

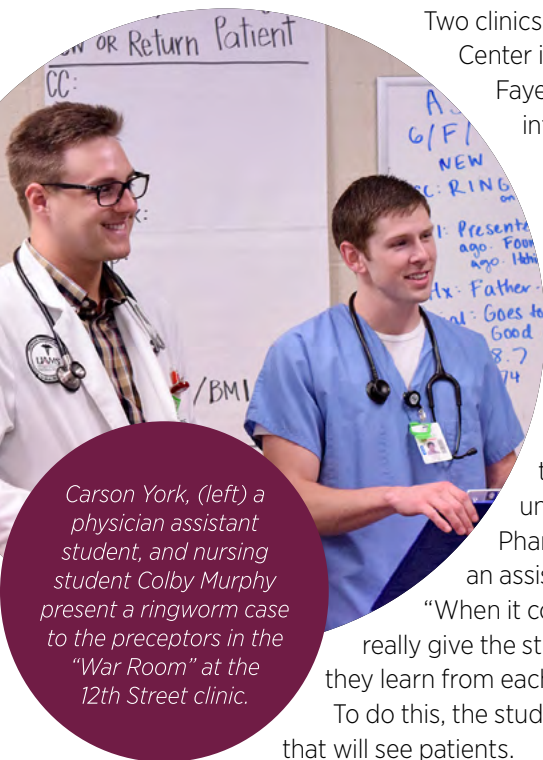
HEALTH PROFESSIONS



SPRING 2017

Interprofessional Education at Heart of UAMS' Student-led, Free Clinics

By Yavonda Chase



Carson York, (left) a physician assistant student, and nursing student Colby Murphy present a ringworm case to the preceptors in the "War Room" at the 12th Street clinic.

Two clinics — the 12th Street Health & Wellness Center in Little Rock and the North Street Clinic in Fayetteville — exemplify UAMS' commitment to interprofessional education.

Both of the free clinics are staffed by student volunteers from all five colleges and the Graduate School. The North Street Clinic treats only Marshallese patients with diabetes who do not have health insurance while the 12th Street Center is open to anyone.

"At 12th Street, we really have two primary missions. The first is education and the second is to provide health care to an underserved community," said Lanita White, Pharm.D., director of the 12th Street clinic and an assistant professor in the College of Pharmacy.

"When it comes to the education mission, our goal is to really give the students interprofessional experiences so that they learn from each other."

To do this, the students are divided into interprofessional teams that will see patients.

For example, one patient might be seen by a group that includes one student each from the College of Health Professions, College of Medicine and College of Pharmacy. Another patient might be treated by students studying to become a dental hygienist, a physician assistant and a nurse. If needed, a Spanish interpreter may also accompany the team.

"We always make sure that if a patient has a specific complaint or is here for a physical, there is someone in the group with the training to take care of that need," said White. "But all of these students can take vitals and perform a medical history, so there is something that every member of the team can do to help treat a patient."

After examining the patient, each group huddles together to determine a preliminary plan. Then, the students go into the preceptor room, affectionately called the "War Room," and give the preceptor team a rundown of the patient's medical history and symptoms. The interprofessional preceptor team, which has licensed professionals from each of the colleges, asks the students questions, gives advice and

Delta Dental Foundation Helps 12th Street Clinic Save Hundreds of Smiles

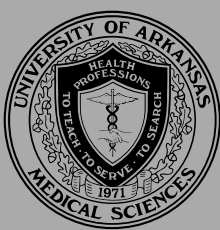
Nearly 600 people have received dental care thanks to \$60,000 that the Delta Dental of Arkansas Foundation has awarded UAMS' 12th Street Health & Wellness Center.

The grants allowed the clinic to expand the dental services it provided and also funded three positions, including a dentist. The grants also helped pay for treatment at UAMS for those patients whose dental needs exceed the capabilities of the clinic.

In all, 497 adults have been treated at the 12th Street clinic. Another 53 adults have been referred for treatment at the UAMS Dental Hygiene Clinic, while 18 adults have been treated at UAMS' Delta Dental Foundation Oral Health Clinic. Twenty-two children have also received treatment.

"This funding lets our oral health professionals go beyond pulling a tooth to alleviate the pain and instead allows them to provide the treatment that will give someone healthy gums and teeth again," said 12th Street Director Lanita White, Pharm.D.

Interprofessional Education continued on page 3



College of Health Professions Spring 2017 Newsletter

The UAMS College of Health Professions Mission

The mission of the UAMS College of Health Professions is to improve the health of culturally diverse populations by:

- Offering education, research and service opportunities for students in the allied health professions
- Providing students with a total educational experience that emphasizes lifelong learning
- Collaborating with other health care professionals to be an innovator in allied health education

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A Message from the Dean



I am thrilled to report that the College of Health Professions (CHP) raised more than \$20,000 — a record amount — at this year's Phonathon.

The Phonathon took place over two nights in late February. Our students called college alumni, friends and family members and asked them to make donations for student scholarships. Once again, our wonderful donors showed how much they support our students and their academic endeavors.

One of the great things about the Phonathon is that it is a student-led activity. Our students participate in the drive because they care about the college and its mission. None of these students are guaranteed a scholarship for participating in the Phonathon. However, they still show up and give their time to help their fellow students. That caring and selfless attitude is just one of the many traits that will serve our students well in their health care careers.

I want to say thank you to all of the students who made hundreds of calls this year.

I also want to thank all of the donors who made pledges to help fund our students' educations.

This past year, we awarded more than \$80,000 in scholarships to 51 students — another new record for the college. You and other generous donors made that possible.

When you give, you aren't just helping students pay for college — you are sending those students a message that you believe in them. You are also making an investment in the health care of communities across Arkansas. Our students will go on to do great things, and you are a vital part of that.

Thank you for your support.

Douglas L. Murphy, Ph.D.
Dean, College of Health Professions



CHP students make calls during the 2017 Phonathon. (Front left) Laura Chesser and Laura Williams. (Back left) Crystal Whitmore, Amanda Brodnax and Jessica Bailey.

uses the time together to teach within and across professions. Then one of the licensed professionals goes back to see the patient and make sure the students haven't missed anything.

"In the War Room, we ask the students questions and have a conversation with them about their patient. The conversations are very rich because the students are getting questions that they might not otherwise get from someone who shares the same degree they are seeking," said White.

Mitzi Efurud, Ed.D., R.D.H., associate professor and chair of Dental Hygiene, said she makes it a point to ask the students about patients' oral health needs.

"It is so important to have our dental hygiene students on these teams because oral health is often the one area that is overlooked," she said. "But since oral health plays a role in so many other health conditions, it is incredibly important that it be addressed."

White said the clinic's teaching method isn't the most time efficient, but it is worth it.

"The most important thing we want our students to learn and understand while they are here is that we are a medical community," said White. "They need to understand other health care professionals so they know what these other professionals can bring to the table to help patients."

“It is so **IMPORTANT** to have **OUR DENTAL HYGIENE STUDENTS** on these teams because **ORAL HEALTH IS OFTEN** the one area that is **OVERLOOKED**”

Chelsey Trout, M.S., PA-C, an assistant professor in CHP's Physician Assistant program and a regular preceptor at the clinic, agreed.

"A physician assistant will always be working in a team environment, so it is very important that our students understand the importance of teamwork early on," she said. "This clinic offers them the perfect place to learn how to be part of a team."

The North Street Clinic in Fayetteville operates in a similar manner to the 12th Street clinic, said Manjeshwar Sahana Kamath, Ph.D., P.T., an assistant professor in the Department of Physical Therapy who supervises the physical therapy students volunteering at the clinic.

The physical therapy students are joined by their peers in the College of Medicine, College of Nursing and College of Pharmacy. Occasionally, students from the University of Arkansas at Fayetteville's psychology department also help at the clinic.

"The students gain insight into why another professional from a different field would decide on a particular treatment plan," Kamath said. "Working at the clinic also helps the students learn how to think on their feet. Finally, working with

the Marshallese community teaches the students to be more culturally sensitive."

Increased cultural sensitivity is also something that students at the 12th Street clinic gain, said White. When the clinic opened in January 2013, most of the patients were African-American or Caucasian. After the Affordable Care Act went into effect, Hispanics eclipsed both groups and now make up about 75-80 percent of the clinic's patient population.

That high Hispanic population brings with it the need for interpreters — a role that a number of volunteers fill at the clinic.

LaTasha Poore, a Master of Public Health student, is one such volunteer.

"As a public health student, my education doesn't lend itself to clinical practice, so that limited what I could do at the clinic," she said. "However, I have been able to use my skills as a Spanish translator."

The 12th Street clinic also has a dental clinic where basic cleaning services and extractions are performed. The 12th Street dental clinic is staffed by dental hygiene students and UAMS' dental residents as part of their clinical rotations.

Bridget Fitzhugh, a second-year dental hygiene student, said she has enjoyed teaching her peers about the importance of oral health as well as learning from their expertise.

In addition to working on the interprofessional teams or in the dental clinic, students schedule patients and answer phones.

Adam Price, a third-year medical student, spends much of his time in the clinic's laboratory.

"I really enjoy doing the labs. It is definitely an aspect of medicine that I wouldn't have been exposed to otherwise," he said.

For Kaitlin Long, a fourth-year pharmacy student, interactions with patients and giving back to the community are the best part of volunteering at the clinic.

"Working at 12th Street really gives you the opportunity to see firsthand what health care means to our patients," she said. "So many of the people we treat are so incredibly grateful for the services that we provide here."



Bridget Fitzhugh, (left) a dental hygiene student, and nursing student Kinsey Melton get ready to examine a patient's teeth at the 12th Street clinic

PT Program Turns to Plasticized Remains to Teach Anatomy

By Yavonda Chase

John Jefferson, Ph.D., P.T., chair and associate professor of the Department of Physical Therapy (PT) in the College of Health Professions, thought long and hard about the best way to teach anatomy to physical therapy students when he was setting up the program.



A plasticized human heart

Many PT programs operate a typical anatomy lab in which the students dissect the cadavers so they can study human anatomy. Jefferson considers the whole dissection process a waste of time for PT students since they don't need those particular skills.

"PT students don't need to practice cutting since they're not going to be performing surgery," he said. "What they do need is to see where everything is in 3D."

He considered sharing cadavers with the medical school, which would let the medical students complete the dissections and then the PT students could study the muscles and tendons. But that would have required shipping the bodies from Little Rock to Fayetteville and then shipping them back at the end of the semester for proper disposal.

It also would have locked the PT program into a one-semester anatomy course, which Jefferson thinks is a problematic way to teach students about the subject.

So Jefferson looked for an out-of-the-box solution.

He investigated plasticized cadavers, which are bodies that have been through a multi-step process that embalms the specimens to prevent decomposition; dissects them to the desired depth; places them in a solvent bath that removes body water and soluble fats; and puts them in a vacuum

where the solvent is extracted and replaced by liquid plastic that is then cured (hardened) while the body or body part is held in position by wires, needles, clamps and foam blocks. Dissection and plastination of an entire body requires about 1,500 working hours and normally takes about one full year to complete.

After working with a German company that prepares and sells plasticized cadavers for medical schools, UAMS purchased nearly \$225,000 worth of plasticized remains for the PT program's anatomy lab.

"I chose the company we worked with because of their excellent reputation and the quality of their work," said Jefferson. "The company is also highly ethical. They only use remains of people who willingly donated their bodies for the expressed purpose of plastination and only sell their products to qualified users, such as medical schools, hospitals and museums."

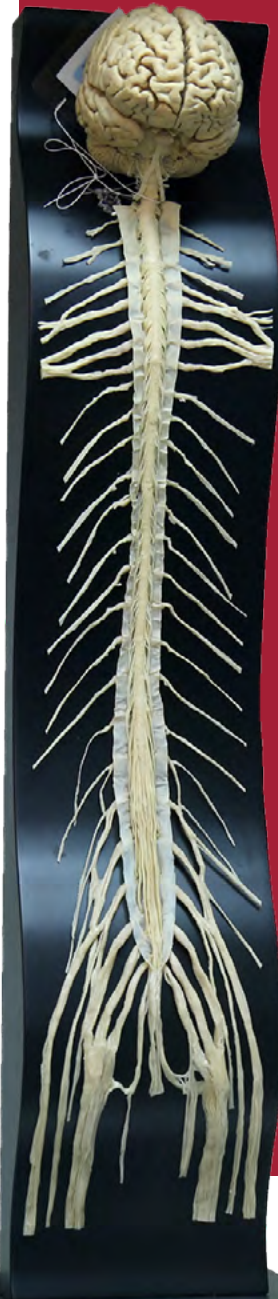
Two years later and the program is ordering more specimens for the lab, thanks to nearly \$150,000 in additional funding provided by the UAMS provost's office.

"At the time we started, we got the bare minimum of what we needed for the lab, including two whole bodies and one arm and leg that we use a lot because of the nature of physical therapy," said Jefferson. "It certainly can get pretty cramped when you crowd 24 students around two or three limbs, so we are grateful that the provost has provided us with additional funds for our lab."

While the initial costs for the lab were sizable, it will be less expensive in the long run than operating a typical anatomy lab, which costs approximately \$30,000 a year, Jefferson said.

One of the things that Jefferson likes best about using plasticized remains is the flexibility they offer him in teaching anatomy to the students.

"Medical students have to learn the anatomy of the entire body in one semester. Every muscle, every nerve, every joint,



This cadaver shows the brain, spinal cord and nerves that make up the central nervous system.



every organ — they have to try and learn it all in one semester,” he said, adding that this grueling schedule is dictated by the use of cadavers, which can only be used for a limited time.

“But the plasticized remains, which we hope will last for 20 or more years, allow us to spread our anatomy curriculum into five separate courses taught over four semesters,” he said.

PT students have specialized anatomy courses in the brain and nervous system, heart and lungs, upper limb, lower limb and the spine.

“The plasticized remains allow our students to see in 3D what they see in 2D in the anatomy book,” he said. “I just can’t stress how important a learning tool these specimens are for our students.”

“We are only on our second class of PT students and I’m already seeing an improvement in how these students are learning anatomy versus those I taught using the dissection method years ago,” he said.

John Jefferson, Ph.D., P.T., chair and associate professor of the Department of Physical Therapy (PT) in the College of Health Professions, shows how a plasticized cadaver allows students to see in 3D what they see in 2D in their anatomy textbook.



Physical therapy students can examine the tendons and ligaments in this plasticized foot.

“I just CAN’T STRESS how IMPORTANT a LEARNING TOOL these specimens are FOR OUR STUDENTS.”

PROFILES

Judy and Bobby Sims can trace their involvement with the College of Health Professions (CHP) to a Rotary Club meeting.



Douglas Murphy, Ph.D., dean of the college, spoke at an early-morning meeting in Sherwood about what was happening at UAMS, said Bobby Sims.

Sims said that presentation had him interested in learning more, especially since his wife, Judy, had worked as a dental hygienist for 25 years. She even had worked at UAMS for five years before her program was moved to Arkansas Children's Hospital.

One conversation led to another, and Judy started working with Murphy to create an advisory board for the college. She now has been on the board for two terms and will be the chair next year.

"We became donors because as a dental hygienist I knew that we had a wonderful dental hygiene program here," she said.

“We probably will never make
A BIG DIFFERENCE IN THE WORLD,
but it makes us **FEEL GOOD TO TRY.**”

But it was Bobby's health problems that really impressed on them the importance of the college.

"When you're in the hospital a lot, you really have to depend on the allied health professionals to help you," Judy said. "The doctor gives them the instructions, but they are your daily care. Those are the people who really keep you alive."

Judy said it didn't take long before the couple realized that the allied health professionals they really liked had been educated at UAMS.

"They were just a cut above their peers," she said.

In fact, Judy was so impressed with CHP's graduates, she became an unofficial recruiter for the college.

"Judy tries to recruit people all the time, at restaurants, when we're out shopping, basically whenever she runs into people in the health care field," said Bobby.

She laughed. "I probably do talk an awful lot about this college," she admitted.

The Sims say that people often have a misconception about what it takes to be a donor.

"You don't have to give thousands of dollars in a lump sum to make a difference," Judy said. "At the holidays, we decided that we wanted to give a gift to the doctors who had taken good care of Bobby. Instead of sending an impersonal potted plant, we made a donation to the college in the name of each one of his doctors."

While it wasn't a huge gift, it meant something to Bobby's doctors, Judy said, and to the couple themselves.

The couple also gives to the annual Phonathon, which funds scholarships in the college.

"We're not wealthy. We just prioritize the things that are important to us," she said. "We probably will never make a big difference in the world, but it makes us feel good to try."

Vincenzo Studies Falls during Fellowship



Physical therapist Jennifer Vincenzo, Ph.D., M.P.H., is passionate about helping older adults remain independent.

An assistant professor in the College of Health Professions' Department of Physical Therapy, Vincenzo was awarded a \$40,000 Junior Faculty Development Award in 2016 from the Geriatric Workforce Enhancement Program at UAMS,

which was funded by the federal Health Resources and Services Administration (HRSA), part of the U.S. Department of Health and Human Services.

"The fellowship was designed to develop more of my skills, not just clinically, but also as an educator and a faculty member who serves the geriatric community," she said.

During the fellowship, Vincenzo completed 100 hours of observation in different areas of geriatrics where she had limited experience, such as hospice, palliative care, emergency services, home-based primary care and a geriatric primary care center.

Part of what she studied during those hours of observation

was what different health care providers did to assess patients' risk of falling and help prevent falls.

"One in three older adults fall each year, which can have disastrous consequences for their health and independence," she said. "I wanted to see what is currently being done across the continuum of care to help prevent falls — and identify ways we can improve our efforts."

Vincenzo said the entire fellowship experience was a rewarding one.

"I was able to build relationships with other people working in geriatrics who I otherwise might not have come in contact with," she said. "I also now have insight into other areas in geriatrics where my students could practice or assist older adults — areas I might never have told my students about before because I had limited experience with them."

Vincenzo received a Bachelor of Science in physical therapy from Quinnipiac College. She is a board certified geriatric clinical specialist in physical therapy. She attended Southern Connecticut State University where she earned her Master of Public Health and became a certified health education specialist. She received a graduate certificate in educational statistics and research methods and her doctorate in kinesiology from the University of Arkansas at Fayetteville.

Audiology Chair Honored by National Groups



Amyl Amlani, Ph.D., has had a busy year.

In July 2016, he was named the chair of the Department of Audiology and Speech Pathology, which is part of UAMS' College of Health Professions and the University of Arkansas at Little Rock's College of Education and Health Professions.

Then in March 2017, he was inducted as a Distinguished Fellow

of the National Academies of Practice (NAP) in Audiology. In a letter to Amlani, Satya B. Verman, president of NAP, stated that a Distinguished Fellow "within NAP is a very high honor that acknowledges your outstanding achievements. You are a recognized leader in your profession and your colleagues in other academies of NAP recognize your ability to help establish and lead your new academy in the days to come."

A month later, he received a 2017 Journal of the American Academy of Audiology (JAAA) Editors Award for providing outstanding and sustained support of the peer-review process as a volunteer to the journal's editorial board.

"I am humbled by the recent professional accolades," Amlani said. "I look forward to continued professional service and, more importantly, ensuring the professional success of our Audiology and Speech Pathology graduates and faculty."

Amlani came to UAMS from the University of North Texas, where he was first an assistant professor, then an associate professor, in the Department of Speech and Hearing Sciences. He previously worked as an assistant professor at Texas Tech University Health Sciences Center.

Originally from Mesquite, Texas, Amlani received his doctorate at Michigan State University. He has a master's degree in audiology from Purdue University and a bachelor's degree in communication disorders from the University of the Pacific.



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