I want to start by thanking Jack Yena the Past Chair of the Commission. Jack worked tirelessly with the Staff and the Commissioners to ensure your Commission is growing, financially strong, and positioned in the best light nationally to serve the members’ interest. He will continue to be thought of as a phenomenal mentor, boss and leader to those of us who have been privileged to work alongside him at ABHES.

Under Jack’s leadership, the Commission went through a leadership transition to a new Executive Director, strengthened its financial controls, budgeting and balance sheet, upheld its outstanding reputation with the US Department of Education, and attracted several new commissioners. Jack should be commended for all he has done and continues to do for ABHES, our students and schools, and the industry.

I joined this hard-working Commission just three years ago. From my first day training with the PRC (Preliminary Revie Committee), I noticed how exceptional the staff of ABHES was in the performance of their duties. They are a dedicated, hard-working and passionate group serving our industry and ensuring ABHES schools represent the best of our sector, with the highest outcomes of any constituent body in higher education. The staff should be recognized for their success in so many areas but what sticks out the most this past year is their success at achieving the expansion of scope into master’s degrees despite political headwinds that would have derailed a less talented and focused team.

I have been involved with a school that is programmatically accredited through ABHES as well as an ACICS-transitioning school applying for new accreditation. Coming from a school owner’s perspective, I will work with the Commissioners and staff to ensure we assist our schools to improve and better serve our students.

Lastly, I want to thank former Commissioners Darcy Dauderis, Randy Nikola, Dick Luebke, and Nancy Last, and I want to welcome back former Chair and Commissioner Guy Euliano as well as new Commissioners Matt Calhoun, Buddy Hoskinson, Thomas Kenney, Robin Nelhuebel, and Ravi Rathnam. I enjoyed meeting you all at the conference in Las Vegas in February.

Craig F. Pfannenstiehl, Chair
Florence Tate

I sit here wondering where to start my message since this past year has been both rewarding and challenging to us as an accrediting agency. I will get to the challenges momentarily; let’s review the encouraging news first. I visited many states during the fiscal year working with the staff to complete the numerous visits that we needed to fulfill. We have been very successful completing the regular ABHES renewals, programmatic and preliminary visits. In addition, there were approximately 139 ACICS schools seeking accreditation that we absorbed. The transfers required: supplementary staff, additional Commissioners, and added meetings. With more on the horizon, in May, we have one more commission meeting to support the transitioning ACICS schools seeking grants. Congratulations to all those that have achieved this goal thus far.

Our recent conference was the largest we have ever experienced to-date with 400 plus attendees. It thrilled me to know that all of the workshops were well attended, especially since we were in Las Vegas. Many of you took the opportunity to share your comments with me and reported that you were delighted to have the Commissioners’ participation. Your feedback is invaluable.

The pre-conference accreditation workshops were also full with those seeking both initial and reaccreditation. One individual even traveled from Eastern Europe to discuss the possibilities of programmatic accreditation for their institution. As evident in our conference attendance, ABHES continues to expand its reach.

Now, let’s review some of the accreditation challenges that we’ve faced. There are now many external entities closely watching each of the agencies accepting the ACICS schools; wondering if we will meet the differing requirements, while at the same time, considering the creation of a new accreditation model focused on accountability rather than the effectiveness of the review and its process. These businesses would also be able to receive Title IV aid to allow for short-term programs, which will cost less and hopefully achieve positive outcomes. We are all speculating what this may mean, how it will play out, and the quality of the education the students will receive.

I am looking forward to what’s next including the 16th Annual National Conference in Savannah, Georgia, a lovely city; and we hope that you all will be able to join us there.

Florence S. Tate, Executive Director

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The National Conference on Allied Health Education is an annual event hosted by the Accrediting Bureau of Health Education Schools (ABHES). This event brings together the best of the best in postsecondary health care education. Each year’s conference promises an industry-current agenda that features dynamic keynote and special guest speakers from industry leaders, educators, and those in the know regarding issues facing health care education.

An array of informative and timely break-out sessions aim to assure attendees gain a renewed dedication to health care education and most importantly, the students served. ABHES-accredited institutions and programs will not want to miss the Annual Membership Meeting held during the conference that features commissioners and staff presenting on the year’s accomplishments, tasks at hand, and subject matter most prevalent to the ABHES membership, including those that are seeking initial ABHES accreditation.

A variety of exhibitors showcasing products and services that cater to those in health care education will be on hand throughout the conference. We encourage attendees to bring plenty of business cards and visit with each exhibitor.

Finally, ABHES will host the following pre-conference trainings and workshops: 1) Institutional/Programmatic COMBO Accreditation Workshops for initial and renewal applicants; 2) Evaluator Training: Program Specialist (Core); 3) Program Effectiveness Plan (PEP) Training; 4) Advanced Evaluator Training: Administrative Team Leader; and 5) Maintaining ABHES Accreditation Workshop. These pre-conference events, with the exception of the evaluator trainings, require additional fees that are not included in the conference registration fee.

We hope you will join us!
Featured presentations included:

CAROL A. MONEYMAKER LIFETIME ACHIEVEMENT AWARD

ABHES presented its inaugural Lifetime Achievement Award in honor of Carol Moneymaker, Former Executive Director to Melvyn P. Weiner, President of Mandl School, New York, NY. This award pays tribute to the individual who has demonstrated excellence and integrity in the health education community to the benefit of ABHES constituencies, specifically its member institutions/programs and the students served.

CHRISTOPHER J. EATON MEMORIAL SCHOLARSHIP

ABHES presented the fourth Christopher J. Eaton Scholarship to Juliana Cruz, Pima Medical Institute – Radiography Program, Albuquerque, NM. This scholarship highlights the dedication to quality and student success in honor of Christopher J. Eaton, former Associate Executive Director.
DISTINGUISHED EVALUATOR AWARD

Each year ABHES recognizes one of its many evaluators who have demonstrated a proven record of reliance, thoroughness and diligence in participating on accreditation visits. After carefully considering characteristics that include but are not limited to the working knowledge of the ABHES standards, process, and subject matter, professionalism, dependability, and strong report writing skills, ABHES staff named Shannon Beeler, Director of Membership and Events, Colorado Association of Career Colleges & Schools, Denver, CO to receive this recognition.

MASTER TEACHER AWARD

Sponsored by Elsevier

Elsevier, a world leading health science publisher, teamed up with ABHES once again to present the 14th Annual Master Teacher Award to Charlotte Swenson, Program Director/Instructor, Limited Medical Radiologic Technologist, The College of Health Care Professions, Austin TX. This Award recognizes best practices in teaching in the allied health disciplines from ABHES accredited institutions and programs.

HONORABLE MENTION:

Brittany Taylor, Faculty, Medical Assisting
Ross Medical Education Center
Port Huron, MI
Community Service Award

ACC STUDENTS, PROGRAMS DONATE 4,500 ITEMS FOR BACK-TO-SCHOOL SUPPLY DRIVE

When it comes to donations of school supplies, American Career College is fully stocked.

All ACC campuses worked together this August to participate in a school supply drive that generated more than 4,500 items to benefit local schools and organizations.

ACC-Ontario campus collected more than 2,000 items for the Foothill Family Shelter.

The 1,105 school supplies accumulated by the ACC-Los Angeles campus were donated directly to Frank Del Olmo Elementary School.

The Long Beach and Lynwood campuses partnered with Think Together and gathered 400 school supplies and raised a total of $3,015 to give to Lincoln Elementary School.

Members of the ACC-Orange County Student Occupational Therapy Association (SOTA) worked to provide the Child Abuse Prevention Center of Anaheim with much-needed school supplies. More than 20 students from the ACC-OC Occupational Therapy Assistant program also volunteered at a recent event that raised $300 for the purchase of school supplies.

ACC RAISES $50,000 FOR AMERICAN HEART ASSOCIATION AT HEART WALK 2017

More than 400 people from American Career College showed up at Angel Stadium to increase awareness about stroke and heart disease and to support the American Heart Association.

“It was really quite amazing to see our students, faculty, and staff collaborate to help a cause that is so meaningful to all of us,” Susan Pailet, vice president of Graduate Services, said. “What started as an ACC-sponsored event was made even better when West Coast University got involved.”

Highlights from the day included:

- ACC raised more than $50,000 for the American Heart Association
- More than 400 students, faculty, staff and employers joined on Saturday
- KTLA acknowledged our team on live TV
- Our hospital partners were thrilled to have ACC and WCU join the fight against heart disease
- More than 10,000 community members were greeted by our associates
- T-shirts were co-branded and shared the message of F.I.T., our graduate services campaign signifying that our graduates are flexible, inspired, and team-oriented

Many of the volunteers arrived in Anaheim by 7 a.m. to take part in the 5-kilometer run at Angel Stadium. Several students from ACC-Orange County’s physical therapist assistant program wore superhero costumes. Many of the PTA students participated in the run and then joined in the 5K walk that took place later in the day.

“The goal was to focus on one major event together and I am proud to say that we exceeded that goal with our enthusiasm, compassion, energy and focus,” Pailet said.
Community Service Award Honorable Mention

PIMA MEDICAL INSTITUTE, Las Vegas

At 9:40 pm on Sunday, October 1, 2017, approximately 22,000 country music fans were attending an outside concert on The Strip in Las Vegas, NV. Music fans came from all over the United States to attend the three-day festival. There was laughter, singing, dancing, and spending time with family and friends. At 10:05, the singing turned into screaming and cries from help coming from every direction as a gunman opened fire on the crowd. Concert goers were frantically running for protection from the spray of bullets. Many hid successfully or ran fast enough to shield themselves from the terror. For over ten minutes, the gun fire continued and created a scene of mass chaos that one only imagines seeing in a movie. Strangers were protecting strangers while loved ones and friends quickly became separated from each other.

Victims were transported to nearly every hospital in the Las Vegas Valley. They poured in by ambulance, police car, and personal vehicles. Those same strangers that worked so hard to protect other strangers put multiple people into cars and transported them to hospitals for life saving help. For a short time in the valley, no one was separated by the color of their skin, or their beliefs or religion, but everyone was simply either a human being in need or a human being able to help.

As the victims inundated the emergency rooms all over town, caregivers were there waiting. Doctors, nurses, respiratory therapists, nursing assistants, paramedics, and x-ray technicians; among them were some of the students of Pima Medical Institute’s Las Vegas Campus.

Pima Medical Institute (PMI) prides itself on providing a top-notch education to students desiring a career in the medical field. The faculty at PMI work hard every day to provide knowledge and prepare them for real-life situations where they will face life-or-death situations. Though instructed in how to handle Mass Casualty Incidents like the events of October 1, 2017, it is with the sincerest hope that they never need to use those types of skills; but unfortunately, that night, they used every one of them.

Students assisted with x-rays, blood draws, and running life-sustaining breathing machines, while others simply held the hands of victims and family members offering them the support that they so desperately needed at that moment. There was nothing that the students of PMI who were on their externship clinical rotations that night and the days that followed, weren’t willing to do.

Our students learned something valuable over the next few days; they learned that helping others was a difficult job. They learned that it came with successes and heartache in the same moment. Students also learned that there was nothing else that they would rather be doing other than helping people. They realized in those days that they were called to serve.

The death toll rose to 59 people, the number of injured reached a staggering 527. Parents lost children. Husbands lost wives. Communities lost first responders and police officers. Brothers lost sisters. The list of losses could go on for what would seem like an eternity; but despite their losses, victims and families were never alone. The students of Pima Medical Institute were there to offer help, a hand, an ear, and sometimes even a hug; but always to offer hope.

On November 2, 2017, Pima Medical Institute received a letter from Captain Jim Seebock of the Las Vegas Metro Police Department, extending his gratitude to the students of PMI. In closing the letter stated, “The outpouring of support and love we received from you and your team members was greatly appreciated by all of our officers and civilian staff. You made a difference in all of our lives!”

Isn’t that what we all want; don’t we all just want to know that we were able to make a difference? We at Pima Medical Institute are proud of our students every day and we know our students are proud to be part of PMI. However, in the days following the tragedy, despite our sadness and devastation, we all walked with our heads held a little bit higher knowing that we were there for our community in its greatest time of need.
FORBES’ The Top 30 Two-Year Trade Schools: Colleges That Fight The Nation’s Skills Gap

Using the same “return on investment” focus as our annual Top Colleges report, this list of 30 looks at three critical data points: earnings, affordability and quality.

No trade schools embody the two-year advantage better than what the Carnegie Classification of Institutions refers to as “Special Focus Two-Year: Health Professions” institutions. Put plainly, nursing schools. According to Payscale, the largest online salary database, an associate’s degree in nursing will get you paid quickly, and with a $52,500 early career median salary, the degree ranks third for pay among associates degrees -- and higher than 75% of four-year majors. The graduates of four nursing schools – including those of St Paul’s School of Nursing-Queens, our top-ranked trade school – make over $74,000 annually six years after college, more than double the national average for students from all higher education intuitions according to the College Scorecard.

This success makes sense, as the nursing trade is projected to grow even more in the coming years. Between 2014 and 2024, the Bureau of Labor Statistics estimates that over 700,000 jobs will have been added in the occupations of registered nurses (439,300 jobs) and nursing assistants (262,000).

Inaugural list of FORBES’ Top 30 Two-Year Trade Schools accredited by ABHES:

1. **St Paul's School of Nursing-Queens**  
   Location: Rego Park, NY  
   Early career salary: $75,800  
   Most popular area of study: Health Professions and Related Programs  
   For-profit

8. **Riverside College of Health Careers**  
   Location: Newport News, VA  
   Early career salary: $52,500  
   Most popular area of study: Health Professions and Related Programs  
   Private, not-for-profit

25. **St Paul's School of Nursing-Staten Island**  
   Location: Staten Island, NY  
   Early career salary: $74,800  
   Most popular area of study: Health Professions and Related Programs  
   For-profit
More than two years ago, Rush Robinson was sitting in on a meeting with a local health commission as it planned to launch a public awareness initiative on trauma and toxic stress called Alive and Well STL.

Robinson heads St. Louis College of Health Careers, and he was struggling with a 60 percent student retention rate. Nearly all of the students at the school grew up in poverty, many in violent neighborhoods. They were motivated to get a leg up through medical and health tech jobs. Yet they repeatedly stumbled with absenteeism, social withdrawal and confrontations with teachers or staff.

At that meeting, Robinson realized it wasn’t for a lack of drive or responsibility, but the result of trauma from poverty.

So Robinson decided to make a drastic change. He asked his college staff — not the students — to change how they do things. The result: campuses in St. Louis and Fenton where everyone from the teachers to the janitors work to recognize signs of trauma and ways to change situations to reduce stress and help students succeed.

The college’s financial aid office, for example, was a place that once was an emotional trigger for people who had grown up without enough money, food or proper housing. Younger students had to ask parents who could not or did not provide for them to sign off on paperwork to take out loans. Parents were hesitant. There often were outbursts and tears and people walking out.

“I go every year to the national student financial aid conference,” Robinson said. “This year I stood up and reminded them, ‘You’re the scariest part of what a student does when they are entering school.’ So we have to take a low-key, honest approach so the students feel safe. They have to feel that they are going to have all their questions answered, and they are not going to get hustled.”

In a way, the college was one of Alive and Well STL’s first success stories.

Now the school’s retention rate hovers at 80 percent.

Advertisement

It is ultimately designed to tackle the health effects of toxic stress and trauma. The life expectancy in some low-income ZIP codes in St. Louis is up to 18 years less than in wealthier ZIP codes, with a higher incidence of chronic illnesses such as heart and kidney disease, stroke and cancer.

Since launched in summer 2015, the initiative has trained volunteers at churches, schools and businesses to reach out to people regarding wellness, and to connect them to mental health services and other supports. More than 25 area schools have committed to learning about the impact of trauma on students and staff, and ways to better address it so everyone succeeds. And hundreds of informational presentations have been made around the region.

The nonprofit will be led by Jennifer Brinkmann, chief of staff at the Regional Health Commission. She said there is a lot of work to be done in the first-responder and medical fields, along with continuing work in schools and businesses.
Brinkmann said medical clinicians and staff need to rethink their procedures. One of them is easy: making sure to ask a patient permission before closing the door to an examination room, because survivors of abuse and violence may not feel comfortable in confined spaces.

The initiative sets its new course this week with a two-day symposium on violence and trauma starting at 5:30 p.m. Friday in the student center at St. Louis University. Open to the public, it is sponsored by the Regional Health Commission at St. Louis University and targeted to the St. Louis health care community.

Keynote speakers include Dr. Vince Felitti, the lead investigator on a landmark federal study that first linked childhood trauma to poor adult health outcomes. In the early 1990s, the Adverse Childhood Experiences study found children who had four or more exposures to trauma had higher risk for adult diseases such as cancer, high blood pressure, obesity, heart and kidney disease, and stroke.

Brinkmann said it’s been gratifying to see many different segments of the community learn about trauma through Alive and Well. Last week, Girls on the Run St. Louis — an empowerment program using road race training — hosted an event on trauma and resilience. Executive Director Courtney Berg said group leaders took training on trauma and realized they could be a conduit into schools to bring trauma awareness to students, staff, parents and teachers.

The organization includes more than 4,000 girls in 23 school districts in Missouri and Illinois.

“We made the decision to begin providing information on trauma and toxic stress to all of our volunteer coaches,” Berg said. “We figured, here we have these great relationships with schools and families already, and here is information that is really resonating with them.”

The St. Louis nonprofit Ready Readers also changed its mission because of Alive and Well training. The group, which works to increase the vocabulary of low-income children to help them be ready for school, trains volunteers to read to young students in schools and day cares. Vocabulary is still a goal, but Sheila Oliveri said the organization now also views reading as a path to healing for many of the children it serves. Volunteers are taught about trauma, ways to reduce stress while reading with children and ways to use content in the books to help the children moderate their feelings and behaviors in other situations.

“What we need to instill in our volunteers is the understanding these kids come to school carrying a heavy load,” Oliveri said.
Nightingale College Joins the Initiative to Better the Community Through Volunteering

Give Back Day is a time Nightingale College dedicates to serving and volunteering for organizations that provide indispensable resources to the community. The College partners with organizations that thrive on donations and volunteers or those that need a little extra help.

Nightingale College continues the semiannual Give Back Day tradition for its fourth year since 2013.

Give Back Day is a time Nightingale College dedicates to serving and volunteering for organizations that provide indispensable resources to the community. The College partners with organizations that thrive on donations and volunteers or those that need a little extra help.

The College’s Give Back Day initiative began in 2013 when collaborators wanted to help the community outside of the health care and higher education industries. Past Give Back Days included delivering 100 sack lunches to the St. Anne’s Center, helping the Boys and Girls Club of Ogden move, donating an iced-themed tree to the Festival of Trees organization, and providing additional help at the Northern Utah Catholic Community Services in Ogden, Utah.

To give back to the community, College collaborators teamed up with the Humane Society of Utah, the Weber County Animal Shelter, and the Ogden-Weber Community Action Partnership (OWCAP).

The Humane Society of Utah serves as a refuge for Utah’s homeless animals, promoting positive adoptions through proper education for adoptees. A select group of collaborators joined the Humane Society team for the day to prepare for an upcoming fundraising event then played and walked with the animals.

Like the collaborators visiting the Humane Society, Nightingale College faculty spent the afternoon at the Weber County Animal Shelter cleaning the facility for the upcoming weekend adoption.

OWCAP Head Start is a local program providing educational opportunity for Ogden’s low-income children. Small teams headed to OWCAP throughout the day to help prepare for the new program year. Activities included cleaning windows and landscaping.

While Utah fairs well in terms of volunteers, the national rate of volunteering continues to decrease year by year according to the U.S. Bureau of Labor Statistics. The volunteer rate fell to 24.9% at the end of September 2015.

The College hopes to show the positive influence a group of individuals can have when volunteering.

Volunteering improves the lives of many and strengthens the community. With the mindset that “together, we can succeed” and an eagerness to make a difference, Nightingale College continues to join the initiative to support community improvement by following its first and foremost value of going Beyond Self.
Pima Medical Institute Promotes two Veteran Employees

AMY BROWN AND JEN SPURLIN TAKE ON NEW DIRECTOR ROLES

DENVER (March 3, 2017) — Pima Medical Institute is proud to announce it has named Amy Brown Corporate Director of Regulatory Operations and Jen Spurlin Corporate Director of Education.

Brown has served as a vital part of Pima Medical’s mission for nearly 14 years. She joined Pima Medical Institute’s Denver campus in June of 2003 as a respiratory therapy instructor and was quickly promoted to respiratory therapy clinical director the following year and the program director a year later.

She remained the respiratory therapy program director for nearly five years, until being named campus director of the Aurora, Colorado campus in 2010. With her never-ending quest for continual growth and learning, she joined Pima Medical’s Corporate Education Department in 2013.

Recently, Brown led Pima Medical’s reaccreditation process, working tirelessly to prepare the campuses for their 2016 Accrediting Bureau of Health Education Schools’ (ABHES) visit. Her knowledge of Gainful Employment, regulatory compliance, ABHES and state accreditation, along with programmatic approvals and changes, license renewals and annual reporting is extensive and comprehensive. Her expertise has been very important to Pima Medical’s success.

“Comprehensive compliance, as well as interpretation of state, institutional and programmatic accreditation, requires organizational leadership that impacts every corner of our colleges,” said Pima Medical Institute President and CEO, Fred Freedman. “Amy’s brand of oversight has been a critical component of our success. She clearly possesses one of the sector’s most insightful minds.”

Brown has a Master of Science degree in Organizational Leadership with a concentration in organizational training and instructional design from Colorado State University.

Spurlin was recently named Pima Medical’s new Corporate Director of Education. She joined Pima Medical’s Denver campus in October of 2004 as a respiratory therapy instructor and was quickly promoted to the respiratory therapy clinical director later that year. She holds a Bachelor of Science in Respiratory Care from Midwestern State University and a Master of Education in Career and Technical Education from Northern Arizona University.

In July 2011, Spurlin was promoted to the respiratory therapy program director position, and in 2014, joined the Corporate Education Department as the regulatory affairs coordinator. In her most recent role, Spurlin has provided direction and support and been instrumental in the success of many programmatic accreditations, site visits and self-studies. She played a vital role in the recent ABHES campus reaccreditation process.

“Jen has proven herself to be up to the challenge of education director. Her new responsibilities require not only the ability to multi-task, but to give 100 percent to each task,” Freedman said. “We are confident that Jen has the ability to drive the college’s educational initiatives. With 30-plus healthcare programs, we need a leader that will continue our tradition of offering cutting-edge curriculum. Jen is unquestionably the right person for the job.”
Pima Medical Institute to add Customized FranklinCovey Curriculum to its Programs

Life-skills Training Program will be available to all students, faculty and staff

Since 1972, Pima Medical Institute has provided its students with the hands-on and real-world experiences they need to be successful in the healthcare industry. Educating future healthcare workers has always been Pima Medical’s number-one focus – and now it plans to add even more value to its curriculum starting this fall.

Students who begin their general education courses in October will have customized lessons and unlimited access to FranklinCovey’s world-class leadership content never before offered at Pima Medical. They will be able to develop their life skills through proven curriculum created by FranklinCovey and tailored by Pima Medical staff. The curriculum will provide added value to Pima Medical students’ educations, further preparing them for their careers as contributing members of their medical teams.

“Employers expect graduates to possess developed communication and life skills,” said Pima Medical Institute President and CEO, Fred Freedman. “This new curriculum will do just that, providing graduates with vital interpersonal skills. We are excited to partner with FranklinCovey and watch our graduates further stand out in the workforce.”

For nearly three decades, FranklinCovey, known for its successful books such as “The 7 Habits of Highly Effective People” and “The 5 Choices: The Path to Extraordinary Productivity,” has worked with students through its FranklinCovey Education division.

In this new partnership, Pima Medical and FranklinCovey are working together to create customized curriculum that will help students tackle important subjects like time management, maintaining focus, personal and professional motivation, leadership skills, developing relationships, confidence, self-discipline, and much more.

“We are so pleased to partner with Pima Medical Institute, an organization regarded as an industry leader in healthcare career education,” said Josh Covey, Director of Strategy with FranklinCovey Education. “We are inspired by their vision and their total commitment to their students’ success, which aligns perfectly with FranklinCovey’s mission to ‘enable greatness in people and organizations everywhere.’”

Pima Medical’s students will access the curriculum online through interactive modules that include engaging videos and activities followed by in-class discussions that review what they’ve learned with their instructors and classmates. The online activities will challenge students by putting them into a variety of situations and showing them how to most effectively respond to each, developing their life skills along the way. The curriculum will cover topics such as leadership, communication, productivity, achieving goals, teamwork, conflict management, problem solving, and personal management.

According to a recent study by Hart Research Associates focusing on the skills demanded by today’s employers, “…out of 17 outcome areas tested, written and oral communication, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings are the most highly valued by employers.”

Pima Medical Institute understands students will have further success if they graduate and enter the workforce with those skills.

“We want to go beyond education and help our graduates have more substantial, fulfilling lives; to be best versions of themselves,” Freedman said. “We want them to be good citizens of the world.”

Pima Medical will also provide the curriculum to all faculty and staff as well. They will have an all-access pass to FranklinCovey materials and be encouraged to use and reinforce student understanding of the skills.

“We look forward to working together to ensure that Pima Medical Institute’s students graduate not only with the hands-on healthcare skills that Pima Medical so effectively provides, but also with the leadership and life skills that will prepare students to succeed both personally and professionally,” Covey said.

FranklinCovey’s clients include 90 percent of the Fortune 100, more than 75 percent of the Fortune 500, thousands of small and mid-sized businesses, as well as numerous government entities and educational institutions.
Volunteering may be good for body and mind

There’s something gratifying about volunteering. Whenever I work a charity event—which I try to do with some regularity—I often get more out of it than I give.

I already knew about the mental health benefits of volunteering. Studies have shown that volunteering helps people who donate their time feel more socially connected, thus warding off loneliness and depression. But I was surprised to learn that volunteering has positive implications that go beyond mental health. A growing body of evidence suggests that people who give their time to others might also be rewarded with better physical health—including lower blood pressure and a longer lifespan.

Evidence of volunteerism’s physical effects can be found in a recent study from Carnegie Mellon University, published this month in Psychology and Aging. Adults over age 50 who volunteered on a regular basis were less likely to develop high blood pressure than non-volunteers. High blood pressure is an important indicator of health because it contributes to heart disease, stroke, and premature death.

It’s impossible for this study to prove that volunteering was directly responsible for the lower blood pressure readings. People who volunteer may be more likely to do other things, like eat a healthy diet or exercise, that lower blood pressure. But the results are in line with other findings on the topic.

The benefits of volunteering

How might volunteering contribute to lower blood pressure? Performing volunteer work could increase physical activity among people who aren’t otherwise very active, says lead study author Rodlescia Sneed, a doctoral candidate in social and health psychology at Carnegie Mellon University. It may also reduce stress.

“Many people find volunteer work to be helpful with respect to stress reduction, and we know that stress is very strongly linked to health outcomes,” she says.

As with any activity thought to improve health, researchers are trying to identify the specific characteristics of volunteering that provide the greatest benefit. For example, how much time would you need to put into volunteer work to lower your blood pressure or live longer? In the Carnegie Mellon study, 200 hours of volunteering per year correlated to lower blood pressure. Other studies have found a health benefit from as little as 100 hours of volunteering a year. Which types of volunteer activities improve health the most? No one really knows. Sneed speculates that mentally stimulating activities, like tutoring or reading, might be helpful for maintaining memory and thinking skills, while “activities that promote physical activity would be helpful with respect to cardiovascular health, but no studies have really explored this.”

One key for deriving health benefits from volunteering is to do it for the right reasons. A 2012 study in the journal Health Psychology found that participants who volunteered with some regularity lived longer, but only if their intentions were truly altruistic. In other words, they had to be volunteering to help others—not to make themselves feel better.

The Greek philosopher Aristotle once surmised that the essence of life is “To serve others and do good.” If recent research is any indication, serving others might also be the essence of good health.

Source: Stephanie Watson
Executive Editor, Harvard Women’s Health Watch
JUNE 26, 2013, UPDATED OCTOBER 29, 2015
Harvard Health Publishing, Harvard Medical School
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Liz Lee, Accreditation Development Specialist
Tammy Llewellyn, Manager of Operations
Joe Miller, Accreditation Coordinator
Kimberly Neuenschwander-Hurley, Manager of Training & Membership Services
Julia Scanlon, Accreditation Coordinator