



UCF

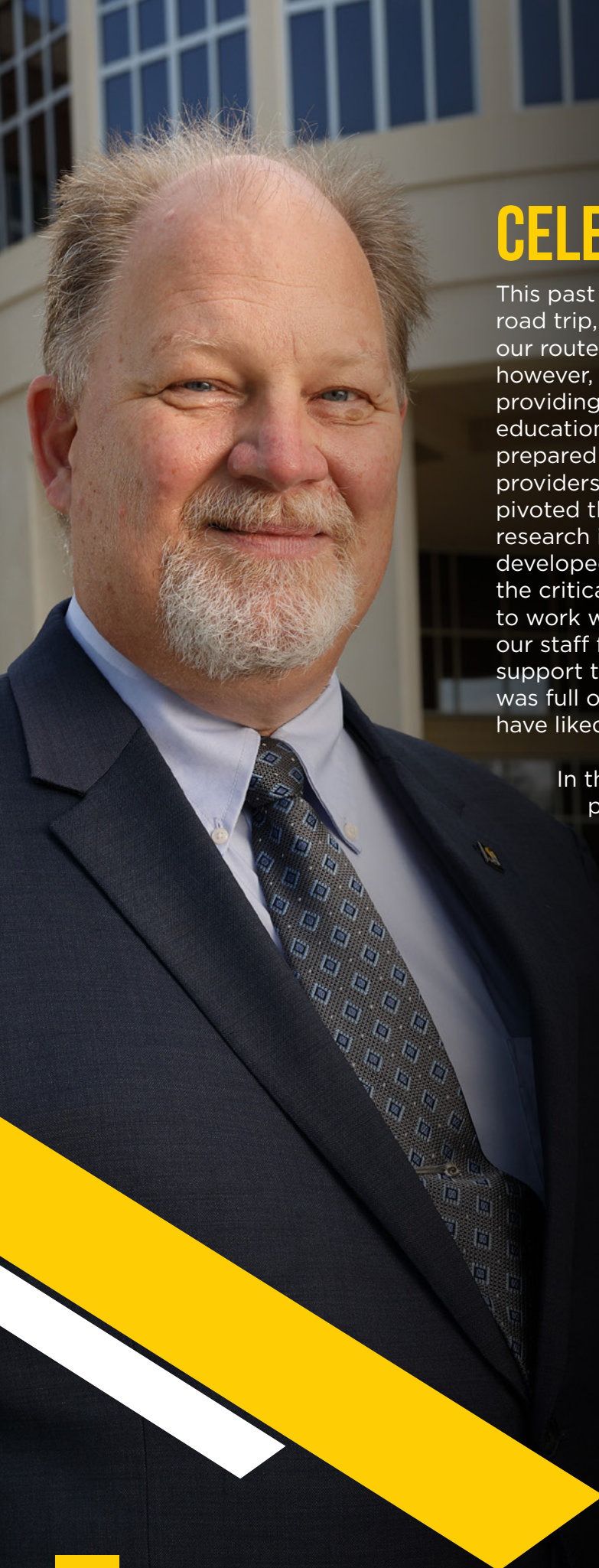


TRANSFORMING  
HEALTHCARE  
IMPROVING  
**LIVES**

# ADVANCE

COLLEGE OF HEALTH PROFESSIONS AND SCIENCES  
**ANNUAL PUBLICATION 20-21**





# CELEBRATING THE JOURNEY

This past year with the pandemic was like taking a long road trip, except the navigation system kept changing our route, and our car was not reliable. Our destination, however, was clear. We figured out ways to continue providing our students with the experiences and clinical education that they not only need to graduate, but best prepared them to work in their future roles as healthcare providers during the COVID-19 pandemic. Our researchers pivoted their studies to continue conducting impactful research in new, creative and safer ways. Our faculty developed new courses specifically aimed at providing the critical training our health professionals need in order to work with patients recovering from COVID-19. And our staff found new ways to connect with students and support them in their academic journey. Although our path was full of roadblocks and wasn't as smooth as we would have liked, we never veered off course.

In this issue of Advance, our newly named annual publication, we highlight our efforts of moving forward despite all the obstacles and challenges. Even when the pandemic is behind us, we will continue to Charge On! and push forward with new ideas, and better ways of providing care and healthcare education. That's who we are. We will never stop our pursuit of transforming healthcare and improving lives.

I hope these stories help you learn more about us and inspire you to become involved with CHPS. Even though last year is in our rearview mirror, we have an exciting journey ahead of us, and I invite you to join us for the ride.

*Christopher D. Ingersoll*  
Founding Dean

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# BY THE NUMBERS

The College of Health Professions and Sciences

NUMBER OF STUDENTS  
ENROLLED IN A CHPS MAJOR

7,325

NUMBER OF DEGREES  
AWARDED

2,030

NUMBER OF STUDENTS WHO  
GRADUATED WITH HONORS

184

37% WHITE

31% HISPANIC

16% BLACK

9% ASIAN

7% OTHER

CHPS STUDENT BODY

24 PERCENT OF UNDERGRAD CHPS STUDENTS ARE  
**FIRST GENERATION SCHOLARS**

NUMBER OF STUDENT ENGAGEMENTS IN A  
**HIGH IMPACT PRACTICES EXPERIENCE**

2,723

1,075 TOTAL NUMBER OF STUDENTS THAT COMPLETED  
**AN INTERNSHIP EXPERIENCE**

## CARING for our COMMUNITY

UCF PT Clinic Offers  
Service to Community,  
Opportunities for Students

The new UCF Physical Therapy Clinic, which has been open for just one year, plays an integral role in serving our community.

The clinic, which was started by faculty from UCF's physical therapy program and is located inside the UCF Student Health Center, provides progressive, evidence-informed physical therapy services to the local community.

"The [UCF Physical Therapy Clinic](#) was created as an academic health practice that blends high quality patient care and contemporary education," says Patrick Pabian, director of the physical therapy program. "Our clinical faculty are providing highly-specialized care in sports medicine and orthopedic physical therapy, while enhancing the learning experience for students who do clinical rotations in this unique clinical environment."

The PT clinic complements the array of clinical services offered by the College of Health Professions and Sciences. [Sheila Klausner](#) and [Randi Richardson](#) are clinical faculty who serve as board-certified clinical specialists at the clinic. They provide advanced care to patients and mentorship of doctoral students.

The clinic offers rehabilitation care for injuries and those recovering from surgery, in addition to evaluation services for pain, and prevention services to support health and wellness. It also serves as an extension of the program and allows PT students to participate and see

the transition between what they learn in the classroom and how it applies in the real world.

Marielle Garvey, a senior psychology major at UCF, is a former patient of the clinic. She was referred by her doctor for lingering pain from a back injury sustained from a car accident in 2015.

Garvey says she appreciates the personalized care she receives from the clinic.

"I got the chance to develop a really close connection with my physical therapists," Garvey says. "The clinic feels so intimate and personal, and they take really good care of you."



## Reshawna Chapple Selected as Faculty Fellow for Inclusive Excellence

School of Social Work [Associate Professor Reshawna Chapple's](#) recent selection as [UCF's Faculty Fellow for Inclusive Excellence](#) is a well-deserved acknowledgment of her efforts to make UCF more diverse and inclusive.

One of Chapple's goals will be to offer new faculty support in navigating academia and to enhance equitable opportunities for their professional growth while at UCF. "As one of the very few Black tenured professors on campus, and the only one in our college, and as a first-generation college student, gaining tenure was a difficult process for me. I want to focus on creating a more inclusive environment by providing support and tools to non-traditional, Black, indigenous, and people of color, and first-generation faculty members through education, training, and mentorship," Chapple says.

The year-long fellowship allows her to develop and implement equitable inclusive practices and programs across the university. Chapple plans to use the fellowship to further her research on how to best support marginalized individuals and groups.



## New Mentorship Program Pairs Athletic Training Students with Professionals

A new [mentorship program](#) will match students in their final semester in the [Master of Athletic Training program](#) with athletic trainers to guide them through their first year as professionals.

"Our mentors will provide career advice, help with personal and professional development, provide tips on how to manage work-life balance, networking, advocacy, encouragement and more," says [Kim MacLennan](#), the athletic training program's academic services coordinator.

In its first year, preceptors, alumni and other stakeholders have already embraced the mentorship program.

"This will help students with their transition into professional practice as they will have already established a relationship with someone who is invested in their success," says [Kristen Schellhase](#), director of the UCF Athletic Training program.



## SIGN OF THE TIMES: DEAF INSTRUCTOR TEACHES SIGN LANGUAGE ONLINE

About half a million people in the United States know American Sign Language, but Bill Cooper, UCF's only ASL instructor, is changing that – 250 students at a time.

Cooper, who was born deaf, graduated from Gallaudet University in Washington, DC, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard-of-hearing students. He became a high school teacher and in 2015 he joined the [School of Communication Sciences and Disorders](#) at UCF. Last year, he was the only ASL teacher at UCF.

Cooper's passion for teaching ASL not only comes from his own experiences, but from a deeply rooted desire to empower future professionals and leaders with the ability to create higher levels of inclusion for the Deaf and hard-of-hearing community.

"ONCE I DISCOVERED  
TEACHING, I NEVER  
WENT BACK,"  
- BILL COOPER

The pandemic presented a special set of circumstances for Cooper and his students – not only was there an ASL interpreter present at all times during the online courses, but students were also required to turn on their cameras so Cooper could see their signing.

Cooper included ways for students to immerse themselves in Deaf culture through UCF's American Sign Language Club, where everyone is welcome.

For Abbie Brown, one of Cooper's ASL II students, learning ASL was an important step toward her career goal to become an exceptional education teacher.

"I felt that learning sign language was the first way for me to demonstrate that I was committed to inclusivity," Brown says.

Cooper hopes that his course will encourage students to foster better communication with Deaf people. He says he wants to demonstrate that while deafness does present a different human experience, it should not be thought of as a disability or disease.

"There are assumptions that deaf people are not as intelligent as hearing people. Deaf people are not dumb, just like hearing does not make you intelligent," Cooper says. "Deaf people can do everything a hearing person can do, except hear."





**ONLINE**  
**JIU-JITSU TEACHES**  
**IMPORTANT LESSON**  
**FOR STUDENTS GRAPPLING**  
**WITH THE PANDEMIC**



Antonio “Ricardo” Liborio, a world-champion Brazilian jiu-jitsu athlete, wanted to help college students find an activity that would benefit their overall well-being. So he started teaching Brazilian Jiu-Jitsu in the [kinesiology program](#).

Especially during the pandemic, he knew the class could help students with their self-esteem and mental health. Offering an engaging workout and an inclusive community online was a challenge, but he was dedicated to keeping the class as an option for students and he livestreamed the workouts from his garage gym.

“Especially during trying times like this, jiu-jitsu can help,” Liborio says. “The students in this age group, from 18-25, have lots of challenges and are under intense pressure. Maintaining this welcoming environment, even online, is a way students can meet other people and flourish through physical activity. That’s the kind of environment we try to build. Everybody gets out of there with a smile.”

**“ DURING TRYING  
TIMES LIKE THIS,  
JIU-JITSU CAN HELP ”**

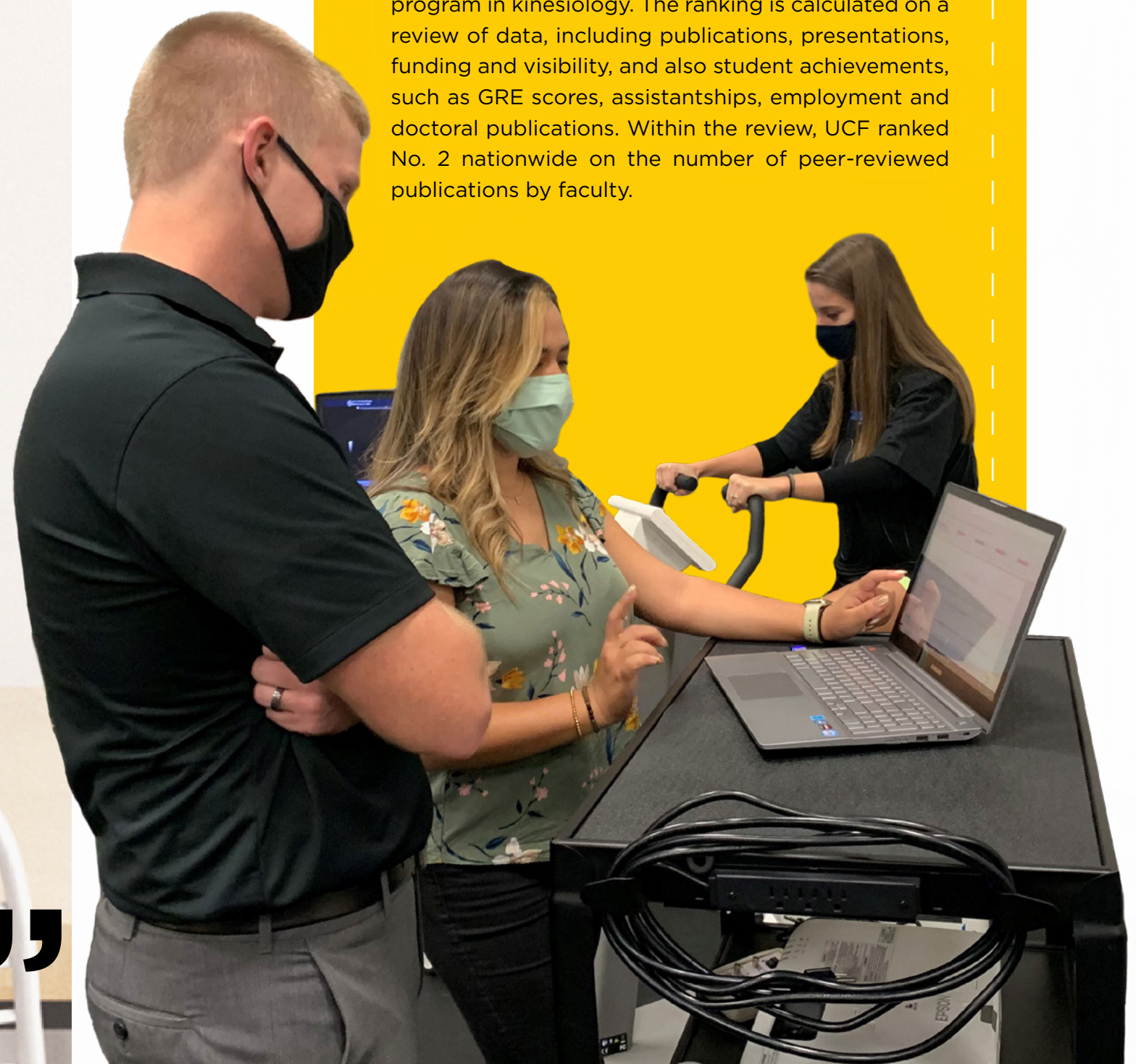
# UCF

## EXERCISE PHYSIOLOGY

# PHD RANKS #1

## IN FLORIDA

**The UCF School of Kinesiology and Physical Therapy was ranked No. 1 in Florida** and ninth in the nation by the National Academy of Kinesiology for its doctoral program in kinesiology. The ranking is calculated on a review of data, including publications, presentations, funding and visibility, and also student achievements, such as GRE scores, assistantships, employment and doctoral publications. Within the review, UCF ranked No. 2 nationwide on the number of peer-reviewed publications by faculty.





# NEW COURSE TEACHES PHYSICAL THERAPY STUDENTS **THE SCIENCE OF PAIN**

UCF's [Physical Therapy program](#) developed a new 12-week summer course solely focused on the physiological, psychological and social effects of pain - the only PT program in Florida to have such a class, according to its developer, Assistant Professor [Carey Rothschild](#). Students take the course in their second year before beginning their clinical internships.

Training physical therapists to address pain and all its potential sources leads to improved quality of life, says [Patrick Pabian](#), director of the program.

"New development of courses such as this allows us to maintain a contemporary education of our future doctors of physical therapy," Pabian says.



## UCF addresses **CRITICAL SHORTAGE** of Speech-Language Pathologists in public schools

For more than 25 years, the Central Florida Speech-Language Consortium has been working to improve access to speech-language pathology services for local children throughout 10 Central Florida school districts, while also addressing the state's critical shortage of qualified professionals.

The initiative began in the late '80s, when it became apparent there was a nationwide shortage of qualified professionals who could teach children with special needs and provide related services, such as speech-language services.

To address this shortage, program leaders used an existing program that granted teaching certificates for up to five years for bachelor-level communication sciences and disorders graduates, provided they were enrolled in a master's degree program. This allowed personnel with an undergraduate degree to work during the school year and attend the necessary classes to obtain their master's degree.

The program has been a win-win since the beginning. Not only do local schools get a pipeline of graduates from UCF's accredited program, but students get to work in the school setting, where they are able to grow their career.

More than 300 students from UCF have received their graduate degrees through participation in the program, according to [Linda I. Rosa-Lugo](#), an associate professor in the CSD program, who helped establish the program.

Many of the first graduates to go through the consortium program are still providing speech-language services in the public schools.

"Working in the school system made me a better UCF student," said Nicole Burkas, '96 '99MA, an SLP for Brevard County Public Schools. "I was gaining the real-life experience throughout my work and learning how to be a better clinician through UCF."

*"It is so gratifying to see these young clinicians who are committed to improving communication for our schoolchildren,"*  
**said Rosa-Lugo.**



# AMID COVID-19, DPT STUDENTS **CHARGE ON!** TO CLINICAL EDUCATION

Students in the [Doctor of Physical Therapy program](#) receive hands-on training in how to assess and treat patients in preparation for their clinical internships. But with the pandemic restricting in-person learning, faculty got creative with teaching skills such as manipulation, hand placement, and patient positioning.

After receiving video instructions from faculty, students honed their clinical skills at home by practicing on roommates and family. Before they could utilize their knowledge in the “real world,” they attended a “boot camp” hosted by DPT faculty — a week-long intensive program to refine their skills and assess readiness for clinical internships.

The boot camp proved effective. When the first clinical rotation was complete, clinical instructors rated the students on their clinical performance. There was no difference in clinical performance between the “COVID cohort” and cohorts who had received 100 percent face-to-face instruction.

Boot camp cumulated with the traditional White Coat Ceremony, held virtually for safety.

“Our data showed we were effective teaching clinical skills virtually,” [Laurie Neely](#), director of clinical education, said. “And they came out prepared even after having the rug pulled out from under them from COVID.”



## CSD GRAD STUDENTS DPT STUDENTS **TEAM UP TO EXPAND** *LEARNING IN ANATOMY LAB*

Graduate students in the [School of Communication Sciences and Disorders](#) teamed up with students in the Doctor of Physical Therapy program to learn about oropharyngeal, laryngeal, and central nervous system anatomy. Students utilized cadavers in the DPT Gross Anatomy Lab to examine normal anatomical relationships and variants. The cadavers were a new learning element for CSD students who don't typically get the opportunity to see these structures in such a way.

“The ‘aha moments’ among students were just priceless,” said Bari Hoffman, who teaches voice and upper airway disorders in the CSD graduate program. “It is an invaluable experience to see and feel the actual structures you’re learning about in class. Seeing the structures helps to understand function on a greater level.”





# SOCIAL WORK STUDENTS LEARN THE IMPORTANCE OF INTERDISCIPLINARY CARE

The Apopka Outreach Clinic is an interdisciplinary pop-up clinic by the UCF Academic Health Sciences Center in conjunction with the Farmworker Association of Florida.

Developed in 2016 by five dedicated faculty members across disciplines from CHPS, Nursing and Medicine, the clinic was the first of its kind at UCF. It provides a wide range of health and support services for those who do not have healthcare access due to their immigrant status, language barriers, and/or lack of insurance. All services are free of charge.

The clinic provides students a rare opportunity to collaborate in the interprofessional education

program between UCF social work, medicine, nursing, physical therapy, counselor education, and the University of Florida's College of Pharmacy. Faculty from each program are also present for field mentorship.

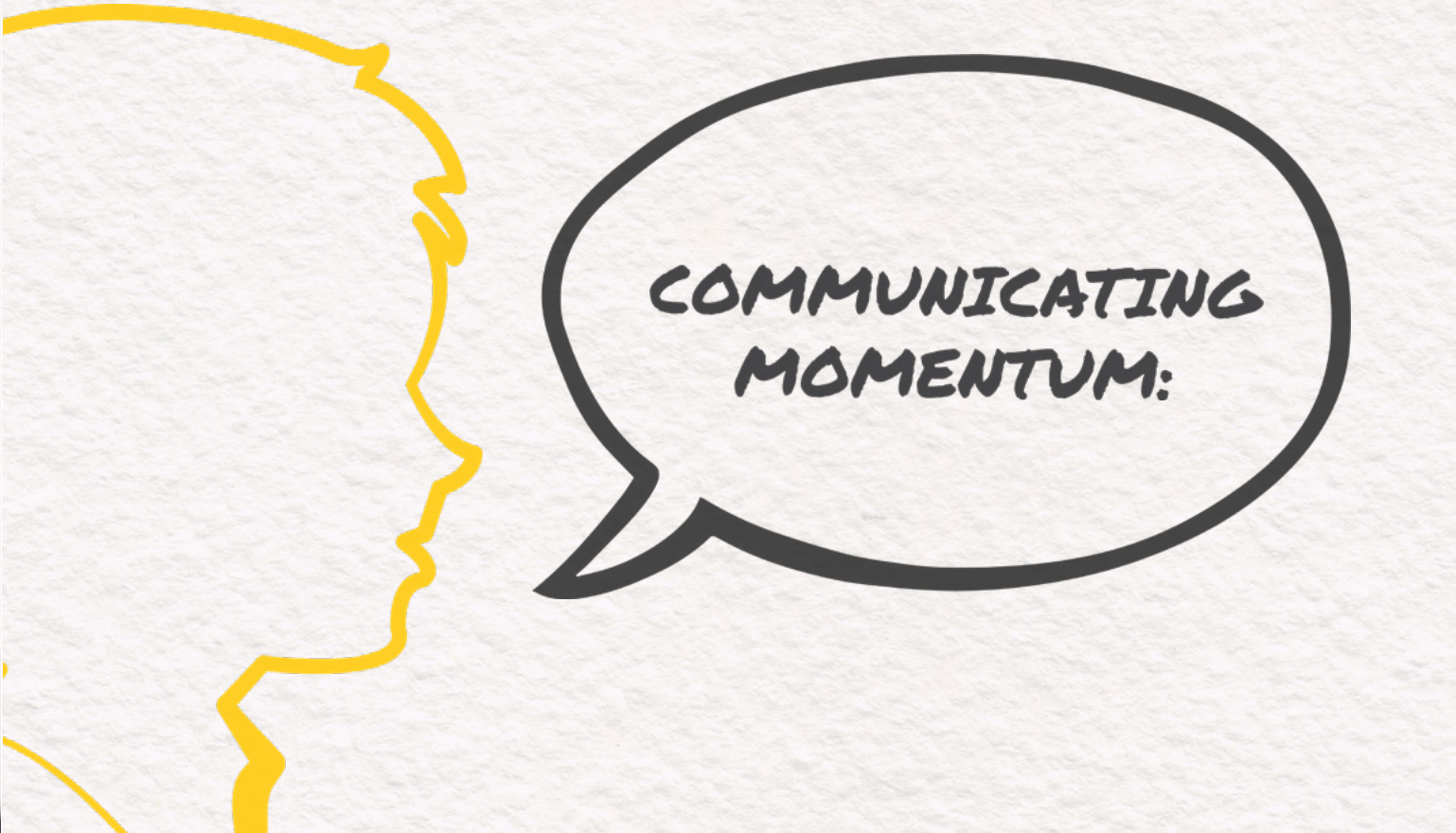


"The multidisciplinary approach is beneficial because students hear a client verbalize their issue and then, we come together as a team to approach a solution.

Each discipline applies their academic knowledge and even, cultural point of view to better assess the needs of the client," says UCF Social Work Adjunct Instructor Angela Rojas Watson, a community volunteer at the Apopka Outreach Clinic and a mental healthcare provider at a local hospital.

During the pandemic the need for services remained. The clinic will re-open at full capacity once it is safe to do so.

"These events are where we practice what we preach," says [Bari Hoffman](#), associate dean of clinical affairs for CHPS. "By bringing various healthcare professionals together as a team to not only learn from each other, but also demonstrate a team approach to healthcare, we are providing essential skills that students will carry with them into their professional careers."



## COMMUNICATION DISORDERS CLINIC SERVES PATIENTS DURING PANDEMIC

The [Communication Disorders Clinic](#) at UCF serves as a clinical training site for students in the School of Communication Sciences and Disorders, as well as a resource for people of all ages in the community who need speech-language pathology services.

When the pandemic shut everything down, clinical faculty and staff rallied to not only provide students with supervised clinical hours as required by their degree, but they also had to figure out alternative ways to stay connected to each other - and to the communities they serve.

The clinic was largely operating through online appointments, and eventually reopened for in-person care at a reduced capacity. The teletherapy modality was helpful for patients who had conditions that put them at high risk for COVID-19 complications, but it also prepared future speech-language pathologists

for the current environment they soon would be working in.

The clinic even got creative with offering reduced-contact services, such as drive-thru and contactless audiology repair and delivery appointments.

Perhaps most significant to the faculty and staff was that their efforts succeeded in allowing all of the students to graduate on time, and with all their required supervised clinical hours. It was a herculean effort, but these Knights armored up and Charged On!





GET SOCIAL

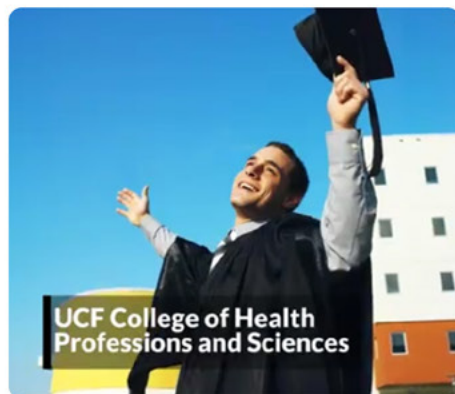
# SOCIALLY SHARING OUR STORY

Follow us on your favorite social media channel to stay up-to-date on all the great things happening in CHPS!



UCF CHPS UCF College of Health Professions and Sciences Jan 12, 2020

UCF CHPS UCF College of Health Professions and Sciences May 2, 2020



IT'S GRADUATION DAY !!!  
Congratulations to all of our #Spring2020Grads. Today, we celebrate your achievements and accomplishments here at #UCF and we are excited for your future!



anette Garcia has found  
icial for children with  
ight sport to increase the  
and improve social  
dren with autism spectrum

ADVANCE RESEARCH

# PANDEMIC PRESENTS UNIQUE RESEARCH OPPORTUNITY FOR STUDYING UNHEALTHY BEHAVIOR IN KIDS

Before the pandemic, [Keith Brazendale](#), an assistant professor in the [Department of Health Sciences](#), gathered initial data with kids from a school in Paisley, Florida, for his research on the factors and behaviors that contribute to weight gain among children.

He planned to return two weeks after the children's spring break to collect follow-up data, but the pandemic halted those plans because the children never returned to the classroom. While this was initially viewed as a setback, Brazendale found a way to use the situation to further his research.

"I realized that the lockdown could have a really detrimental impact on children's health and decided that we should try to collect data to see if this was the case," says Brazendale.

The premise for this decision was based on a theory developed by Brazendale called the "Structured Day Hypothesis," based on data showing that children gain an alarming amount of weight during summer breaks, when kids keep a less structured schedule compared to the school year when children have scheduled sleep times, mealtimes, and physical activity.

The pandemic and at-home learning created very unstructured days and offered a novel situation to test his hypothesis. With a revised research protocol in place, Brazendale worked with key partners to continue data collection following COVID-19 safety protocols.

Five months after collecting his initial data, Brazendale returned to Paisley to measure the children's height and weight.

"What I found was that these children gained a significant amount of weight above what you would expect to see as normal growth," he says. "This extended 'less-structured' time definitely impacted weight gain and was similar to what you might see after a five-month summer break."

 Watch the News Clip







## UCF RESEARCHER AIMS TO PRESERVE ASTRONAUTS' MUSCLE FUNCTION IN SPACE

*With approximately one-third the gravity of Earth, going to Mars puts people at risk for loss of muscle mass, strength and endurance.*



Ethan Hill, an assistant professor in the School of Kinesiology and Physical Therapy, is exploring how to keep astronauts healthy while in space by developing exercise countermeasures that may be used to maintain muscle strength and mass during long-duration spaceflight.

Through his secondary joint appointment with the Florida Space Institute, Hill helps facilitate NASA's mission and vision by providing a better understanding of muscle function. He started applying his research to the health of astronauts while he was pursuing his doctorate at the University of Nebraska-Lincoln, where he was awarded two seed grants from NASA to start his work.

Astronauts are at risk for loss of muscle mass and endurance due to the microgravity atmosphere. These effects can be mitigated by onboard exercise and rehab when they return to Earth. But as NASA continues to plan for travel to Mars, the adverse effects could be worsened by the extended duration of the trip. Hill is applying his expertise to help NASA achieve its

goal of long-duration space flight by providing a better understanding of muscle function.

His research investigates neuromuscular adaptations (changes in ways we activate muscle fibers) and morphological changes to the muscle (the muscle size or quality) to explain why we get stronger or weaker under various conditions. He examines different exercise interventions in his lab, such as eccentric contraction-based resistance training, low-load resistance training, and blood-flow restriction. The goal is to design exercises that mitigate muscle loss and enhance health.

It's not just astronauts who can benefit from Hill's research. Recently, Hill and his team demonstrated that when low-load resistance training is paired with blood-flow restriction in women, muscle mass is increased without the adverse side effect of muscle soreness. Hill says that these findings are beneficial to the population at large, such as those who are rehabbing from injury and cannot use traditional high-load resistance training. "Working for NASA definitely is fun, but it's also fulfilling knowing that our findings have much broader applicability and benefits."



# UCF INSTITUTE OF EXERCISE PHYSIOLOGY AND REHABILITATION SCIENCE HOSTS INAUGURAL CONFERENCE

In March, the [Institute of Exercise Physiology and Rehabilitation Science](#) held its inaugural conference via Zoom. The focus was “Celebrating Resilience: Testing the Limits of Human Performance.”

The conference brought together eight researchers, scholars, and clinicians from across the country to discuss topics ranging from neuroplasticity associated with musculoskeletal injury to the complexity of exercise training for astronauts.

The experts were unified in their passion about advancing the field of sport and exercise physiology to be considered an essential element of healthcare.

[Matt Stock](#), associate professor in the School of Kinesiology and Physical Therapy and the newly appointed director of the

IEPRS, says the conference was the culmination of two years of planning, research and finding the right mix of experts that would appeal to a wide range of professional interests.

“It’s time to have a national conversation about exercise and sports performance as it relates to

rehabilitation,” Stock says. “It is our hope that this conference will highlight the innovative work that the IEPRS is doing, and to draw attention to the many opportunities that are available for research scientists in our field.”

In addition to professionals in exercise physiology and rehabilitation, many students also attended and got their first taste of what research looks like within this discipline.

“There is this whole world out there of researchers and scientists that are doing really cool work to try to answer important questions and make a difference. This conference could be just the beginning of an exciting career for our students who see how exciting research can be,” Stock said.

Due to the overwhelming reception of this year’s conference, plans are already underway for next year’s conference, to be held February 25-26, 2022. The theme of the event will be “Finding Strength: Drawing synergies from exercise physiology and rehabilitation.”

Learn more at [chps.ucf.edu/IEPRSconf](https://chps.ucf.edu/IEPRSconf).

**STRENGTH  
TRAINING  
IS HEALTHCARE**

## IEPRS CONFERENCE by the numbers

**443**

Total Registrants

**8**

Presentations by  
Experts

**9**

Total Sponsors

**84**

Professionals Gaining  
CEUs

**\$14,000**

Impact to College



# RESEARCHERS USE THE PANDEMIC AS AN OPPORTUNITY TO EXPAND COLLABORATIONS & IMPACT

With a robust research program ingrained into the culture of the [College of Health Professions and Sciences](#), our researchers charged on during the pandemic. While some projects had to be completely abandoned, others continued – but with a renewed focus that brought forth creativity from the researchers and the students who contributed.

By finding new ways to use the data they had already collected, or by making modifications to their research protocols to safely continue their human subject research, the continued research efforts of faculty and students afforded valuable research experiences while supporting timely graduation.

Not only did students learn the importance of adjusting their projects

▶ story continued on next page

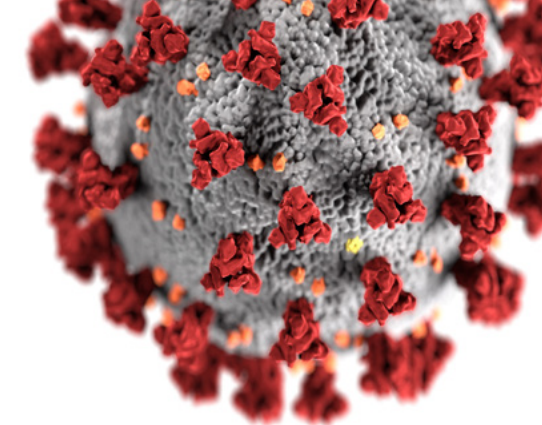
**CREATIVE RESEARCH  
DURING THE PANDEMIC**



to meet unexpected circumstances, but faculty researchers also discovered new avenues of possibilities for their research. The pandemic provided a way for our researchers to expand and improve the methods by which they investigate and solve the pressing health-related issues of today. The lessons learned from the pandemic will be part of UCF's culture for some time.

The drive to conduct research that helps find solutions to the world's problems and instilling in students that same drive for knowledge is a constant that our faculty will continue to embody, no matter the circumstances. We will always Charge On!

SEE COVID-19  
RESEARCH FROM  
OUR PROGRAMS





Post-Doctoral Scholar

# ADVANCES

## Young Children's Use of AAC

Ching-Yi Liao came to UCF after completing her doctoral degree in special education at Texas A&M University. She joined the College of Health Professions and Sciences as a post-doctoral scholar in the [FAAST Center](#) & AAC Lab within the [School of Communication Sciences and Disorders](#).

She wanted to gain experience in augmentative and alternative communication (AAC) and further develop her skills as a scholar and researcher. Liao was mentored by [Jennifer Kent-Walsh](#), the associate dean of research, whom she met at a conference in Texas.

"She found ways to help me learn more about my research interests, whether through courses, workshops, joining research teams, or networking with other scholars," says Liao.

Liao is a co-investigator on two research projects with Kent-Walsh that are funded by



the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). She primarily focused on the data analysis and dissemination phases of both investigations, which aim to improve young children's language development through the use of AAC technologies.

"Dr. Liao brings an incredible background in data analysis and single-case experimental design; she is the perfect complement to our existing AAC investigational team comprised of academic and clinical faculty, and undergraduate and graduate students," says Jennifer Kent-Walsh.

Liao became interested in communication interventions for children with autism as a teacher in Taiwan, where she worked with a student with ASD who had challenging behaviors in her classroom.

After introducing him to a tablet with an AAC app, his challenging behaviors decreased, and his understanding of Chinese and functional communication increased.

Upon conclusion of her post-doctoral experience at UCF in fall 2021, Liao started a faculty position in the Department of Special Education at National Taiwan Normal University.



## EXPLORING THE LINK BETWEEN ACADEMIC SUCCESS & MINORITY MENTAL HEALTH

Tiffany Lumpkin, a lecturer in the [School of Social Work](#), is focused on improving the mental health of Black youth, who according to the National Association of Mental Illnesses, suffer from depression at a rate of 30% more than average for their age group.

Lumpkin found that the unique stressors associated with mental health issues among minority youth can impact their academic performance and achievement. She identified key changes that schools can make that may improve their performance.

"A stressor can include things that would negatively impact a student's daily functioning outside of the classroom and in their personal lives. These external stressors can have a physical, emotional, psychological impact on a student's academic performance," says Lumpkin. Lumpkin also identified epigenetics – or the study of how behaviors and environments can cause changes that affect the way genes work.

"Trauma has attached itself to oppressed people for generations. This transgenerational trauma is further passed through one's DNA, or epigenetics," says Lumpkin.

Lumpkin explored these stressors in her research where children were observed in community partnership schools.

"Along with having school therapists, we found that when leadership supported changes like smaller class sizes, after-school programs, increased parent partnerships, or free/inexpensive meal plans, some students showed academic improvements," she says.





# RESEARCH IMPACT

by the numbers

## \$3,493,778

Total Funded  
Research Dollars

## \$12,479,119

Total Proposed  
Research Funding

## 49

Proposals Submitted  
For Funding

## 144

Total Publications

## Institute Labs Get a Makeover

While many students were engaged in virtual learning during the pandemic, faculty from the [School of Kinesiology and Physical Therapy](#) were busy making improvements to the labs that comprise the [Institute of Exercise Physiology and Rehabilitation Science](#). These renovations and upgrades help facilitate the research agenda of the School, and allow for more integration of student learning in these spaces.



ADVANCE COMMUNITY

## SOCIAL WORK STUDENTS SUPPORT UNIQUE NEEDS OF ELDERLY

UCF Social Work Professor [Denise Gammonley's](#) high-impact course, Social Service for the Elderly, showed that service learning can have a substantial impact on supporting clients in need while maintaining that special human connection.

For the course, students would typically work onsite with older adults at an adult day care center, Daybreak at Easter Seals. Due to COVID-19, Gammonley and her class devised a new strategy, where students researched and developed health and wellness kits to effectively support self-efficacy among family caregivers of Daybreak members who are trying to cope with the limitations imposed by the pandemic.

"Self-efficacy is supporting the belief that you are able to use your abilities to effectively complete a task. After analyzing all the information, I applied my research on self-care



and caregiving to the concept of self-efficacy," said student Andrew Barajas, who compiled items (e.g., tea, stress balls, journals, and a list of health and mental healthcare apps) with his group to deliver to the adult day care center. Students also met virtually with staff from the center and offered them resources on caregiver burnout.

Gammonley credits the students with providing these caregivers with skills they need now more than ever during these unprecedented times.

"That's what service learning is all about- using your knowledge and skills to make an impact on someone that fuels your desire to learn and do more," Gammonley says.

## PHYSICAL THERAPY ALUMNUS WRITES CHILDREN'S BOOKS TO INSPIRE BLACK YOUTH

A physical therapy alumnus is inspiring Black children to dream big through his career and children's books.

Calvin James '18DPT enrolled in the UCF Physical Therapy program to follow his dream of being a physical therapist - a career that he didn't see many African-Americans in.

James currently works at an outpatient clinic in Palm Bay, Florida, and is part of the small percentage (3.6%) of licensed African-American physical therapists, according to the American Physical Therapy Association's latest data.

The lack of representation inspired James to start writing children's books to help show children what they were capable of.

His first book, "The Colored Water Fountain," details two characters: Adeline, who is white, and Asher, who is Black. A global flood remakes the planet in the 1950s. When Asher and Adeline find a sign that says, "Colored Water Fountain," they embark on a quest to uncover its meaning.

"I wanted to give children someone positive to look up. The books are a way to do that, even from a young age," James said.







## CSD STUDENT USES HER OWN EXPERIENCES **GOING DEAF** TO BETTER SERVE DEAF COMMUNITY

When Allison Diaz, a student in the [School of Communication Sciences and Disorders](#), lost her ability to hear last year, her instructors rallied around her to help her navigate both school and the world in a new way. Diaz had used hearing aids since she was 3 years old, but woke up one day completely deaf while she was attending UCF. Her doctors advised that she would be a good candidate for a cochlear implant.

With the help of her parents, as well as the support of the CSD faculty and staff, Diaz is charging on.

“Her determination and positive attitude made a very strong impression on me,” says [Joseph DiNapoli](#), one of her CSD instructors.

With everyone wearing masks during the pandemic, Diaz was not always able to understand people’s muffled voices. “But now, everything is getting better and I couldn’t be more happy!”



## **GOBabyGO!** PARTNERS WITH ENGINEERING STUDENTS AND LOCAL HOSPITAL TO **ENHANCE MOBILITY IN CHILDREN**

When Jennifer Tucker began the [UCF chapter of Go Baby Go!](#) in 2015, she had a hunch that the program utilizing toy cars would accelerate an improved quality of life for children with mobility issues, but she never dreamed how much the program would grow. Recently, Go Baby Go! welcomed two new partners: UCF College of Engineering and St. Joseph’s Children’s Hospital in Tampa.

Senior engineering students met with the families of Go Baby Go! to enhance the useability and safety of the vehicles. They demonstrated their designs at the Senior Design Showcase, after which they presented the cars to the children and their families. It was, the students said, a “lifechanging” experience for them.

The new partnership with St. Joe’s brings cars to children who can benefit from them as part of their physical therapy. In addition to the donation of cars, Go Baby Go! also donated a harness play structure to the hospital’s rehab room to assist in therapy and facilitate more independence. These efforts were made possible thanks to a gift from Variety The Children’s Charity of Florida. “I’m excited to see what the future of our collaboration can bring,” says Lauren Rosen, program coordinator at St. Joe’s. “I look forward to helping as many children in our community as we can.”



## Helping young mothers

### INSTILL EARLY LANGUAGE SKILLS IN THEIR CHILDREN

For the past four years, graduate clinicians in the [School of Communication Sciences and Disorders](#) have been working with teen mothers and their babies in playgroups that facilitate early language acquisition.

Each playgroup offers a different experience for the babies and a new skill for the moms. And though it may look like play to most people, there is important work going on.

Associate Professor [Jacqueline Towson](#)’s research focuses on building the capacity of

individuals who work with young children with language impairments and those at-risk for these challenges.

Working with graduate clinicians, she develops lesson plans for moms and babies, focusing on joint attention, language development, book time, and music time.

“It is critical for language development to begin as soon as possible in a child’s life,” Towson says. “One of the best ways is through the simple, joyful interactions of play.”

“ONE OF THE BEST WAYS IS THROUGH THE SIMPLE, JOYFUL INTERACTIONS OF PLAY”





# CSD ALUMNA HELPS STONEMAN DOUGLAS STUDENTS *HEAL AND THRIVE*

It was a typical Valentine's Day in 2018 at Marjory Stoneman Douglas High School in Parkland until a gunman walked through one of the buildings, killing 17 students and wounding 17 more. Rachel Archambault '13 '16MA, had been working at the school since receiving her master's degree in speech-language pathology and was there that day.

Archambault was unharmed physically, but in the aftermath of one of the deadliest high school shootings in United States history, she knew that her students – along with the Stoneman Douglas community – would be hurting.

"I was lost when it came to helping my kids," Archambault said. The effects from any trauma differ from person to person; how could she deliver the best care as a speech-language pathologist while the entire community was healing from tragedy?

Archambault began reading about trauma-informed practice, an approach in human services that assumes a person is more likely than not to have experienced trauma and avoids using any words that could produce a negative memory of the traumatic event.

Archambault has spoken at numerous professional conferences to share what she has learned from the experience to help other SLPs provide the best care for their patients.

"A large group of my students graduated recently," Archambault said. "We had been together for the past four years so that was difficult to see them go. They are thriving, and it is a win for me to see my students successful after going through this traumatic experience. It's a big win for me – but especially for them."



UCF'S EXTRA

SET OF EYES



INGERSOLL SERVES AS  
**MEDICAL OBSERVER**  
TO HELP KEEP  
**FOOTBALL PLAYERS SAFE**

The Bounce House had a special visitor in the press box last fall. [Christopher D. Ingersoll](#), founding dean of the College of Health Professions and Sciences, was named medical observer for home games by the American Athletic Conference. As such, he provided an additional set of eyes on student-athletes to spot injuries that might not be discernible by staff on the sidelines.

Ingersoll, a certified athletic trainer, is the first medical observer for UCF home games – but he likely won't be the last. The AAC is ramping up its efforts to spot any potential concussive injury that happens on the field. "Having an extra set of eyes on player safety is a win for everyone," Ingersoll says.

## **NEW** Intensive Summer Reading Program Helps Kids "Catch-Up"

A new program from the UCF Communication Disorders Clinic is helping young readers "catch-up" on their reading skills. The 6-week program was led by reading and literacy clinical faculty and involved CSD graduate students in providing the therapy.

"This year more than ever, we saw challenges in our young readers and we knew we could step in to help fill the gap," said [Carrie Loughran](#), a faculty clinical instructor in the clinic who started the program.

The program focused on reading and spelling skills by utilizing clinically-based methods informed by the latest research on the science of reading. Services were offered both in-person and virtually. While reading and literacy services are offered in the clinic year-round, the summer program was devised as an intensive therapy program to yield the greatest gains before children start the new school year.

"Even in a typical year, third and fourth grade is often when we see children struggle with their reading," says Loughran. "With this intensive therapy, we hope to help them get back on track so that their reading and spelling skills are on level for the next school year."

To learn more about the reading and literacy services available, visit the [Communication Disorders Clinic website](#).





# CARD ART EXHIBIT

The [UCF Center for Autism and Related Disabilities](#) partnered with the Lake County Museum of Art on “Spectral Evidence,” a collection of art created by artists with autism.

UCF CARD provides support for individuals with autism and their families and connects them with community resources.

It was the third year of the partnership, and it was especially meaningful to continue the exhibit during the pandemic, said [Joanna Couch](#), one of UCF’s autism disorders specialists.

“I think it’s so important to recognize that people learn and express themselves differently and we really have to embrace others’ perspectives,” Couch said. “This is just one example of how people on the spectrum can express themselves in a different way.”



## KINESIOLOGY ALUMNUS NAMED COACH OF THE YEAR



Eric Lodge '11, head coach at Seminole High School, gets showered after winning the Florida HS 8A Championship in Tallahassee. Lodge led his team to a 12-0 record and was named the Florida High School Football Coach of the Year.



### TOUGH TALK:

## IMPROVING RESPONSE & SERVICES FOR WOMEN WHO EXPERIENCE *VIOLENCE*

[Bethany Backes](#) is used to tough talks, having dedicated her life to researching violence against women. An assistant professor in both the Department of Criminal Justice and [School of Social Work](#), Backes also joined UCF’s Violence Against Women faculty cluster in 2019, connecting her to a group of like-minded researchers.

Backes’ background as a decade-long social science analyst for the U.S. Department of Justice’s National Institute of Justice helped her identify what gaps in domestic violence research exist. Her current work focuses on the post-victimization path.

By utilizing a multidisciplinary approach to her work, Backes examines how an array of

resources and responses inform and influence someone to seek help. Backes applies her research focus to U.S. DOJ funded projects, like looking at the effectiveness of transitional housing for survivors of domestic violence.

“Working on these topics is difficult because people are dying in communities at the hands of their intimate partner,” Backes says. “How can we make sure this doesn’t happen again?”

Backes’ hopes to prove that an interprofessional approach to solving issues like domestic violence yields the greatest improvement for the victims and that her research helps to inform programs and policies that can both reduce domestic violence and help victims.



# FACULTY & STUDENT AWARDS

## STUDENT & ALUMNI

### Order of Pegasus

Romina Homayoun, HS  
Fatema Khondker, SSW & Biomed

### Founders' Day Award

Riley Shurack, HS

### Outstanding Master's Thesis Award

Diana Lucia Abarca, CSD

### Excellence in Graduate Student Teaching, University Award

David Boffey, GTA in Exercise Physiology  
Ph.D. Program

### 30 Under 30

Rachel Archambault '13 '16MA, CSD  
Ashley Culbreth '13, HS

## FACULTY & STAFF

### Research Incentive Award

Jacqueline Towson, CSD  
Matt Sock, KPT  
Adam Wells, KPT

### Excellence in Research, University Award

Matt Stock, KPT

### Women's History Month Honoree

Reshawna Chapple, SSW

### Excellence in Undergraduate Teaching, College Award

Eunkyung "Muriel" Lee, HS  
Danielle Webster, HS

### Faculty Emeritus

Jack Ryalls, CSD  
Bonnie Yegidis, SSW  
Sophia Dziegielewski, SSW

### CHPS Employee of the Year

David Janosik, Dean's Office  
Andrea Small, Undergraduate Studies



# PEGASUS PROFESSOR AWARD

2021

**Pegasus Professor**

Jeffrey Stout, School of Kinesiology and Physical Therapy



# WELCOME NEW FACULTY



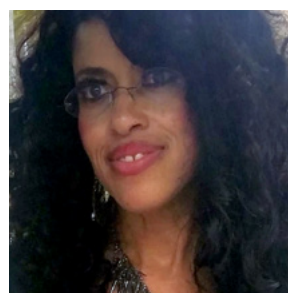
**Steven Burroughs**  
Visiting Instructor  
HS



**Shannon Holliker**  
Lecturer  
SSW



**Gregory L. Lof**  
Interim School  
Director  
CSD



**Linda A. Long**  
Lecturer  
SSW



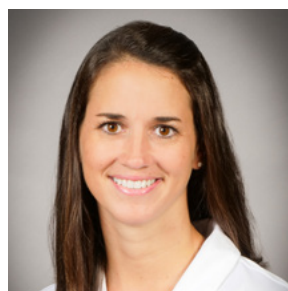
**Nancy McIntyre**  
Assistant Professor  
CSD



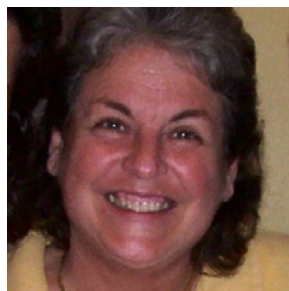
**Jacqueline  
Flores-Otero**  
Associate  
Professor  
KPT



**Alison Redd**  
Lecturer  
KPT



**Randi Richardson**  
Assistant Professor  
KPT



**Janice Ricks**  
Instructor  
SSW



UNIVERSITY OF CENTRAL FLORIDA

**College of Health  
Professions and Sciences**



## A CAUSE FOR APPLAUSE:

The name of our buildings were updated to **Health Sciences I and II** to best reflect our new college.



# Tenure & Promotion

Congratulations to our faculty who made tenure and promotion this year!

## Communication Sciences and Disorders



**Therese Coleman**  
Associate Instructor



**Janel Cosby**  
Associate Lecturer



**Jacqueline Towson**  
Associate Professor

## Kinesiology and Physical Therapy



**Nicole Dawson**  
Associate Professor



**Patrick Pabian**  
Professor



**Adam Wells**  
Associate Professor



**Iradly Roche**  
Associate Instructor

## Social Work

# Accolades

Two faculty from the School of Kinesiology and Physical Therapy were named Fellows in the National Strength and Conditioning Association. [William Hanney](#), associate professor in the Division of Physical Therapy, and [David Fukuda](#), associate professor in the Division of Kinesiology. This is the highest honor given by NSCA, an organization dedicated to advancing sports science.

Giselle Carnaby received the ASHA Honors of the Association Award, the highest honor the association bestows. It recognizes members for their distinguished contributions to the discipline of communication sciences and disorders.

[Jeffrey R. Stout](#), professor in the School of Kinesiology and Physical Therapy, was named Fellow in the National Academy of Kinesiology. This award is considered the pinnacle career achievement within the discipline of kinesiology.

[Shellene Mazany](#), associate instructor in the School of Social Work, was named Educator of the Year by the Florida chapter of the National Association of Social Workers for her commitment to the education of social work students.





## Remembering Sonny Utt

A lifetime of commitment to audiology and speech pathology

Dr. Harold Utt, known to everyone as “Sonny,” taught audiology and speech-language pathology in the School of Communications Sciences and Disorders for 35 years. His teaching style was driven by compassion for his students and a genuine interest in seeing them achieve their goals.



When Utt died this year, his friends and family knew that a scholarship in his name would ensure continued support for students studying to follow in his footsteps. The fund aims to grow to provide continued support for decades to come.

## CSD Instructor Establishes Scholarship

to help students with a less common path to graduation

Joseph DiNapoli, a senior instructor in the School of Communication Sciences and Disorders, was always impressed with the students who came back to school after taking time to raise a family or work outside the home. He recently created The Joe DiNapoli Extended Journeys Endowed Scholarship Fund for “nontraditional” students to honor their determination and perseverance to complete their education. “This is one of the most meaningful things I’ve ever done in my career,” DiNapoli says.



## ADVANCING INCLUSIVITY DURING COVID-19



A gift from Variety The Children’s Charity of Florida supported inclusivity during the challenges of COVID-19, including clear masks to be used in our clinical services to best support those who need to read lips to communicate, a positioning chair to best facilitate posture for pediatric patients who need extra support to maintain an upright sitting position, and five iPads that were programed as assistive communication devices to provide a voice to those who have difficulty speaking.

### GIFT HELPS ENSURE FUTURE IMPACT OF INVINCIBLE KNIGHTS SCHOLARSHIP

The Invincible Knights Scholarship was established last year as a CHPS scholarship that supports and honors the tenacity of our students who Charge On! despite major challenges. A gift from a private family foundation of \$20,000 is helping to ensure this fund will be able to support many more exceptional CHPS students.

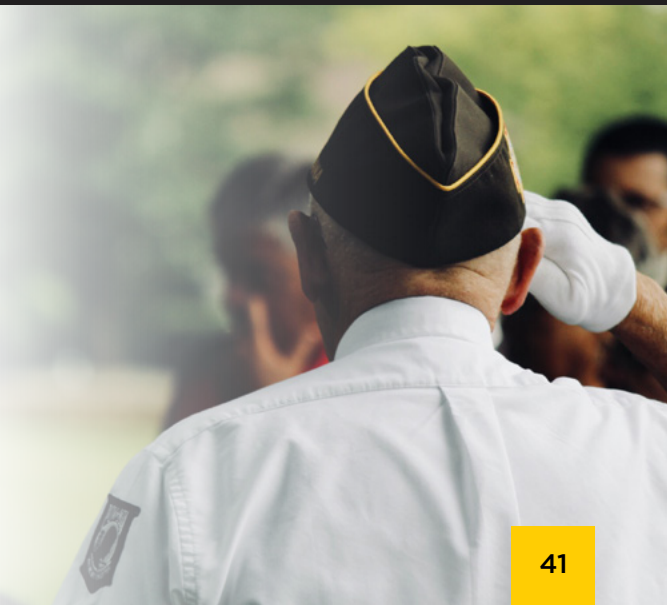
### SPROUTS HELPS GROW HEALTHY EATING PROGRAM FOR THOSE WITH AUTISM

A gift from Sprouts Healthy Communities Foundation supported unique programming to reach those with autism during the pandemic to support healthy eating habits in this unique population. The gift helped purchase groceries that were delivered to each participant’s home for the 6-week online program that focused on thoughtful grocery shopping and creative meal prep.



## SUPPORT FOR SOCIAL WORK PROGRAMS

Two gifts from a private family foundation will support the important work being done by faculty in the School of Social Work. Kimberly Gryglewicz’s work on suicide prevention and James Whitworth’s work on assistive animals to help veterans with PTSD were each provided \$10,000 to support their efforts to build meaningful programs in the community that support these unique needs.





PHILANTHROPIC  
**IMPACT  
ON CHPS**

**33**

PROGRAM-SPECIFIC  
SCHOLARSHIPS

WITH AWARDS  
RANGING FROM  
**\$500-\$6,000**  
ANNUALLY

**480**

INDIVIDUAL  
DONATIONS TO  
SUPPORT CHPS

CREATING OVER  
**\$500,000**  
IN PROGRAMMATIC  
IMPACT

**BROOKS®**  
Rehabilitation  
**UNLOCKS  
VIRTUAL HOLOGRAM  
PATIENTS FOR CHPS**

Thanks to a \$75,000 gift from Brooks Rehabilitation, students in CHPS will learn from “virtual patients” via the latest tech in holograms. The true-to-life projection gives students a realistic view of a variety of patients with different conditions. This best supports student learning by exposing students to a wide variety of patients without having to rely on volunteers to come to class. The use of technology to better train future healthcare providers is a mutual goal of Brooks and the college, so pioneering the use of holograms as simulated patients was a natural fit.

“Innovation and continuous learning are core Brooks Rehabilitation values,” says Doug Baer, president and CEO of Brooks Rehabilitation. “As patients expect the delivery of care to expand and occur in new ways, ensuring students have access to cutting-edge technology for simulated patient training and learning is essential to advancing the health and well-being of our communities. Brooks is proud to provide this gift to UCF.”



**SOARING TO NEW HEIGHTS:**  
FOE SUPPORT HELPS  
**JUDO PROGRAM**  
REACH MORE CHILDREN

A \$75,000 gift from the Florida Fraternal Order of Eagles will help support the [UCF Judo Program](#)- a program that instills confidence and a sense of community in youth with autism. The program is led by Health Sciences Assistant Professor [Jeanette Garcia](#) and has been implemented in local schools and community organizations that support youth with autism and their families.

The Fraternal Order of Eagles is an international non profit organization uniting fraternally in the spirit of liberty, truth, justice, and equality. Spearheaded by the Madam President of the Florida Fraternal Order of the Eagles Auxiliary, Betty Greer, this year-long fundraising campaign involved sharing the impact and promise of the UCF Judo Program through video and in-person presentations around the state to each of the FOE aeries.



# A LIFE OF SERVICE

DR. CHERYL EVANS GREEN

## THE LEGACY OF UCF'S FIRST BLACK WOMAN FACULTY

Forty-four years ago, Cheryl Evans Green became the first Black woman professor hired at UCF. She began by teaching social work in 1978 and went on to hold an array of academic and administrative positions at the university.

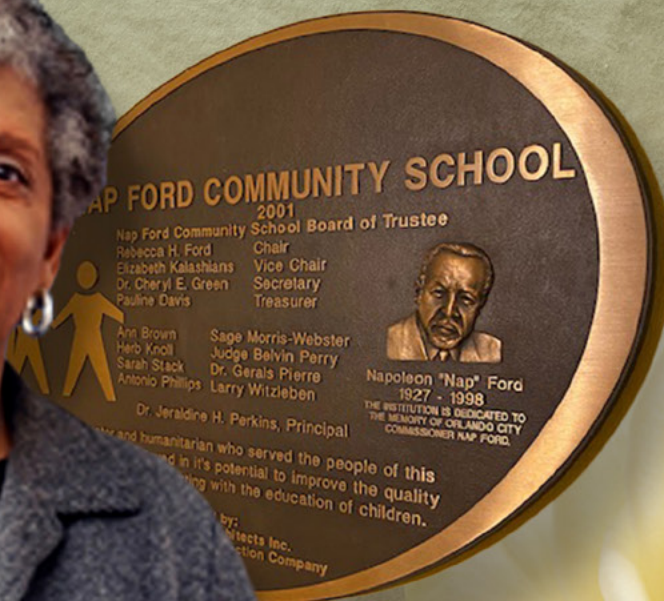
Although Green is now deceased, her social work ideology helped pave the way for minority faculty and students to foster connections.

"I was a new Black male on campus, there weren't very many of us – women or men – Cheryl made it a point to introduce herself and to let you know: 'If you need help, I'm here,'" said Mel Rogers, who worked closely with Green.

Active in her service to the community, Green was on the board of directors at Nap Ford Community Charter School and was known for going door-to-door with UCF Social Work students in communities to help make people aware of resources available to them. While at UCF, Green received awards and honors like the Faculty Fellow, Excellence in Undergraduate Teaching, and Teaching Incentive Performance.

An excerpt from Green's teaching philosophy best exemplifies her legacy, "Outside the classroom, I attempt to demonstrate to students that they are not an interruption to my work, but rather that they are my work."

**Donations can be made at**  
[chps.ucf.edu/cheryl-green](https://chps.ucf.edu/cheryl-green)



# NEW CSD SCHOLARSHIP HONORS A LEGACY

HELPING TAKE STUDENTS AS FAR AS THEY CAN GO



A memorial scholarship honoring David Ingram, a CSD professor who helped establish the program, pays tribute to his legacy of leadership and mentorship. It was established by his family and Bari Hoffman, his former student and now professor in CSD, to extend his impact to new generations of students. He used to say, "Jump on my shoulders, I'm going to take you as far as I can take you. And when I can't take you any further, jump off and do more."







UCF



UCF

**College of Health  
Professions and Sciences**

UNIVERSITY OF CENTRAL FLORIDA

**healthprofessions.ucf.edu**

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