

A Blueprint for Growth

College of

Health Professions

University of Florida



BIENNIAL REPORT 2002

COLLEGE
OF
HEALTH
PROFESSIONS

A message from the dean



Robert G. Frank, Ph. D.

If success is measured by the number of students we teach, research dollars generated or revenue from clinical teaching, the College of Health Professions faculty has been very busy and remarkably productive. In current rankings, the College of Health Professions ranks third among other colleges of health professions in National Institutes of Health funding. The college has increased funding for research by more than 39 percent over the last two years, now totaling \$8,802,285.

Since our 2000 biennial report was published, we have started a new undergraduate program, the bachelor of health science, and a non-traditional master's program in occupational therapy. Over the last two years, we have expanded enrollment in our 15 degree programs by 163 students. Our revenue has grown by more than \$3 million and the college's budget now exceeds \$20 million per year with less than a third of the college's budget provided by the state of Florida.

Indeed, for every dollar the state of Florida gives the college, the faculty generate \$1.67 in services for the state's citizens.

Four years ago, the college's faculty met to consider how the University of Florida could lead the development of our disciplines. Because the college is part of one of the leading public research universities in the United States, the faculty recognized the opportunity to lead the development of scientific research in our disciplines. The faculty also acknowledged the need for a credible scientific basis for each of the college's disciplines.

While some of the disciplines in the college, such as clinical and health psychology, benefit from extensive research programs, most lack a history of rigorous research designed to evaluate the effectiveness of our interventions and to contribute to general knowledge.

In our 2000 biennial report, I noted we had established doctoral training programs for each discipline in the college. In the last two years, these programs have grown substantially. The rehabilitation science doctoral degree (RSD) program began admitting students in 1998. Offering tracks in movement dysfunction, communication neuroscience, and social and behavioral integration, the RSD program now has 52 students and five individuals have completed the program. The four international students who have come to the University of Florida to participate in the program are a measure of its value.

The doctoral program in health services research, established in 1999, now enrolls 13 students with the first graduate completing the degree in May 2002.

Both programs complement our long-standing and highly regarded doctoral program in clinical and health psychology. Together, the programs assure that each discipline in the college has the capacity to produce scientists and educators dedicated to leading through teaching and research.

The college is producing the scientist-practitioners needed to staff the universities in Florida and other states. Creating more researchers and practitioners with doctoral degrees is important, but must be combined with the development of high-quality research programs. Through these programs, the college has established itself as one of the leading health professions research programs in the country. The powerful joining of education and science will provide leaders in our disciplines and a body of evidence demonstrating the value of our interventions.

Over the last two years, the College of Health Professions has succeeded in creating educational, research and service programs that will define the future of our disciplines. Please read on to learn more about the college's accomplishments as we educate the next generation of health professionals, contribute to the science of our professions and serve our community.

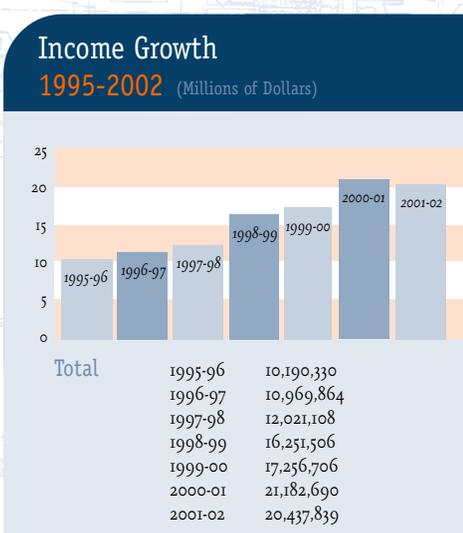
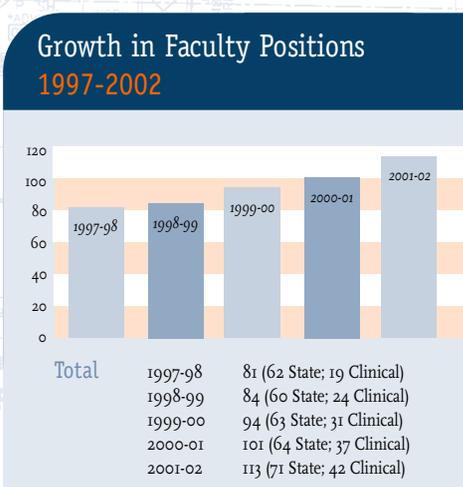
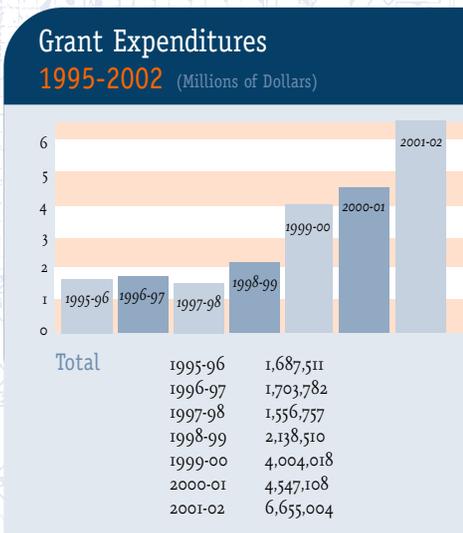
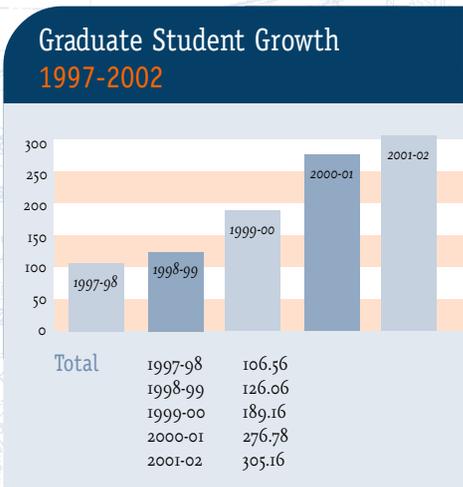


(Back row from left) Horace Sawyer, Ph.D., chair, rehabilitation counseling; Niccie McKay, Ph.D., chair, health services administration; Ronald Rozensky, Ph.D., chair, clinical and health psychology; Robert Frank, Ph.D., dean; William Mann, Ph.D., chair, occupational therapy

(Front row from left) Krista Vandeborne, Ph.D., chair, physical therapy; Robert Garrigues, Ph.D., associate dean of administrative affairs; James Hall, Ph.D., chair, communicative disorders; Stephanie Hanson, associate dean of academic affairs; Pamela Duncan, Ph.D., director, Brooks Center for Rehabilitation Studies

Health Professions **fact sheet**

	1995	2000	2002
Research money	\$1,929,400	\$6,315,755	\$8,802,285
Student enrollment	493	1,181	1,343
Clinical contracts revenue	\$2,818,243	\$4,807,326	\$5,737,441
Programs offered	8	13	15
Foundation funds	\$1,053,724	\$4,568,622	\$8,133,828



NOTE: FOR PORTAL ENTRANCE PLANS
SEE SHEET A407

A space of our own

Health Professions moves into new home

The new Health Professions/Nursing/Pharmacy Complex welcomed students for the first time Jan. 6, 2003, the start of the spring term.

The move into the new building began in December 2002 and will be completed by March 2003 when all faculty and staff offices are occupied.

“For the first time in our history, the College of Health Professions has a unified space with the majority of our programs under one roof,” said Dean Robert Frank, Ph.D. “Our students and faculty members have more opportunities to interact and we are now able to create more interdisciplinary research and education programs.”

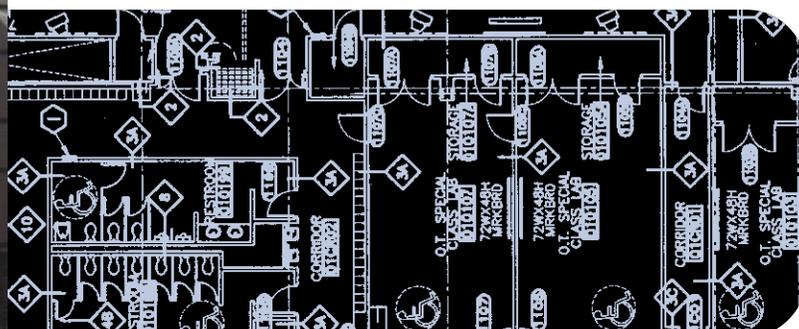
The building’s planners started their discussions in October 1995 and construction on the 173,133 square-foot, five-story building began in December 2000.



Features of Health Professions’ space include faculty and staff offices, skills and training labs, classrooms and lecture halls. A lab with a kitchen, living area and bathroom allows occupational therapy students to simulate teaching patients various skills such as bathing, dressing, grooming and meal planning. Modern equipment and wiring support multimedia and computerized instruction, as well as distance learning.

Each college has its own entrance and facilities, yet they share common classrooms and lecture halls on the ground level. A student services center for all three colleges offers admissions materials, program information, and academic and financial counseling. The building also boasts a 500-seat auditorium, which is available to all Health Science Center faculty and students.

The complex, located just north of the Communicore Building, is linked to the rest of the Health Science Center by a landscaped pedestrian mall with a covered walkway.



Under one roof

New building ends college's legacy of space shortage

It's been a long time coming. Since the College of Health Professions was established in 1958, it has endured growing pains and frequent department moves. The college's six departments have never shared a common space, occupying locations in five separate buildings prior to moving into the new facility.

When the College of Health Professions moved into the new Health Professions/Nursing/Pharmacy Complex in December 2002, it ended decades of space insufficiencies and gave the college its first permanent home.

Longtime UF pediatrician Gerold Schiebler, M.D., Ph.D., an adjunct distinguished service professor, recalls a story from the early days of the college involving Health Professions' first dean, Darrel Mase, Ph.D., that demonstrates the kind of struggle for space that the college has experienced since its inception.

As space was allocated in the new Health Science Center facility, Mase was told that the College of Health Professions would be located in a sub-basement, which, upon inspection, offered less than 5 feet of headroom beneath a network of pipes. Schiebler said in order to point out the inadequacy of the area to administrators, Mase revised a Health Professions admissions brochure to state, "applicants must be no taller than 4 feet 11 inches." After showing the brochure to then-dean of the College of Medicine, George Harrell, M.D., Health Professions was spared an existence in the sub-basement.

As the college's number of departments, faculty, staff and students grew over the years, space continued to be an issue. Claudette Finley, M.S., P.T., an associate professor emeritus of physical therapy, remembers that when the physical therapy department was located in Shands Hospital, finding rooms for clinical courses and lectures was extremely difficult.



John P. Saxon, Ph.D., a professor of rehabilitation counseling, has taken part in eight department moves since he arrived in 1971. The rehabilitation counseling department has been housed in the dental wing, the kitchen area of Shands at UF, the college's dean's office and the College of Nursing, among other locations.



The late Darrel Mase, Ph.D., the College of Health Professions' first dean

"The new building is a great improvement," Saxon said. "The college finally has a physical identity and the ability to bring faculty and students together in a way we never have before."

New center begins building top rehabilitation research programs



Gerben DeJong, Ph.D.

Nearing the end of its first year of full operation, the Brooks Center for Rehabilitation Studies has gone a long way toward fulfilling its missions to create science for rehabilitation research, change the way rehabilitation services are provided, enhance recovery and improve the quality of life of people with disabilities.

The Brooks Center was founded in 1999 as a collaborative effort between the College of Health Professions, the Evelyn F. and

William L. McKnight Brain Institute of UF and the Brooks Health System in Jacksonville. Pamela Duncan, Ph.D., serves as the center's director.

Under Duncan's leadership, the Brooks Center has been forming clinical partnerships with the Brooks Health System, which provides inpatient and outpatient physical rehabilitation at sites in Northeast Florida and Southeast Georgia.

"In order to conduct major clinical research, we need to have access to many patients," said Duncan, also a professor



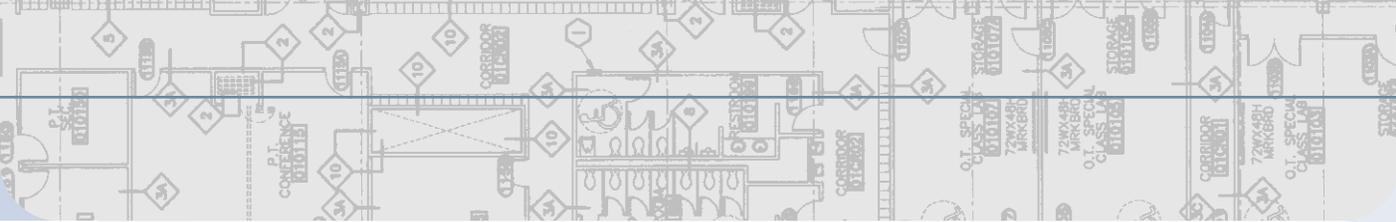
Brooks Center researcher, Andrea Behrman, Ph.D., an associate professor of physical therapy (seated), utilizes treadmill training, also known as locomotor training, to retrain the legs of people with spinal cord injuries.

of health services administration. "Brooks Health facilities provide the environment and platform for many of our studies."

More than 80 researchers from UF, Gainesville's Malcom Randall Veterans Affairs Medical Center and universities across the country have been recruited to form the center's research teams. These teams are studying rehabilitation outcomes, assistive technology, psychosocial issues related to recovery, treatments for stroke and spinal cord injury, falls in the elderly, Parkinson's disease and traumatic brain injury.

"One of the Brooks Center's strengths is our ability to build research teams across the university," Duncan said. "The center's researchers include faculty from the colleges of Health Professions, Nursing, Health and Human Performance, Liberal Arts and Sciences and Medicine. Nationally, our researchers include faculty from Yale University, University of Pittsburgh, UCLA and University of Southern California."

In addition, two rehabilitation research experts have been appointed to associate program director positions at the Brooks Center. An internationally known health policy expert, Gerben DeJong, Ph.D., has been named associate program director for policy. He also is a research professor



Pamela Duncan, Ph.D.

in health services administration. DeJong most recently served as a senior fellow and senior research scientist with the National Rehabilitation Hospital Center for Health Disability Research in Washington, D.C.

Leslie Gonzalez Rothi, Ph.D., serves as the associate program director for clinical research. A leader in the field of brain injury and communications disorders with a focus on cognitive deficits and communication disorders, Gonzalez Rothi is the president of the International Neuropsychological Society. She is a professor of neurology at UF's College of Medicine, a VA career research scientist and the program director of the VA Medical Center's Brain Rehabilitation Research Center.



Leslie Gonzalez Rothi, Ph.D.

The center also places an emphasis on providing educational opportunities for future rehabilitation researchers through training support for junior faculty, and predoctoral and postdoctoral researchers.

The Brooks Center has benefited from close ties with the VA Medical Center's Brain Rehabilitation Research Center and the Rehabilitation Outcomes Research Center for Veterans with Central Nervous System Damage, of which Duncan also is the director. Investigators from the two centers collaborate on research projects, and a second Human Performance Laboratory (for more information on the Jacksonville-based lab, see page 24) set to open in Gainesville in spring 2003 has received significant support from the VA Medical Center.

According to Duncan, the Brooks Center's goals for the coming year include continued researcher recruitment, development of the center's movement labs and further development of comprehensive research programs in stroke, spinal cord injury, and falls and instability.

"The need for rehabilitation will continue to expand as the population ages," Duncan said. "The Brooks Center is positioning itself to be a leader in the research that will shape the future of rehabilitation."

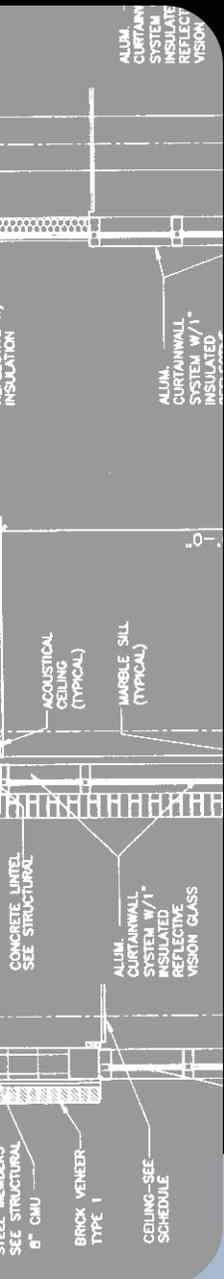
Educating

the next generation of health professionals

When the College of Health Professions was established in 1958, it was a prototype for health professions education. Traditionally, universities had scattered health professions disciplines across campuses in various colleges, such as liberal arts and sciences, and education. The UF College of Health Professions was the first to unite these disciplines as one college and locate them within a health center.

The college has continued to stay at the forefront of health education by providing the knowledge necessary for success in the ever-changing health-care field. Curricula include instruction on the implications of health-care payment models, such as managed care, and delivery of services. The college's faculty has enjoyed remarkable success in their research programs, and by translating their research into education programs, students receive the newest information. The college also incorporates discipline-specific and interdisciplinary education to prepare students to work in a diverse health-care environment.

The college's dedication to interdisciplinary collaboration is demonstrated by the rehabilitation science degree (RSD) program. Established in 1998 to train rehabilitation scholars, the RSD doctoral program is the only one of its kind in the Southeast. Faculty members from across the college contribute to the program in order to offer students tracks of study in movement dysfunction, communication





neuroscience, and social and behavioral integration. By exposing these future rehabilitation researchers to the complete range of the college's disciplines, they are better prepared for today's complex health-care environment and are encouraged to conduct their own interdisciplinary research.

Introduced in 2000, the college's health science bachelor's degree program now boasts more than 240 students at the junior-senior level. Designed for students who are interested in becoming health-care clinicians, instruction includes information on the U.S. health-care system and the economics of health care; disease and disability; the role of health-care providers in patient care and health-related research; and ethical and legal issues. The College of Health Professions also is responding to current health education trends through the transition of bachelor's degree programs in occupational

therapy and physical therapy to entry-level master's degrees. This reflects industry education standards from the national accreditation organizations for physical therapy and occupational therapy education, and acknowledges the need to prepare students for the growing health needs of Americans and the emerging science and technology in those fields.



Rehabilitation Science Program Student Enrollment

1998	9
2000	28
2002	52

Army major first to complete new doctoral program in health services research

After tours in the Egyptian desert, rural Louisiana and Germany, U.S. Army Maj. Thomas Bundt was looking for a change of scenery when he decided to pursue his doctorate in health services research. He found it, and a lot more, in the department of health services administration.

"I chose the University of Florida, to be quite honest, for location at first," said Maj. Bundt, who was serving as a company commander of the 115th Field Hospital Battalion. "Who could resist that temptation after four months in the Egyptian desert?"

But the more he learned about the reputation of the faculty and the quality of instruction in the department, the more Maj. Bundt realized it was "the best choice I've made in my career so far."

"The strengths were, first and foremost, the quality of the present faculty," he said, citing faculty members R. Paul Duncan, Ph.D., Niccie McKay, Ph.D., Louis Gapenski, Ph.D., Chris Johnson, Ph.D., Barbara Noah, J.D. and Christy Lemak, Ph.D. "These were cornerstone members of the program and deserving of a great deal of credit for their efforts to continually strengthen the program.

"Another major strength was the facility in which the program is now housed," Maj. Bundt added. "The availability of research and library materials is second to none and challenges anything I've come across since at other notable institutions."

Last May, Maj. Bundt became the first graduate of the department of health services administration's Ph.D. program in health services research. He currently is a



In May 2002, U.S. Army Maj. Thomas Bundt (left) was the first graduate to receive the doctorate in health services research.

student at the Army's Command and General Staff College at Fort Leavenworth, Kan.

Health services research examines the structure, processes and effects of health services for individuals and populations.

The launching of the doctorate in health services research is just one reflection of unprecedented growth in the department of health services administration, where enrollment has tripled in the last five years.

"There is a growing need for well-trained health services researchers to investigate and interpret the complexities of health-care systems in the United States and elsewhere," said Duncan, the Louis C. and Jane Gapenski professor of health services administration and a national leader in health services research. "Recent and ongoing changes in the U.S. health-care system, such as growth and then retreat in managed care programs and serious issues in the area of health insurance coverage, accentuate the need for timely information about the organization, financing and delivery of health-care systems."

The Ph.D. program in health services research prepares students to improve our fundamental knowledge regarding health services and to better influence health services practice and policy. Students in the program learn to apply research methods and scientific knowledge to the study of health services organizations and systems.

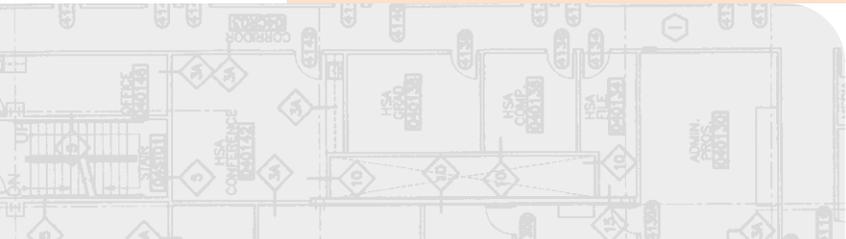
In Maj. Bundt's case, he said his doctoral training has better prepared him as a military health services researcher.

"As one of only a handful of individuals working in this area, the quality of instruction, availability of research material and genuine concern of everyone involved only enhances the products I create on the 'outside,'" he said. "The U.S. Army Medical Department is definitely a major benefactor of what the UF Ph.D. program in health services research has done."

While Maj. Bundt said the program requires "110 percent dedication," he added that the benefits are worth it.

"It's not for the faint of heart," he said, "but those who finish will have the benefit of knowing that they have not only completed one of the most difficult challenges they may ever be faced with, but that also they will then be in a position to give back to the community."

Health Services Administration	
Chair	Niccie McKay, Ph.D.
Faculty	13
Students	92
<i>Degree programs</i>	
master's in health administration	
executive master's in health administration	
doctorate in health services research	



Rehabilitation counseling program helps people with disabilities plan for the future

Susan Jones' career driving a truck with her husband came to a quick and tragic end four years ago when a load of pipes rolled off a trailer onto her, breaking her back and causing severe damage to her spinal cord.

Already nearly overwhelmed by months of difficult rehabilitation and the realization she would never walk again, Jones was ill-prepared to anticipate her long-term needs or to negotiate with her insurance carrier about the cost of care.

Horace W. Sawyer, Ph.D., a professor and chair of rehabilitation counseling, was contacted to develop a comprehensive life-care plan for Jones.

A life-care plan is prepared to project the future needs, services, and equipment a person with a catastrophic injury or illness will have for the rest of his or her life. This can include medical care, rehabilitation, home care, medication, transportation and structural renovations to the home.

"A life-care plan is an organized and consistent approach that outlines short-term and long-term care needs to maximize quality of life," Sawyer said.

Sawyer and UF rehabilitation counseling alumnus Paul Deutsch, national leaders in life-care planning, published the first textbook, "Guide to Rehabilitation," that included life-care planning in 1985. In 1995, the College of Health Professions and the department of rehabilitation counseling partnered with Intelicus, a national training company, to provide education in this area to practicing health-care professionals. This led to a national certification of life-care planners that was initiated at UF and later transferred to a national accrediting agency, the Commission on Health Care Certification. A Certified Life-Care Planner has proven through training and testing that he or she is knowledgeable about all aspects of developing life-care plans, from understanding medical terminology found in a patient's record to communicating

effectively in medical/rehabilitation staff conferences, depositions and trial testimonies.

As chair of rehabilitation counseling, Sawyer has continued to emphasize life-care planning as part of the department's curriculum. He teaches the nation's only graduate-level course in life-care planning, using real-world examples to expose his students to all of the details they need to consider when developing a plan.

In Susan Jones' case, Sawyer began the process the moment he entered her mobile home in rural Georgia.

"We thought we had made good progress, putting in a ramp from the kitchen to the rest of the house," Jones said. "Then



Horace W. Sawyer, Ph.D., (second from left) provides life-care planning instruction to students (from left) Renee Cato, Leanna Levin and Jim Faubel.

Dr. Sawyer arrived and he took my trailer apart, pointing out all the things that needed to be done to make it accessible."

Ultimately, Sawyer developed a 14-page life-care plan for Jones that included everything from the annual cost of medications and the expected life span of her wheelchair to the number of hours of home health assistance she would need and the structural renovations required on her house.

Jones describes her life-care plan as "my little crystal ball. I hadn't even thought of most of the things Dr. Sawyer came up with."

Sawyer calls life-care plans "a rapidly growing specialty area among rehabilitation professionals around the country," and said UF is uniquely positioned to train people in the practice. And, he said, those who learn to develop life-care plans are in high demand by insurance companies, law firms and rehabilitation facilities.

As for Jones, she has a life long plan of care and is presently enjoying the structural changes made and planned in her new home that are designed to make her life easier, like wider doors, lower sinks and a roll-in shower.

"I would urge anyone who suffers an injury like I did to get in touch with someone like Dr. Sawyer and let him be a part of the decision-making process," she said.

Rehabilitation Counseling

<i>Chair</i>	Horace Sawyer, Ph.D.
<i>Faculty</i>	6
<i>Students</i>	112

Degree programs

bachelor's of health science in rehabilitative services
 master's of health science in rehabilitation counseling
 doctorate in rehabilitation science

Occupational therapy launches online learning program

For Kristen Wilson, a resident of Salisbury, N.C., obtaining a master's degree in occupational therapy seemed like an impossible dream. No master's programs in her chosen field were offered in her state. With the introduction of the department of occupational therapy's distance learning master's program, however, she can now reach her educational goal despite the fact that she lives 500 miles from the University of Florida.

Introduced in January 2002, the two-year program is designed for the practicing occupational therapist, and content is focused on emerging practice areas, leadership roles and independent practice.

All course materials, including tests and assignments, are Internet-based, and presentations are conducted using streaming video. Except for scheduled online discussions, students can complete course work anywhere, anytime, as long as they have computer access. Students only are required to travel to the UF campus at the end of their last semester of enrollment to meet face-to-face with classmates and faculty during a three-day seminar that emphasizes student presentations, small-group work and discussions.

"This program is definitely the only way I could pursue a master's degree while balancing a private practice and busy family schedule," said student Janice Owens of Jacksonville, Fla.

The UF distance master's program is at the forefront of the trend toward continued education for occupational therapists that will become important to the profession in the near future.

"In the increasingly complex U.S. health-care system, the emerging role of the occupational therapist places new demands for independence in business operations, practice outcomes and broad perspectives," said Kay Walker, Ph.D., a professor and director of the distance learning master's program. "Recognizing these changes, many therapists with baccalaureate degrees want to move to the master's level, especially now that the American Occupational Therapy Association has mandated post-baccalaureate education for entry to the field by 2007."

Faculty and student training and exchange programs with foreign universities bring increased international enrollment

International enrollment in the department of clinical and health psychology has increased thanks to special recruiting efforts and exchange programs with foreign universities.

The department and the universities of Oxford and Jordan have forged formal exchange and training programs. Faculty and students from the University of Oxford Course in Clinical Psychology and the College of Health

Professions have traveled to each other's universities. Faculty members from each program have provided lectures, visited clinical programs, and interacted with faculty and students while visiting.

Ronald Rozensky, chair of clinical and health psychology, traveled to Oxford in the summer of 2001 and Michael Perri, Ph.D., also a professor in the department, visited Oxford the previous year.

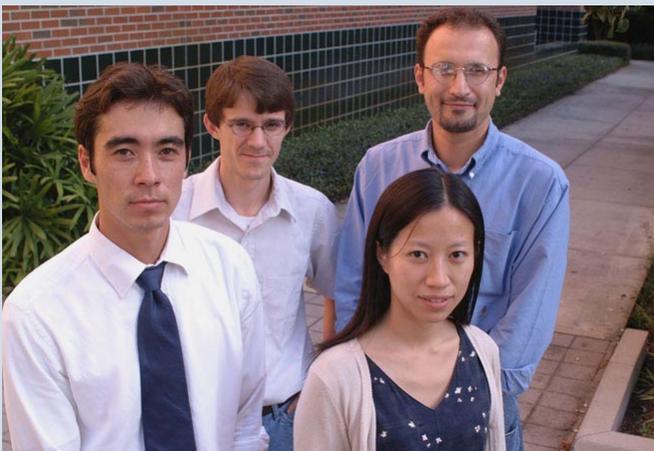
Department faculty members also are training clinical psychologists from the University of Jordan in Amman. The unique program will result in all clinical psychology faculty from the University of Jordan being UF trained.

The student exchange programs and heightened recruitment efforts have resulted in an increased number of international students in the department. In addition to those in the exchange programs, students from France, Japan, Taiwan and Cuba currently are enrolled.

"American students benefit from international student enrollment because they are exposed to a broader range of cultural and social influences," said Russell Bauer, Ph.D., a professor and director of the doctoral program in clinical psychology.

After receiving their degrees, most of the students will return to their home countries as researchers, educators or psychology practitioners.

"The program in clinical and health psychology is a model for our college," said Dean Robert Frank, Ph.D. "The disciplines in the college have often developed with limited exposure to international trends. As the disciplines in the college increasingly join with their international counterparts, exchanges like these will form the foundation for important advances."



International students in the department of clinical and health psychology include (front row from left) Steven Reader of the United Kingdom and Japan, Yu-Ling Chang of Taiwan, (back row from left) Paul Seignourel of France, and Ashraf Al-Qudan of Jordan.

Pediatrics course provides hands-on experiences

A physical therapy course focusing on medical conditions specific to pediatric populations provides students the opportunity to participate in hands-on learning experiences.

The course, open to students in the entry-level master's program in physical therapy, combines lectures, laboratory experiences, field trips and community presentations that expose students to real-life situations. Topics investigated include normal and abnormal development, motor control theories and public laws that affect pediatric practice. Those enrolled in the course also study assessment and therapeutic intervention strategies.

Students enrolled in the course are assigned a special presentation topic, which often involves working with a child with a particular condition. The students attend one of the child's therapy sessions; travel to clinics specializing in the condition; and interview the child, his or her family, and other health professionals, such as nurses and physicians.

The students present their projects to community pediatric therapists at an evening meeting.

"The meeting provides a great opportunity for students and community therapists to interact in a relaxed atmosphere and begin the process of critical thinking and problem solving — a hallmark of our profession," said Claudia Senesac, M.H.S., P.T., P.C.S., the course's instructor. "It



Working with 9-month-old Courtney Crown, Gainesville physical therapist Robin Andersen presents a guest lecture on techniques for treating children with Down syndrome to students in the pediatrics physical therapy course.

begins the process of transformation from student to professional."

For their participation, the community therapists receive continuing education credits.

Laboratory experiences are designed to teach students methods of facilitating movement for the treatment of children. Class members practice on each other and Senesac. Children who are patients at local private practices are brought in for treatment demonstrations.

At the end of the course, the students are given the opportunity to treat several children under the supervision of Senesac and community therapists.

"The course provides students with opportunities to interact with community therapists and have several hands-on experiences with children requiring treatment," Senesac said.

Communicative disorders department committed to new graduate programs

The department of communicative disorders' educational focus centers on two successful graduate programs.

The largest of its kind in the country, the distance learning doctor in audiology (Au.D.) program graduated its 500th student in December 2002. When it was established in 1998, this joint program between communicative disorders and the UF College of Liberal Arts and Sciences' communication sciences and disorders department was the first program created specifically for working professionals.

The nine-course program combines distance learning technology and on-site days when faculty and students meet at one of 22 regional locations throughout the country.

"The program has far exceeded our original expectations," said Alice Holmes, Ph.D., an associate professor of communicative disorders and graduate coordinator of the distance learning program. "Through this program we have enhanced the education of hearing health-care providers who treat thousands of people in the United States."

In a survey of distance learning audiology graduates, 90 percent of respondents described the program as valuable or very valuable. Graduates noted an improvement in their abilities, renewed interest in the field and better quality of patient care as a result of completing the program.

The department also has been involved in the education of students in the college's rehabilitation science degree (RSD) program, which offers students the opportunity to select communication neuroscience as a study track. All members of the communicative disorders department's academic faculty coordinate classes, teach courses or provide individual lectures for the program. Additionally, the department is mentoring five RSD students who have backgrounds in speech and language pathology, said John Rosenbek, Ph.D., a professor of communicative disorders.



Advancing the frontiers of science

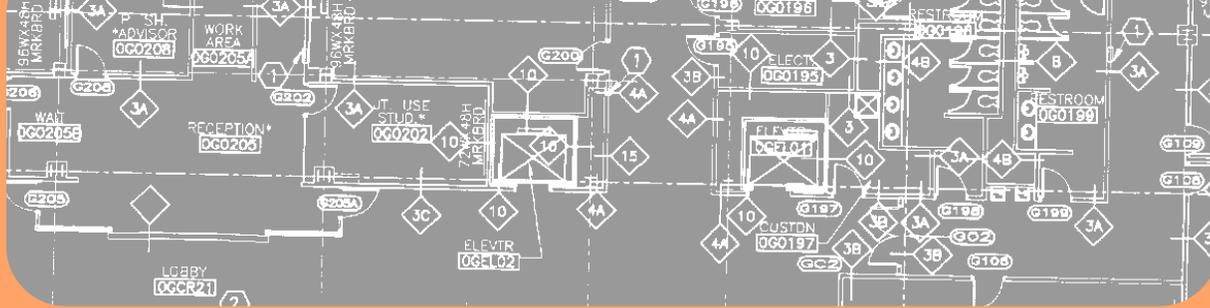
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When the College of Health Professions' faculty chose to adopt a scientist-practitioner model in 1998, they set the stage for the college's tremendous growth and success as a research enterprise.

With \$8.8 million in funding awarded in the past year, the college has reached an all-time high in research support, up 39 percent from the previous year. The college ranks third among peer colleges for National Institutes of Health funding, and with additional funding received from the National Institute of Disability and Rehabilitation Research (NIDRR) and the U.S. Department of Veterans Affairs, the college holds a place as one of the premier health professions research centers in the country.

In addition to faculty research, the college's predoctoral and postdoctoral researchers have received highly competitive funding from the NIH, the Department of Veterans Affairs and NIDRR, giving them the opportunity to begin their own research careers.





College of Health Professions
 Research funding by sources
 Fiscal year 2001-2002

State	\$683,921
Private	\$576,998
Internal	\$74,405
Federal	\$7,466,961
Total	\$8,802,285

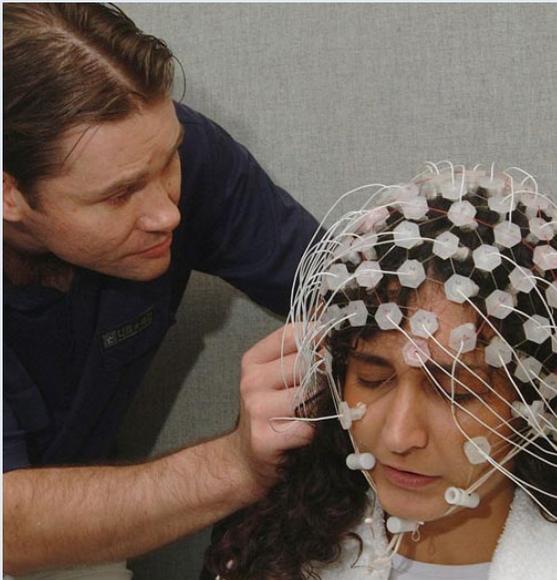
Clinical and health psychology experiences research growth

Research funding to the department of clinical and health psychology has increased more than four-fold in the last five years.

In 1996-97, department faculty received \$1.3 million in research funding from the National Institutes of Health and other sources. In 2001-02, faculty brought in \$5.53 million in grant awards.

“Our faculty have always had a high publication rate in the professional journals, it just didn’t always result from funded research,” Chair Ronald H. Rozensky, Ph.D., said. “So we developed a plan that allows our faculty to concentrate more on pursuing funding. We believe that funded research is just another kind of peer review.”

Another positive outcome of the increased success obtaining research grants is that the department has been



Andreas Loew, Ph.D., a researcher in the Center for Emotion and Attention, fits a research participant with an “electrode net.” The net’s 128 electrodes measure neural activity in various parts of the brain when the participant views photos selected to produce emotional responses.

Clinical and Health Psychology

Chair	Ronald Rozensky, Ph.D.
Faculty	35
Students	74

Degree program
doctorate in psychology

able to fund many more graduate students. And apparently those students are quite satisfied with the education they have been receiving because the department was named the Department of the Year in 2001 by the American Psychological Association, based on nominations by its graduate students.

Among the areas of research garnering attention in the department are exercise and cardiovascular health, management of child behavioral problems, gender and pain perception, and emotion.

Over the last four years, Michael Perri, Ph.D., professor, has evaluated the exercise habits of 500 volunteers through a \$2 million study funded by the National Heart, Lung and Blood Institute. The study seeks to answer questions about how often and how hard people should exercise to receive the greatest cardiovascular benefits.

Among the findings so far from the study are that many physically unfit adults think they exercise more vigorously than they do, a misperception that may hamper their efforts to prevent heart disease. Perri hopes the findings will lead to a re-evaluation and clarification of traditional exercise protocols that recommend intensity levels.

Sheila Eyberg, Ph.D., professor, is working to resolve behavioral problems in young children.

“Conduct-disordered behavior in preschool-age children represents the single most important behavioral risk factor for later antisocial behavior and can be reliably identified in children as young as 3,” Eyberg said.

A well-accepted treatment developed in the Child Study Lab that Eyberg directs is Parent-Child Interaction Therapy, or PCIT, in which parents are taught skills to establish a nurturing and secure relationship with their child while increasing the child’s pro-social behavior and decreasing negative behavior.

Now, Eyberg’s lab is leading a five-year project that examines the long-term effectiveness of the PCIT model.

At the Center for Pain Research and Behavioral Health directed by Michael E. Robinson, Ph.D., professor, researchers have been focusing on the role gender plays in how men and women perceive and actually feel pain. Of particular importance is the role that gender-related pain stereotypes play in how men and women react to pain.

“We are expanding this line of research to investigate how gender stereotypes about pain influence the decision-making of health professionals when treating men and women with pain conditions,” Robinson said.

Researchers at UF’s Center for Emotion and Attention are searching to learn which structures are central to the body’s response to fear and anxiety. The five-year NIH grant continues the agency’s 10-year commitment to the center’s research efforts.

“We want to learn whether different parts of the brain are activated depending on the type of anxiety,” said Peter Lang, Ph.D., professor and director of the center. “If someone is socially fearful, is the brain’s response the same as for someone who is afraid of snakes?”

The answers to such questions will help shape treatments for people whose anxieties interfere with day-to-day life.

Exploring technologies to aid seniors with disabilities

Little things like wireless phones, motion-sensor lights, remote controls for household appliances and door locks are big factors in promoting independence and quality of life for older people with physical and cognitive impairments.

To help these seniors perform daily activities safely, UF specialists in rehabilitation, computer science and engineering are partnering with private industry to expand assistive products and technologies.

The National Institute for Disability, Rehabilitation and Research (NIDRR), a branch of the U.S. Department of Education, awarded UF \$4.5 million to create the Rehabilitation Engineering Research Center on Technology for Successful Aging — the first of its kind in Florida. The center is collaboratively run by the colleges of Health Professions and Engineering.

“We’re taking technologies that already exist or are nearing the production stage and looking at their effectiveness and potential impact on health, independence and quality of life,” said William C. Mann, Ph.D., director of the center and chair of the department of occupational therapy. “Reducing costs of care for this special population is one of our primary goals.”

Since its inception in October 2001, the center has made impressive progress on the development of senior-friendly applications for so-called “smart phones.”

“In addition to the possibilities for designing computerized phones to open or lock doors, or turn appliances on or off, they could also be programmed to give audible instructions for taking medications or to alert others when help is needed,” said Sumi Helal, Ph.D., a professor of computer science and director of technology development for the center.

An \$85,000 grant from Motorola Inc. supports the center’s research to design a smart phone with features appropriate for people with limitations in vision, hearing, cognition and fine motor control.

Mann and Helal have built on the success of the Rehabilitation Engineering Research Center with related



William Mann, Ph.D., uses a remote control to operate “Matilda,” a simulated resident of the Rehabilitation Engineering Research Center’s model home. Researchers are gathering data on Matilda’s movements in a typical home environment to help design home monitoring and communication devices for the elderly.

projects that include a \$750,000 NIDRR grant to support postdoctoral students working in the center’s research and development program. The center also will be implementing a home monitoring and communication devices program for elderly individuals in North Florida and individuals with cancer through grants totaling \$900,000 from the Department of Veterans Affairs and the National Cancer Institute. An \$80,000 grant from the Florida Department of Transportation funds the center’s development of a Web site to assess the driving ability of older drivers.

Craig Velozo, Ph.D., a professor of occupational therapy, is working on a project that will help professionals better assess disability in their clients and provide their clients with suggestions for better management of their disability.

Although the World Health Organization has had a classification system for disabilities since 1980, Velozo said because disability affects so many parts of one’s life, the classification system is unwieldy.

So Velozo set out to develop a system that was more manageable and allowed not only classification but also measurement.

Through a three-year, \$447,491 grant from the U.S. Department of Education, Velozo is developing software that assigns a level of difficulty for each question, then determines the next question based on the answer. For example, it might ask a middle-level question like, “Can you walk within your house?” If the respondent answers “yes,” then it might ask “Can you walk one block?” If the respondent answers “no,” the system identifies his or her ability to walk is between walking within one’s house and walking one block and asks other questions accordingly.

Based on the results of the survey instrument, referrals for rehabilitation services and recommendations for assistive devices will be used to direct health-care practitioners and their clients to ways of handling the challenges faced by people with disabilities.

Occupational Therapy

Chair	William Mann, Ph.D.
Faculty	11
Students	126

Degree Programs

entry-level master’s in occupational therapy
 advanced master’s of health science in occupational therapy
 distance master’s in occupational therapy
 doctorate in rehabilitation science



Lillian Herzig (left) participates in constraint-induced therapy with the help of trainer Cristina Posse. Herzig, whose left hand is placed in a mitt, completes a series of manual tasks for several hours a day in order to strengthen her right arm, which was weakened by a stroke.

Physical therapy researchers working to establish new pathways for recovery

Until recently, the prevailing wisdom about paralysis caused by stroke or spinal cord injury was that once a connection between a part of the body and the brain was destroyed, communication between the two areas was lost forever.

But researchers now believe the human nervous system can adapt in response to injury or disease to find new routes of communication between the brain and the muscles, a concept known as neuromuscular plasticity. College of Health Professions' physical therapy researchers are studying neuromuscular plasticity on multiple fronts.

"Neuromuscular plasticity is a force driving rehabilitation research," said physical therapy researcher Andrea Behrman, Ph.D., an associate professor. "It's a whole new concept, training the system toward recovery."

With funding from the National Institutes of Health, Behrman has been working to retrain the legs of spinal cord injury patients who still have some function below the location of their injury. By exposing patients to extensive training on a treadmill — a technique known as locomotor training — Behrman hopes to both activate neural pathways that generate stepping patterns and rebuild communication among their legs, spinal cord and brain.

While Behrman has focused on the legs, Kathye Light, Ph.D., an associate professor, is leading a project that seeks to help patients who have had a stroke regain motor coordination in their arms.

Typically, patients suffer paralysis in the arm opposite the side of their brain on which the stroke occurs. Constraint-induced (CI) movement therapy involves constraining the unaffected arm for up to two weeks at a time, forcing the patient to use the weakened arm for many hours a day.

"This treatment produces long-lasting improvements in real-world situations," said Light. But she added that more research needs to be done to replicate the results and verify the benefits.

"This intervention has never been studied across facilities systematically, nor has it been applied to patients who are only three to six months post-stroke," Light said, although pilot studies indicate it may be as effective for these patients as it is for chronic stroke patients.

Working as a trial site for a multicenter study, Light will try to fill in these holes in knowledge about CI movement therapy during a five-year study.

While researchers like Behrman and Light work at the whole-body level, Krista Vandeborne, Ph.D., an associate professor and department chair, is working at the cellular level to better understand why muscles weaken during disuse and how their recovery can be accelerated.

"Muscle weakness is a common clinical phenomena observed following bed rest, surgery, cast immobilization, injury and disease," Vandeborne said. "The consequences of loss of muscle strength include decrease of motor control and overall fitness, development of functional limitations and impairment, and long-term disability."

As principal investigator on two NIH projects totaling nearly \$1.6 million, Vandeborne is using magnetic resonance imaging devices to better understand what happens to muscle tissue during disuse.

Vandeborne also studies the potential of gene therapy to guard muscles from the impacts of disuse and to speed up muscle regeneration.

"The main strength of our lab, and our college and the Health Science Center as a whole, for that matter," said Vandeborne, "is that we can effectively conduct cross-disciplinary work. We can look at disease from the cellular to the whole-body level."

Physical Therapy

Chair	Krista Vandeborne, Ph.D.
Faculty	10
Students	106

Degree programs

entry-level master's in physical therapy
 advanced master's in physical therapy
 doctorate in rehabilitation science

Study aims to help patients with head and neck cancer retain swallowing function

Preserving the swallowing ability of patients with head and neck cancer is the primary goal of a new communicative disorders department research project.

A \$386,635 grant from the Florida Department of Health will allow researchers to study whether a program of swallowing exercises performed during radiation therapy will help patients maintain swallowing function. The two-year study is supported by the health department's Biomedical Research Program, which is funded by proceeds from the 1997 settlement of Florida's lawsuit against tobacco companies.

Michael Crary, Ph.D., a professor of communicative disorders and Giselle Mann, Ph.D., a visiting assistant professor of communicative disorders, lead the study.

Swallowing difficulties in patients with head and neck cancer are a side effect of the radiation therapy. Mann said the therapy results in deep tissue fibrosis for most patients, a condition in which the tissue surrounding the treatment area changes consistency and becomes hard and inflexible.

"A lot of patients with head and neck cancer who have undergone radiation therapy have lost so much swallowing function that they must use a feeding tube," Mann said. "These patients can't even swallow their own saliva."



Giselle Mann, Ph.D., evaluates a patient's swallowing ability. Photo by Jeff Knee.

Rehabilitation counseling research project to assist workers with disabilities

A new rehabilitation counseling research project will help Gainesville-area employment services provide better, more coordinated assistance for individuals with disabilities.

Elizabeth Swett, Ph.D., an assistant professor of rehabilitation counseling, has received a \$60,000 subcontract from a U.S. Department of Labor grant to evaluate and design tools to ensure that people with disabilities have access to local employment services.

The U.S. Department of Commerce's Census Bureau reported that 1 in 5 Americans — 53 million — said they had some level of disability in a 1997 survey.

The two-year \$1 million grant was awarded to the Florida Institute for Workforce Innovation (FIWI), who contracts with the Alachua/Bradford Regional Workforce Board to provide labor market analyses, job counseling, resumé assistance, interviewing skills and job referrals at its One-Stop Career Centers.

"This is an innovative project that is being designed to assist individuals with disabilities in securing employment and allowing them access to services that already exist for others who are unemployed," Swett said. "It is at the forefront of the national movement to streamline services for individuals with disabilities into the larger workforce development arena."

Professor's research aimed at better understanding uninsured populations

A health services researcher is studying the characteristics of the uninsured in an effort to help state governments implement more targeted insurance and intervention programs.

R. Paul Duncan, Ph.D., the Louis C. and Jane Gapenski professor of health services administration, leads a team focused on estimating the number of people without health insurance in particular states and comparing certain characteristics — including age, race, income, employment circumstances and education — of the uninsured to those with insurance.

In recent years, the team has studied uninsured populations in Florida, Indiana and Kansas.

"It has been clearly demonstrated that having health insurance is an important part of receiving health care," Duncan said. "Uninsured people receive less health care and it has also been confirmed that uninsured people are less healthy than insured people are, so theoretically they should actually be getting more health care.

"So, if we want to do a better job of getting health care to the people who need it, we simply must have a much clearer understanding of who has health insurance, who doesn't and why," he said.

The primary method used to gather information was telephone surveys with large samples. Each state study was funded by a grant from the state involved.

"We hope our research will help state governments target more precisely the kinds of programs or other interventions that might help more people become insured," Duncan said.

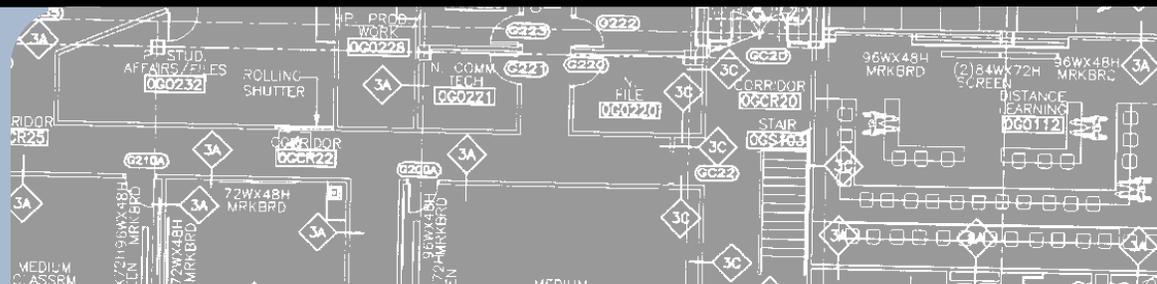
Reaching out to the community

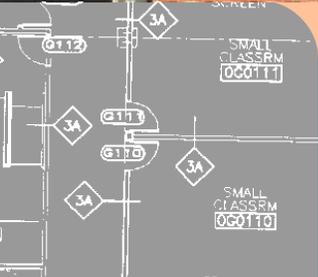
A college dedicated to health education and science could not succeed without a commitment to serving the community. The College of Health Professions offers many clinical programs through its psychology and speech and hearing clinics, and programs to aid the elderly and individuals with disabilities. These endeavors help faculty stay abreast of current health-care issues, provide valuable services to the public and give students real-world experiences.

The clinical training opportunities available through service activities are essential for the preparation of the college's students. By offering students a range of clinical environments with individuals of various health needs, students are better equipped to succeed in the diverse health-care climate. In addition, these clinical experiences provide a

foundation for the students' future careers as health professionals dedicated to the quality of life of the individuals they serve.

The student-run College Council performs a number of service projects and introduces students to an interdisciplinary approach to health service by bringing together students from all the college's disciplines. The students prepare dinner for guests of St. Francis House for homeless individuals and residents of Winn-Dixie Hope Lodge, a home for out-of-town patients receiving cancer treatments at local facilities. Last year the council participated in a wheelchair basketball game to raise money for the college's Gator Sport camp, a summer sports camp for adults with disabilities.





Clinicians help children overcome communication barriers

The department of communicative disorders has a long history of clinical service to people of all ages from throughout Florida and surrounding states. But when administrators looked at who the department was serving most in its Speech and Hearing Clinic at Shands at UF, one group jumped out: children.

“When we looked at the statistics from our clinic, we realized that we consistently see a large number of children,” said James Hall, Ph.D., department chair. “We have one of the busiest hearing, speech and language clinics in the Southeast.”

Hall said that beyond the sheer numbers, the complexity of the pediatric cases being referred to the clinic required



Audiologist Michelle Colburn, Au.D., (center) programs the speech processor of recent cochlear implant recipient Brycen Curles, 2, while his mother, Heather Curles, looks on. Colburn sends a series of beeps through Brycen's implant at varying intensity levels to assess the softest intensity that Brycen can hear. To signal to Colburn that he hears a beep, Brycen will lower the beanbag he's holding next to his ear.

Communicative Disorders

Chair	James Hall, III, Ph.D.
Clinical Faculty	10
Academic Faculty	9
Students	340

Degree programs

doctorate in audiology
distance learning doctorate in audiology
doctorate in rehabilitation science

the interdisciplinary expertise for which the department is known.

“We often get the children with hearing or speech and language problems nobody else can diagnose,” Hall said. “These problems can range from hearing loss to autism.”

Hye-Kyeong Seung, Ph.D., an assistant professor, is an example of a communicative disorders researcher whose work is regularly applied in the clinic. Seung's research focuses on processes of language comprehension and production in people with Down syndrome and autism.

Seung said the language profiles of children with autism have some unique elements that can aid in diagnosis and treatment. For example, children with autism tend to repeat what they hear, either immediately or after some delay, so they may appear to be speaking well when they are actually only mimicking back something they heard on television or in conversation.

Seung added that the children's communication barriers, especially with their parents, might also be the root cause for the behavioral problems so often attributed to them.

“We are developing interventions that address autistic children's severe language problems and that help parents communicate more effectively with their children,” Seung said.

Seung and her colleague, Jennifer Elder, Ph.D., an associate professor in the College of Nursing, are studying parent-child interactions. They transcribe verbal communications between parent and child from videotapes and use computer software to examine verbal exchanges.

“American culture is intolerant of silence,” Seung said, “so parents often don't give these kids a chance to talk.”

Another thrust of the communicative disorders department is the emerging technology of cochlear implants. These electronic devices convert sound to electrical impulses and send them to the brain, much the way nature does in people with normal hearing.

UF was part of the original clinical trials for the devices in the mid-1980s and has since implanted them in more than 300 patients, about half of them children, who researchers say benefit most.

Research shows that a child who has the implant before the age of 5 will fare the best, said Michelle Colburn, a doctor of audiology in the department. Children as young as a year can now undergo the procedure following the approval of the implant team.

About a month after the implant surgery, audiologists turn the device on for the first time, beginning about six weeks of fine tuning. At the same time, parents and other family members are urged to abandon the visual cues they have become used to and communicate verbally with their children at every opportunity.

“The parents must have a strong commitment to helping their child develop oral language,” Colburn said.

Behavioral health center works to improve the lives of rural Americans

A collaborative effort between the College of Health Professions and the UF Institute of Food and Agricultural Sciences (IFAS) is aimed at improving the quality of life of rural Americans.

The National Rural Behavioral Health Center, under the direction of Garret Evans, Psy.D., focuses on rural disaster and trauma, violence prevention, occupational health and health service delivery — four components of rural behavioral health.

Evans, an associate professor of clinical psychology in the departments of clinical and health psychology, and family, youth and community sciences at IFAS, leads a team of behavioral health scientists, educators, scholars and practitioners dedicated to improving the behavioral health status of rural Americans. Through research, service delivery, and training of health-care professionals and community educators, the center is designed to increase access to and utilization of behavioral health services.

The center was established by the Center for Mental Health Services, a component of the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services by a \$1 million grant awarded to clinical and health psychology Chair Ronald H. Rozensky, Ph.D, as principal investigator. The center also receives ongoing funding from the Suwannee River Area Health Education Center.

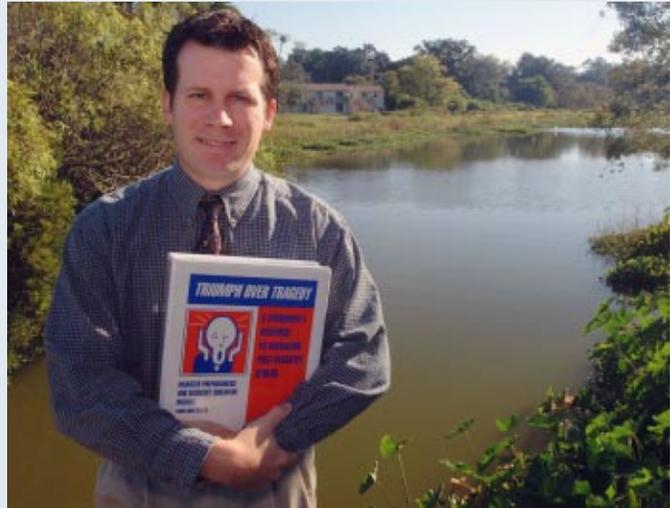
A lack of services is just one reason for the poor status of rural behavioral health.

“There are very few specially trained professionals who can conduct behavioral health programs for specific situations, such as disasters,” Evans said.

Geographic isolation and stigma associated with seeking behavioral health services also contribute to the problem. Evans said many rural Americans are unaware of how these services may help them.

Evans’ expertise took him to New York after the terrorist attacks of Sept. 11, 2001. He helped train health professionals in post-disaster stress management through workshops in Manhattan and across the state.

“There are a lot of professionals and community leaders who want to help during a tragedy, but they don’t have a framework for dealing with a disaster and identifying those in trouble,” Evans said. “There needs to be a communitywide approach. We need to give them a playbook for dealing with mental health stressors.”



Garret Evans, Psy.D., director of the National Rural Behavioral Health Center, with the curriculum materials used to train health professionals after a disaster.

Student and faculty volunteers provide health-care services to uninsured and low-income patients

Physical therapy students and faculty have provided health-care services to uninsured and low-income patients in North Central Florida by volunteering at the Alachua County Organization for Rural Needs Inc. (ACORN), a not-for-profit health clinic.

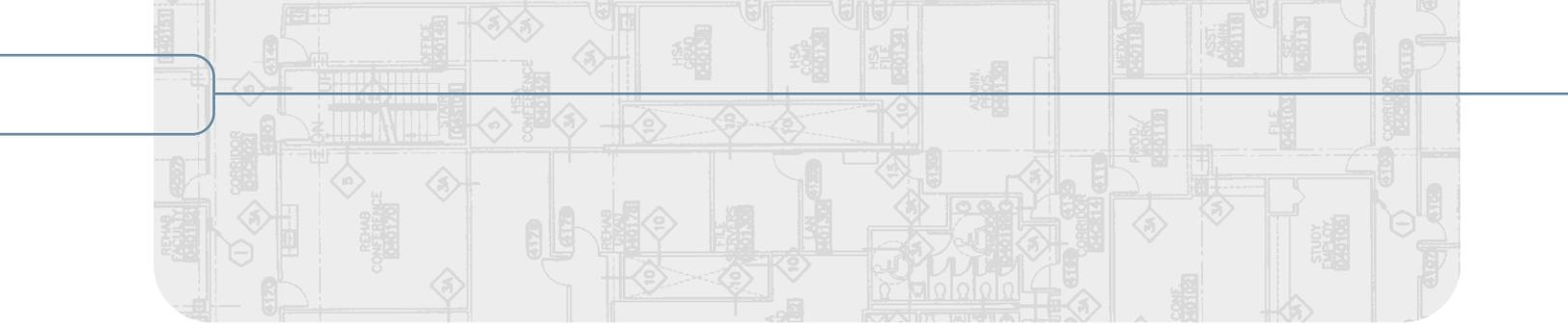
One faculty member from the physical therapy department visits the clinic twice a month to provide consultation for patients with physical dysfunction. Gwenda Creel, M.H.S., P.T., N.C.S., a lecturer and co-academic coordinator of clinical education in the department, works with student volunteers to determine a patient’s movement dysfunction and then to prescribe exercise for the condition. The patient performs the exercise at home and is reevaluated in two to four weeks.

The majority of patient problems are orthopedic in nature, including tendinitis, bursitis and muscle strain.

“When the students participate, they interact with real clients and practice newly learned skills in a closely supervised setting. This allows them to see the reality of a population of individuals who cannot afford the cost of physical therapy services in a typical setting,” Creel said. “We hope that this experience influences them to become participative members of their community by providing pro-bono services in some fashion when they become practicing therapists.”

ACORN Clinic provides low-cost medical and dental services to uninsured and low-income patients through the use of volunteer health-care professionals.

“Volunteers are the backbone of our clinic,” said Abby Palmer, PA-C, a medical clinic coordinator with ACORN. “Most of our services are provided by faculty and student volunteers from the University of Florida and the community. Without these services, there would be a great number of people not receiving primary health care in North Central Florida.”



Health services administration students lay groundwork for careers in service

Providing service to individuals in need is a principal focus of a UF group of future health-care administrators.

The Health Administration Student Association (HASA), comprised of master's degree students in health services administration, has made a commitment to perform community service projects in order to gain a greater appreciation for the health needs of people of all economic backgrounds.

"It is part of our mission as administrators to provide health care to our communities, regardless of ability to pay," said HASA president Sarah Molinari, a student in the master's of health administration program. "We believe that an

important part of our training is to learn to give of ourselves to the community."

HASA has cooked and served food for guests of Gainesville's St. Francis House, which offers food and shelter to homeless individuals. The group also has provided kitchen assistance at the Ronald McDonald House of Gainesville, a home-away-from-home for families of children with a serious illness who are receiving medical treatments at area hospitals.

Additionally, the group has worked with the Alachua County Organization for Rural Needs Inc. (ACORN) Clinic, which provides low-cost health care to patients who don't have insurance or have limited financial resources. HASA assisted with the clinic's Asthma Education Project, a patient information program on how to better manage the disease. To evaluate the effectiveness of the project, HASA members developed a survey and conducted phone interviews with approximately 100 patients who had participated in the project.

Occupational therapists prepare grade-school students for the classroom

The occupational therapy department is helping children in the Columbia County (Fla.) school system develop and improve motor, sensory and attentional skills to enhance their school performance.

College of Health Professions occupational therapists have worked with 500 students in preschool through 12th grade since they began providing service five years ago. The occupational therapists help students improve functional mobility, manage their personal care needs, process the sensory information needed for learning and perform fine motor tasks necessary for classroom activities.

"Our relationship with UF occupational therapists has been extremely positive," said Chris Bond, director of Columbia County schools exceptional student education program. "The therapists are outstanding."

The occupational therapy service is provided through a contract with the school system as required by the federal Individuals with Disabilities Education Act.

"We work closely with the classroom teachers and others in the educational setting to ensure optimal carry-over into school work," said Kay Walker, Ph.D., a professor of occupational therapy. "And most often, our work with the student is done right in the classroom to address the student's needs in the natural educational environment."

The occupational therapists assist children who may have cognitive and learning disabilities, physical challenges, behavioral problems, or visual and hearing impairments. This may involve teaching a child to learn to transfer from a wheelchair to other seating surfaces, such as a toilet; introducing pureed food to a child who has been tube fed; helping a child adjust to typical classroom sensory experiences; or working with a child to improve handwriting or hand skills necessary for using classroom computers.

"One of the advantages of the UF link to this program is that we can infuse the latest technology for evaluation and therapeutic procedures into the educational setting," said Walker. "In addition, this provides an excellent opportunity for UF clinical training and internships."

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Stephanie Hanson, Ph.D.
Associate Dean Academic Affairs
Linda Stallings
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Department of Clinical and Health Psychology

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Professor & Chair
Glenn Ashkanazi, Ph.D.
Clinical Associate Professor
Russell Bauer, Ph.D.
Professor & Program Director
Cynthia Belar, Ph.D.
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Associate Professor
Dawn Bowers, Ph.D.
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Margaret Bradley, Ph.D.
Research Professor
Lisa Brown, Ph.D.
Research Assistant Professor
Bruce Crosson, Ph.D.
Professor
Duane Dede, Ph.D.
Clinical Associate Professor
Thomas Dikel, Ph.D.
Clinical Assistant Professor
Garret Evans, Psy.D.
Acting Program Director & Associate Professor
Sheila Eyberg, Ph.D.
Professor
Eileen Fennell, Ph.D.
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Robert Glueckauf, Ph.D.
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Lecturer
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Post Doctoral Research Fellow
Steven Kautz, Ph.D.
Associate Professor
Kathye Light, Ph.D., P.T.
Associate Professor
A. Daniel Martin III, Ph.D., P.T.
Associate Professor
Gloria Miller, M.A., M.H.S. P.T., N.C.S.
Program Director & Lecturer
Jennifer Stevens, Ph.D.
Visiting Assistant In

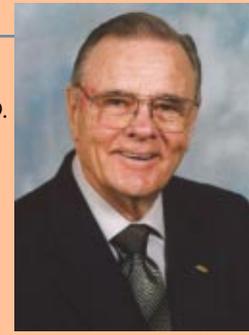
Clinical Faculty

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Assistant Program Director & Associate In
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Associate Professor
Elizabeth Swett, Ph.D.
Assistant Professor
Mary Ellen Young, Ph.D.
Assistant Professor

J. Brooks Brown, M.D.



Brooks Health gift establishes movement laboratory

A \$1.2 million gift from Brooks Health System has created the Brooks Center for Rehabilitation Studies' Human Performance Laboratory, providing UF researchers and Brooks Health practitioners with the most comprehensive human movement technology and equipment to date.

The Brooks Health gift supports staff salaries and equipment for the Human Performance Lab, located at the Brooks Health System's rehabilitation facility in Jacksonville.

The lab enables investigators conducting basic science or clinical research to capture measurements of human movements. The data collected will enhance the Brooks Center's research on recovery techniques for patients who have experienced strokes, spinal cord injuries, Parkinson's disease, falls and chronic pain.

"We recognized that our organizationwide support of applied research in the area of rehabilitation treatment could one day be of profound service to mankind," said J. Brooks Brown, M.D., founder and chairman of Brooks Health. "Taking medical treatment to this level of innovation can only result in improved outcomes for patients, better access to rehabilitation treatment and lower treatment costs."

In 1999, Brooks Health, a provider of inpatient and outpatient physical rehabilitation at sites in Northeast Florida and Southeast Georgia, donated \$2.5 million to establish the Brooks Center for Rehabilitation Studies in conjunction with the College of Health Professions. The gift was eligible for matching funds, raising the total to \$5 million.

"With the application of the Brooks Health System gift, we are taking a hugely important step in the testing of rehabilitation therapies," said Robert Frank, Ph.D., dean of the college. "The Human Performance Lab will greatly enhance the translation of science into daily clinical practice."

Access to a large population of rehabilitation patients from the Brooks Health System will allow researchers to recruit large numbers of subjects for clinical trials, a resource that is not available to most movement research centers and is

a necessity for establishing evidence-based rehabilitation principles, said Steve Kautz, Ph.D., acting director of the Human Performance Lab and an investigator with the Brain Rehabilitation Research Center at Gainesville's Malcom Randall Veterans Affairs Medical Center.

"In the past, rehabilitation studies have had difficulty coming up with precise measurements of recovery," said Kautz, also an associate professor of physical therapy. "With the lab's equipment and staff we can provide more exact measurements so that we won't just know that a therapy worked, we'll know why it worked."

The lab's technology includes 3-D video analysis to track a patient's limb movement; force plates to measure the force of a patient's contact with the ground when walking; electromyography to determine the electrical activity of the muscles; and metabolic equipment to calculate how much energy is used by the muscles. A modified stationary bike, known as an ergometer, manipulates leg movements so that patients with impaired leg function can experience the sensations consistent with normal pedaling as they work to retrain damaged limbs.

Additionally, the lab includes instruments that allow measurement of swallowing, respiration, voice and speech. Fiber optic endoscopy examination permits viewing of the muscles of the throat and larynx during swallowing. Other instruments allow analysis of breathing muscles during speech.

"The Human Performance Lab provides a unique opportunity to study the relationship among walking, speaking and breathing in health and disease," said John Rosenbek, Ph.D., a professor of communicative disorders and a Brooks Center researcher.

BROOKSSM
Health System

Health services administration alumni demonstrate commitment to students

A new fundraising campaign is devoted to supporting the education of graduate students in health services administration.

Established by the Health Services Administration Alumni Association, the campaign seeks to raise \$25,000 for a student scholarship fund. The gift also will name a graduate study room in the new Health Professions/Nursing/Pharmacy Complex.

"We have wonderful alumni who support the program in so many ways, and once again we have been able to count on their assistance," said Niccie McKay, Ph.D., chair of health services administration.

Student scholarships have always been a strong focus of the alumni association's activities, said Mark Robitaille, '76, president of the alumni association and senior vice president and chief operating officer at Martin Memorial Health Systems in Stuart, Fla.

"In this increasingly competitive environment, we need to offer support so that the program can continue to appeal to quality students," Robitaille said.

The need for graduates in health administration is greater than ever. Employment of medical and health services managers is expected to grow 21 to 35 percent through 2010 as the health services industry continues to expand and diversify, according to the U.S. Department of Labor. With the expansion of home health care, long-term care and nontraditional health organizations, such as managed care operations and consulting firms, many opportunities for qualified administrators exist.



Student Sarah Molinari and Ajani Dunn, '02, an administrative fellow at Mayo Clinic in Jacksonville.

"To produce great graduates, it helps to start with great students, and our department already does extremely well in this regard, particularly for students from Florida," McKay said. "The Health Services Administration Alumni Scholarship will significantly improve our ability to compete with other programs to attract even more great students."

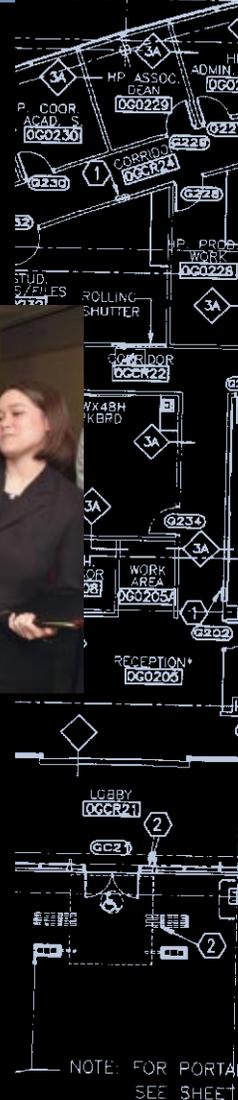
Robitaille said that in the future, through association dues and gifts to the scholarship fund, the Health Services Administration Alumni Association hopes to provide \$5,000 to 10,000 a year in student scholarships.

For more information on the scholarship fund or to make a contribution, contact Sylvia Hoover at (352) 392-7042 or shoover@hp.ufl.edu.



Health services administration alumni spoke to on-campus master's degree students about careers in health administration as part of the program's "Friday Seminar Series."

(Top) Mark Robitaille, '76, president of the Health Services Administration Alumni Association and senior vice president/chief operating officer for Martin Memorial Health Systems in Stuart, Fla. and student Melissa Harper. (Bottom) Alan Levine, '92, chief executive officer of South Bay Hospital in Sun City Center, Fla. and students Melissa Harper and Angelique Tsau.



Major Gifts to the College of Health Professions

\$1 million or more
Brooks Health System

\$100,000 or more
Josephine B. Sirmyer

\$50,000 or more
Shands at the University of Florida

\$20,000 or more
Everest Biomedical Instruments
Health Services Administration
Alumni Association

\$10,000 or more
Samuel N. Holloway, Sr.
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\$5,000 or more
Christopher Reeve Paralysis
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