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Eliminating boundaries through distance learning

Department of Analytical and Diagnostic Sciences
Department of Communication Sciences and Disorders
Department of Health Informatics
Department of Nutritional Sciences
Department of Rehabilitation Sciences
School of Social Work
Two Nutritional Sciences students are big winners in competitive internship field

Jalisa Holifield  Emily Gerhardt

Two College of Allied Health Sciences (CAHS) students were awarded coveted internships with the National Association of College and University Food Service (NACUFS) summer food service management internship programs. A competitive program with only 30 sites available nationwide, it’s limited even more for students enrolled in universities on quarters, due to its May start. This is the first time two CAHS students have been selected for the program in the same year.

Jalisa Holifield, a junior food and nutrition/exercise science concentration major, will complete her internship at Plymouth State University in New Hampshire, and Emily Gerhardt, a junior majoring in food and nutrition, will complete her internship at Dartmouth College. The paid internships are sponsored by NACUFS and offered in cooperation with the Association of College and University Housing Officers-International (ACUHO-I). The 50-year-old program gives student interns the opportunity to work in a campus foodservice department over the summer, gaining valuable experience, which often leads to career opportunities in university foodservice management.
Message from the Dean

Dear Alumni and Friends,

There is so much happening on campus and in the college it was a challenge to pick our cover story. However, after much discussion we decided to share with you the excitement surrounding the educational opportunities that are now within reach of many through our distance learning programs. Not only are we bringing distance learning opportunities out to students who are not able to come to campus, but we are also bringing national experts “on campus” through video streaming to meet with our on-campus students.

New educational technologies are forever changing the delivery of higher education.

You will also read about how you, our alumni, are mentoring our current students and helping to increase the retention of our underrepresented minority students. As you know, in our professions there is a lack of diversity among practicing professionals in the allied health fields. The support of our alumni in the mentoring of the new generation of professionals is important.

After several years of planning, the new, fully online Master’s in Health Administration was implemented in June, 2011, in partnership with the College of Business.

You will be reading about the college’s continued involvement with the local and international communities in both service and research.

We all look forward to spring/summer as we make final plans to move to a semester calendar. We continue to be appreciative of the support of our alumni and friends. We hope you will continue to update us with news of what is going on in your world. Thanks for your support.

Sincerely,

Elizabeth C. King, PhD, Dean

FETCH~LAB cares for hard-working helpers at Canine Corps Clinic

The University of Cincinnati FETCH~LAB students and faculty helped care for Greater Cincinnati-area service dogs during the 18th annual Canine Corps Clinic in December. The event was held at the UC Veterinary Technology Department on the university’s Blue Ash Campus, and provided free comprehensive health examinations to some of the area’s hardest working dogs.

Veterinary specialists from the area teamed up with the FETCH~LAB, which happily shared the expertise of its audiology, veterinary, and student technician staff. The dogs received a full range of exams and services, including audiology, dentistry, dermatology, internal medicine and surgery.

CAHS is online and up to date!

Looking for the latest information on College of Allied Health Sciences students, departments and alumni? Visit cahs.uc.edu for updated alumni videos, news and information.
Eliminating boundaries through distance learning

Educational opportunities are never out of reach with CAHS distance learning programs

Marsha Nelson had worked as a medical laboratory technician (MLT) for over 20 years in Hibbing, Minn. Although she was 53 years old, an age when many people begin thinking about winding down their careers, she wanted to take hers to the next level—management, which would require a bachelor’s degree and her medical laboratory science (MLS) certification. However, she faced two roadblocks to making that happen: the nearest program was 100 miles away and she worked full time.
Then she saw an advertisement for the University of Cincinnati’s MLS distance learning (DL) program. The online program would give her the ability to fit class time and coursework around her work schedule and she could earn her degree without ever setting foot on UC’s campus. “It was my only option,” she says. She began the program in 2007 and soon learned a co-worker, Coleen Hill, had too. Over the next five years four more people in their department would follow their lead. Today the entire microbiology department (with Nelson at the helm as supervisor, thanks to her degree) at Hibbing’s Fairview University Medical Center is made up of College of Allied Health Sciences (CAHS) graduates and current students: Nelson and Hill graduated in 2009; Josh Koehler in 2011; Dan Ostrander and April Elsner plan to graduate in 2012, and Sara Wierimaa in 2013.

**Distance learning making education accessible**

Currently, 4,133 students are enrolled in DL programs across the entire university. Within the CAHS, distance learning has taken off; four programs currently serve 862 students, over 20 percent of the university total, with three new programs in the pipeline at different stages of development and approval.

The growth is all about meeting the needs of the students and the needs of the healthcare field—now and in the future. Most CAHS distance learning students are non-traditional students: typically in their mid-30’s or older, juggling full-time work and family obligations; many of them are in the military and deployed out of the country. Often there isn’t a nearby college or university, eliminating the option of commuting for evening or weekend classes. Distance learning eliminates the common roadblocks these people face with earning a degree through a traditional, on-campus program.

As a member of the active military, Mary Gozum knew going the traditional route to earn her MLS wasn’t an option. Distance learning made it possible. Distance learning students earn the same degree and follow the same curriculum as traditional students but DL students “attend” class online at a time that fits in their schedule. They complete coursework and exams online as well, and connect with faculty and classmates through email and online discussion boards.

Gozum admits earning her degree online wasn’t always easy, “like when I had to download lessons while stationed in Afghanistan, or had to study for and take a final exam during my honeymoon in Mexico, or when I was eight months pregnant, finishing up. But I’d choose the same program if I had to do it over.”

**Distance learning helping fill workforce gaps**

Meeting the employment demands of healthcare is also fueling distance learning’s growth. According to the U.S. Department of Labor Bureau of Labor and Statistics, employment opportunities across healthcare are expected to grow anywhere from nine to 20 percent, depending on the occupation, by 2018.

It’s not just future healthcare needs, however. Distance learning programs have given healthcare professionals a way to keep pace with changes in requirements made by their profession and changes related to current growth in their fields.

Due to a persistent shortage of school-based speech-language pathologists and a new requirement that they have a master’s degree, the Department of Communication Sciences and Disorders began offering an SLP master’s degree through distance learning as far back as 1998 in Ohio, to help current speech-language pathologists meet the new requirements, and train new ones in an effort to address the shortage. UC collaborated with the Ohio Department of Education and eight other universities to offer financial support to SLP programs and students through The Ohio Master’s Network Initiatives in Education (OMNIE) Program. Although the original funding is ending, the program, now a collaboration between UC and the University of Akron, is supported in part with federal funding for the students.

Joan Murdock, director of the master’s in health administration (MHA) program, says an aging population is also having an impact on healthcare, driving dramatic growth across all sectors, with no signs of slowing down. “Healthcare administrators are being held accountable for more and more,” she says. “That requires strong well-trained leaders in the areas of health policy, law, finance, management and ethics.” The MHA program’s growth verifies the need. The program launched in June 2011 with 16 students; it currently has 47, with 25 starting this spring, and that number is expected to double in the fall.

The move to electronic medical records is one of the factors behind the growth of the Health Information Management (HIM) field. Jan Kelly, interim head of the Department of Health Informatics says their program started in 2005 with 11 students and today has 250 students enrolled. Even with that growth, she cites U.S. Bureau of Labor predictions of a shortage of HIM professionals as the population continues to age and...

Marsha Nelson and April Elsner

Mary Gozum put the flexibility of distance learning to the test, uploading a final assignment on her wedding day, working as an active member in Afghanistan and completing the MLS program just one month shy of her son’s birth.
medical records move closer to being fully electronic. She believes distance learning can make a difference.

“A large share of our students are single moms, women whose husbands are deployed with the military or women in the sandwich generation, caring for their parents and for their own children—people dealing with circumstances that make going back to school difficult,” says Kelly. “But a distance learning program makes education more accessible, an HIM degree possible and hopefully, a way to help fill the gap.”

**Quality matters on campus and off**

For all the reasons distance learning enrollment is growing, at times there’s still a hesitation on the part of potential students to make the commitment, based on the perception that DL programs aren’t as high of quality or as challenging as traditional programs.

To the contrary, says Dawn Clineman, CAHS director for the Center of Educational Technology and Instructional Support. “Our programs not only follow the university’s high standards for developing quality courses, but we also apply a back-end, behind-the-scenes quality foundation through the Quality Matters (QM) program,” she says. Quality Matters is a national, faculty-centered, review process that certifies the quality of online and blended courses. “It’s the field’s version of the Good Housekeeping Seal of Approval,” she explains.

She adds that although all the CAHS programs are accredited, certain programs have been designed specifically to meet the additional quality standards set by that individual profession. The HIM program for example, was developed to meet the requirements of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), which is important because HIM graduates must have a degree from an accredited program to be eligible to sit for their national RHIA exam.

Clineman says that content, objectives and expectations of distance learning courses are the same as traditional classes. The difference is that instructional designers in her department work with faculty to translate content into a format that works in the online environment. “We always tell faculty to never compromise content. Let us figure out the best way to get the content across,” she says.

**Online doesn’t mean alone**

Even though students are completing courses online and on their own, Clineman’s staff and CAHS faculty make sure students never feel unsupported and alone.

Each program requires students to complete required orientation that prepares them for the online environment before the program starts. Throughout the program they have access to information technologists for technical support and access to faculty through “virtual” office hours, online discussions and phone calls.

Support was an issue for April Elsner, currently an MLS student and part of the team in Hibbing, Minn. She felt better about committing to the program knowing that other people from her department were either currently enrolled or had completed it and could lend a hand if she needed it. “The school has been really supportive so in reality, I didn’t need a support system locally,” she says.
Distance learning leaves an impact

Across the board, there’s no doubt distance learning is a win-win, making education more accessible, helping address healthcare’s growing employment needs and helping improve the lives of students and their families.

The Hibbing, Minn., group sees how distance learning not only helps further careers, but how it strengthens their field as well. “I was looking for advancement opportunities,” says Dan Ostrander. “Our lab is transitioning as supervisors retire and I would love to step right in.” April Elsner adds that although she doesn’t graduate until December, she already feels like she’s at the next level. “I’m always striving to learn more and be better in my field,” she says. “I want to be able to answer questions and want others to believe that people in our field are well educated.”

CAHS faculty and staff also see the transformative power of distance learning. Although career advancement and higher salaries are the reasons behind many students’ decisions to continue their education through distance learning, faculty and staff see how the personal satisfaction of earning a degree also drives the decision for many students.

Interim MLS program director Charity Accurso says from her perspective, “it’s neat to be able to help people achieve their goals. For some people, earning a degree may not change their pay rate, but it’s something they’ve always wanted to do.”

Jan Kelly agrees. “Twice a year at graduation we have students who take vacation or personal time to come to UC and walk across that stage because they’ve earned their degree, the same degree as a traditional student. Even if they live in Wyoming or Minnesota, they feel very much a part of UC.”

Read more about CAHS distance learning graduates in Alumni Highlights, page 23.

Hybrid courses blend traditional and online learning

CAHS programs also use hybrid courses, which blend the best of traditional and online learning. These courses extend the classroom in different ways, streaming courses live to other locations, and posting didactic information online so students can study and review content before class and use class time to apply and discuss content.

The Health Sciences program streams a live kinesiology class to the UC East campus, where a dedicated lab is set up at UC East. Plans include adding Introduction to Biomechanics and Exercise Physiology in the fall.

Lectures from two Nutrition courses, Food Science I and II are posted online. They include links to videos on food preparation techniques that are used in the lab; visual materials to increase the students’ understanding of the materials; and quizzes. Exams for the courses are also online but students take them in the French East computer lab.
Diversity initiative connecting with CAHS and Hughes Center High School students

College of Allied Health Sciences students and alumni spent an afternoon at the theatre in February as part of the CAHS mentoring program. The group attended *Transmigration*, a production of the University of Cincinnati’s College-Conservatory of Music.

It was the first social event for the alumni-student mentoring pairs, who were matched in the fall. Twenty students signed up for the program, which expanded from the five students who began during the pilot program last spring.

The pilot program last spring paired five students with alumni mentors committed to advising, encouraging and supporting them along the way. On the heels of the pilot’s success, 20 students started the program this fall.

The program gives alumni the chance to give back to the school and to their field by playing a role in students’ success. Students, from underrepresented minorities, get support and learn first-hand what success looks like from a professional working in their field of study.

Hughes Center High School students are also getting a look at allied health through a partnership between CAHS and Hughes’ Health Pathways program. Hughes students spent four days on the UC campus Mar. 12-15, learning about careers in allied health. They attended workshops, completed CPR training, toured the CAHS facilities and participated in student panel discussions about the logistics of getting into and going to college and being a student in the CAHS.

Interested in learning more about becoming an alumni mentor? Contact Monica Wilkins, monica.wilkins@uc.edu

Master’s in Health Informatics distance learning program recently approved; program projected to begin January 2013

The Master’s in Health Informatics is a distance learning degree offered primarily for working healthcare and information services professionals. The course of study will prepare professionals who can design, identify and use a variety of information resources and technologies to accomplish management objectives in diverse practice environments. The program will provide students with the knowledge and skills necessary to become self-directed learners who possess critical thinking and problem-solving abilities in health data analytics. The Master’s in Health Informatics is a collaborative degree between the College of Allied Health Sciences and the Carl Lindner College of Business/Information Systems. Students will be able to attain their Master’s in Health Informatics in two years and the number of credits required are 34 semester hours. All courses will be taught online utilizing the best practices established through the Bachelor of Science in Health Information Management. The program is housed within the Health Informatics Department of CAHS.

What is the College of Allied Health Sciences Leadership Council?

The College of Allied Health Sciences first established the Leadership Council in 2008 as part of the Proudly Cincinnati campaign. It currently consists of 23 members who represent all the CAHS departments and are faculty, alumni, or friends to CAHS. Our focus is to plan and execute strategies promoting financial support for the college. Currently, CAHS is close to raising $4.5 million toward the Proudly Cincinnati campaign, which university-wide has raised more than $820,000,000 of its $1 billion goal. Additionally, the CAHS Leadership Council has played an integral role in promoting alumni and senior participation and educating our alumni and friends on the importance of giving to the college.

We welcome our newest members:
Shuyuan Martinkovic, OTR/L
Robert Keith, PhD
Maureen Hebert, MS, RN, NE-A, BC, NHA
College of Allied Health Sciences Leadership Council

Doris J. Cambruzzi
Kelly Chirumbolo, Program Manager for Alumni Relations
John Greer Clarke, PhD
Nancy Creaghead, PhD
Kari Dunning, PhD
Grace Falciglia, EdD, MPH, RD
Kevin Flynn, ESQ
Jane H. Garvin MS, RD, LD
Associate Professor Emerita
Meridy Glenn, MBA Director of Development
Maureen Hebert, MS, RN, NE-A, BC, NHA
Tom Herrmann, EdD, PT, ATC
Michael L. Hill, AuD, F-AAA
Terri Hollenkamp, MA, CCC-SLP
Robert Keith, PhD
Janette Kelly, MBA, RHIA
Elizabeth Camp King, PhD
Judith Marlowe, PhD, FAA, CCC-A
Shuyuan Martinkovic, OTR/L
Audrey Miller, MS
Joan Murdock, PhD, MHSA
Ellen D. Rember, MS
Marvin H. Rorick III, M.D.
Jean Sepate, LSW-S, MSW
Ruth Anne Van Loon, PhD, MSW, LSW
Tina Whalen, MPA, DPT
Monica Wilkins, MHA, PT Assistant Director of Academics and Director of Minority Recruitment and Retention
Susan Wilkinson, EdD
Scholarship links current students to social work icon

BY: KATY COSSE

What began as an effort to honor a dedicated instructor has become a 12-year partnership between UC’s School of Social Work and The Children’s Home of Cincinnati—and an important form of support for aspiring social workers.

The Joe Hall scholarship was formed to commemorate the work of Joseph Hall, an associate professor in the School of Social Work from 1979 to 1992.

After serving as the first executive director of the Urban League of Cincinnati, Hall worked as a field liaison with The Children’s Home and served on the nonprofit’s board of trustees. The Children’s Home developed the scholarship at Hall’s retirement as a way to honor his contributions to the field and his commitment to advancing education for African-American students.

Since 2000, 24 students in UC’s Master’s of Social Work program have benefited from his legacy, receiving a $6,000 stipend each year of their program and the opportunity to do their field placement at The Children’s Home.

“There’s no substitute for practical work with kids and families,” says Ellen Katz, The Children’s Home president and CEO. “The internships give students the opportunity to apply the theory and concepts they learn in the classroom to real cases.”

She says those cases can be often challenging for even experienced social workers.

Founded in 1864, The Children’s Home provides education and mental health treatment for children facing significant social, behavioral and learning challenges. Last year, it served more than 6,600 children and families with over 20 programs and services.

“The children and families in our programs tend to be high-risk,” says Katz. “Often, they’re living in poverty and have experienced severe trauma, abuse or neglect. There is no better means for MSW students to build their capacity for doing clinical work than by treating these high-risk cases.”

For recipient Lenora Johnson, the Joe Hall scholarship enabled her to pursue her graduate degree full time, without taking on additional loans.

“I had been working with child protective investigations in Florida and wanted to specialize in mental health treatment,” says Johnson. “Eventually I would like to go into policy work, but therapy is something I absolutely love.”

In her second and final year at UC, Johnson is balancing a full load of classes, work with the National Association of Social Workers’ political action committee and her internship at The Children’s Home as a school-based therapist.

“The internship at the Children Home has given me a wonderful opportunity—not just the scholarship but the field work as well,” says Johnson. “The supervision and mentoring I’ve gotten has been pretty much outstanding and the support is overwhelming. It’s just a great place for me to be.”

UC associate professor of social work Gary Dick, PhD, worked at the Children’s Home for 16 years before coming to UC, and witnessed Hall’s passion for education firsthand: “No matter how busy he was, Joe always took time to meet with his students. He made them feel like he had all the time in the world for them.”

Now, he says the scholarship is a significant gift from the Children’s Home and an important way to support minority students in higher education.

“The Children’s Home is a great agency and an incredible trainer and employer of social workers in the area,” says Dick.

For Katz, the scholarship serves as a way to welcome these students not only into the Children’s Home, but into the practice and field of social work.

“This field is not exactly lucrative, so all of the motivation for these students is intrinsic,” she says. “The work they do is stressful enough—we’re happy just to be able to help them continue in the field and know there’s generosity within it. We’re proud that, as a charity, we can be charitable as well.”

Ellen Katz, The Children’s Home president and CEO

Lenora Johnson, Joe Hall scholarship winner
Geiby George, Indian-origin, born and raised in Kuwait, and current resident of Houston, has never been to the University of Cincinnati and until recently, his only contact with the university was a phone call in November to Meridy Glenn, director of development at the College of Allied Health Sciences (CAHS).

It was a phone call that made a lasting impression on not only Glenn, but also later this spring, it no doubt will on a CAHS medical laboratory sciences (MLS) student as well.

George informed Glenn he wanted to provide financial support to a first-generation college student enrolled in the MLS distance learning program. The George Family Educational Scholarship is his way of giving back in appreciation for scholarships he received when he was working on his degree at Tarleton State University, part of the Texas A & M University system.

“It was a great privilege to come to the United States to get an education,” he says. “When I was struggling with fees, there were scholarships available from people I didn’t even know, that I was awarded. I was blessed; I thought, why not do the same for someone else?”

George says he also made the gift in gratitude to his parents who made great sacrifices to send him to the United States for his education. “I want them to see that their investment in me is going to have an impact on others,” he says.

He specified a student in the MLS program once again in gratitude, for the professionals who played a role in helping doctors diagnose his mother’s cancer in 2010. “I wanted to pick a field that’s involved in diagnosing diseases,” he says. His mother has completed chemotherapy and is recovering well.

This isn’t the first time George has paid it forward. Last year an international student in the pharmacy program at Texas A & M was the recipient of George’s gratitude. In both instances he’s taken advantage of his employer’s matching gift program. George works for Halliburton, which matches his gift 2:1.

“I want people to see that you don’t have to work 10-15 years or make a lot of money in order to make a gift,” George says. “I hope this motivates others who have had scholarships to consider making a scholarship donation to pay it forward.”

The application deadline for the George Family Scholarship was Mar. 28 and the scholarship will be awarded spring quarter.

Would you like to help a student continue their education?

CAHS challenges and funding opportunities

Scholarship support – Critical in attracting and retaining quality students.

Discretionary funds – Help department heads and Dean support student travel and activities; and purchases of clinical learning equipment

Annual funds – are unrestricted funds that are used to support faculty, students, and programs where the need is greatest.

Support the College of Allied Health Sciences through online giving

[link]

For more information about ways you can give back, contact Meridy Glenn, CAHS Director of Development, at meridy.glenn@uc.edu.org.
Department of Communication Sciences and Disorders

CSD team plants seeds of help and hope in Managua

Department of Communication Sciences and Disorders associate professor Sandra Grether, PhD, and speech-language pathology graduate student Rosie McAuley traveled to Managua, Nicaragua for a week-long mission trip in January.

They were part of an interdisciplinary team that included medical staff from Cincinnati Children’s Hospital Division of Developmental and Behavioral Pediatrics. The team worked with children, teachers, staff, and families at Tesoros de Dios, a center for children with special needs. Their goal was to serve the children, and also work with the staff in collaboration with occupational therapy professors and students from Massachusetts’ Wooster College, to develop sustainable strategies and interventions the staff could use in the future.

The team installed touch screen windows to the computers, conducted interdisciplinary evaluations for new children, trained teachers on conducting a language assessment, and made home visits to children who were unable to come to the center due to medical reasons. They also taught teachers how to use children’s books to target literacy skills, using donated Spanish children’s books adapted before the trip. The medical team talked with the teachers, therapists, and families about issues they face in working with their children, and offered recommendations for ways to effectively deal with them.

In addition, they also trained the staff and students how to use a donated communication device with the students with cerebral palsy, working with an occupational therapist to determine proper positioning and access. By the end of the week, students who used the device showed dramatic improvement in their ability and independence to use the device.

The team also traveled to Bluefields and El Bluff, Nicaragua, to learn more about the possibility of setting up additional service centers for special needs children in those locations where, because of the isolation, the need is great. Families shared their stories and dreams of more consistent services for their children. The team began discussions to talk about the beginning steps of that process.
Building relationships in El Salvador

Professors Chris Lottman and Xan Boone led 12 undergraduate and graduate students on a service learning trip to El Salvador. Although they worked on building, painting and cleanup projects with Homes from the Heart, a project of the Fuller Center for Housing during the nine-day trip, their focus for the trip was more long term, according to Lottman.

“We didn’t want to just blow in, do some work, feel good, and blow out,” she explains. “We didn’t have a specific plan other than learning, getting to know people, and seeing if there were ways we might stay engaged on an ongoing basis.”

Through their work with Homes for the Heart and their time spent with Sister Rose Elizabeth, a Dominican nun working with people living in the mountains of El Salvador, they saw how poverty and gangs were robbing the area and the families living there of a sense of community, something they desperately need.

“We want to help the communities find their own sense of worth and direction,” says Lottman. They believe working with the children is an important way to do that. She says they hope to talk with parents when they return next spring and ask them about their highest hopes for their children and their deepest fears. “Then we can look at what we have to offer and work with them based on what they want,” she says.

Reaching out to children in Guatemala

Twenty graduate students traveling to Guatemala and led by Michael Tebbe, professor, and Tina Bowen, graduate admissions coordinator, also blended work with cultural immersion to gain a greater understanding of the community’s needs. They learned about the day-to-day customs of the culture by staying in the homes of local families, and because of the language barrier, learned how it felt to be part of a minority.

“The relationships we formed were beyond our expectations,” says Tebbe. “The Guatemalans treated us with respect, honor and welcome.”

The group volunteered with three different projects, spending much of their time with children. They spent time simply holding patients at Hermano Pedro, a hospital for people with disabilities, ranging in age from infants to elderly. They connected with street children, daycare and preschool children through God’s Child Project, and fed malnourished babies at Casa Jackson.

Students also conducted a needs assessment at Project for Children, a settlement for 145 families in extreme poverty, living in tin, bamboo, cardboard and tarp homes. They went door-to-door, talking with families and gathering information that program administrators can use to make changes that hopefully will improve lives.

According to Tebbe, students saw the need for social work interventions and social justice everywhere. “The students’ borders were expanded to consider international social work,” he says. Thanks to the life-changing connections made on the trip, that may become a reality. Many students say they are ready to return.
Department News

Department of Communication Sciences and Disorders

CHAT Clinic helps adults reconnect

Speech-language pathology graduate students are helping adults with communication disorders develop strategies that help them better communicate and integrate into the community.

Communication Helps Achievement Together (CHAT) Clinics give members the opportunity to partner with an SLP student to practice communication strategies and techniques they learned in individual therapy. The weekly clinics are held at Drake Hospital and the French East Building on UC’s main campus.

The clinics not only help members become more confident about reintegrating into the community, but have inspired many of them to volunteer to raise awareness about communication disorders and aphasia. Members talk with the Ohio and Kentucky State Patrols to help them understand that a person they encounter during a routine traffic stop with slurred speech or having a hard time answering questions may have a communication disorder.

The group schedules at least one community outing a year to places members may not feel comfortable going on their own; they plan on attending a Cincinnati Reds game this summer.

Students have helped members create cards that include symptoms of aphasia and communication disorders and suggestions for how to best communicate with a person with a communication disorder. Members can use the card in the community to help educate and better communicate with people.

Department of Communication Sciences and Disorders

FETCH~LAB partners with Newport Aquarium

Communication Sciences and Disorders assistant Professor Pete Scheifele, PhD, and his team of researchers at the Facility for Education and Testing of Canine Hearing and Lab Animal Bioacoustics (FETCH~LAB) are spending this spring at Greater Cincinnati’s Newport Aquarium to understand how and why the Aquarium’s otters vocalize.

Otters are gregarious, social creatures with larynxes similar to humans, but scientists don’t know exactly how many different vocalizations they can produce and how they do it. This knowledge will be especially helpful for handlers, who can understand the variety of sounds the otters make under stress.

Working with aquarium staff and trainers, the FETCH~LAB team started by observing and recording the facility’s Asian small-clawed otters while the UC handlers train them to accept ultrasound wands on their throat. Later, the team will use ultrasounds to study the otter’s larynxes during vocalizations.

The partnership follows the FETCH~LAB’s work at the Georgia Aquarium last year. Students and faculty completed acoustic mapping of the aquarium’s dolphinarium and conducted monitoring of the facility’s expansion.

Department of Communication Sciences and Disorders

Screenings reaching children in the community

CSD graduate students were busy with outreach this year, conducting Head Start screenings. Over eight different dates, they screened 291 children for hearing disorders and 156 children for speech-language disorders at Hamilton County Head Start programs. Over 1,450 children have received speech-language screenings in Cincinnati-Hamilton County Community Action Commission Head Start centers.
School of Social Work

New Master’s in Health Administration program taking off

The Master of Health Administration (MHA) program started in June, 2011, as a distance learning degree program created to train professionals for administrative and managerial roles in health care settings. With an inaugural class of 16 students, program director Joan Murdock, PhD, says “the program grew to a total of 43 students in the fall quarter, and we expect to double the enrollment within a year.”

The two-and-a-half-year program includes instruction from professors in the colleges of allied health sciences, medicine and business, as well as outside experts.

Current student Steve Graham, a vice president of marketing for a Houston-based talk radio network, said he looked at many different online MHA programs, but specifically sought one connected to a large research institution with a strong reputation.

“I’ve had a lot of health care centers as clients,” he says. “And, being someone who had a congenital heart defect as a child, I’ve always felt a connection to the medical field’s mission and drive.” Graham hopes to transition into academic medicine after completing the program, either as an administrator or in physician relations.

From healthnews.uc.edu, Sept. 9, 2011

School of Social Work

Awards recognize outstanding faculty and students

School of Social Work faculty and students were recognized at the National Association of Social Workers (NASW) Ohio Chapter, Region 6 (Cincinnati) Awards ceremony on April 26 in Cincinnati. Faculty receiving awards were: Lifetime Achievement Award – Susan Carlson; Outstanding Service Award – Christine Lottman.

Student awards went to: MSW Student of the Year – Leah Taylor; BSW Student of the Year – Frances Rutledge. Nicole Clegg Lewis received the MSW Student of the Year Award for Region 7 (Dayton).

Department of Health Information Management

HIM students top national exam pass rate

Health information management graduates who took the recent registry examinations easily surpassed the national pass rate average. Ninety-four percent of the 17 University of Cincinnati HIM graduates who took the exam, Jan. 1, 2011–Sept. 30, 2011, passed the national accredited exam compared to a national average of 74 percent.

Twenty seniors in the 2011 summer and autumn quarters took advantage of the early testing option, passing the exam and earning their Registered Health Information Administrator (RHIA) credential before graduation. The early testing option allows students to apply and take the exam early if they are enrolled in their last term, finished with classes and waiting to graduate or waiting on transcripts.

Department of Analytical and Diagnostic Sciences

CLS program is now the medical laboratory science program

The University of Cincinnati Board of Trustees approved changing the name of the CAHS clinical laboratory science program to the medical laboratory science program. The change became effective January 24, 2012.

The name change is a result of the unification between the two accrediting agencies, the American Society for Clinical Pathology (ASCP) Board of Registry and the National Credentialing Agency. The new agency is now known as the ASCP Board of Certification (BOC). The new title Medical Laboratory Scientist (MLS) replaces the Clinical Laboratory Scientists (CLS) and Medical Technologist (MT) titles.
Department of Analytical and Diagnostic Sciences

Record-setting runs earn DADS student top honors

DADS student Kathy Klump earned Most Outstanding Track Performer honors at the 2012 Big East Conference Indoor Track and Field Championship in New York City, thanks to her school and meet record wins in the 500 and 800 meter races. Klump, a senior majoring in medical laboratory science, had the record-setting time for the 500 for the second straight year.

The Bearcats finished in the top three teams at the Big East meet for the first time in program history.

Department of Communication Sciences and Disorders

Scholarships support continued achievement

Aniruddha Deshpande received a $500 Graduate Student/Postdoctoral Fellow Travel Award to attend the 2012 MidWinter Meeting of the Association for Research in Otolaryngology. The meeting was held Feb. 16-20 in Baltimore.

PhD student Daknika Bandaranayake received $3,000 from the graduate school this past summer to mentor undergraduate student, Caitlin Leahy, in a research project. Caitlin also received $3,000 for the summer.

The Ohio Speech-Language-Hearing Association awarded Karlen Topping an $800 scholarship and third place in the 2012 Statewide Graduate Student Award.

CSD student shares his artistic side

The Park National Bank Art Gallery on the UC Clermont campus recently featured the works of photographer and audiology student Justin Burwinkel. “Rustic” was an exhibit of Burwinkel’s photographs of historical local treasures and three-dimensional works by local mixed-media artist Emily Moorhead.

The month-long exhibit featured Burwinkel’s photographs of area structures that are slowly disappearing, such as railroads, barns and bridges. He says he’s felt “drawn to these fleeting wooden structures, even those that had begun to tumble down.”

New Staff

Erika Fenoglio, program coordinator, Master’s of Health Administration

Virginia Dennis, BSW, program coordinator, Dean’s office

Jacob Chesser, equipment application specialist, system administration

Sherry Spokas, Director of Student Affairs

Susan Schleuter, program coordinator, School of Social Work

Big Sister recognized for her willingness to make a difference

The Ohio Big Brothers Big Sisters State Association named Emily Hasselbeck, a CAHS doctoral student, Ohio’s 2012 Big Sister of the Year. The honor is awarded each year to a Big Sister who exemplifies the positive impact a caring adult can have on the life of a child.

Hasselbeck, a speech-language pathologist, became a Big Sister in 2005 after completing her master’s degree. She and her Little Sister Cameron celebrated their seven-year match anniversary in March. “I wanted to make an impact on the world beyond my work,” says Hasselbeck.

Little Sister Cameron can attest that she has. “She has helped me grow as a person and shown me that it really is possible to make something of yourself no matter what you’ve been through,” she says. Cameron, a high school student, tried out for gymnastics, became a cheerleader, and recently got her first job. “She’s also inspired me to become a Big Sister myself one day,” says Cameron.

Hasselbeck is working to inspire others to do the same, also serving as a spokesperson for the agency and encouraging Cameron to speak with her too.

They’re an award-winning match in more ways than one; Hasselbeck was named the 2008 Big Sister of the Year for Butler County and Cameron was recognized as the 2009 Little Sister of the Year. As Ohio’s 2012 Big Sister of the Year, Hasselbeck is automatically in the running for National Big Sister of the Year, which will be awarded this spring.
School of Social Work
Honors seminar to Ghana leaves lasting impact on social work student
Sophomore social work major Claire Hayden traveled to Accra, Ghana, in December as part of a University Honors Program study abroad trip. The 10-day seminar examined women, population and development in developing countries, emphasizing the political and economic underpinnings of population policies and their consequences for women.

"The trip to Ghana was an absolutely amazing experience. In fact, every time I'm asked, I have a hard time finding the words to do this adventure justice," says Hayden. "The University Honors seminars offer so many avenues of opportunity to learn about a general topic in more depth and see how it applies on a world scale."

Watch scenes from the trip: youtube.com/watch?feature=player_embedded&v=aubox1u7uvw

Department of Rehabilitation Sciences
PT student helps team win Big 10 title
First-year health science student and UC volleyball team member Jamie Netisingha saw the fruits of juggling school and sports this fall when the team captured the Big East Tournament title for the first time in program history.

"Winning that game was amazing—it was such an experience just to be able to go to the tournament, but being able to win the title was a huge accomplishment," says Netisingha. The Bearcats, the number two seed, defeated number five seed Notre Dame Nov. 20 to win the championship and earn the conference’s automatic bid to the NCAA Tournament. Though they lost to Florida State Dec. 3, the Bearcats ended a record-setting season with a 27–10 overall record.

Jamie is also an accepted High School Early Admissions Pathway (HEAP) for DPT Class starting Fall 2015.

Department of Health Information Management
HIM students awarded national HIM scholarships
Four University of Cincinnati health information management (HIM) students were among 58 students from across the nation awarded scholarships from The American Health Information Management Association (AHIMA).

The UC recipients are: Bethany Bossard and David Caulder, Merit Scholarships; Lora Snodgrass, the Rose T. Dunn Honorary Scholarship; Deborah Boro, the Rita Finnegan Memorial Scholarship. AHIMA Foundation awarded $91,500 in scholarships in 2011.

Association of Black Social Workers chapter formed
Junior Shanea Harrington launched the UC chapter of the Student Chapter of Association of Black Social Workers this winter. Harrington is president and faculty advisors are Dr. Ruby Lipscomb and Dr. Carol Wheeler-Strother. Six students and their advisors attended the national conference in Atlanta in April.

Student awarded leadership and service scholarship
Pete Freudenberger, a junior social work major, was awarded the Annie Fitzgerald Award for Leadership and Service. Freudenberger received the annual $2,000 scholarship; two additional $1,000 scholarships were given.

The awards recognize three University of Cincinnati undergraduate students who possess a deep passion for community engagement. Students must be actively participating in some form of exemplary community engagement and/or service to qualify for this award.

Faculty News
Department of Analytical and Diagnostic Sciences
Susan Wilkinson, EdD, Department of Analytical and Diagnostic Sciences interim department head, is a coauthor of an article in Transfusion: "Donation return time at fixed and mobile donation sites."

Joyce Grube, has created an iPhone app “Sonography Cheat Sheet: Ob/Gyn,” which is now available through Apple’s App Store.

Department of Health Information Management
Pam Greenstone, MEd, RHIA, was recently elected president-elect of the Ohio Health Information Management Association.

Department of Communication Sciences and Disorders
Karla Washington was accepted as a member of Cincinnati mayor Mark Mallory’s Young Professionals Kitchen Cabinet for 2012, serving on the Public Safety committee. The 12-member board partners with the Mayor’s Office to create policies and initiatives to help attract more young professionals to Cincinnati and help retain and energize the existing young professional community.

Department of Rehabilitation Sciences
Fitness testing raises scholarship funds
The senior class of health science (HLSC) students facilitated the fitness testing under the watchful eye of HLSC faculty. This event took place in February and $150 was raised for the HLSC student scholarship fund. The students tested faculty and staff on the east campus. Testing included endurance, flexibility and basic height, weight and blood pressure.
The College of Allied Health Sciences community of support continues to grow through the graduates, friends and fellow professionals who appreciate the vital services that their involvement makes possible in our community and beyond.

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Learn more about PRaISE and meet the Distinguished Alumni Award winners in the next issue of Connections.
Department of Communication Sciences and Disorders

Awards fund further research for CSD faculty

Suzanne Boyce, PhD, is one of the primary investigators on a recently awarded National Institutes of Health (NIH) grant. “Innovative Speech Articulation Tools for Neuroscience Research” will incorporate landmark analysis of speech acoustics into software platforms currently used for research on neuroscience and speech production. The three-year grant is for $1.5 million.

Aimee Dietz was recently awarded two Institutional Clinical and Translational Science Awards from NIH.

The first is a $25,000 T1 (translational science grant) to fund her study, “High-Tech AAC Treatment of Aphasia”. The second is a KL2 (training grant) to learn neuroimaging under the mentorship of Dr. Jerzy Szaflarski, and to fund ($50,000) the project “AAC Intervention for Aphasia Recovery: An fMRI Study.” She is also a co-investigator on two five-year RO1s, “Post Stroke Aphasia and rTMS Treatment (PART) Study” and “fMRI of Language Recovery Following Stroke in Adults.” Recently she co-authored three papers:

• “Augmented input: The effect of visuographic supports on the auditory comprehension of people with chronic aphasia” for publication in the journal “Aphasiology”,

• “AAC assessment and clinical-decision making: The impact of experience” for publication in “Augmentative and Alternative Communication”

• “Visual scene displays: AAC design specifications aimed at reducing the cognitive/linguistic load for people with chronic aphasia”, for publication in “Disability and Rehabilitation Assistive Technology”.

Lisa Kelchner, PhD, is first author on “Update on pediatric voice and airway disorders: Assessment and care”, an invited article to be published in Current Opinion in Otolaryngology and Head and Neck Surgery, in July. She also is a co-primary investigator on “Listening for Dysphagia: Vocal Indicators of Material in the Airway”, a $10,000 Veteran’s Administration (VA) grant awarded to Kathy Groves-Wright, PhD.

Pete Scheifele, PhD, received a $5,400 contract from Procter & Gamble/Eukanuba for assessing kennel environments.

Department of Rehabilitation Sciences

Leading researchers visit rehab classes, thanks to technology

Through the power of technology, researchers from Boston College, the University of Southern California, Clarkson University and the University of Medicine and Dentistry of New Jersey, made their rounds as guest lecturers in Kari Dunning’s fall quarter Evidenced Based Practice III class.

The clinical research experts were streamed live into the class using Skype and discussed insights and their perspective on research they had conducted in their specific rehabilitation field. Thanks to a camera, the experts and students could see one another, making it possible for students to ask questions and have discussion with the researcher.

“The students really loved it and I learned a lot from it too,” says Kari Dunning. She says they took a week or two before the expert’s lecture to discuss the expert’s research and prepare for the class. “It was neat for the students to hear from the people who actually did the research, hear the behind-the-scenes stories about the research and ask questions—why did you really do this, how did you get it funded, where’s it going—all those things that you don’t get from reading an article,” she says.

According to Dunning the lectures were so popular she plans on including them when the class is offered again next spring.
In early January, students at the School of Social Work made a new UC connection—hearing from a former student and current CEO about working in mental health services.

Jim Newton, ’79, returned to campus as part of the Kautz Alumni Masters series Jan. 30-31 in a visit co-hosted by the College of Allied Health Sciences and the College of Education, Criminal Justice, and Human Services.

UC created the Kautz Alumni Masters Program to take advantage of the wealth of experience among the university’s alumni and to give them an opportunity to share those experiences with students.

Newton completed a UC master’s degree in rehabilitation counseling/psychology in 1979, at the College of Community Services (now the School of Social Work within CAHS.)

He currently serves as CEO and managing director of the Macon Behavioral Health System in Macon, Ga., and previously has managed behavioral health services in both hospital and agency settings.

The School of Social Work hosted the first day of his visit, which began with a breakfast that included faculty members Dina Sutton and Mike McCarthy and several of their students. During the day, he talked with several groups of students, including the classes of Cathy Kerr and Jeannette Taylor, relating the story of his career path in the field of mental health services and the challenges and rewards faced by administrators in the field. Before becoming an administrator, Newton worked in mental health services as a staff psychologist, criminal investigator and police officer. Before becoming an administrator, Newton worked in mental health services as a staff psychologist, criminal investigator and police officer.

“If I had stayed active in the alumni association, I hadn’t been back to UC’s campus in 20 years or so,” he says. “I was very impressed, not only with progress at the university, but the students and faculty I met. Despite the growth and change at UC, there’s still a family feel in the individual programs.”

Newton says UC still embraces both traditional and non-traditional education paths: “One of the great things UC gave to me was the fact that we didn’t only go to school, we had practical experiences. UC is retaining that proactive aspect to an education.”

“Through hearing his story, the students got an idea of possible career paths in mental health services,” says interim social work director Ruth Anne Van Loon, PhD. “There’s more opportunity in the field than many of them first thought.”

Newton described his visit as “a really wonderful experience.”

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Alumni Updates

Department of Health Information Management

Two Health Information Management (HIM) graduates have earned their RHIA credentials. Laura Michelsen ’08 is a full-time tenured associate professor at Joliet Junior College where she teaches blended and on-line courses in the health information technology program. Laura is currently serving on the educational development committee of the Illinois HIM Association.

Rebecca Miller ’10 has taken a position in Clinical Informatics, working with documentation templates, workflow processes and workload capture.

Department of Rehabilitation Sciences

Kayla (Beach) Evans, MPT ’07 graduate, and husband Jonathon, announce the birth of their beautiful son Trent Joseph born on March 16 at 12:19 a.m., weighing 7 pounds, 9 ounces and 21 inches long.

Since Kayla and husband Jonathon did not know the sex of their baby, they made a boy and girl t-shirt with the names on them. Family and friends found out the news when Jonathon walked into the waiting room wearing the correct t-shirt! Of course baby Trent wore the official Cincinnati Reds attire as his going home outfit!

Kayla continues to work at CCHMC as a physical therapist.

Department of Nutritional Sciences

It hasn’t taken Emilee Shelton RD, LD, long to make her mark in Alabama and the Gulf Coast region in the field of dietetics. After graduating with her bachelor of science degree in 2007, she completed a dietetic internship through the distance learning program at the University of Alabama at Birmingham. She’s a registered dietician in Alabama and Ohio and currently works at Thomas Hospital Diabetes Center in Fairhope, Alabama.

Besides preparing to take the exam to become a Certified Diabetes Educator, she’s also busy giving back to her field, volunteering with the Mobile District Dietetic Association, serving as the head of their public relations committee. She also holds the state public relations position for the Southeastern region of Alabama.

Shelton also finds time to volunteer with Southeastern Diabetes Education Services, which provides educational diabetes programs for children and their families in the Gulf Coast/Pan Handle region. As the only dietician among the volunteers in her area, she serves as the head of the nutrition committee for the Gulf Coast region.

It’s fitting that the Alabama Dietetic Association recently recognized her as Alabama’s Young Dietician of the Year for 2011.

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Just go to cahs.uc.edu where you can fill us in on items such as: your move to a new state; your move to a new job; your promotion; your special interests; your wedding; your growing family!

To submit a photo with your update please send digital photos to Kelly Chirumbolo, alumni coordinator, at kelly.chirumbolo@uc.edu. When taking photos with your digital camera, please make sure it’s set to the highest quality setting.

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**Bethany Albers Dugan**  
**Hometown:** Cincinnati, Ohio  
**UC Degrees:** BS, Health Sciences, 2006; MA, DPT, 2009

After graduating from the University of Cincinnati in 2006 with a health sciences degree, Bethany Dugan was ready for the next three years of “sweat equity” in the graduate DPT program. Bethany says, “My three years as a DPT student were the most challenging years of my life but the program and faculty really helped me become professional in everything that I do.”

Dugan feels she constantly uses things she learned in her clinical rotations, and it’s knowledge that’s shaped how she practices physical therapy today. Seasoned therapists noticed, complimenting her for being work ready when she started her first long term care physical therapy position.

Today she manages a rehabilitation department in a long term care facility on the west side of Cincinnati and also works as a clinical instructor, which she sees as her way of giving back to the profession. She gets satisfaction from knowing she helps students become physical therapists and works hard to make their clinical experience enjoyable.

Dugan continues to be a life learner and is working on her MBA. “I highly encourage everyone to further their education in any direction, even if only a specialty certification,” says Dugan. “It will make you more valuable in the grand scheme of things and can only help the future of our profession.”

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**Paris Black**  
**Hometown:** Columbus, Ohio  
**UC Degree:** CLS, 2011

Three weeks before she was scheduled to begin classes in the clinical laboratory sciences distance learning program in 2007, Paris Black suffered a stroke. It left her with partial paralysis, memory loss and a severe stutter.

Despite a setback that could have understandably put her plans for school on hold, Black, a former U.S. Air Force sergeant and Gulf War veteran, began classes. “I had decided I was going back to school and I was determined I wasn’t going to let anything stop me,” she says.

In addition to the hard work of rehabilitation after the stroke, she made school her full-time job, working at the computer every day, all day. She credits the routine and structure of classes and the friendships she made via the program, for helping her get through.

She faced challenges and ended up taking two quarters off to focus on her recovery. She returned and completed her degree with a 3.28 GPA. In recognition of her hard work, the college asked her to serve as the flag bearer for the December 2011 commencement. The ceremony also gave her the opportunity to meet some of the fellow students and faculty who had supported her over the previous four years.

Today, with a passing score on the ASCP BOC examination under her belt and nearly fully recovered from the stroke, she’s ready to return to work. She’s actively pursuing a position in microbiology, the area of her field she loves most.
Dave Howdyshell
Hometown: Milford, Ohio
UC Degree: BS, Dietetics, 2005

When Dave Howdyshell went back to school at age 28 to become a clinical dietician, his goal was to get out of foodservice, where he’d been working since earning his culinary degree. After 18 years of working the 14-hour days that foodservice demanded, he’d decided it wasn’t the career he wanted as a husband and father.

His goal after graduation was to work in a clinical setting but he found his years in foodservice made it difficult to land a clinical position. In 2008 his background finally paid off and he was hired as the department head of food and nutritional services for the Lindner Center of Hope, a new mental health center being built in Mason, Ohio.

As a member of the opening management team, he wrote the department policies, set up the systems, and put the menus in place, covering all the nutritional needs and details of the facility, which offers inpatient, outpatient and residential treatment.

Today he’s using his foodservice background, but in a different way, overseeing the department and a staff of 13 foodservice employees. He’s also met his goal to put his clinical degree to work. In addition to overseeing two clinical dieticians, he averages 24 hours per week of clinical responsibilities, working with patients dealing with a wide range of nutritional needs.

“I have the perfect job,” he says. “I get to use both of my degrees. I have a lot of freedom to run our department the way I want and as a clinician, I get the gratification of knowing I’m helping someone.”

Megan Patton
Hometown: Lancaster, Ohio
UC Degree: HIM, 2008

Megan Patton enrolled in UC’s distance learning program for health information management because she was ready to move up the career ladder. She knew she needed a bachelor’s degree and her Registered Health Information Administrator (RHIA) certification to further her career; she never imagined what doors the combination of distance learning, a bachelor’s degree and an RHIA certification would open.

The CAHS distance learning program was a perfect fit for her full-time working schedule and she became a distance-learning advocate. A presentation to Hocking College for her Capstone project her final quarter led to an invitation to teach health information technology (HIT) classes at the college, where she discovered a passion for teaching.

She combined her new-found passion with distance learning and began teaching online courses for Missouri College, which is owned by Career Education Corporation. She moved up within the company, becoming an instructional specialist, managing online faculty for classes in different medical fields. Today she develops curriculum for medical-related fields, including HIT.

Along the way she went back to school; in 2011 she completed her master’s through distance learning, earning a degree in education, with a focus in instructional technology. She’s now working on her PhD with a focus on elearning, of course, through an online program. “Everything I do is online,” Patton says, “that’s why I promote it.”

She knows that making the decision to get her RHIA certification was what got it all started. “I couldn’t have done all of this without a bachelor’s degree, she says. “It was the teaching position at Hocking that got the ball rolling with education. I never imagined I’d enjoy it so much.”
Michelle Houts
Hometown: Celina, Ohio
UC Degrees: MA, SLP, 2009

After 20 years as a special education teacher, Michelle Houts was looking for a job change. The dream job she’d designed for herself would allow her to continue working in the schools, but working part time because as a published author, she wanted to continue writing and publishing books for nine- to 12-year-old children.

Based on her work with speech-language pathologists as a special education teacher and having always been intrigued with language, she thought becoming a speech-language pathologist would be a good fit for what she was looking for. That meant getting a master’s degree however, and the closest programs were 100 miles away. A family and a full-time job eliminated that option.

Then she learned about the OMNIE program, a collaboration between the Ohio Department of Education and six Ohio universities to provide a distance learning master’s program for speech-language pathologists. “Distance learning was my only option,” she says. “It was a dream come true.”

Today as an SLP, she works three days a week, working with kindergartners and first graders. “I love the age, I love the emergence of language...my job is everything I’d hoped it would be and more,” she says.

As a writer, she’s published one book, “The Beef Princess of Practical County” and her agent is shopping publishers for her second novel, which includes a character with a language disorder. Just as she hoped, she’s been able to make her job dreams come true all at once.

Charles Wright
Hometown: Cincinnati, Ohio
UC Degree: MSW, 1999

Charles Wright was working for Hamilton County’s Department of Children’s Services when he decided to begin work on his master’s degree at the University of Cincinnati. His timing couldn’t have been better. His main area of interest was outcome measurement and its relevance in the field was on the rise.

That interest led him to the United Way of Greater Cincinnati, where a focus on outcome measurement was increasing, for his internship. In 1998 they offered him a job and today he’s the director of agenda integration. He and his staff work with the 150 agency partners in evaluating the impact and effectiveness of their services.

“I was at the right place at the right time,” says Wright of his work at United Way. “With government and funders, there was a rush to accountability and combined with limited resources, the relevance of outcome measurements became extremely important,” he says.

There’s no doubt it remains a priority for the United Way. Wright says he’s lost count of the number of agencies he’s trained in outcome measurements and adds that the Greater Cincinnati United Way has earned a reputation as a leader in the field of outcome measurement, which has taken Wright nationwide to conduct training. He also serves on the national United Way outcomes committee and was a speaker at the national conference held in Nashville, Tenn., May 2–4.

Wright also devotes time to another passion, giving back to the field through teaching. He began teaching at UC’s School of Social Work this spring quarter. The school recognized his dedication to the field, awarding him the Distinguished Alumni Award in 2011.
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