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Training 21st century professionals through interprofessional education, research and service

Department of Analytical and Diagnostic Sciences
Department of Communication Sciences and Disorders
Department of Nutritional Sciences
Department of Rehabilitation Sciences
School of Social Work
College celebrates allied health professions
CAHS celebrated National Allied Health Professions Week Nov. 3-7. The week, which included a mid-week bagel brunch, honored educators, students and healthcare providers in allied health care professions, celebrating the importance of the collaborative efforts of an allied health team. The week recognized the more than five million U.S. health care workers practicing in more than 80 unique professions in medical delivery today.

In conjunction with the week, the college launched a Twitter account to join the existing Facebook page in highlighting the accomplishments of CAHS students, faculty and staff. Be sure and connect with CAHS online: @UCAlliedHealth on Twitter, and University of Cincinnati College of Allied Health Sciences on Facebook.
Dear CAHS Alumni and Friends:

I am pleased to write my first official message to you as the Interim Dean of the college. I am also pleased that it’s part of an issue that shares all the ways we’re embracing the national movement to educate a 21st century health care workforce through interprofessional education, research, and service.

Our college has taken the lead on interprofessional education (IPE) within the Academic Health Center (AHC) colleges (allied health sciences, medicine, nursing, and pharmacy). The Mid-Collegiate Touch-Point Conference is one example. Held this year on October 27, the event brought together 321 juniors, and facilitators that included 45 faculty and staff, and alumni and friends of the college. As in previous years, interdisciplinary groups of students and a facilitator discussed the case study of the Delgados, a family who experienced a devastating accident that resulted in a traumatic brain injury.

Their discussions centered on topics related to the four Interprofessional Educational Collaborative (IPEC) competency domains, which are the foundation for all of our IPE experiences:

- Values/ethics for interprofessional practice
- Roles/responsibilities
- Interprofessional communication
- Teams and teamwork

Our faculty and staff have been invited to present the innovative process we used to develop the conference at over half a dozen conferences across the country.

You will also read about another IPE event developed by interprofessional education and research steering committees made up of AHC faculty and staff. Piloted in March 2013 and repeated this fall, the event on error disclosure grew from 100 students to 400, with volunteer faculty and staff facilitators participating.

These types of events will be standard as our students progress through their undergraduate and graduate programs. AHC faculty members are also working to develop opportunities for our students to experience interprofessional clinical practicums.

The college is involved in interprofessional research as well. Our researchers were part of interdisciplinary funding proposal submissions solicited through the university’s Cluster Hiring Initiative. The campus-wide initiative will create interdisciplinary faculty clusters in areas where UC is or has the potential to become a global leader. Clusters will build on existing faculty strengths with new faculty hires. I’m happy to report the college will be hiring a social work researcher who will be part of the Cancer Cluster, aiming toward becoming a national leader in cancer research and earning recognition as a nationally designated Cancer Center.

As always, our college continues to be dedicated to service and outreach, collaborating with agencies and across disciplines to help the underserved. You’ll read about one example in this issue, the interprofessional experience our students and faculty had working with the Palace Foundation in Mexico in October. During the trip, the first lady of Cancun, Sra. Luciana Da Via de Carrillo recognized the UC team publicly for the work they did with the foundation and the citizens of Cancun.

You can see why we chose to focus this issue of Connections on our interprofessional presence. I hope you enjoy reading about all the ways we’re incorporating the approach throughout the college.

If you see a way you would like to get involved, please let us know! We appreciate your ongoing support; your involvement enriches our students’ experience. Please stay in touch—feel free to visit the college or contact me anytime.

Sincerely,

Tina F. Whalen, EdD, DPT
Interim Dean
What is Interprofessional Education (IPE)?

"Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength."

Training 21st century professionals

Interprofessional education takes a team approach to learning, preparing students to take a team approach to care

2010 Alison Delgado, then a pediatric resident at Cincinnati Children’s Hospital Medical Center, was seriously injured when she was hit by a van while riding her bike. Her husband Tim, an emergency medicine resident at The University of Cincinnati Medical Center, was on the air care helicopter that transported her. Alison’s recovery included weeks in the intensive care unit, months of recovery and a setback when she suffered a burst aneurysm that sent her back to the hospital.

It’s a compelling story that’s been the centerpiece of the College of Allied Health Science’s Mid-Collegiate Touch Point Conference for the last three years. The daylong conference, which began in 2011, gives CAHS juniors from all disciplines the opportunity to review and discuss a case from an interprofessional viewpoint.

The conference and its focus on an interprofessional approach to care is part of a national movement in the education of healthcare professionals. CAHS and the other three University of Cincinnati Academic Health Center (AHC) colleges are firmly entrenched in the movement, driven by a long-term vision of training 21st century healthcare professionals who are prepared to provide patient-centered care as part of interprofessional teams.

UC committed to the movement in 2013, focusing on linking the four health colleges—allied health, nursing, medicine and pharmacy—through interprofessional education. The AHC named Kelly Lyle as its health affairs program officer to work and coordinate efforts with the four colleges as they integrate IPE into their programs.

“Interprofessional education (IPE) is about two or more disciplines learning together,” Lyle says. She explains that IPE moves healthcare education out of silos, bringing disciplines together to learn from one another.

CAHS interim dean Tina Whalen, EdD, DPT, clarifies, saying, “We train in individual silos because people are learning that discipline first. IPE isn’t instead of; it’s training that’s in addition to. Students add to their training, not only learning their professions, but understanding what the other professions bring to the table so they can know how to appropriately refer and use each other most effectively.”

A movement slow to take off

The IPE movement has been more than 40 years in the making, with the Institute of Medicine (IOM) first recommending in 1972 that schools eliminate the boundaries of their single-discipline educational approach. The recommendation fell on deaf ears for the most part until 2003 when the IOM reiterated their position on the heels of their industry-shaking report on the high incidence of medical errors in the American healthcare system. Patient-centered, interprofessional teams were among the IOM’s recommendations for reducing errors and improving care.

Schools began listening and over the next few years, IPE experiences began appearing in curricula and as the topic of presentations at professional meetings and conferences. According to Chalee Engelhard, PT, EdD, the CAHS
interim associate dean of academic affairs serving on a steering committee for the AHC, healthcare reform gave the movement the fuel it needed to really take off.

“What makes IPE timely is what’s happening in the healthcare environment. The Affordable Care Act, patient-centered medical homes—that’s what’s pushing us out of the single-discipline educational silos of the 80’s.”

She explains that IPE experiences are different because they bring students of different disciplines together, to learn about the professions from one another.

“They’re learning about other disciplines, learning with other students, and learning from other students,” Engelhard explains. “They’re learning from each other what they can do to get better outcomes for the patient, and really working together to get those outcomes.”

Engelhard also notes that the link between IPE and better outcomes isn’t just wishful thinking. “We get better outcomes when we work together—there’s so much evidence that supports this.”

Open School offers hands-on IP experience

The partnership between AHC colleges actually began before it was formalized in 2013. The UC chapter of Open School for Health Professions began bringing volunteer students and faculty from the colleges together in 2010 to operate a free, medical screening and self-management clinic in Cincinnati’s West End neighborhood on Saturday mornings.

The chapter’s service learning site is a partnership between UC and St. Vincent de Paul; faculty volunteers mentor and oversee student participants from nutrition, physical therapy, social work, health administration, nursing, dental hygiene, medicine and pharmacy. Students work in interprofessional pairs to screen patients for hypertension and obesity, as well as interview them about their health and medical concerns. As needed, students can refer patients to a physician or other available neighborhood clinics.

The number of student leaders each year who manage the clinic has grown from 6 to 22 since the chapter formed in 2010. A team of 12-17 faculty and student leaders and student volunteers sees an average of 6-12 clients each week, and over the past four years, more than 650 volunteers have seen almost 900 patients.

“AHC student volunteers provide free medical screening at the neighborhood clinic, with faculty volunteers overseeing and mentoring student participants. CAHS faculty volunteers include Joan Murdock, PhD, health administration program director; Seung-Yeon Lee, PhD, nutritional sciences assistant professor; and Ruth Anne Van Loon, PhD, social work associate professor.

“We get better outcomes when we work together—there’s so much evidence that supports this.”

Students learn and connect through discussions

IPE seminars are another way AHC students are practicing an interprofessional approach to care. A pilot program on error disclosure was held last April for 100 AHC students —25 from each college— and then repeated on Oct. 9, with nearly 400 students participating and 70 staff and faculty facilitating. During the half-day seminars, interprofessional teams of students with faculty facilitators worked through a case study. Teams reviewed the error disclosure process, practiced discussing medical errors, formulated plans to disclose the medical error and learned how to communicate with a patient and family as a multidisciplinary team.

“The error disclosure program is a safe environment where students can work through the situation, and do it with an interprofessional approach,” says Gideon Labiner, medical laboratory science associate professor educator and one of the organizers of the program. “If they are ever involved in that situation, it won’t be so foreign to them.”

Adventures in Interprofessional Practice was an IPE orientation held on Aug. 20 for 300 AHC students. Communication science and disorders department head Nancy Creaghead, PhD, serves on the IPE discovery committee that planned the event which focused on health disparities in the United States.

“The idea was to bring together students at the beginning of their first clinical experience to learn about other professions and to orient them to interprofessional practice using a case study and discussion,” says Creaghead.

The participants ranged from juniors to masters’ and doctoral level students from all the AHC colleges. Creaghead said she knew the day had an impact after reading one student’s evaluation of the program.

“The trip to Nicaragua helped build my self confidence. I was in situations where I was out of my comfort zone, but I worked through them. I learned so much about myself from this whole experience, and it has made me appreciate everything I have in life.”

–Megan Davis from Nicaragua experience
Communication sciences and disorders, senior
“The Mid-Collegiate Touchpoint Conference helped me better identify the roles of various health care professions. It was valuable to discuss with students from other disciplines where potential lapses in patient care can occur.”

–Christopher Gonzalez
Food & Nutrition junior

“IPE in the classroom, in practice and in the lab

Lyle says requiring four IPE touch points before graduation is a shorter-term goal, with imbedding IPE within the colleges’ curriculums the ultimate goal. But she notes that, “It will take time, given the requirements and schedules of all the disciplines.”

CAHS students have had two IPE courses available for several years. Interprofessional Collaboration in Health Care, an elective course, teaches AHC students interprofessional teamwork skills through a case study approach. Medical, nursing, pharmacy and social work students can also participate in Geriatric Team Training for Alzheimer’s, a three-week learning module that focuses on the evaluation and management of a patient and family dealing with Alzheimer’s disease. In addition, the MD/MS dual degree program gives medical students a master’s in nutrition and a nutritional framework to use in solving healthcare issues. Just this fall the college began offering the undergrad research methods course in an IPE format, and work is underway to convert the Health Care Ethics class to use an IPE pedagogy as well.

Engelhard has also begun looking at how to incorporate IPE into clinical practicums, a model that will require significant logistical scheduling to account for the wide variety of academic levels and curriculum requirements. Interprofessional activities are also moving into research (IPR). Melinda Butsch-Kovacic, PhD, the new interim CAHS associate dean of research, is serving on the AHC interprofessional research committee, which is coordinating research efforts across AHC. According to Whalen, projects being federally funded have an interprofessional team working on a particular project.

“You have a much broader reach and impact if you fund a proposal that has four different disciplines,” Whalen says.
Teamwork key to IPE success

Faculty involvement, training, and support are key to successfully integrating IPE, according to Engelhard. Based on attendance at a faculty retreat this past summer, they’re behind it. Over 50 faculty members from the AHC colleges attended, with an aim of envisioning a model for IPE and brainstorming opportunities for incorporating it into programs.

Engelhard, who attended the retreat, saw ideas being generated that in part came from the All Together Better Health, an international conference on interprofessional practice and education. She and School of Social Work associate professor Ruth Ann Van Loon, PhD, along with an interdisciplinary AHC group of faculty, attended the conference in Pittsburgh this summer.

“You could sense the innovation in the air,” says Engelhard of the conference. “It really opened my eyes to what’s being done nationally and internationally.”

She says the IP steering committee for the AHC is incorporating many of the ideas generated by faculty and from other universities for a report they’re preparing for the AHC deans about their vision for IPE at the University of Cincinnati.

Working with the students is her real inspiration. “I love that our students are having so many opportunities to learn about and from each other,” says Engelhard. “It’s been exciting to see them interact with each other and have those aha moments.”

Upcoming Events

Save the date for PRaSE 2015!

Presentation of Research and Innovative/Scholarly Endeavors

CAHS undergraduate and graduate students will highlight their scholarly work at the 2015 PRaSE conference on April 24 in Fifth Third Arena. The full day of events will include PRaSE in the morning, as well as participation in the university-wide Undergraduate Research Symposium in the afternoon. We will also honor the CAHS 2015 Distinguished Alumni during a luncheon. Plan to join us in recognizing the achievements of both our students and alumni.

Connect with CAHS faculty and students at your conferences

College of Allied Health Sciences faculty and students will be attending professional conferences over the next few months and want to connect with you. As all of you learn about what’s new in your field, share what’s new with you, and learn about what’s new at CAHS.

Physical Therapy Combined Sections Meeting

February 4-7
Indiana University, Indiana

OSHLA (Ohio Speech-Language Hearing Association) State Conference

March 19-21 Columbus, Ohio
Hilton at Easton Town Center

Ohio Collective Laboratory Conference

May 6-8
Columbus, Ohio
Crowne Plaza North Hotel

Keep an eye out more information about how you can connect with us in the conference brochures and via email.
Diversity grant helps Hughes juniors prepare for college and careers

Forty Hughes High School juniors participated in a daylong program on Nov. 12 that kicked off a new ACT preparation and mentoring program. “College Bound Career Ready” was developed in partnership with the College of Allied Health Sciences, UC’s Center for Community Engagement and Hughes STEM High School as part of a UC Diversity Council grant.

Held in the African American Cultural and Resource Center, the program included guest speaker Diversity and Community Relations director Eric P. Abercrombie, PhD, readings and discussion with students from an African American poetry class, an introduction to the ACT course and a tour of the GenOne House.

According to diversity initiatives and recruitment director Monica Wilkins, the program broadens the scope of the grant, which currently supports a dual credit medical terminology class for Hughes seniors. Wilkins says the goal is to move students into the pipeline as juniors through the yearlong ACT preparation and mentoring program. Students who complete the program and do well will be eligible for the medical terminology course their senior year.

CAHS takes on ALS Ice Bucket Challenge

The College of Allied Health Sciences was among the worldwide tsunami of participants to join the ALS Ice Bucket Challenge. CAHS interim dean Tina Whalen accepted a nomination from Winkler College of Pharmacy associate dean Andrea Wall, and in turn nominated all CAHS alumni.

The college raised funds for the ALS Association through a raffle to win the bucket-dumping honors. CAHS program manager Beth Bextermueller won the opportunity and doused Whalen on Sept. 8 outside of French East. Whalen also made a personal contribution to the ALS Association in memory of CAHS alumnus Amanda Blackmon Heitkamp, (HLSC ’06, PT ’09), who died from ALS in November 2012.

The association says by early September, the Ice Bucket Challenge had raised over $100 million, an increase of 3,500 percent over last year’s donations.
Interprofessional Service Experience

CAHS students help and learn through Nicaraguan IP experience

An eight-day study abroad experience to Nicaragua in May gave an interprofessional team of 18 CAHS students a first-hand look at how teamwork could change the lives of residents of Solidaridad, the squatters community they served. The service learning experience capped off a spring semester three-credit elective course.

According to School of Social Work professor and trip organizer Xan Boone students from communication sciences and disorders, social work, medical laboratory science, physical therapy, dietetics, nutrition and health administration worked in pairs in the community throughout the week. Their efforts included working with children with language problems and adults with mobility issues, as well as working alongside a physician in a clinic and in a lab, and learning how testing was done in another country. Students went into schools and clinics as well, providing education on hygiene, sex-related topics, and breastfeeding.

Boone said one of many highlights of the week was presenting an all-terrain wheelchair to the mother of one of the community’s leaders. On a previous trip Boone says they saw that the woman, who has significant diabetes, could no longer fit in her chair. She also needed one that could be pushed over the unpaved, rocky roads.

“When we got back from the earlier trip, we made a plea within the college and people who knew people called people and we were able to bring her an extra wide, all-terrain chair—donated, with Delta Airlines even waiving check-in charges,” she says.

Boone says the trip impacted the students too.

“The students found mutual respect for one another’s profession and they learned how to work as partners and teams,” says Boone.

“One student came on the trip even though she had decided not to major in CSD, but at the end she’d had such a great experience learning how the disciplines work together, she decided to change her major back to CSD.”

“Going to Nicaragua was a great, eye-opening experience. It really helped me gain a better understanding of how other healthcare systems work.”

— Sarah Crosby, CSD student

Teamwork and generosity paved the way for CAHS to deliver a much-needed wheelchair to a beloved leader and matriarch of the Solidaridad community. Within 48 hours of being contacted, a friend to the College of Allied Health Science, Craig Rowitz, PT, of CareMedical, delivered the all-terrain wheelchair to CAHS. Delta Airlines also contributed to the effort by waiving baggage fees.
New building and renovations will promote IPE within AHC colleges

Design costs for a new building that will house CAHS and replace Wherry Hall are included in $37 million of capital improvement projects approved by the University of Cincinnati Board of Trustees. Renovating portions of the Health Professions Building and relocating the Radiation Safety Building are also included.

CAHS offices, classrooms and laboratories are scheduled relocate to the new, 110,000 square foot building in 2018. Construction is scheduled to begin in summer 2017 and expected to cost between $46 million and $56 million.

“Our college has long outgrown the current space we have,” said Tina Whalen, EdD, interim dean of the college. “Given the growth in the number of students and programs the college has experienced over the past decade, the consultant architects estimated our space needs at almost double what we have today.”

The new building will include large multipurpose spaces for IPE activities that will be used by all four Academic Health Center colleges. Plans also include converting some of French East to a simulation center by summer 2019 for use by the four AHC colleges.

From healthnews.uc.edu

FETCH~LAB partnership expands lab to Colorado

An innovative partnership between UC and the University of Northern Colorado (UNC) will create a second location for the Facility for the Education and Testing of Canine Hearing and Laboratory for Animal Bioacoustics (FETCH~LAB) on the Colorado campus. Pete Scheifele, PhD, director of CAHS’s FETCH~LAB, will oversee the UNC location as well, which will be a mobile lab that will work with dogs, horses and possibly other farm animals.

Scheifele is also working with UNC faculty to develop a graduate course and an Animal Audiology certificate, which was first offered at UC.

Be a Mentor

There is a waiting list of health sciences students who would like to participate in the program and need a mentor. Contact Monica Wilkins (monica.wilkins@uc.edu) if you would like to get involved.

Mentoring program welcomes an overflow of students

CAHS students and mentors kicked off a new year of the CAHS Connections mentoring program with an orientation in October. Cheryl Dunn, PhD, a professor in the College of Engineering and Applied Science spoke to the 68 mentees and mentors.

According to the director of diversity initiatives Monica Wilkins, who oversees the program, there are now participants in the program who have gone full circle—participating first as students and now giving back as mentors.

From healthnews.uc.edu
Grant gives social work master’s students opportunity to work with at-risk youth

The Health Resources and Services Administration (HRSA) awarded School of Social Work professors Shauna Acquavita, PhD, and Ruth Anne Van Loon, PhD, the Behavioral Health Workforce Education and Training for Professionals grant. The three-year grant will provide $10,000 annual stipends for 35 students.

Acquavita and Van Loon’s program, “Serving At-risk youth Fellowship Experience (SAFE)” is a one-year fellowship that will give social work master’s students training and experience with children, adolescents and transitional youth (ages 16 to 25) at-risk of developing or who have already developed a significant behavioral health disorder. The program uses coursework, educational seminars, an internship, and a SAFE capstone project to provide an education in identification, knowledge and experience in evidence-based treatment methods for mental health and substance abuse disorders.

Students will complete their internships with designated SAFE Program agencies which include the Young Child Institute of Central Clinic, Child Focus, the Children’s Home of Cincinnati, Lifepoint Solutions (now part of Greater Cincinnati Behavioral Health Services), Solutions CCRC, South Community, and Lighthouse Youth Services.

Keene awarded prestigious designation

Department of Analytical and Diagnostic Sciences department head Shane Keene, DHSc, will soon be adding another designation after his name. The American Association for Respiratory Care has named him a fellow, placing him among an exclusive group of only 297 credentialed respiratory care practitioners who have received the designation.

As the highest recognition a respiratory therapist can receive from the profession, the designation recognizes professionals whose contributions extend beyond their job to areas of educational achievement, research initiatives, publication and clinical initiatives.

Grant uses distance learning to reduce SLP shortages

Nancy Creaghead, PhD, professor and CSD department head and Sally Disney, MS, CSD visiting instructor of clinical, are the co-directors of a U.S. Department of Education $1.25 million, five-year grant that focuses on addressing the shortage of school-based speech-language pathologists. The five-year grant, which began Sept. 1, provides one-year scholarships for 10 students in the distance learning graduate program each year. Students awarded a scholarship are required to work for two years in a school after graduation.

According to Creaghead, the grant is a good fit with the CAHS distance learning program. “The distance learning program reaches people living in areas without close or easy access to a university,” she says. In turn, the grant will help supply speech-language pathologists in the rural and urban areas where there is a need for the clinicians.

This is the second grant awarded to provide assistance through the distance learning program, the previous one ending on Aug. 31.

Scheifele Named Army’s Top Dog for Canine Audiology

Peter Scheifele, PhD, director of UC’s Facility for the Education and Testing of Canine Hearing and Laboratory for Animal Bioacoustics (FETCH–LAB), has been designated as the subject matter expert (SME) for the United States Army military working dog audiology program.

According to Army officials, military dogs are a critical component of combat force health protection and are essential to successful combat missions.

Scheifele, a communication sciences and disorders associate professor, is working with the Army Special Forces veterinary staff to conduct baseline hearing tests, provide hearing protection and monitor Special Operations canine soldiers.

Scheifele and his FETCH–LAB faculty and student team also are conducting research to help diagnose and treat canine posttraumatic stress disorder (C-PTSD) for canine soldiers returning from action. In addition, Scheifele is working with Howard Fan, PhD, and instructor John Phillips, from UC’s College of Engineering and Applied Science, on a hearing protector designed for military working dogs.

From healthnews.uc.edu
Faculty Excellence in Service Award
Xan Boone

Xan Boone, a School of Social Work associate professor educator, is known as a social work professional dedicated to service. Her continual service as an educator, trainer, and mentor to child welfare professionals across the region draws students, colleagues and other leaders into the causes she champions.

Boone’s service to her students goes far beyond mandatory office hours. Their respect for her knowledge and professional judgment keeps them connected long after they graduate.

Her service to the university includes three School of Social Work committees, the Student Tribunal, Faculty Development committee, and the International Student Experience Task Force. Focused on bringing international service education to UC, she serves on the university’s Institute for Global Engagement and three other international studies committees.

Over the past three years, Boone has led service trips to El Salvador and Nicaragua, and in 2013 was appointed to the Board of Viva Nicaragua—an education, health, and advocacy organization serving the poor of the region.

Faculty Excellence in Research Award
Karla Washington

Karla Washington, PhD, has been successful in achieving research excellence within the university and in her profession of communication sciences and disorders, including at the international level.

Since coming to UC, Washington has had two UC internal research grants funded, 10 peer-reviewed publications and two book chapters published or in-press, and has given 26 peer reviewed national and international presentations. She has also served as the research advisor for undergraduate and graduate students in her department, and also for a student from College of Education, Criminal Justice, and Human Services.

On her own and with collaborators from Cincinnati Children’s Hospital Medical Center, her research expertise is making advancements in the area of intervention for young children with language and literacy disorders. The projects will help to determine effective methods for enhancing the language development of 4- to 5-year-old preschoolers who are typically developing and those with specific language impairment. Her research will provide important information about children who are bilingual and/or English language learners.

Faculty Excellence in Teaching Award
Thomas Herrmann

Interim department head and former program director Thomas Herrmann, EdD, is dedicated to helping health science faculty build relationships with students in and out of class through unique learning opportunities and opportunities within the community, all while giving students the highest quality education as possible.

As an instructor, Herrmann’s known for helping students understand the material, not just learn it, even if that means repeating it numerous different ways to appeal to their individual learning style. Health sciences graduates who transition into the DPT program often say how thankful they are for his preparation and mentoring.

Students seek his advice about how to achieve their goals—in his class, and in their careers. Their respect for him is evident in the dozens of graduate school recommendation letters he writes each year. Faculty and students alike are grateful for and inspired by his passion for what he does and his pursuit to make each student a better person.
Since joining the Department of Rehabilitation Sciences full-time in 1998, Rose Smith, DPT, (center in photo above) has been an early adopter when it comes to integrating technology into her teaching.

Smith completed the Distance Learning Teaching Certificate, redesigning portions of her courses to incorporate online components. Beyond using online video technologies to post her lectures and tutorials for her graduate and undergraduate classes, Dr. Smith also uses video hosting in discussion boards and has students post videos of their projects on the course site for review and discussion among the class members.

Her musculoskeletal anatomy course became a model for other traditional on-site programs looking to integrate technology when she began delivering lectures via narrated PowerPoints and video streaming. She expanded space for a crowded teaching lab by using Adobe Connect to live conference between two rooms, allowing students more space while still being able to instruct and interact with both groups.

As the School of Social Work financial administrator, Karen Kreyenhagen is known for bringing a blend of administrative expertise, commitment, courtesy, and kindness to every aspect of her work.

In addition to her day-to-day duties, she takes on special projects without hesitation. She was responsible for the coordination of the school’s reaccreditation by the US Council of Social Work Education (CSWE), as well as for managing the logistics of the graduate program review. Kreyenhagen also managed the process of taking the school’s new professional space at U Square from drawings to reality and developed procedures that will help students and faculty make the most of the space. A natural problem solver, faculty and staff trust her to guide them through any challenges that new programs and initiatives bring.

Kreyenhagen also shares her leadership and commitment to excellence with the next generation of professionals, managing and mentoring the school’s graduate assistants and student workers.

Katherine Updegrove is the assistant director-academic, but admits her day-to-day responsibilities extend far into “other duties as assigned.”

To faculty, staff and students in and outside of the college, Updegrove is known as a problem solvver who is willing to take on tasks and added responsibilities that help keep the college running smoothly. In addition to providing administrative support for the dean’s office and for the creation and implementation of a wide range of faculty and student programs, she’s become the college’s software and technology expert. As the knowledge resource for programs such as eCurriculum, Bi Query and UniverSIS, she uses her natural teaching ability to train and mentor faculty and staff on many different computer systems.

As the college’s data manager, Updegrove also collected data going back to 2007 on CAHS programs and developed reports that will be vital in making future enrollment decisions.
Longtime CAHS faculty and staff members retire
Four CAHS faculty and staff members are wrapping up their careers with the college and transitioning into retirement.

Department head, Nutrition professor, advisor Falciglia to retire

After 35 years at the University of Cincinnati, nutritional sciences department head Grace Falciglia will retire on Dec. 31. Sarah Couch will serve as the interim department head.

Falciglia’s leadership role within the department led to new programs and changes that contributed to the department’s growth. In addition to serving as department head and the graduate program director, Falciglia created the MD/MS in Nutrition program, a dual degree program that gives medical students multidiscipline expertise to use in solving healthcare issues. Falciglia was also instrumental in developing the master’s degree in nutrition and converting it to a master of science from a master of education when the program became a part of CAHS.

Falciglia also had an active research career during her time with the college. She received National Institute of Health funding, and made several significant contributions in her discipline over the course of her career.

Jane Garvin and Grace Falciglia, EdD

Nutrition clinical professor and mentor Becky Smith retires

Associate professor of clinical, nutritional sciences Becky Smith, MEd, is retiring after 18 years of service.

When she came to teach foods and management courses after managing a hospital food service for many years, Smith brought extensive real-world experience with her. Students benefitted from her strong connections in the community when they sought placements in a competitive internship environment.

“She is a role model in practice, teaching, and student orientation,” says Debra Krummel, PhD, associate professor in nutritional sciences. “Her courses always involved hands-on projects like creating marketing plans for food service and evaluating various cafeterias.”

Additionally, Smith was the Student Dietetics Association (SDA) advisor and a mentor to many future dietitians.

Diane Phillips retires after 25 years

Colleagues and friends celebrated Diane Phillips’ 25 years with the University of Cincinnati (UC) at a retirement party on Oct. 31. Phillips, the senior business administrator for the college for the last nine years, started at UC in the College of Engineering.

Phillips was crucial to monitoring CAHS’s explosive growth during her tenure, which included keeping finances reigned in as new programs were introduced and enrollment numbers doubled. Former dean Elizabeth King, PhD, attended the party and said, “Bringing Diane to CAHS was one of the best things I did for the college.”

Student and college advocate Bextermueller to retire

Department of Rehabilitation Sciences program manager and student and CAHS advocate Beth Bextermueller will retire after eight years of service on January 8.

Known as the “face” of the department, Bextermueller’s role has had her involved in every step of rehabilitation students’ education, from recruitment to their pinning/hooding ceremonies. According to Kelli Barton, a third-year student in the doctor of physical therapy program, “Beth’s positivity, sense of humor, and Starbursts have a way of turning around a student’s day.”

The 2013 CAHS Staff Excellence Award recipient developed numerous successful programs while in the department. It was her vision that created the interprofessional service-learning trip to Mexico, a program she plans to continue after she retires. Barton, who participated in both trips, says, “The experience provided professional and personal growth in a way that cannot be simulated by any other experience.”

According to Bextermueller, she’s lived by the expression, “If your profession is your passion you will be happy in life.”

Diane Phillips and Elizabeth King

Nutrition clinical professor and mentor Becky Smith retires

Associate professor of clinical, nutritional sciences Becky Smith, MEd, is retiring after 18 years of service.

When she came to teach foods and management courses after managing a hospital food service for many years, Smith brought extensive real-world experience with her. Students benefitted from her strong connections in the community when they sought placements in a competitive internship environment.

“She is a role model in practice, teaching, and student orientation,” says Debra Krummel, PhD, associate professor in nutritional sciences. “Her courses always involved hands-on projects like creating marketing plans for food service and evaluating various cafeterias.”

Additionally, Smith was the Student Dietetics Association (SDA) advisor and a mentor to many future dietitians.
An interprofessional team of 22 students, alumni, faculty, staff, community members and translators from the College of Allied Health Sciences (CAHS) traveled to Mexico for a week in October 2014 to work with the Palace Foundation. The team provided hundreds of patients in the local community with physical therapy services, audiology assessments, social work education, and nutritional consultations.

The service learning experience gave students hands-on experience in their fields while making a difference in the lives of the citizens of Cancun, Mexico. During the trip, the first lady of Cancun, Sra. Luciana Da Via de Carrillo, recognized the CAHS team publicly for the work they did for the foundation and the citizens of Cancun.

Students from the physical therapy program first visited Mexico in 2013 to serve with the Palace Foundation in the community. In 2014, the team grew to include students from audiology, nutrition and social work, allowing the scope of health care offered to grow.

“Serving alongside professionals and students from physical therapy, nutrition and social work reinforced the importance of interdisciplinary collaboration in treating the whole person and not just the ears,” said Brian Earl, PhD, a CSD assistant professor.

Students visited a variety of locations, including the Center for Exceptional Children, local hospitals, rehabilitation facilities, nursing homes and food production plants. The Palace Foundation provided room, board and transportation for all participants. A faculty-led, study abroad block grant helped defray the student’s expenses.

The team plans to head back to Mexico again in early 2015, which will allow them to check up on patients they saw the year previously.

Third year DPT student Matthew DeLange is looking forward to the 2015 experience. He says “This trip is unique in that I will get to practice being a team member not only in terms of working with therapists but also with other healthcare professionals to holistically treat patients and clients.”
Award supports CSD students’ research and teaching

Communication science and disorders senior Lexi Perrault and second-year master’s student Megan McDonald are recipients of the Students Preparing for Academic-Research Careers (SPARC) Award from the American Speech-Language-Hearing Association (ASHA). The award gives students opportunities to participate in mentored teaching and research activities.

Perrault will study the validity of an augmentative and alternative communication (AAC) intervention for people with aphasia. She presented preliminary results at the annual ASHA convention in November. In addition, she’ll submit a manuscript to a peer-reviewed journal in the spring, and will lecture on AAC and aphasia in the freshman “Communication in the Media” course.

McDonald will study the validity and reliability of the Intelligibility in Context Scale Jamaican Creole. She’ll travel to Jamaica to collect data from parents on 3- to 5-year olds’ intelligibility in Jamaican Creole and Standard English. The research is part of her master’s thesis, which she’ll submit to a peer-reviewed journal. McDonald’s teaching experience, guided by Karla Washington, PhD, and collaborators from the University of the West Indies, Mona Campus Kingston, will include guest lectures. She will also present at ASHA’s 2015 conference.

Awards help Boyne further work with stroke patients

Pierce Boyne, DPT, research assistant professor with the Neural Excitability, Therapeutics and Recovery (NET Recovery) lab, received two national awards from The Foundation for Physical Therapy. Promotion of Doctoral Studies (PODS)1 Award and the Scot C. Irwin Award for Excellence in Cardiovascular/Pulmonary Studies will allow Boyne, who’s working towards a doctoral degree in epidemiology, to further his work in the NET Recovery on aerobic exercise interventions for persons who have suffered a stroke.

CSD students Maggie Schad, Cassie Huff, Kristen Somogyi, and Korissa Nesser were awarded scholarships from the Bahmann Foundation. Since 1997, the foundation has given over $400,000 in scholarships, support and travel. The foundation provides grants to Greater Cincinnati/Northern Kentucky non-profit, charitable organizations to provide hearing technology to low-income, older adults.

From (L) Maggie Schad, Nancy Creaghead, Kristen Somogyi, Korissa Nesser, John Gatch (Executive Director of The Bahmann Foundation), Cassie Huff, Brian Earl, John Greer Clark. John Gatch met with the 2014 scholarship recipients on Oct. 20 at a luncheon in French East Hall.
CAHS faculty and student highlights

A team of faculty from the Department of Analytical and Diagnostic Sciences has compiled a resource that offers students review, practice, and support to prepare for the medical lab science (MLS) and medical lab technician (MLT) certification examination.


**CAHS technology on the national stage**

Staff from the CAHS Center for Educational Technology and Instructional Support (CETIS), faculty from CAHS, and staff from the College of Education, Criminal Justice, and Human Services teamed up earlier this year to share the universities successes at annual technology conferences.


In October, CAHS faculty and staff attended and presented at the Online Learning Consortium International Conference in Orlando. Dawn Clineman and Carolyn Stoll presented the “Little Red Schoolhouse: A model for a New Age.” Dawn Clineman, Carolyn Stoll, Sarah Schroeder, Brian Verkamp, Laura Dell, and Dani Peterson presented “One University’s Journey to eLearning Success.” The Online Learning Consortium is a professional organization devoted to providing best online learning practice instruction, research, publications and guidance to educators around the world.

Interim Dean Tina Whalen, Gideon Labiner and Carolyn Stoll attended The Association of Schools of Allied Health Professions annual conference in Las Vegas. Their presentation on using an instructional design approach in the creation of the Mid-Collegiate Touchpoint Conference highlighted how incorporating technology in the conference encourages critical thinking and creates interaction and discussion among students in different disciplines. The conference included tools such as Blackboard (allowing distance learners to participate), video case studies and interviews, electronic sign up (which prepares students for the day), and PowerPoint referees to ensure the day stays on schedule. Instructional design staff’s design included the ability to measure how well the conference achieved set goals.

The American Speech-Language-Hearing Association (ASHA) awarded CSD doctoral student Casey Keck a $10,000 New Century Scholars Award. They recognized her at the Foundation’s annual award breakfast at the ASHA convention in Orlando.

Emily Resnik (MSW Alumna, 2014) has been named “MSW Student of the Year” by the National Association of Social Workers, Ohio Chapter.

Pam Greenstone was serving as Past President of the Ohio Health Information Management Association but the President had to resign suddenly. Pam was asked to come back and serve once again until June 30, 2015 as the President.

Rose Smith was re-certified as a Sports Clinical Specialist for the next 10 years. She is one of 64 in the state of Ohio.

CAHS student scholarships

Three CAHS students presented at the annual Cincinnati Women’s Scholarship Luncheon on Nov. 21. Dietetics student Jaime Sanzere, CSD student Shannon Rothenbusch, and medical imaging technology student Jocelyn Monnin, were among the nine UC students awarded scholarships.

Molly Murrison, a CSD graduate and first-year CSD master’s student, received one of 12 $1,000 Association of Schools of Allied Health Professions Scholarship of Excellence Awards given nationwide.

The Association for Professionals in Aging awarded CSD graduate Alexandra Perrault and MSW graduate Susan Mordigal $1,000 scholarships. The local trade association of professionals in aging services focuses on education, advocacy, and networking.

80% of CAHS students have unmet financial need which makes giving to CAHS student scholarships vitally important. Please use the attached envelope to support our students! Thank you.
IP research studies using technology to improve health of low-income women

Pregnant and postpartum low-income women are the subjects of an interprofessional research study being conducted by School of Social Work assistant professor Shauna Acquavita, PhD, and dietetics associate professor Debra Krummel, PhD.

Social work and nutrition master’s students are assisting with data collection being conducted with women receiving health care at Elm Street and Price Hill Health Centers. So far, 148 women have completed the survey, which looks at how the women use technology. Acquavita and Krummel hope to design technology-based interventions for tobacco cessation and for improving dietary intake, physical activity, and stress management.

Couch studies diets of children with diabetes for nationwide study

Department of Nutritional Sciences professor Sarah Couch, PhD, received a grant from the University of North Carolina at Chapel Hill as part of a national study to collect and study data on children and adolescents with Type 1 and 2 diabetes. Cincinnati Children’s Hospital Medical Center is one of the study’s data collection sites.

The four-year study began in June and is looking at the role of nutrition in the children with diabetes. The disease puts them at risk for developing complications in blood vessels, which could lead to cardiovascular disease, retinopathy and kidney disease. Couch is serving as a nutrition expert, evaluating diets and looking for dietary factors that relate to the complications. She’s specifically looking at the role of fatty acids and carbohydrates.

The study will follow the participants, collecting follow-up data at one and two years out, looking at how their management, based on routine care, is affecting their disease.

Interdisciplinary research studies new use of new tool

Communication sciences and disorders assistant professor Karla Washington, PhD, is completing an American Speech-Language-Hearing Association (ASHA) funded interdisciplinary mentored research experience with the Pediatric Neuroimaging Research Center at Cincinnati Children’s Hospital Medical Center (CCHMC).

Washington is working with CCHMC clinicians in the two-phase project, which examines the feasibility of using functional magnetic resonance imaging (fMRI) as a tool to measure intervention outcomes in 4- to 5-year olds with specific language impairment (SLI).

During the first phase, which is completed, Washington looked at the validity and reliability of the tool. Currently in the second phase, she’s using the tool to test its feasibility with children who are typically developing— with no concerns about development—and with those with SLI.

According to Washington, using the fMRI environment for this age range of children is new; fMRI is typically used with older children. She says the results so far support the fMRI environment and its feasibility with the 4- to 5-year olds.
Greetings from
#TheHottestCollegeInAmerica —
The University of Cincinnati!

As program director of alumni relations and a bearcat by choice, I lead the efforts to help alumni and friends connect with the College of Allied Health Sciences (CAHS). That’s why my focus over the next several months will be on developing programs that not only meet your needs and interests, but also give you opportunities to connect with the university, our faculty and our students.

Our alumni ranks have grown to over 11,000 strong. Our goal is to increase involvement and communication with all of you, serving as your primary link to the university. It’s an exciting time to connect and be involved with the college: new, innovative programs, along with plans for a new building are proof that more students than ever are choosing allied health career paths and are choosing UC as the best place to prepare them for success.

You’re important to making that happen. I’ve already seen the power of your dedication to service, education and your professions in the six short months I’ve been with the college. There are many ways you can get involved to give back to the college and pay it forward with our students. Here’s just a sampling of ways you can share your passion and dedication:

- Serve as an alumni committee member/volunteer
- Join the CAHS Leadership Council
- Become a mentor
- Serve on a department-based alumni board
- Become involved with a local alumni chapter
- Host alumni events in your city
- Share your successes and stay in touch!

A mentor once told me, “Create the path, not follow the tracks.” I believe this college is primed to do just that. We encourage you and friends of the university to be ambassadors for CAHS in your communities by assisting with student recruitment and by supporting programs with your time, talent, and/or philanthropy. No matter how you choose to be involved, we want to connect with you!

Best Regards, and Go Bearcats!

Ryan Young
Ryan A. Young MEd
Alumni Program Director
Ryan.young@uc.edu • 513-558-5570

Alumni contribute to book for veterans and their families

A number of CAHS alumni contributed to Social Work Practice with Veterans, a book School of Social Work instructor Gary Dick conceptualized, developed and edited. The book is a collaborative effort between different health care disciplines, and looks at the issues families face when a family member goes to war. CAHS alumni who contributed include: Emily Resnick, Jillian Kuntz, Issac Wright, Karen Cutright, Allyson M. Wiggins, Susan M. McIlvain, Mark Raaker, Michelle Hubbard.

Thanks to alumni who took time to SHARE over the summer

CAHS students talked with nearly 300 CAHS alumni this summer, repeating SHARE—Students Helping Alumni Reconnect—last summer’s successful initiative. Students conducted 50 full and 230 partial in-person or phone interviews with alumni to reconnect and gather feedback about their experiences at UC, their lives since graduation and their thoughts about being involved with the college. Work is underway to summarize and analyze the information and present the findings to the Leadership Council.
Alumni Updates

Wendy D. LeBorgne, PhD, (MA ’97, PhD ’01), co-authored The Vocal Athlete and the companion book, The Vocal Athlete: Application and Technique for the Hybrid Singer. The books include current research on singing science as it relates to the contemporary commercial music voice, along with vocal exercises and techniques. LeBorgne is the clinical director at the Blaine Block Institute for Voice Analysis and Rehabilitation in Dayton, Ohio, a voice pathologist and singing voice specialist at The Professional Voice Center of Greater Cincinnati, and a UC adjunct professor. Her books are available at http://www.pluralpublishing.com/publication_voath.htm.

Jason Roberts, was named one of the Recognized Young Dietitians of the Year for 2014 by the Academy of Nutrition & Dietetics. A graduate of the CAHS coordinated program, Jason works as an outpatient dietitian at the VA Medical Center.

Francesca Urbina, a 2014 dietetics graduate, received a 2014 Outstanding Dietetics Student Award by the Academy of Nutrition & Dietetics.

Dietetics coordinated program graduate Mark Goodwin was named the CPI Chair for the Dayton Dietetic Association.

Five dietetics coordinated Program graduates are serving on the Greater Cincinnati Dietetic Association Board (GCDA): Jason Roberts, President; Michelle Allison, Council on Professional Issues Chair; Laura Dowling, Membership Chair Elect; Jessica Zaccagnini, Secretary Elect; and Sara Borman (Beiting), COPI Elect.

Dietetics graduate Monica Smith is the GCDA newsletter editor and dietetics graduate Suzanne Summer is the GCDA president-elect.

Jasmine Norment (BSW ’14) has been accepted into the AmeriCorps program. She leaves on Feb. 9 to serve for 10 months in Vicksburg, Mississippi.

Stay in touch
Visit cahs.uc.edu to fill us in on your recent career and personal accomplishments.
To submit a photo with your update, please send digital photos to our new alumni program director, Ryan Young, at ryan.young@uc.edu.

Homecoming 2014

As a physical therapist with Athletico Physical Therapy in Chicago, Illinois, Jenny Short gets to do what many people would like to with their work: tie it to what they do for fun. In Jenny’s case, it’s being active in the marathon and triathlon communities.

In addition to seeing all types of patients for physical therapy, Short is involved with Athletico’s Endurance Program, which evaluates, treats and educates athletes—from the recreational jogger to the competitive athlete—in the prevention of endurance-related injuries. As an Athletico clinician, Short participates in the program’s outreach by giving lectures to running groups throughout the Chicago area.

She hits the pavement as a runner herself, as well as a triathlete. She completed the Flying Pig Half Marathon twice while she was a student at the University of Cincinnati and when she moved to Chicago, she decided to tackle the Chicago Marathon. She’s completed two more since, along with an Olympic distance triathlon. She plans to run another marathon in the summer in hopes of qualifying for the Boston Marathon.

She found time to reconnect with CAHS faculty and students this fall as part of the CAHS interprofessional study abroad trip to Cancun. “It was nice to see faculty again and cool to be a peer with them,” says Short. “We did outreach with kids at the School for Exceptional Children, and their families. It was a great trip; I really enjoyed it.”
There’s no doubt audiology program director Robert Keith, PhD, has seen tremendous changes in his field since his first job as a clinical audiologist over 50 years ago. One of the biggest changes inspired him to help students like Maggie Schad and Bailey O’Brien, the first two recipients of the Robert W. Keith, PhD, Audiology Research Endowment. Bob and his wife, Kathy, made a leadership gift in 2011 to establish the endowment, with their family, friends, and CSD alumni also contributing.

“When I was in school years ago, you could work your way through school without incurring debt,” says Keith. “You can’t do that anymore.”

Keith says the mounting costs of doctoral education have led to expanding beyond funding students’ research for capstone projects or dissertations, to include scholarships that can be used for tuition, books or other costs of earning the degree.

“We want to help these students with research projects, as well as help reduce the cost of their overall education so they don’t end up with student loans,” says Keith.

Schad works as a research assistant with Brian Earl, PhD, studying electrocochleography, a clinical test to diagnose neural degeneration.

“UC has opened a lot of doors for me as far as research goes and allowing me to continue doing my research,” she says.

O’Brien says she knew from the first day of her introductory audiology course that it was the field for her.

“I wanted to work with both kids and adults, doing something that could change everyday,” she says.

Although she’s still figuring out where she wants to specialize, she says ultimately she’d love to have her own private practice.

Keith says only seven of the current 13 students in the program receive any scholarship assistance; he wants to change that.

“I love these students and what they’re trying to do,” says Keith. “Our

Meet members of our Leadership Council

**Greg Boothe**

Greg Boothe joined the Leadership Council in 2013. He brings a non-academic perspective to the council, as the associate director of the Hoxworth Blood Center, where he’s worked for 21 years. He’s been in the medical field since 1984, when he earned his medical technology degree at UC, followed by his master’s degree in transfusion medicine from UC’s College of Medicine.

Through his work experience, which includes working as a medical technologist at St. Elizabeth’s Medical Center in Dayton, and as an educator and researcher at the University of North Carolina, Boothe says he’s enjoyed the rewards of working in health care. In recent years he’s seen the need for well-trained allied health professionals escalate. He says in his field alone, 46 percent of the medical technologists are age 56 and older.

“There are going to be a lot of vacancies and job opportunities,” he says.

Knowing those statistics, it made sense that his first opportunity to get involved with the college was serving on the Leadership Council.

“It’s a great way to promote the college and the kind of careers it can offer students,” Boothe says. “Allied health is one of those professions where people will always have a job.”

**Audrey Miller**

Audrey Miller, a visiting professor in the Department of Nutrition, says her favorite class to teach is Communication and Counseling in Nutrition. “It’s all about building a relationship and how to communicate,” says the self-described “relationship person.”

They’re the skills she sees as most important in her role as a member of the College of Allied Health Science Leadership Council. Miller joined the council in 2010, bringing a multiple-sided perspective—as a professional with a 25-year career in health care, as a UC graduate, and as a faculty member. She says her UC ties have fed her passion and pride for the university and inspired her to want to do whatever she can to make the university and the college the best it can be.

Miller has led the council’s SHARE project, an initiative to help the college find ways to reconnect with alumni, build relationships and establish the college as a place where people stay connected. She says the feedback they’ve gathered from alumni will help alumni integrate and identify with the college.

“Our college is new—everyone came from different colleges,” says Miller. “We want to reach out, build awareness, and offer opportunities to develop ties.”

Two students receive inaugural Keith audiology research award
From your grateful CAHS faculty, staff, & students!

Thank you CAHS Alumni & Friends

Thank you for your support! Here’s what we can do with your gift to name a few items we need during the year.

- lab coats
- lap tops
- audiometers
- AAC devices
- ultrasound
- a continuous read stress test capable ECG machine
- undergraduate and graduate scholarships
- grip dynamometers
- goniometers
- microscopes
- centrifuges
- extra sets of hoses and connectors for the gas analyzers
- wound models
- joint models and skeletons
- mobile overhead suspension system for gait training with mobility impaired people
- travel to professional conferences
- membership to professional organizations
- summer stipends
- AV equipment to support distance learning
- keynote speakers and community engagement programs
- exam study guides
- exam fees
- instructional materials
- graduate student travel and research
- summer outreach programs that benefit the community and educate our students
- study abroad
- recognition awards
Our future CAHS alumni

MD/MS program uses IPE to train future physicians

The dual degree MD/MS in Nutrition program, which began in 2011, is one of the many ways the college is training future healthcare professionals to work with an interprofessional approach. MD/MS student Noopur Jain shares her view.

Why did you choose this program?

Accurately assessing nutritional status and diet quality will be vital to giving my future patients the best, comprehensive medical care possible. Educating patients and their families about their diets and encouraging them to live healthier lives is important in all medical fields; but nutrition is particularly important in pediatrics and neonatology, the fields I hope to go into.

What are you learning?

I’m learning how to approach and solve healthcare issues from a different point of view. There is an emphasis on teaching the application of theories and strategies in nutrition research and intervention, which is relevant in the world of evidence-based medicine. The core classes offer clinical correlations of human nutrition that I can understand and apply in the future.

How will the program help you as a physician?

Students come from a variety of backgrounds, and have diverse goals, making for engaging discussions based on everyone’s personal experiences and expertise. I’m learning the “language” of nutrition through conversations in and out of the classroom. It’s guiding me to tackle my future patients’ health issues by improving their diets, and helping me understand how to tackle the social and environmental challenges my future patients may face when trying to change their diet and lifestyle.

MD/MS student Noopur Jain, third year

2014 Freshman profile

ACT: 25
SAT: 1069
GPA: 3.531

Third largest freshman class since the college formed

CAHS total enrollment has increased 418% since 1997!