



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO
School *of* Health *and* Human Sciences

**Annual Report
for
2013-2014**



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Introduction

The School of Health and Human Sciences Annual Report consists of three sections of brief narratives that describe accomplishments in three key areas, *Talking Points*, *Administrative Institutional Effectiveness Highlights*, and *Student Learning Enhancement Highlights*. All departments and programs within the school contributed to each of these three areas. A selection of their submissions is presented in this annual report.

Talking Points

Departments and programs within HHS submitted many talking points demonstrating our school's excellence in teaching, internationalization initiatives, health related service learning and community engagement, interdisciplinary education, and research accomplishments.

Excellence in Teaching and Learning:

The School of Health and Human Sciences demonstrates excellence in teaching and learning for its undergraduate and graduate students, as well as to the communities it serves. Examples of this excellence include:

- In **Genetic Counseling**, all seven graduates in the Class of 2013 submitted abstracts of their capstone projects for presentation at the 2013 National Society of Genetic Counselors Annual Education Conference; 100% of these were accepted for poster or platform presentation. Two graduates in the Class of 2013 developed manuscripts based on their Capstone Project Research for submission to the *Journal of Genetic Counseling*.
- For the fourth consecutive year, graduates of the MS program in Genetic Counseling had a 100% pass rate on the national certification exam.
- Faculty in the Department of **Human Development and Family Studies** received one of two campus-wide Student Learning Enhancement Committee Awards. This award reflects the department's strong commitment to planning for student learning and assessment of learning outcomes.
- Faculty in the Department of **Kinesiology** engaged in cooperative meetings with other departments in HHS as well as the College of Arts and Sciences and the School of Nursing regarding access and availability of human physiology and anatomy courses for HHS students. These meetings grew out of a campus backlog of more than 500 students who needed these courses, but were unable to enroll because of insufficient capacity. This led to development of KIN 291/291L and 292/292L (human clinical anatomy and physiology lecture and lab) that will enhance academic progression of students, and

provide a more human/clinical focus to their knowledge base and better position them for advanced coursework and their future careers.

- All 2012-2013 (December, May, and August) graduates of the **Gerontology MS** and **MS/MBA Dual Degree** programs were placed in jobs in the profession or admitted to another graduate or professional program. This year is the second year this metric was tracked and the second that this 100% placement record has been achieved.
- Ten programs in HHS are accredited by external accrediting agencies that ensure and enhance the quality of education for professional practice. The process requires an intensive self-study where students, staff, and faculty provide thoughtful input on the programs' mission, goals, curriculum, and research. Outcomes, such as enrollment, graduation rates, and job placement in the field are also studied. There follows a rigorous external review by two or three reviewers from the accrediting agency where the program is evaluated based on national standards for that profession. The standards address issues such as FTE requirements and competencies and skills of students. In June 2013, the Department of Social Work was re-accredited through June 2021. In Spring 2014, the Speech and Language Pathology program underwent the process and is awaiting confirmation of re-accreditation. The Master of Public Health was reaffirmed in June 2013
- Faculty and students in the Department of **Communication Sciences and Disorders** have been trained in CALIPSO, a web-based program designed for efficient management of academic and clinical education. Students document their clinical hours in CALIPSO and supervisors approve them online. Supervisors uploaded their required ASHA (American Speech and Hearing Association) and state licensure credentials. CALIPSO also allows clinical supervisors to generate formative and summative assessments of both the knowledge and skills that students obtained through academic and clinical work. Via CALIPSO, our students have now assumed increased responsibility for monitoring and reviewing their own progress toward meeting the Council on Academic Accreditation standards and making sure that all knowledge and skills requirements have been met.
- In Fall 2013, twenty graduate students from across HHS enrolled in the Grant Writing for Community-Based Organizations class offered by HHS and the **Department of Public Health Education**. The course was co-taught by Drs. Vince Francisco and Bob Wineburg, and Rev. Odell Cleveland. Students in the course were paired with local community-based organizations, working with them to write grants seeking funding for their projects. This was the second semester that this class was offered; it provided a unique opportunity for students to gain hands on experience with working with community-based organizations, and also provided a much needed service to the community. This class will be offered again in Fall 2014.

Internationalization:

In conjunction with and in addition to the UNCG QEP that focuses on Internationalization, the School of HHS has a strong focus on expanding global experiences for its students and faculty. The HHS Office of Internationalization brings together faculty from across the School to discuss, plan and develop opportunities for students and faculty to engage in international/global experiences. This group is exploring an enhanced Costa Rica summer program, the Refugee program, and a Fulbright Hays Group Project grant that will be submitted in June 2014 to assist the development and funding of a Shanghai study abroad experience.

Individual departments also help students to deepen their international experiences:

- In **Communication Sciences and Disorders**, Professor Perry Flynn was the featured speaker at the Overseas Association of Communication Sciences in Germany, the annual meeting for speech-language pathologists who serve in Department of Defense Schools in Europe. As a result, Prof. Flynn has worked with the CSD Department and Department of Defense (DOD) schools to set up five internship placements in Germany for Spring 2015. Prof. Flynn will continue to engage with DOD Schools to explore additional overseas internship sites, such as London and Italy. Dr. Kristine Lundgren is in the process of preparing an international Fulbright Hays Grant application with Dr. He (School of Education) and Dr. Chen (Department of Kinesiology) to explore the best ways to expose students to the Chinese culture. The department's association with the Essential Learning Garden (ELG) in Shanghai, China continues.
- The Department of **Kinesiology** sponsored the 1st Shanghai University of Sport Conference in Summer 2013 that provided a cross-cultural experience for faculty and students. This resulted in an agreement for Shanghai University of Sport to continue to fund this program over the next 5 years.
- In the Department of **Social Work**, students from UNCG will visit the University of Strathclyde in Scotland during Summer 2014, where students from the two universities will be co-taught by UNCG and University of Strathclyde faculty. Here at home, bilingual social work students from UNCG and NC A & T are being placed in agencies working with immigrants in Greensboro such as the Center for New North Carolinians, and the Oakwood Forest Project.
- Continuing the tradition of the former School of Human and Environmental Sciences, during the summer of 2013, the School of Health and Human Sciences sponsored its first Costa Rica Language and Culture Immersion Study Abroad Experience. This interdisciplinary program included students from Community & Therapeutic Recreation, Human Development & Family Studies, Public Health Education, Communication Sciences & Disorders, Nutrition and Social Work. The experience was co-led by Professors Leah Tompkins and Bonita Porter. The thirteen students in the program stayed with Costa Rican host families. They completed a variety of service learning activities

and volunteered for community organizations. They had four hours each weekday of Spanish language instruction.

Health-related Service Learning and Community Engagement Experiences:

Students and faculty in many departments in the School of HHS are extensively involved in health-related service learning and community engagement experiences in Greensboro, the Triad and beyond. These include the following:

- **Speech and Hearing Center:** The UNCG Speech and Hearing Center conducted two camps during Summer 2013. Graduate students provided services to first and second-graders at an on-campus camp; adults with traumatic brain injury were served at *Horsepower Therapeutic Learning Center*. Additionally, 92 clients were treated throughout the year resulting in over 1000 visits for speech-language intervention and pre-treatment assessment in the Center, including students from *Beyond Academics*. Graduate students also provided more than 2,436 sessions of speech-language therapy and evaluation services to 70 children in three Guilford and Rockingham county schools. Sessions were held in individual, group and inclusive settings at these locations. Audiology clinical services were provided to 244 patients, including hearing, tinnitus/hyperacusis, and auditory processing evaluations. Additionally, 618 screenings were conducted on campus and at off-site locations including Phoenix Elementary, Hayworth Christian Academy, Hope Academy, Duke Energy Health Fair, a Falls Prevention Health Fair at Christ United Methodist Church, the Faith Summit at Mount Zion Baptist Church and the HHS Health Sciences Fair. Audiology faculty and students delivered hearing conservation services using Dangerous Decibels® classroom presentations to fourth-grade students at Triangle Lake Montessori Elementary School in High Point, NC and two YMCA summer camps in Greensboro, NC. In addition, earplugs and educational materials were distributed at two UNCG basketball games and Homecoming.
- **In Community and Therapeutic Recreation,** 76 students were partnered with 17 local agencies (e.g., YWCA of High Point, Greensboro Parks and Recreation, Lindley Habilitation) to plan, implement, and evaluate recreation-related programs or events. Many programs served underrepresented groups such as individuals with significant disabilities (Halloween dance), youth at-risk (Spring Fling), and immigrant youth (Messy Fiesta), as well as for the broader Greensboro community (Earth Day at the Greenway, Bark in the 'Boro). Students contributed over 1,500 hours, equal to nearly \$34,000 of volunteer service (Independent Sector, 2013) to the Triad community. In addition, students have connected their classroom learning with their service by developing Google sites to demonstrate multiple learning outcomes and reflect on their personal and professional growth. The combined service learning and Google site development

experience led to outcomes such as students securing practicum and internship placements and employment.

- In **Kinesiology**, the Bariatric Exercise and Lifestyle Transformation (BELT) Program is making a difference in the lives of obese/overweight Cone Health employees.
- **Nutrition** graduate students and Dietetic Interns participated in a number of community engagement activities this past year, including the InterFaith Food Shuttle, Colfax Elementary School, Grace Community Church Winter Emergency Shelter, and the UNCG Health Sciences Fair.
- The Department of **Public Health Education** launched an initiative to train health coaches for health care settings and trained over 150 professionals in North Carolina, including employees of Carolinas Medical Center, Novant Health, and Cone Health. They also provided health coach training to employees of MicroMass Communications, Inc., who would like to include health coaching concepts into the marketing materials that they create for drug companies, patient support, and other healthcare related marketing clients. The coach has become an integral part of a new health care team approach, serving as an important resource to improve both patient adherence and lifestyle behaviors.
- Dr. David Wyrick of the Department of **Public Health Education** leads the new UNCG Institute to Promote Athlete Health and Wellness, which marries evidence-based programming, educational resources and training to take a holistic approach to an athlete's well-being. The Institute already has contracts with several entities such as NCAA Division III, Drug Free Sport, and the Student Affairs Administrators in Higher Education (NASPA). The Institute is also involved in finishing up the 4th year of a NIH study for the development and dissemination of myPlaybook™, and is in conversations with the NFL, the NFL Players Association, and the National Association of Intercollegiate Athletics (NAIA) regarding providing services and expertise.
- In the Department of **Social Work**, 85 BSW interns provided 37,400 hours of service to 52 social service agencies, primarily in the Piedmont Triad; 90 JMSW interns provided 49,728 hours of service at approximately 40 social service agencies in the Piedmont Triad and other parts of the state. Social work faculty members Dr. Jay Poole, Dr. John Rife, and Prof. Fran Pearson continued their Congregational Social Work Education Initiative (CSWEI) and the Partnership project, both funded by Cone Health Foundation, for 7 years and 4 years respectively. These programs, models of community/university partnerships, provide interdisciplinary education and training to MSW and BSW social work interns from UNCG and NCA&TSU and provide direct and psychoeducational services to people in Greensboro who are low income, unserved, or underserved. In 2013-2014 alone, these social work interns provided services to over 1,444 people. Of these, 75% are racial or ethnic minorities, 64% have no income or are below the federal poverty level, 66% are without health insurance, and 77% lack permanent housing. The programs rely on extensive interface with faith-based entities as well as multiple providers of health and mental health services in the community.

- The Child Care Education Program (CCEP) in the Department of **Human Development and Family Studies** has been in operation for 84 years. There are 82 children aged 4 months to 5 years enrolled in this program. During the 2013-2014 AY, 195 students from thirteen courses in **Human Development and Family Studies, Counseling Education and Development**, and **Special Education Services** participated in an observation/interactions or practicum experiences at CCEP. The 13 teachers in the program not only teach young children but also mentor teachers-in-training. CCEP also facilitates research projects for students and faculty from across the university and from UNC Chapel Hill, including child development and understanding of children's knowledge, challenges in parenting, autism and attention, and social interaction. CCEP also offers opportunities for local high school students and teachers to visit and observe classroom practices. CCEP provides a model child care and education facility for the community that excels at parent education and involvement, and that is designed to meet the needs of the working parent.
- The School of Health and Human Sciences led the way in addressing healthcare challenges during the recent Healthcare Faith Summit, co-sponsored with Mount Zion Baptist Church. The event drew more than 750 people from academia, the healthcare field and faith communities. Topics covered included a review of the state of the community's health, an overview of some faith-based programs, and information about the Affordable Care Act. Attendees shared ideas, heard from experts and then worked together to create potential solutions. Melissa Rogers, Special Assistant to President Barack Obama and Executive Director of the White House Office of Faith-based and Neighborhood Partnerships, was the keynote speaker.

Interdisciplinary Activities: HHS Reaching In and Reaching Out.

There are many interdisciplinary activities in the School of HHS that are ongoing and under development. Some of these activities include:

- Interdisciplinary courses were offered or are planned in the School of HHS. These include a professional development seminar, college teaching, research methods, and ethics courses. Feedback from students across the departments of the school describe the enriched experiences they have in these courses, sharing with and learning from their colleagues in different departments. These courses help students take a first step toward the inter-professional practice critical in their fields. Students across a range of disciplines learn that their accrediting agencies require many of the same knowledge, skills and attitudes.
- In the Spring semester, faculty in **Human Development and Family Studies** began a discussion with professionals from the Race to the Top Early Learning Challenge (RttT ELC) Grant, the Early Childhood Advisory Committee, and the Child Care Services

Association. These discussions led to a collaborative approach to the development of a new emphasis for the online Master of Education program that will focus on early childhood leadership and program administration. This emphasis aligned with scholarship fund requirements that were available through the RttT ELC grant. The first courses in this program will begin in Summer 2014.

- HHS remains a leader in the campus-wide Gerontology Research Network (GRN) and Child and Family Research Network (CFRN). The GRN facilitates and supports transdisciplinary aging-related research across our campus. The GRN hosted four lunch-and-learns this year and sixty-eight people attended the sessions. These quarterly lunch-and-learns target students, faculty, and others engaged in aging-related markets and services. Speakers included Jennifer Etnier (KIN) and Steve Fleming (CEO of Wellspring), Christine Davis, and Sarah and Jim Laditka from UNC-Charlotte. The CFRN provides support for scholarship, teaching, and service through workshops, funding opportunities, and interdisciplinary scholarly gatherings designed to bring diverse faculty together to enhance their work.

HHS is a Leader in Research:

HHS research provides mentoring opportunities for our students, both UG and Grad, brings honor and recognition to our talented faculty and our school, and also provides valuable external funding to support our research enterprise and school funded graduate assistantships.

- During the 2013-2014 fiscal year (through 5/30/14), 61 proposals were submitted to a variety of funding agencies for a total requested amount of \$28,366,150.41. This is an increase over 2012-13 figures when there were 47 submissions for \$24,542,318.73, representing an increase of nearly 30% in the number of submissions and of roughly 15% in the total requested amounts.
- During the 2013-2014 fiscal year (through 5/30/14), 36 new projects were awarded for a total of \$8,124,452.75 (first year funding only); this is an increase over 2012-13 figures when there were 26 awards for \$6,756,065.54, representing an increase of 38% in the number of awards and of more than 20% in the total awarded amounts.
- Graduate and undergraduate students in the School of HHS reported 740 instances of student/ faculty collaboration. These included undergraduate and graduate research and co-authored articles and presentations.
- Faculty in HHS published 244 refereed articles, 43 non-refereed papers and 6 monographs. They submitted 254 manuscripts and gave 321 presentations at professional conferences.

Administrative Institutional Effectiveness Highlights

- The Department of **Communication Sciences and Disorders** is continuing to develop the inter-campus Ph.D. program with Western Carolina University (Inter-Institutional Doctoral Education Agreement for Learning and Leadership in CSD--IDEALL CSD). This joint program will help address the shortage of doctorally-prepared faculty in CSD, while sharing the expertise of faculties in two universities.
- The **Joint Master of Social Work (JMSW)** Program continues to provide students at UNCG and NC A & T with interdisciplinary education and training. The uniqueness of the collaboration between the two institutions is recognized as one of the only national experiments in joint social work education between such diverse schools – one an historically white, woman’s college and now a co-educational university, and the other, an historically black university. Students and faculty teach and study at each campus and have access to the full range of instructional and research support available at both universities. Based on feedback from JMSW students through group meetings with program co-directors, faculty advisors, and the graduate school deans from UNCG and NCA&TSU about the need for better coordination and consistency in operations of the program, a JMSW Program Operations Manual was written, with input from the various departments and divisions on both campuses. Based on feedback from Office of Assessment regarding compliance with new SACS accreditation standards, a new Inter-Institutional Agreement between the two universities was written and accepted.
- The requirements of the Affordable Care Act (ACA) resulted in changes in some clinical programs in the School. After many months of training, clinical faculty and staff of the UNCG Speech and Hearing Center (in CSD) implemented the Mediat practice management (PM) and electronic health records (EHR) systems in Fall 2013 to make client services more efficient, secure, and HIPAA compliant. The Mediat PM system streamlined the scheduling of client appointments and houses some client demographics electronically. Diagnostic reports, treatment plans, treatment notes and progress reports are created by students and maintained within Mediat. We are fortunate to be able to train our **Communication Sciences and Disorders** graduate students to document services in a paperless environment and better prepare them for employment in the 21st century.
- The Affordable Care Act recommends health and wellness coaches as an integral part of a new health care team approach. This recommendation provided an incentive to the Department of **Public Health Education** to expand its Health and Wellness Coach Certificate training, graduating 150 coaches this year.
- The School of HHS just completed its third year of existence. In its first year, faculty applying for tenure and/or promotion were reviewed using documents from their former unit, while the newly constituted unit developed new documents. During 2012-13, the new documents were first applied. Following that year’s experience, areas for additional

refinement were identified. During 2013-14, the School's Promotion and Tenure document (for tenure track faculty), Academic Professional Promotion and Reappointment document, and individual department documents were modified accordingly.

Student Learning Highlights

- Ten different programs across the School of HHS require formal accreditation by external agencies. Accreditation protects the interests of students and the public by setting standards that define competent preparation. During AY 2013-14, three of these programs were successfully accredited: Bachelor in Social Work, Master in Speech Pathology/Audiology, and Master of Public Health program.
- Many departments in the School engage in a range of Capstone courses and experiences for their graduating undergraduate and graduate students. These include:
 - MA students in **Communication Sciences and Disorders** complete a Capstone research project each year and present the findings of their research at the annual Poster Day. Again this year, faculty members used a knowledge-based rubric to assess student understanding of research vocabulary and evidence-based practice during Poster day. Twenty posters were presented.
 - The Therapeutic Recreation faculty of the Department of **Community and Therapeutic Recreation** designed and implemented a 2-hour Exam Preparation workshop for 18 CTR students in the therapeutic recreation concentration who are scheduled to sit for the 2014 national exam this summer. The workshop was designed based on the performance data provided by the National Council for Therapeutic Recreation Certification for UNCG/CTR therapeutic recreation students (2011-2013).
- In **Human Development and Family Studies**, ensuring individual student success in online programs was a high priority this past year. We continued to monitor student challenges and disposition issues, evaluated student progress at our annual student review session in March, and provided feedback to students on areas for improvement and achievement. We also used student feedback within courses to make modifications and adjustments to course content and assignments as needed to better align with program goals and mission. We provided online technical support as needed for students within individual courses to facilitate success in the synchronous online program. New guidelines for the master's degree professional portfolio were implemented in the spring semester. These guidelines were revised based on student and faculty feedback during the spring of 2013. Nine students successfully completed the written and oral components of this portfolio in spring 2014. Also, to enhance the marketability of the M.S. only degree, we added a requirement for a 2-credit hour teaching course that provides students with mentoring in the college teaching environment. The data that drove this decision

included low numbers of applications for this degree option. Adding this requirement will enhance the marketability of the M.S. degree by providing the credentials to teach in the NC community college system.

- The Department of **Public Health Education** used data from the national exam for Certified Health Education Specialists to make adjustments to student learning outcomes, particular emphases in courses, and workshops we hold to help students prepare for the exam. The data used are provided to us annually from the national Commission for Health Education Credentialing. This year, we expanded our work from last year to create a webinar series for students to study for the CHES exam, and the series was launched nationally in collaboration with the Society for Public Health Education. Regina Pulliam was responsible for coming up with this idea and managing the implementation of the idea from start to finish. Our efforts from last year raised our students' pass percentage on the exam.