Xavier basketball standout Sherwin Anderson’s Skills Academy helps high-school hopefuls reach for the stars. p.10
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MUSKIE MAKES A MOVE
The original statue of D’Artagnan, delivered to Xavier in 1968 from the musketeer’s birthplace of Auch, France, was moved recently to its new home in the renovated Alter Hall where it’s standing tall again after 13 years in storage.
A Message from the Dean

As we settle into the fall term, I couldn't help but reflect on the tremendous accomplishments of College faculty, staff and students over the past year.

We approved a new undergraduate program in Exercise Science and a graduate program in Athletic Training. We expanded our online offerings to include master’s degrees in Special Education, Coaching Education and Athlete Development, and Criminal Justice. School of Nursing Director Sue Schmidt, PhD, and nursing faculty were awarded several large grants to promote public health and increase the number of nurses available in our community. The School of Education completed a comprehensive restructuring that positions it to be more effective in preparing future educators and education leaders for the challenges that face our communities. Cynthia Geer, PhD, was appointed as the Associate Dean for External Relations and Finance to assist in our fundraising and friend-raising efforts, and we convened the first meeting of the College’s Advisory Board (featured on the adjacent page). We are grateful to these leaders for their time, talent and significant contributions to the future of the College of Professional Sciences. And we are poised to accomplish even more this year!

The College is currently fine-tuning a strategic plan that will provide structure to our strategic initiatives and philanthropic priorities. For example, in response to talent shortages experienced in the health care industry, we’re launching an online version of our Health Economic and Clinical Outcomes Research (HECOR) program this January and two new programs in nursing—an online RN-to-MSN degree and an accelerated Bachelor of Science in Nursing for college graduates with degrees in non-nursing fields.

The College of Professional Sciences wouldn’t be as successful serving our students and our community without the support of our alumni and friends. A gift to the College of Professional Sciences can help fund students in times of need as well as faculty and student research, and can enable us to expand existing and successful student and community programs. Your investment in the College of Professional Sciences is critical to our success. Please consider making a gift at xavier.edu/cpsgiving.

I hope you enjoy this second issue of Communitas and consider reaching out to us at professionalsciences@xavier.edu to share your news.

GREETINGS FROM XAVIER UNIVERSITY AND THE COLLEGE OF PROFESSIONAL SCIENCES.

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Paul Gore, PhD
Dean, College of Professional Sciences
The path to a successful coaching career can go in many directions. For Dr. Daniel O’Rourke, a cardiologist and teaching physician at Dartmouth College in Hanover, N.H., it led to his coaching the Hanover High School girl’s varsity basketball team for more than 20 years, longer than he’s practiced medicine—and just as successfully.

The school’s athletic director, describes him as “one of the premier girls basketball coaches in New Hampshire and New England.”

So why, after his success as a coach, did O’Rourke enroll in Xavier’s Coaching Education and Athlete Development online master’s degree program? Because, he says, he loves to learn. “It’s the first time in my life I’ve had the luxury of learning for the pure joy of learning.”

For most of the professional full-time coaches and students in the program, however, the goal is to gain an edge in a competitive field. With more than 250,000 paid coaching positions in the U.S. in 2014, here’s a surprising fact: While nearly every other aspect of organized sports, from trainers to marketers, requires advanced degrees and qualifications based on national standards, the coaching profession does not.

But that is changing at the high-school, college and even professional levels. Now, an impressive curriculum vitae and accreditations can carry as much influence as a win-lose record. Xavier’s one-of-a-kind online graduate program that awards a Master of Education was
designed to meet this growing demand for qualified coaches in a variety of sports.

“The diversity of coaches and sports provides a rich learning environment that you do not normally find in an average coaching program,” says Ron Quinn, founder and coordinator of the program.

Students join an online team of cyber Musketeers who complete the coursework together over two years, while creating online coaching communities that last past graduation. The first cohort began in January 2015 with eight men and women who coach at all levels, from community-based to professional, and represent a variety of sports. With 11 in the second group and 15 in the third, there are now 34 students enrolled. The first cohort graduates in May 2017.

Online may be the wave of the future, but it’s Quinn’s own real-world experience that takes this program beyond textbooks and theories. He’s accumulated over 30 years of coaching and education experience at every level, including health and physical education, as director of athletics, sports information director, physical education department chair, and coaching soccer, tennis, JV basketball and swimming.

“Coaching education has been a passion since I began my teaching and coaching career in 1976,” says Quinn. “It’s emerging not only as a discipline but also an area of study. It’s something I was called to do.”

Students study the art and science of coaching and athlete development. Faculty emphasize character development, lifelong participation in sports and excellence through athletics. They study the latest research, the contributions of coaches, and how to design and manage developmentally appropriate programs for athletes of all ages and skills.

Graduates also consider the important position coaches have as sport leaders and role models for young athletes. Coursework is infused with elements of Xavier’s mission demonstrating the importance of competence, compassion and conscience in their work as coaches.

Being a good role model as both a coach and a teacher is something O’Rourke can relate to. As anyone who really loves sports and coaching knows, it’s often about more than just wins and losses.

“When I look back at my life, I think the unifying theme between my profession as an academic cardiologist and coaching is that I’ve been an educator, whether I’m educating medical students, residents or young basketball players,” he says.

Which is why O’Rourke decided to add degree No. 5 to his already impressive resumé—that and his lifelong love of coaching basketball, coaching, learning and teaching. What also connects him to Xavier are his two sons, who are enrolled as undergraduates while he’s enrolled online.

The program has also provided an unexpected benefit to his work as chief cardiologist at a teaching hospital. “As chief of cardiology, I’m often coaching adult members of my staff, while in my role as a coach, I’m teaching teenagers basketball.”

Almost everyone in the program is a coach, while some are certified athletic trainers. They coach every kind of sport and work with athletes at all levels—including high school, college and professional leagues.

“Society has finally recognized that coaching at all levels is very complex,” Quinn says.

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Genevieve Coleman had a problem. She had a psychology degree, but she didn’t want to be a psychologist. Counseling wasn’t in the cards either. But she liked business—a lot. So after graduating in 2000 from Binghamton University in New York, Coleman discovered a profession based on an area of psychology she knew little about—industrial-organizational psychology. She was intrigued.

“I liked learning how the brain worked and human behavior,” she says. “But this was interesting to me because it was marrying business and psychology together.”

She looked at programs in New York and Chicago—and then she visited Xavier.

“The sense of direction and their resources that connect students with internships and the real world with applied learning, and just the feel and culture of campus—I loved it,” she says. “So I decided I was going to go there.”

That August, Coleman left her home in New York for Cincinnati to enroll in Xavier’s graduate program in Industrial-Organizational Psychology. That’s not so unusual, says Director Mark Nagy, PhD. With each new class, there are always a few students who quit their jobs and move—just to attend Xavier.

That level of commitment attests to Xavier’s reputation for quality, says Nagy, who became director in 2000. Just six years later, Xavier’s program was ranked seventh best in the country.

“We are a national program,” Nagy says. “I get calls every month from people inquiring...
about the program, but they don’t all want to quit their jobs,” he says.

Maybe they should, as industrial–organizational psychology is one of the nation’s fastest-growing occupations. One reason for the growth spurt is it’s one of the few ways that students with a psychology degree can get a job without requiring a doctorate, such as clinical psychology.

But what exactly is industrial–organizational psychology—often referred to as just I-O? Nagy says it’s the application of science-based techniques to solve business and workplace problems. I-O psychologists combine their knowledge of human behavior with a scientific approach to help companies make good business decisions about their employees.

“How to hire more efficiently, how to identify training needs, how to create a more valued performance evaluation process, how to identify employee attitudes and issues like low job satisfaction and reasons for high turnover and low morale,” Nagy says.

The course load at Xavier is similar to an MBA, but instead of finance and accounting, students study research methods and statistics. In big companies, I-O psychologists work as organizational development specialists or employee relations managers and directors.

“We take a social psychologist viewpoint of how people behave in groups—because businesses are groups of people—and how people interact or are impacted when others make attributions about each other, snap judgments for example,” he says.

At Xavier, the program’s enrollment has remained steady at 10 new students per year since its expansion in 1997 from a technical program. Students attend as a cohort for two years, starting and finishing at the same time, so there are always about 20 students enrolled.

Nagy says the demands of the program, which includes a research-based thesis and an internship, contribute to a job placement rate of more than 95 percent within six months of graduating. Students often are hired by the company where they start as interns.

“A lot of internship opportunities are from alumni,” Nagy says. “We have a network. One grad gets hired, and when an opening comes up, they contact us.”

The program’s small size allows it to be selective about who enrolls. Since 2000, 153 students have graduated. “Last year, we had 75 applicants from 30 states. We had a student from Portland, Ore., and this year we have one from Texas.”

They’re like Coleman, who came for the program but found a community—and a career. Her internship with Global Lead Management Consulting in Cincinnati became full time after she graduated in 2002. Ten years later, the firm was acquired by Korn Ferry of Los Angeles.

“So my final internship turned into a full-time job in which my role and the organization and opportunities continued to grow. Now I’m part of a nearly 7,000-person global firm that partners with talent and organizations around the world,” Coleman says.

She now lives with her family in Buffalo, N.Y., working from home or from Toronto. But she stays in touch with Nagy and the program. The relationships of the faculty and students made an impression on her.

“I would say the support and community of people I was in school with, that is what makes Xavier special,” she says. “It’s what helped me be successful.”
Abbey Bessler always had a caring nature. It came in handy with her cousins—the younger, who has autism, and the older, who has cerebral palsy. While the younger cousin is high functioning, the older cousin is completely dependent on her parents for everything. Abbey often pitched in.

“I would help feed her, take her on walks, find toys to give her that she likes, and help put her in bed,” Abbey says.

She didn’t know it at the time, but Abbey was preparing for her future as an occupational therapist. It had everything to do with the compassion she feels every time she helps care for her cousin—like when she feels her happiness when she smiles and claps while playing volleyball. “It’s pure joy and fulfillment,” she says.

It also explains why the 21-year-old Hebron, Ky., resident decided to major in Occupational Therapy when she came to Xavier.

Like Abbey, a lot of students feel the call to help others through occupational therapy. As the seventh-largest major on campus, it’s one of Xavier’s most popular, says Carol Scheerer, department chair and associate professor. But not everyone knows what it is at first, including Abbey, who was recruited to Xavier to play volleyball. She’s the reigning Big East Player of the Year and co-captain of the team, but she discovered occupational therapy along the way and now splits her time between volleyball and studying.

“Occupational therapy is improving people’s lives through occupation and meaningful activities,” Abbey says. “We can help people with and without a
disability, and work with any age to make sure people’s physical, emotional and educational needs are met.”

Scheerer says occupational therapy is “doing with meaning.” “Occupation is how one occupies his or her time. So we provide support for the tasks of everyday living.”

Admitted students earn a liberal arts degree before entering the master’s program in the fourth and fifth years. A final semester of field placement provides six months of hands-on experience—and often multiple job opportunities.

Students are also required to complete 30 service learning hours for the Master of Occupational Therapy. Most do their hours at schools, rehabilitation centers, hospitals, nursing homes, day care centers and mental health facilities in Cincinnati. Others experience Guatemala.

Every May, 18 students and 18 working therapists go on the Guatemala Service Learning trip, where students experience the culture and use their new skills to help people with disabilities.

“They work with the caregivers of children with disabilities, helping them know, understand and use the next step to further that child’s growth and development,” Scheerer says. “It’s an eye-opening and life-changing experience for many.”

At the end of each trip, students create a photo journal about what they learned. Amanda Paragon, an Occupational Therapy major who went to Guatemala in 2015, described learning about the importance of families and the difficulties they face, and about education, water contamination, child labor and the lack of transportation.

“How? By joining the internship program in the College of Professional Sciences. We partner with multiple sites locally and nationally. Forbes magazine calls internships “the new interview in the job search process for students and employers alike.” Plus you’ll transform students into competent, caring and qualified professionals.

xavier.edu/cpsinternships
GIFTS FOR ‘GINNY’ REAP REWARDS

For the past 20 years, family, friends, faculty and other devotees of Xavier’s Occupational Therapy program have made contributions to the Virginia Scardina Interdisciplinary Education fund, named after a beloved practitioner they simply called “Ginny,” who lived and worked in Cincinnati.

Instead of getting each other gifts for holidays or special occasions, faculty members traditionally “give to Ginny.” And so do many others. The reason? To help establish a sustainable scholarship fund for Xavier’s occupational therapy students in her honor.

This year, their efforts finally paid off. The Virginia Scardina Interdisciplinary Education Award, formerly just an honor, is now the Mildred Virginia Scardina Occupational Therapy Scholarship. Its first gift of $1,000 was awarded to Jillian Smith this past spring.

“I can only hope that I have a fraction of the impact Ginny had on clients, colleagues and the profession,” says Smith, a senior this year. “I will carry the meaning of this award with me throughout my career and use it as a compass to guide my practice.”

Until now, Xavier faculty, the Scardina family and the Cincinnati Occupational Therapy Institute gave the award to an outstanding occupational therapy student in his or her final year of school. The scholarship criteria were developed from the hallmarks of Scardina—an outspoken leader and a strong voice for the occupational therapy profession.

The award was originally set up by the Institute in 1995 as a tribute to Scardina, their co-founder. But unlike many other funds that are established at higher levels, this fund started with a $1,000 contribution. However, it’s grown steadily through many contributions, including gifts from Scardina herself. When she died in 2007, she designated her memorials to this fund, as did her husband.

In December, the fund reached its goal with a gift from Scardina’s son, Michael.

“There were many heartfelt gifts leading the way to Michael’s final contribution, in honor of Ginny and her husband, which makes it really special,” says Carol Scheerer, chair of the Department of Occupational Therapy.

Scardina was a well-known researcher, educator, mentor and advocate. Her name is recognized nationally and internationally, most notably for her work with A. Jean Ayres on sensory integration: the understanding of how the brain and behavior patterns work together, especially in children.

In addition to her many other contributions to occupational therapy, Scardina helped start Xavier’s program, and the department became the home for Scardina’s award. But despite the scholarship becoming a reality, Scardina supporters won’t stop “giving to Ginny.”

“OT was in Mom’s heart and soul,” says Michael Scardina. “She cared deeply about it and touched people through her work. Her scholarship keeps her dreams alive.”

Support this or other college initiatives at: Xavier.edu/cpsgiving
BE A MENTOR AND TRANSFORM A CAREER

The transition from student to professional is never easy. You can help a student develop personal and professional growth by joining the Xavier University Mentor Program. Then watch a career take flight.

xavier.edu/beamentor
Faculty, students and alumni of the College make a difference every day—on campus and in their careers. Here’s a sample of some of the good work and good learning they do, reflecting the Jesuit tradition of education with purpose for both their own personal development—and for the greater good.

BASKETBALL STAR SHINES BRIGHT ON THE STREETS

Sherwin Anderson was a New York City high school basketball star who came to Xavier in 1996 with high expectations for the hardwood court and few for the classroom. But just the opposite happened. As Anderson’s minutes on the court decreased, his time in the classroom increased. Anderson completed a Bachelor of Liberal Arts and a master’s in Sport Administration in five years.

"Instead of going back to Brooklyn, I stayed and went to summer school," he says. "I had a scholarship, room and board, so why not?"

A whole new world of sports—off the court—had opened up to him. "I wanted to learn about the licensing, the laws, the responsibilities that go into running a facility, running an athletic program, being a teacher."

His dedication paid off. In 2000, just before he graduated, Anderson launched his non-profit Sherwin Anderson Skills Academy, and it’s been his life’s passion ever since.

"The situation for a lot of kids once they graduate from high school is you’re not a great basketball player, no one is paying your tuition, you don’t get a scholarship, you can’t get into a school. So what is your next option?"

The Skills Academy focuses on helping kids develop and improve their basketball skills, but they’re also developing social and educational skills that lead to confidence and self-esteem. It’s located in a beautiful old gym next to Philippus United Church of Christ in Over-the-Rhine. Pastor Sam Wyatt considers Anderson’s work as vital as his own, especially for young men who are uncertain about their futures.

But Anderson treats every kid like a star. "I basically mentor more than 200 kids in the area, trying to get the guns off the streets and these kids into colleges," he says. "There are so many things my Xavier degree has taught me. It helps me run my academy now."
CRIMINAL JUSTICE: A DEGREE OF OPPORTUNITY

Michael Zidar went a different route with his degree in Criminal Justice. He graduated in 2013 and is now a crime analyst at the Paducah Police Department in western Kentucky, where he uses statistical analysis to make the community safer for its residents by making the department more efficient.

“I know there is the stereotype of Criminal Justice majors all wanting to be cops, but the reality is that criminal justice is a very diverse field,” he says. “I figured I should study something that interested me, and crime interested me.”

After initially struggling, Zidar realized that Professor Kam C. Wong, PhD, was teaching the concept of policing rather than the day-to-day details of being a cop. Inspired, Zidar went to graduate school, and in 2015, started his job analyzing crime in Paducah, Ky., a town of about 25,000.

“Making something that can be used to give venerable members of society a crime-free environment is my favorite part of this job,” he says.

EXPLORING REFORMS FOR HEALTH CARE

More than 350 health care professionals gathered at Cintas Center on Friday, June 3, to explore the rapidly changing landscape of health care in America. Organized by the School of Nursing, “Tomorrow’s Coordinated Health Care System Today” explored new ways of delivering health care to diverse populations and the payment reforms needed to make it work. The conference highlighted “interprofessional collaboration,” which requires cooperative teamwork to keep individuals—and populations—healthy.

Keynote speaker Rear Admiral Pam Schweitzer, Assistant Surgeon General of the United States, discussed health care’s “Triple Aim” goals: improving patients’ experiences, improving health outcomes and doing it all at a lower cost.

RECOGNIZING EDUCATORS OF THE YEAR

Xavier is well-represented in this year’s group of finalists nominated for the Dr. Lawrence C. Hawkins Educator of the Year Award sponsored by Western and Southern Financial Group.

Each year, an outstanding Cincinnati Public Schools teacher or administrator is honored with a $10,000 personal award in recognition of their being inspirational role models for other educators to achieve excellence.

The award is named after Lawrence Hawkins, a member of the elite Tuskegee Airmen of World War II, who became a teacher in the Cincinnati school system, a principal, an assistant superintendent, a professor of education and a college dean. He also served on several boards and committees, including Western and Southern.

This year’s group of 20 finalists includes five Xavier alumni: Carmie Chambers, Roberts Academy—MEd 2006; Debra Hutchinson, Aiken High School—MEd 2007; Peggy Marrs, Kilgour Elementary School—BS 1989, MEd 2000; Shauna Murphy, Woodward Career Technical High School—MEd 1992; Elizabeth Thole, Western Hills University High School—BA 1986.

Two Xavier educators incorporated the rich historical material on display at Cincinnati’s American Sign Museum to teach education students how to create an innovative educational program for the museum’s youngest visitors. Their efforts earned them the museum’s Extra Mile Service Award for their contributions to the museum’s education program.

The award, given to Sean Rhiney, director for the Eigel Center for Community Engaged Learning, and Teresa Young, associate professor and chair of Childhood Education and Literacy, recognizes those who make an impact on the museum and its mission to educate the community about sign history.

“I’m always seeking out unique community partnerships for our faculty where we can make a direct impact that benefits the community, while also providing our students with innovative learning opportunities,” Rhiney says. Rhiney and Young worked with Xavier graduate and undergraduate early childhood education students, who created 30 lesson plans that incorporate language arts and social studies curriculum with some of the museum artifacts. Their work helps schoolchildren learn more during their museum visits.

As part of a grant Rhiney and Young received from the Greater Cincinnati Foundation, they purchased books and wrote lesson plans for three classes of children from Evanston Academy. Young and her students shared teaching duties at the museum—having children read aloud about the signs and create their own signs.

“This was an opportunity for my students to understand how they use community resources and incorporate the curriculum,” Young says.
PSYCH GRAD ADVOCATES FOR IMMIGRANTS’ RIGHTS

Sometimes a life of service begins almost by accident. That’s what happened to psychology major Bill Schwarz, who works as a legal advocate for the Northwest Immigrant Rights Project in Tacoma, Wash., assisting immigrants who are being deported.

In 2002, his freshman Spanish class required him to attend extracurricular cultural events, so he went to a presentation by fellow Xavier students who had returned from Nicaragua. Schwarz was overwhelmed by the students’ photos of disabled children in a Managua orphanage. He’d never seen such suffering: There weren’t enough wheelchairs at the orphanage, so children with cerebral palsy and atrophied limbs lay on beanbags; some had been abandoned by their parents.

The photos kindled something in him. “They kind of broke my heart.”

Less than a year later, he found himself working at the same orphanage as part of the Academic Service Learning Semester program. The experience was so transformative that once he came back, Schwarz got involved in Xavier’s Dorothy Day Center for Faith and Justice, where he nurtured his new-found passion for service.

“I found a sense of community and like-minded people,” he says. “That was as much a part of my college experience as the classroom.”

Schwarz also worked with Catholic Social Services as a Xavier Summer Service intern, helping refugees from Sudan. On World Refugee Day, he organized a soccer match between refugees and Xavier students.

Working with refugees was the gateway to Schwarz’s job in Tacoma, where the 2005 psychology graduate meets with immigrants being held in the Northwest Detention Center while undergoing deportation proceedings. He educates detainees on their legal rights and provides direct services to help them obtain their benefits or proper release.

“Most immigrants have to navigate a complicated and challenging system without a lawyer,” Schwarz says. “We try to help them.”

Compassion drives much of his work. It’s a value that was fostered by his Jesuit education and Xavier experience.

“Helping people seek their rights and not be abused by a system is absolutely a Jesuit ideal,” he says.

CRIMINAL JUSTICE ONLINE

The Master of Science in Criminal Justice has become more flexible with its transition to an entirely online format last fall. It’s also become more altruistic.

With a promise to deliver “a career that makes a difference in a world that needs it most,” the program’s new format and focus on administration make it easier for those interested in pursuing a career in criminal justice while continuing to hold down full-time jobs or advancing in areas like management, budget development and human resources.

The degree consists of 30 semester hours that students complete as full-time or part-time students. With the program online, all students, including working professionals and parents, can study at their own pace.

Department Chair Gail Hurst, PhD, says the flexibility of the online program allows more people to participate, which means a more engaging and diverse classroom environment. While 12 students were enrolled last year, that’s already doubled as 25 are signed up for this fall.

TRACKING HEALTH CARE TRENDS

A survey conducted by the Department of Health Services Administration confirmed that Xavier is on the right track in preparing students for the next big trends in health care.

The survey, conducted late last year, found that the biggest trends over the next 10 years are: Making decisions based on health outcomes research, and converting institutions to a values-based model from one based on numbers of procedures.

The survey found that 44 percent of respondents—HSA alumni, preceptors, advisory board members and faculty—said health outcomes research is among the top trends that health care administrators must prepare for by 2025. Sr. Nancy Linenkugel, director of Health Services Administration (HSA), says the finding affirms Xavier’s decision to add the Health Economic and Clinical Outcomes Research (HECOR) master’s program last year. It prepares students as health care data analysts.

Also, 55 percent of respondents said “volume to value” is a top trend for health care administrators, reflecting the desire to emphasize quality of care over procedures.

Finally, the survey found the top two fastest-growing careers are big data manager and electronic health record analyst, while nursing and health data analyst positions are the toughest to fill.
FOSTERING WARM WELCOMES FOR CHILDREN

After Krista and Howard Lorenz adopted two children from foster care, they had an idea. They decided, as a family, to find a way to positively impact the foster care community and to encourage others to join them.

In 2013, the Xavier grads founded Warm Welcomes Foster Care Outreach to encourage, empower and enrich the lives of children in foster care, and to promote a sense of welcome in the community.

“Our time as foster parents opened our eyes to the unique and unmet needs of the over 400,000 kids in the U.S. foster care system,” Krista says. Krista, 40, has a degree in Occupational Therapy. Howard, also 40, earned an MBA. She works at a local preschool, while Howard is a program manager for the U.S. Air Force. Their family now has three adopted and two biological children.

Warm Welcomes provides foster children with Welcome Bags filled with necessity items and hosts Welcome Parties for families. Through 2015, they had provided nearly 900 Welcome Bags for children, employing what Krista calls Xavier’s “spirit of giving.”

MAKING A DIFFERENCE IN CATHOLIC SCHOOLS

The Archdiocese of Cincinnati recently named Xavier alumna Susan Gibbons the new director of educational services and superintendent of the Archdiocese of Cincinnati.

Gibbons, who studied education, French and mathematics as an undergraduate, earned a Master of Education in Educational Administration from Xavier in 1985 while teaching math at Seton High School. She wanted to make the move from teaching to administration. The degree opened the way for her advancement into several administrative positions she held at Seton before becoming principal in 1997.

“Making connections was one of the greatest parts of the program,” says Gibbons. She joined the Catholic Schools office in 2010 as a regional director and served as interim superintendent since October 2015.

Gibbons says being superintendent is “hard but fulfilling, but it’s an opportunity to make a difference.”

PATIENT PROTECTION

A Xavier professor and an alum teamed up on a research project that has been lauded as one of the top 10 most important studies for preventing hospital infections.

About five years ago, Bruce Rippe, a 1980 Xavier alum and Chief Operating Officer of Trinity Guardion, asked for help researching the cleanliness of traditional hospital beds and the effectiveness of a new mattress cover he created called the Patient Protection System.

Starting in January 2012, Dr. Edmond Hooker, a professor in Health Services Administration (HSA), and several HSA graduates conducted research at two specialty hospitals in Indiana. During the 14-month clinical trial, they tested infection rates with and without using the bed covers. The trial, published in the American Journal of Infection Control in December 2015, found that the launderable barrier bed cover reduced hospital-acquired infections by 50 percent. Such infections are acquired while people are receiving treatment in a health-care setting.

“Nearly 25,000 people die of health-care acquired infections each year,” Hooker says. “This is a tool that can be used by hospitals that’s relatively straightforward. The research results stand to save thousands of lives.”

The study was featured at the Association for Professionals in Infection Control and Epidemiology conference as one of the top 10 among thousands of peer-reviewed studies. Now the bed covers are gaining traction: Three acute care hospitals have started using them.

“It’s great that Xavier is involved in cutting-edge research,” Hooker says, “and that we’re going to be leading the charge to decrease health-care associated infections in the United States.”

CUTTING-EDGE: Dr. Edmond Hooker’s research uncovered a way to reduce hospital infection rates.
APPLYING HRD SKILLS TO HELP REFUGEES

Sometimes Jayna Johnson’s job lands her in odd places, like last May when she went to Nairobi to conduct a training workshop for those who work with resettlement agents at refugee camps on Kenya’s border with Somalia.

Johnson relies on her master’s in Human Resource Development (HRD) every time she conducts a workshop. As a learning solutions officer for the United Nations High Commissioner for Refugees’ (UNHCR) Global Learning Center, Johnson travels the world conducting train-the-trainer workshops of UNHCR agency staff, government partners and international charities.

“The purpose of my training is to be sure we have a staff that is equipped to carry out the mandate of UNHCR,” Johnson says.

In Nairobi, her workshops teach trainers how to train the staff who help refugees get resettled in other countries.

Johnson earned her degree in 1998 at a turning point in her life when she needed to “up her game” in the world of organizational development. It worked. When her job at Convergys ended in 2008, she interviewed for the U.N. job, was hired immediately and landed in Budapest, Hungary, in November 2009, where the Global Learning Center is headquartered. She’s never looked back.

“Budapest picked me because that’s where the position is, and I’m glad it did because I love it here,” she says.

Johnson stays in touch with her professors and says it’s true that once you become a member of the HRD program, “you become a member for life.” It’s the same with the knowledge she gained from her degree, which she says she’s applied in her work every day since starting the program, whether in a classroom or one-on-one.

TEACHING IMMIGRANTS

The number of non-English speaking children in Southwest Ohio has increased by about 250 percent in the last five years, and Xavier is stepping up to help schoolteachers prepare for the increase. In 2013, Xavier added the TESOL program—Teaching English to Speakers of Other Languages—as an 18-credit hour graduate-level endorsement teachers can add to their teaching license. Now it’s also a master’s degree that requires an additional 12 hours of graduate credit for the Master of Education. About 120 teachers have enrolled and 90 have completed the program. Educators expect the need to keep growing.

CINDI BEDINGHAUS: NURSING’S WHO’S WHO

Cindy Bedinghaus has dedicated her life to helping others. From serving as the Assistant Vice President of Patient Services for Cincinnati Children’s Hospital to being elected to the Saint Bernard City Council, Bedinghaus has set a new standard for giving back to her community.

She participates in at least six other area organizations, including the Women’s Initiative Next Generation and the United Way of America.

But no one should be surprised. Bedinghaus holds a Master of Science in Nursing from Xavier, where giving back is taught and expected. She has said that earning her master’s in Nursing Administration from Xavier is a “highlight” of her career.

For more than 30 years, Bedinghaus has worked in nursing administration, applying her expertise in both pre- and post-surgical care of pediatric patients in her role as manager of same-day surgery, the Post Anesthesia Care Unit (PACU), and a post-surgical inpatient department. In 2012 she was included in the Cambridge Who’s Who for Excellence in Nursing Administration.

Bedinghaus attributes her success to “self-motivation, passion for the profession and a caring nature.” She also cites her mentor, Janet Pipes, a fellow graduate of Xavier’s MSN program, for offering support. “Xavier provided me with the educational opportunities to exceed my professional goals,” she says.
HELPING NEW TEACHERS SUCCEED

The rate for new schoolteachers leaving their jobs is as high as 50 percent within the first five years. But Xavier is working to cut that rate substantially—and reduce teachers’ stress—with the revival of its New Teacher Academy this fall.

The stress level for new teachers is high. “New teachers are responsible for meeting the needs of students and parents while juggling the demands of the school, district and state,” says professor Delane Bender-Slack, co-director of the program.

Originally funded by a grant, the Academy was discontinued after one year of operation in 2011. Now the College of Professional Sciences and the Center for Excellence in Education are funding its return, and new teachers are signing up for the six-part program that runs from September through April. Up to 50 teachers are expected to participate, focusing on classroom management, partnering with parents, school law and professional development—all within a support system.

“New teachers must make sure they’re meeting the needs of all their children,” says Teresa Young, director of the School of Education. “We hope to provide the necessary support to help beginning teachers improve their knowledge, focus on student achievement, improve retention, and increase their sense of self-efficacy.”

EDUCATION IN RETIREMENT

Judi Godsey did not have to look far to see the devastating effects of extreme poverty. Most of the people in her home in McCreary County, Ky., near Lake Cumberland were extremely poor, and it showed in their health. They smoked and had poor eating habits, which led to excessive cases of obesity, diabetes, cancer and heart disease. By high school, a lot of her friends had picked up the deadly habits as well.

She even saw it at home. They weren’t poor, but her father, who smoked, died of a heart attack at age 47.

Godsey earned a nursing degree while raising two children. She also earned her master’s in nursing and in 2015, a doctorate. Along the way, she developed an interest in population health issues, including how obesity is one of the largest health care threats facing American children today.

Her PhD research led to her discovery of “mindfulness-based interventions” as a means of treating obesity and eating disorders. Her report, published in 2013 in the medical journal *Complementary Therapies in Medicine*, finds that despite mounting evidence that the therapy is an effective treatment tool, there’s been little research into its use in treating obesity. That must change, she says.

“We need to find a new way of thinking about an old problem.”

MINDFUL HEALTH

Jim Boothe has devoted over 60 years of his life to two things: education and Xavier. Last August, Boothe retired after teaching at Xavier for 28 years—on the heels of 32 years as a high school teacher and administrator.

Though enjoying his well-earned free time, Boothe hasn’t cut all his Xavier ties. He attends every home basketball game, still teaches occasionally and visits with faculty and his many friends at Xavier.

“I’m a Xavier person,” he says. “I love Xavier. I’ve been a faithful alumnus since 1957.” He shows that love with annual donations to Xavier. And Xavier has shown its love for him. In 2002, Boothe was inducted into the Athletic Hall of Fame for his basketball prowess—including scoring 1,085 points.

Boothe came to Xavier in 1953 on a basketball scholarship and was team captain his senior year. After graduating in 1957, he earned his MEd at Xavier and launched a career in teaching. In 1987, he became a full-time faculty member in the Department of Education.

Since becoming chair in 1994, Boothe navigated the department through several changes, including becoming the School of Education in 2007, when, at 71, Boothe served as interim dean. He’s thankful for his 60 years in education. “I’ve been very fortunate to be able to work as long as I did. It’s a great career.”
Students went reaching for answers as to why mega-churches like the Solid Rock Church (below) are so popular.

It’s been little more than a year, but Megan Zarnitz has already helped 228 refugees get settled into their new homes in Cincinnati. That’s a 70-percent increase over the previous year, a trend not likely to let up anytime soon.

As Director of Refugee Resettlement at Catholic Charities of Southwestern Ohio, Zarnitz is responsible for welcoming every family member as they arrive from hot spots around the world—from war-torn places like Syria and Iraq, Burma (Myanmar) and Sudan, from Somalia and Congo in Africa, and Eritrea in northeast Africa and Bhutan in southern Asia.

Since her appointment in March 2015, Zarnitz, who earned her degree in Social Work in 2007, and her Refugee Resettlement team make sure every family is greeted at the airport immediately upon arrival. They offer translation and banking services, a fully furnished living space, and culturally appropriate meals for their first night.

Over the next few weeks, case managers help the families acclimate to Cincinnati. They teach English-language classes and provide job assistance, with the goal of helping them become self-sufficient.

Zarnitz’s passion for working with immigrants began at Xavier. She went on the first service-learning trip to Ghana, where she lived with a host family and worked as a volunteer at a local non-profit. The trip gave her the opportunity to get to know people from another country and culture.

“It changed the way I look at the world,” she says. “Men and women for others’ has stuck with me.”

Alice Rastani, a former administrative support staff person for the College of Professional Sciences, died on Dec. 26, 2015. Alice served Xavier for 33 years, including as secretary to the dean when it was known as the College of Social Sciences, Health, and Education. “Alice deeply treasured her many dear colleagues from the College and across the University. Her final days were filled with fond and loving memories of her friends at Xavier University,” says Dennis Long, associate dean of the College.

IN MEMORY: ALICE RASTANI
AD TO COME STUDIES

Xavier alumnus Kerry McGehee, Master of Health Services Administration Class of 1995, was named the 2015 Preceptor-of-the-Year in November in recognition of his significant service as an administrative preceptor through the MHSA program.

Part of the program requires students to complete an eight- to 12-month health care residency. Preceptors, typically health care executives, serve as mentors and facilitators, exposing students to a variety of both clinical and business operations.

Each year, Xavier MHSA faculty recognize an administrator who best represents the ideals of residency preceptors. This year, McGehee fit the bill.

“Kerry continues to be a wonderful role model preceptor for our students,” said MHSA program director Sr. Nancy Linenkugel, PhD.

McGehee started working with student residents when he was a manager at the Mayfield Clinic. When he transferred

BRING US YOUR PASSION FOR SPORTS, AND WE’LL TURN IT INTO YOUR PROFESSION.

To attend Xavier, of course! Laura Cherre knew she wanted to go into sports management and, as she puts it, “Once I went to visit, I ended up loving it.” Plus the opportunities to gain professional experience were definitely big-league. They included Xavier’s Sports Information Department, the Bengals, Kentucky Speedway and the Columbus Blue Jackets. Now she’s back in St. Louis as the Senior Account Executive for the St. Louis Cardinals. And her favorite Xavier memory? “Being part of a team. Everyone had a great sense of community.”
The College of Professional Sciences is the largest with 18 degree programs and the only 3 doctoral programs at Xavier. Plus the CPS Class of 2017 is the biggest yet, graduating the next generation of those who work in the “serving” professions. Your gifts to the College help create future Musketeers who want to work for the greater good and make the world a better place.

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