

Precision medicine applies across a whole spectrum of healthcare specialties, disease diagnoses, and treatment regimens. In Brooke’s case, precision medicine knowledge and techniques are a natural extension of optometric medicine’s ability to see indications of systemic disease through ocular screenings. “The eyes are the only part of the body where we can look at and see blood vessels without an invasive procedure,” she explains. “A routine eye exam can reveal signs of several systemic conditions, including autoimmune diseases, because most patients have ocular symptoms first. Precision medicine has given me the tools to look at a patient holistically and be able to provide them with care specific to them.”

Cole believes that other potential and working healthcare professionals should seriously consider the opportunity to augment their existing knowledge with precision medicine skills and understanding to stay at the forefront of emerging healthcare practices. “I would recommend this program to other students and professionals because I believe that healthcare is headed in a direction where precision medicine will have a bigger and more significant role as time goes on,” he says. “I have been grateful for the knowledge and insights the program has offered, and I know that it has made me a better and more conscious healthcare provider when it comes to doing what is best for my patients.”

Students, alumni, and healthcare professionals interested in more information about the Precision Medicine Program at Midwestern University may contact Dr. Jentarra at [gjenta@midwestern.edu](mailto:gjenta@midwestern.edu), and further details are available on the Midwestern University website at [www.midwestern.edu/precisionmedicine](http://www.midwestern.edu/precisionmedicine).



## Precision Medicine Program Options

- Dual Degree Master of Science in Precision Medicine – available for Midwestern University students in Osteopathic Medicine, Optometry, Dental Medicine, Veterinary Medicine
- Dual Track Post-Graduate Certificate—open to students in any Midwestern University primary program, with an option to transfer to the master’s degree program
- Stand-alone Post-Graduate Certificate—available for external candidates who possess a graduate healthcare or biomedical degree

## How/Where Precision Medicine is Used

Precision Medicine’s ability to employ advanced genetic data in providing specifically tailored healthcare has resulted in positive advances for caregivers and patients in many disciplines, including:

- Pharmacogenomics
- Disease risk alleles (primary and specialized care)
- Cancer diagnosis, treatment, and prognosis
- Cardiovascular disease
- Neurodegenerative and neuromuscular diseases
- Autoimmune/Inflammatory diseases
- Prenatal/postnatal diagnostics and screening
- Direct-to-consumer genetic testing

# Your *Gift Matters* to our *Students*



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# Cross-Campus Collaboration Leads to Popular PT Webinar Series

The Physical Therapy Institutes at Midwestern University are providing educational information and resources for patients through an ongoing webinar series featuring faculty experts from the Downers Grove and Glendale campuses. Mark Kargela, PT, D.P.T., OCS, Clinical Assistant Professor at the Therapy Institute in Glendale, Arizona, and Thomas Dillon, PT, D.P.T., OCS, Clinical Assistant Professor at the Physical Therapy Institute in Downers Grove, Illinois, share advice, information and tips, and answer a variety of questions during the live-streamed webinars.

“This came about with a mutual interest in expanding our outreach to the community and satisfying our personal excitement in engaging in the topic with like-minded people.

and pathology that may lead someone to ask their healthcare provider more questions or pursue a physical therapist to assist in their well-being,” he added.

So far, the webinars have covered topics such as movement therapy for arthritis and issues with the spine and rotator cuffs. The webinars were live-streamed through LinkedIn and are available to view on Midwestern University’s YouTube channel. In one session, Dr. Kargela shared his personal experience with disc herniation after a long drive, which caused a stabbing pain outside his hip, leg, and the outside of his foot. “I couldn’t raise up on my toes one time on that leg,” he said, so he sought a physical therapist. “In the early stages, sometimes a physical therapist can interact with you and maximize the potential to heal,” he said. The doctors also emphasized the importance of movement to the recovery process.

The pair plan on continuing the webinar series with new content. “It is fun to interact with my colleagues from our Arizona campus,” said Dr. Dillon. “Personally, I’d like to see this collaboration involve some more conversational discussion on topics. It would be fun to expand into discussions on new research, hot topics, news within the field, recent cases, etc.”



## Shoulder Pain? Exploring Conservative Care for Rotator Cuff Issues





**MARK KARGELA**  
*Clinical Assistant Professor*



**THOMAS DILLON**  
*Clinical Assistant Professor*

I like special interest podcasts and similar media, so I thought it could be interesting to have something directly related to our work at Midwestern,” Dr. Dillon said. He also said he hopes the audience will take away additional knowledge from the webinars. “We try to keep it surface level, but also informative for anyone who is dealing with the content we are discussing. We introduce general concepts of physical therapy

The Midwestern University Clinics have also hosted webinars on additional topics, including pediatric eye care, and rare diseases. The webinars are one of the ways Midwestern University contributes to the community by providing healthcare awareness and advice.





# University Clinics Implement Epic<sup>®</sup> Electronic Health Records (EHR) System

As part of its commitment to support the One Health Initiative and embrace evolving technology, Northwestern University recently implemented the Epic<sup>®</sup> system, a widely used electronic health record (EHR) system. This new system integration consolidated four separate EHRs for the Dental Institute, the Eye Institute, the Multispecialty Clinic, and the Therapy Institute into a unified system.

Many patients seek care in several departments at the University's Clinics on both campuses, and the Epic<sup>®</sup> system creates ease of use. Patients can access their healthcare information in one convenient spot and reach out to their providers, schedule appointments, view test results, and manage the healthcare needs of their families. In addition, patient records will be consistent within the Northwestern University Clinics under one integrated system to provide better healthcare services and allow for interdisciplinary collaboration on the best treatment for patients.

Kathleen H. Goepfinger, Ph.D., Northwestern University President and Chief Executive Officer, said, "I am proud to announce that Northwestern University has decided to become an Epic Software<sup>®</sup> partner. Epic<sup>®</sup> is the number one overall rated and most widely used Electronic Health Records system in the United States. Over 250 million patients have an electronic record in Epic<sup>®</sup>, and it is used in most of the top hospitals, clinics, and university medical systems in the U.S. The faculty, staff, and students in our clinics will have the opportunity to learn the new software, experience the benefits of an integrated system and, most importantly, help us improve our patient experience."

The enhanced patient experience offers various benefits in the new system, including improved appointment management, secure access to health records, messaging to the care team, and consolidated billing information with online payment options. The Northwestern University Care Team has dedicated substantial effort to ensure a smooth transition to the Epic<sup>®</sup> system for the benefit of patients, students, faculty, and staff.



**Name:**

Jeff Crosby, PA-C, M.M.S.P.A.S.

**Title/Work Organization:**

Bone Marrow Transplant Physician Assistant, Phoenix Children's Hospital Center for Cancer and Blood Disorders

**Education:**

Bachelor of Science, Biology (2014), Grand Canyon University, Phoenix, Arizona  
M.M.S.P.A.S. (2018), Midwestern University College of Health Sciences, Glendale

**Family:**

Most of my family lives here in the Valley. I do not yet have kids, but being an uncle has been so much fun!

**Residence:**

Peoria, Arizona

**Professional Memberships:**

Children's Oncology Group, NIH National Cancer Institute

**Describe what you do:** I am a Physician Assistant currently working in Bone Marrow Transplant (BMT) at the Phoenix Children's Hospital Center for Cancer and Blood Disorders. My position involves shared inpatient and outpatient duties, as well as procedural opportunities. Our team serves the needs of patients with a wide variety of serious oncologic and hematologic disorders, which require bone marrow transplantation or related services for the best survival and outcome possibilities.

**Why did you decide to go into this field?** My first five years as a PA were spent in primary care with Pleasant Pediatrics in Peoria, AZ. However, my pre-PA/PA student work involved many opportunities related to pediatric cancer/blood disorders, so this always remained an area of interest. Earlier this year, the opportunity arose to join the BMT team at PCH, and I decided to take that opportunity. BMT contains fascinating medicine and life-saving treatments for patients with extremely serious medical conditions, which provides deeply meaningful, in-depth care opportunities for these patients and their families.

**What is the hardest thing about your job?** BMT, as with any high-complexity care (particularly in a cancer/blood disorder patient population), is a challenge in terms of the depth and complexity of the care being given - care which also includes emotional challenges that can certainly be stressful and trying, including situations requiring intensive care, delivering difficult news, end of life care, palliative care, and so forth.

**What is the most rewarding thing about your job?** When patients come to a service for cancer/blood disorder-related conditions, they face scary, vulnerable, overwhelming, life-altering, and dire situations. They need a large multidisciplinary team to meet their needs, and we as providers have the opportunity to be at the forefront of their medical treatment. In this setting, we have the chance to aid and be a resource for a child and family in one of their greatest and most challenging times of need. When we walk with a patient or family through trials like the ones they face, there are so many rewarding moments that occur daily as we offer support and guidance, provide high-quality healthcare, and share in the vicissitudes of the emotions of their or their child's medical journey. And while their gratitude to us is incredibly rewarding, just the opportunity to be involved in such meaningful, life-changing care is reward enough.

**Notable Achievements/Major Accomplishments:** Getting to and through PA school. Achieving a five-year tenure in primary care pediatrics. Having the opportunity to precept over 20 students and become an adjunct faculty member at Midwestern University. Having the opportunity to return to "my roots" and join the BMT team at Phoenix Children's.

**Favorite quote:** "To love or have loved, that is enough. Ask nothing further. There is no other pearl to be found in the dark folds of life." - Victor Hugo, *Les Misérables*

**Philosophy:** Another quote to answer this one. "No one is useless in this world, who lightens the burden of it for anyone else." - Charles Dickens, *Our Mutual Friend*

**Favorite Hobbies:** Tennis, or anything else sports-related. Also, I'm a musician and perform locally every so often. I also love anything trivia – Jeopardy, trivia nights, etc.

**What's the best advice you ever received?** "Keep your heart with all diligence, for from it flows the springs of life" Proverbs 4:23

**Favorite travel destination:** Pinetop-Lakeside, Arizona. This is a highly underrated spot to visit in AZ.

**What do you listen to in the car?** A very random playlist of all my songs, but which ones do I skip or play? That entirely depends on the day and mood. If I'm not listening to music, then I am listening to sports talk radio.

**Who do you admire the most?** Hard to say, because I admire so people many for so many varied reasons having to do with my faith in God, but also my family or historical figures. In terms of my faith, St. Francis of Assisi comes to mind. In my family, my parents and grandparents and their legacy come to mind. Historical names would include: Martin Luther King, Jr., C.S. Lewis, Dietrich Bonhoeffer, Anne Frank, Ludwig von Beethoven, and Jackie Robinson.

**If you weren't in your current field, what would you be doing?** If I had to select for a non-pediatrics hematology or oncology position? General pediatrics. If I had to select for a non-PA medical field job? Best guess would be nursing. Non-medical field job? Possibly higher education or biochemical engineering. But I've been in the medical field for so long and it suits me so well, it is hard to fathom a different career path altogether.

## Jada Green, PT, D.P.T. (College of Health Sciences – Downers Grove D.P.T. 2020)

**Describe what you do:** I evaluate, treat, and rehabilitate patients within the hospital system after injury, illness, and complicated hospital stays. I formulate treatment plans and work among an interdisciplinary team to help coordinate care to improve patient’s functional capabilities. I treat patients with a wide variety of conditions, including but not limited to trauma, orthopedic, neurological, cardiovascular, and pulmonary conditions.

**Why did you decide to go into this field?** After having family members go through injuries and being with them during their physical therapy visits, I fell in love with understanding how the human body works and moves. I was fascinated with how resilient the different body systems are and how they work in conjunction with movement science to repair themselves. It was during PT school that I found my passion for acute rehabilitation, specifically working with patients with neurological deficits/injuries.

**What is the hardest thing about your job?** Working within the healthcare systems and networks in place to ensure my patients receive the necessary and appropriate care, treatment, and durable medical equipment.

**What is the most rewarding thing about your job?** Seeing my patients regain their function and independence to discharge to their next level of care. In my setting, I treat patients when they are in the acute stage of illness and injuries, and they typically have a long road ahead of them. It makes every day worth it when I can help a patient achieve their goals and become more independent.

**Notable Achievements/Major Accomplishments:** Becoming an adjunct faculty member for the Midwestern University Physical Therapy Program. I love performing direct, hands-on patient care, but I also love helping students reach their greatest potential. Midwestern University helped shape me to become the PT I am today, so I am honored and grateful that Midwestern University would allow me to come back and give my knowledge and experience to the next class of physical therapists to come.

**Volunteer Organizations/Community Involvement:** Midwestern University’s Alumni Diversity Council. Being part of this group has not only allowed me to make meaningful connections with other professionals with similar interests and goals, but also to give back and provide mentorship to students who look like me. I remember what it was like being a student and navigating the process of getting a professional degree in the healthcare field, so I love the opportunity to give back and make a difference.

**Favorite quote:** “You are proof that dreams and possibilities are endless when you believe in yourself.” Minnie Woods (my late grandmother)

**Philosophy:** Never backward, always forward. Always. No matter the circumstances, always strive to be a little bit better every day.

**What are your favorite ways to relax?:** Watching reruns of *Chicago Fire*, *Chicago PD*, or *The Office*.

**What’s the best advice you ever received?** You don’t have to be perfect, and you don’t have to know all of the answers, but you do have to show up every day and try.

**Favorite travel destination?** Jamaica. It is where my fiancé proposed to me, so it will always hold a special place in my heart.

**What do you listen to in the car?** Music. It’s a good way to start my morning on the way to work, and a great way to decompress after a long day. There is always a song I can relate to depending on my mood.

**Who do you admire the most?** My parents. They have supported every dream and idea I have ever had, no matter how far-fetched it may have seemed. They allowed me to explore, learn, and grow, and raised me to be the hard-working, driven, and resilient person I am today. They continue to work hard, day in and day out and I wouldn’t be who I am without them.

**If you weren’t in your current field, what would you be doing?** If I wasn’t a Physical Therapist, I would have gone into forensic science.



**Name:**

Jada Green, PT, D.P.T.

**Title/Work Organization:**

Acute Inpatient Rehabilitation and Acute Care Physical Therapist, Silver Cross Hospital

**Education:**

Bachelor of Science in Exercise Science, Lindenwood University, St. Charles, Missouri  
Doctor of Physical Therapy, Midwestern University, College of Health Sciences-Downers Grove 2020

**Family:**

Fiancé, Montel Cox  
Parents, James and Classandra Green  
Siblings, DeVante’ Green and JT Green

**Residence:**

Joliet, Illinois

# Unveiling the Roots: Midwestern University's CE Journey from Post-WWI Challenges to Growth

# From the Archives

The story of Continuing Education (CE) at Midwestern University dates back to the post-World War I era in 1919. Established in 1900, the American College of Osteopathic Medicine and Surgery (now Midwestern University) expanded significantly in the early 20th century. Despite this growth, the College was still relatively small at the time and lacked the necessary facilities to host formal post-graduate courses for continuing education. Along with the upheaval of World War I events, the College's plans for a formal CE program were put on hold until it purchased the Hyde Park Campus on Chicago's South Side.

With the acquisition of the expanded Hyde Park Campus and the concurrent conclusion of World War I in late 1918, the College began planning a continuing education program for alumni to keep up to date with current trends in medical education.

The first CE program took place in February 1919 and was composed of a small group of local Chicago area alumni. After this first program concluded, word spread quickly among alumni, and there was a request for a more intensive CE program that coincided with the American Osteopathic Association's national convention in Chicago in June 1919. The CE course for this occasion was planned by College faculty and registration brochures were sent out to all college alumni. Among prominent faculty who taught courses were the American Osteopathic Association President, Harrison H. Fryette, and James Littlejohn, who was the brother of college founder John Martin Littlejohn. Topics taught included Applied Osteopathy, Corrective Gymnastics, Surgery, Mental Health Diagnosis, and Obstetrics. Osteopathic techniques were also taught on the campus grounds under a large tent, where several OMM tables were set up and the audience gathered around to listen. The registration fee was \$10, and a list of neighborhood hotels was included where rooms could be reserved ranging from \$2 to \$5 per night.

The College consistently conducted annual Continuing Education (CE) programs throughout the 1920s. However, the challenges posed by the Great Depression strained its resources, leading to the suspension of all CE programs. This hiatus persisted through the era of World War II in the 1940s.

After World War II ended in 1945, the College had its first post-war alumni meeting in September 1947, at which a young faculty member named Dr. Ward E. Perrin introduced bringing back the CE program for alumni. Rather than coincide with the American Osteopathic Association's national convention as had been the custom in the 1920s, the College decided this CE program would occur during the Alumni Reunion weekend, which is still the practice today.

Dr. Perrin organized, coordinated, and taught at all CE programs for the next 54 years. Under his leadership, the CE program was renamed the Clinical Refresher Course and expanded beyond college alumni to welcome guests and lecturers from beyond the osteopathic profession. In 1987, the American Medical Association approved accreditation for the Clinical Refresher Course, and the CE program became open to all practicing physicians, both D.O. and M.D. The Clinical Refresher Course was the first CE program hosted by an osteopathic school to receive this distinction.

In 1991, Dr. Perrin announced his semi-retirement from teaching and practice. Though he no longer worked full time, he remained involved in the Clinical Refresher Course. Dr. Perrin was honored with a testimonial dinner where it was announced that the Clinical Refresher Course that he instituted in 1947 would be renamed the Ward E. Perrin Clinical Refresher Course. Today, we still honor Dr. Perrin and his contributions to continuing education for our alumni from all colleges of Midwestern University.



Alumni from the Class of 1917 are honored at the Clinical Refresher Course in 1967.



Dr. Ward E. Perrin was instrumental in reestablishing a continuing education program for alumni.

**1965**  
**ANNUAL CLINICAL REFRESHER COURSE**  
**HOTEL WINDERMERE**  
*October 7 - 8 - 9*

The best yet --- CCO and Detroit Faculties ---  
 Current developments in all fields of Osteopa-  
 thic Medicine --- Plan now to attend . . .

HONORING CLASS OF 1915  
**Class Reunions: 1925 - 1940 - 1955**  
 Thursday, October 7th at 6:30 p.m.

**Class of 1955**  
 Jennie's Restaurant -- 9031 South Stony Island

**Class of 1925**  
 Location to be announced

**Class of 1940**  
 Location to be announced

An announcement publicizes the dates and locations for the 1967 Clinical Refresher Course.

**CHICAGO COLLEGE  
 OF OSTEOPATHY**

**REGISTRATION**

of this course and  
 the American Osteo  
 ly recommended.  
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**BEFORE IT IS**  
 out the registration

Post Graduate Course  
 June 16 to 29, 1919

Chicago College of Osteopathy,  
 5200 Ellis Ave., Chicago, Ill.

Gentlemen:

You will find enclosed my check for \$10.00.  
 me in the June Post Graduate Class,

Fraternally yours,

Name .....

Address .....

Tentative Schedule  
 POST GRADUATE COURSE—JUNE, 16-28, INCLUSIVE

FIRST WEEK						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30 to 12:00				Corrective Gymnastics, by Dr. Andrew A. Gour	Practical Minor Surgery, by Drs. Littlejohn and Blakeman	Surgical Diagnosis by Drs. Littlejohn and Blakeman
1:30 to 5:00	Same as in A. M.			Technique, by Dr. H. H. Fryette	Obstetrics, by Dr. B. M. Elfrink (Operating Room) or Laboratory Analysis, by Dr. F. M. Nicholson (Laboratory)	Corrective Gymnastics, by Dr. Andrew A. Gour or Laboratory Diagnosis

SECOND WEEK					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Technique by C. H. Morris (Assembly Room)	Corrective Gymnastics by Dr. A. A. Gour (Assembly Room)	Diagnosis and Treatment of Nervous and Mental Diseases By Dr. L. Van H. Gerdine			Corrective Gymnastics by Dr. A. A. Gour
Major Surgery (Operating Room) by Dr. Littlejohn and Dr. Blakeman	Surgical Diagnosis (Operating Room) by Drs. Littlejohn and Blakeman	Obstetrics by Dr. B. M. Elfrink or Laboratory Analysis by Dr. F. M. Nicholson	Technique by Dr. H. H. Fryette	Diagnosis by Drs. Littlejohn and Blakeman	Major Surgery by Dr. Littlejohn and Blakeman or Laboratory Diagnosis by Dr. F. M. Nicholson

Archive materials include a continuing education course catalog and registration materials from 1919.



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