

50 years of
advancing health
care through
education,
research, and
patient care

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Jon W. Williamson, Ph.D.
Dean, School of Health Professions

survives, nor the most intelligent, but the one that is most able to adapt to change.” Admittedly, change is not always easy, but it is inevitable. Our ability to adapt to change and grow stronger with each iteration has become a key component of our ongoing success, making for a worthwhile topic of discussion.

The SHP has been able to adapt and evolve over the past 50 years in response to changes in higher education and in the health care industry. In recent years, both higher education and the health care industry have been high-profile targets of ongoing and relatively complex change. Thus, one can imagine the potential difficulties for those institutions responsible for the education and training of future health care professionals, as well as for the individuals responsible for change management (no tears please, let’s think of it as potential job security). Individually, we can usually adapt, often by modifying our own thinking and practices. On a larger scale, however, managing change can be more complex and challenging but not insurmountable. Admittedly, much has been written about change and change management, so we often lean on the wisdom of others and then simply do our best. As with many aspects of education, classroom theory does not always translate perfectly to practical application.

While I cannot point to a definitive source or specific theory for successfully navigating all change, experience

through practical application has taught us that there are several key factors that must be considered:

- > Initially, one needs a *vision* or description of what things will (or should) look like in the future – or to borrow from Stephen Covey, one needs to “begin with the end in mind.”
- > There must be individuals involved with the requisite *skills* and/or expertise relevant to the specific changes required. Having someone at the table who has “been there and done that” can certainly help alleviate angst; if such expertise is not available within, then external consultants can become a worthwhile investment.
- > All stakeholders involved must have sufficient *incentive* for change. Without the proper motivation, be it a carrot or a stick, there will likely be some level of sustained resistance. Making the post-change environment a more desirable option than the current environment can also help ensure buy-in.
- > The availability of dedicated *resources* to support and facilitate change is critical for success.
- > Lastly, an *action plan* is needed to provide, at a minimum, the sequencing of activities, assignments, time frames, and resource allocation surrounding the endeavor.

As noted, while these factors do not necessarily guarantee success, having them (vision, skills, incentives, resources, and action plan) in place at the onset can certainly increase the probability of success.

The SHP has used these principles to successfully navigate change, and we will continue to do so in order to achieve our mission and meet our goals. Furthermore, it is our contention that we have not simply adapted to survive per Darwin, but have actually improved our position with each adaptation. I am happy to share that the SHP is thriving and embraces the idea of continuous improvement. We are well-positioned to continue to make advances in health care despite the inevitable future challenges we will face. We hope this special anniversary brochure allows you to learn more about our School as we reflect a bit on our past, discuss our present activities, and share our future plans. More information can be found online at utsouthwestern.edu.

We are proud to celebrate 50 years of *advancing health care through education, research, and patient care.*

Message From the Dean

Greetings from the UT Southwestern School of Health Professions!

We are enormously proud to be part of UT Southwestern Medical Center, which in 2018 is celebrating 75 years of compassionate patient care, leading-edge discovery, and exceptional education and training. As one of the three degree-granting schools within this highly acclaimed academic medical center, the School of Health Professions (SHP) is itself celebrating its 50th anniversary this year, a milestone that provides an excellent opportunity to reflect on the past and consider just how much has changed.

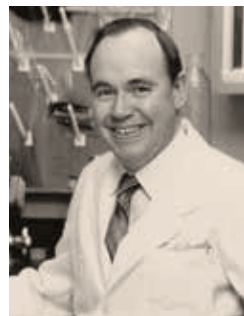
We understand that to best serve our students, patients, and community we must continue to adapt and evolve. Charles Darwin once noted, “It is not the strongest of the species that



✓ The School of Health Professions was founded as part of a wide-ranging plan of expansion at UT Southwestern, which included the building of nearly 1 million square feet of new space.



▲ Medical technology students



▲ Dr. Scott Grundy



▲ (from left) Drs. Gordon Green, Harry Parker, John Schermerhorn, and Vernie Stembridge gathered to celebrate the School of Allied Health Professions 25th anniversary.

The School of Health Professions at 50

In 2018, the School of Health Professions turned 50. Here's a brief look back at our history.

The 1960s were viewed as a time of increased sophistication in medicine, with an increased public demand for more medical services. There was a need to strengthen the health care workforce with health care professionals to fill a variety of newly evolving

roles. The School of Allied Health Professions was authorized by the Board of Regents of the University of Texas System in 1968 and began functioning in the fall of 1969 with offices in a former student nurses' housing facility at Methodist Hospital of Dallas, along with classroom space at Parkland Memorial Hospital, Methodist, and other partner hospitals.

Richard D. Burk, Ph.D., appointed as the first Dean, envisioned the School "as a nucleus of a cooperative area-wide approach to providing more specialists who can perform functions often not adequately provided and relieve physicians of many routine tasks." The School began its first full academic year in September 1970 with 57 students in programs for medical technology, physical therapy, rehabilitation science,

nutrition dietetics, instructional media technology, and medical records administration. In 1973, the School moved to new quarters at 6003 Maple Avenue. The location provided new instructional facilities and convenient access to the clinical, research, and student life opportunities on the UT Southwestern Medical Center campus.

Becoming a Valuable Partner

The School was a relatively newer entity at the Medical Center in the '70s and became a valuable partner in helping to grow and diversify the local health care workforce. Over the years, the School also remained well-integrated within the Medical Center, largely through its shared teaching, student activities, clinical operations, and departmental leadership. Notable examples of departmental leadership included: L. Ruth Guy, Ph.D., Professor of Pathology, who served as Director of the Medical Technology program; James Atkins, M.D., Professor of Internal Medicine and Cardiology, who served as Chair and Medical Director for the Emergency Medical Education program; Scott Grundy, M.D., Ph.D., former Director for the Center of Human Nutrition and a Professor of Internal Medicine, who served as Chair for the Department of Clinical Nutrition; Perrie Adams, Ph.D., Associate Dean for Research at the Medical Center who served as Chair of the Department of Biomedical Communications; and Maurice Korman, Ph.D., Professor and Chair of Clinical Psychology, who served as Chair of the Department of Rehabilitation Counseling. These relationships have afforded the School the opportunity to foster and build highly integrated training programs leveraging expertise from many areas of the Medical Center. The School's position was further strengthened when it moved in 1983 to its current location at 6011 Harry Hines Boulevard, near the center of the UT Southwestern Medical Center complex and hospital district, just minutes from downtown Dallas.

Guiding Change

The School of Allied Health Sciences, now the School of Health Professions (SHP), has undergone significant change and evolution over time. These changes have been guided under the leadership of several key individuals; in addition to Dr. Burk, they have included: Harry J. Parker, Ph.D. (Acting Dean 1970-1971); John W. Schermerhorn, M.D. (Dean 1971-1986); William J. Gonyea, Ph.D. (Dean 1986-1988);

Vernie A. Stembridge, M.D. (Acting Dean 1988-1991); Gordon H. Green, M.D., M.P.H. (Dean 1991-2006); and Raul Caetano, M.D., Ph.D., M.P.H. (Dean 2006-2014).

Fulfilling a Mission

Looking back over five decades, the SHP has consistently worked to support and fulfill the Medical Center's mission to:

EDUCATE – physicians, scientists, and caregivers optimally prepared to serve the needs of patients and society

DISCOVER – research that solves for unmet needs by finding better treatments, cures, and preventions with a commitment to ensuring real-world application

HEAL – provide the best care possible today, with continuous improvement and innovation for better care tomorrow

The SHP is best known for preparing health professionals of the highest quality to meet the needs of the health care system in Texas through interdisciplinary education and promotion of comprehensive health care. Jon W. Williamson, Ph.D. (Dean 2015 – present) notes, "As we celebrate the 50th anniversary of our School, we respectfully acknowledge those individuals serving before us and their many accomplishments. We will continue to build upon their good work and fulfill our mission, with a keen focus on our plans and goals for the future."

Looking ahead, the future will most certainly involve an increased sophistication in medicine and a growing public demand for more medical services. The UT Southwestern School of Health Professions is ready for the challenge!

The School of Health Professions Today

Fifty years in, the School of Health Professions today is a leader in training students to meet the challenges and opportunities in a wide range of health care disciplines. More than 300 students enroll each year for advanced studies at the master's and doctorate levels.

An Unparalleled Educational Experience

Located in the 1,000-acre Southwestern Medical District near downtown Dallas, the School of Health Professions (SHP) offers students an unparalleled educational experience with access to teaching hospitals, specialty clinics, research centers, and laboratories, as well as training from outstanding clinical educators. The School enjoys longstanding affiliations with Dallas' top hospitals, including: William P. Clements Jr. University Hospital, rated the No. 1 hospital in Dallas in 2017 and 2018; Zale Lipshy University Hospital, one of the world's premier neurological diagnostic and treatment centers (both University Hospitals are owned and operated by UT Southwestern); Parkland Health & Hospital System, one of the nation's largest public hospital systems, averaging more than 1 million patient visits annually; Children's Health, a national leader in pediatric care; Dallas Veterans Affairs Medical Center, part of the second largest VA health care system in the country; and Texas Scottish Rite Hospital for Children, a world-renowned leader in the treatment of orthopedic conditions.

Advanced Training and Opportunities

Students are exposed to advanced clinical training opportunities through direct clinical contact with a highly diverse patient population. Our academic programs are well-integrated with the Medical Center; Medical School and Graduate School faculty teach in the Health Professions programs, and Health Professions faculty teach and practice in a variety of settings throughout the campus. Being part of a highly acclaimed academic medical center allows our faculty to sustain their clinical expertise, which in turn enhances student education and training in the classroom and laboratory.

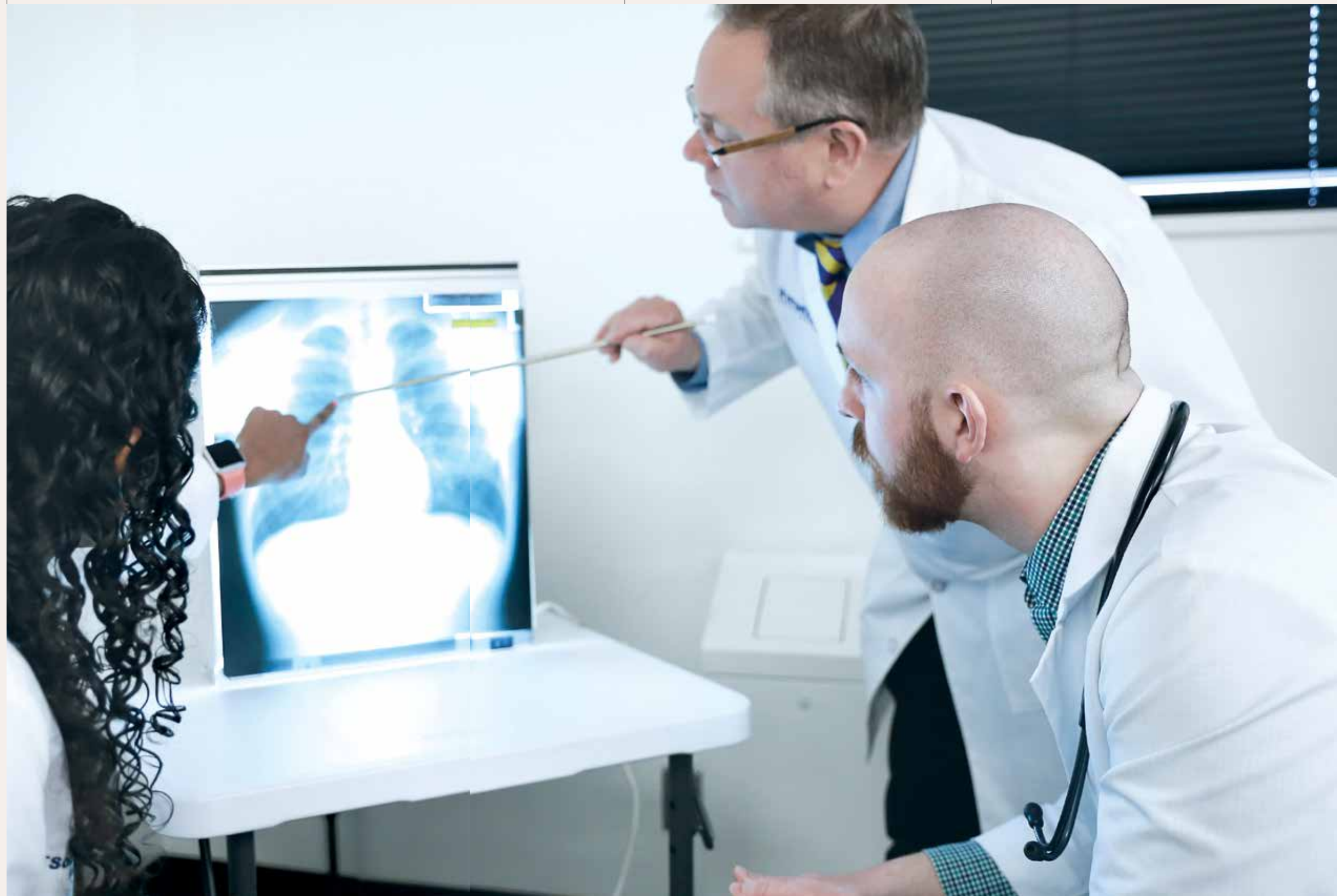
Having the majority of SHP faculty involved in patient care helps sustain a robust clinical enterprise, and this clinical revenue also helps decrease dependency on high levels of state funding. The majority of state funding is related to student head count; therefore, SHP's clinical enterprise affords programs the opportunity to have smaller class sizes and a higher teacher-to-student ratio. One could make a strong case that highly individualized attention

▼ The broad range of activities performed by SHP faculty, including mentoring and patient care, enhances student training in the classroom and lab.

from program faculty can benefit students by producing improved learning outcomes. Evidence of this benefit is reflected in very high first-time licensure/certification pass rates (greater than 97 percent) coupled with a high demand for UT Southwestern program graduates and excellent job placement (with all programs reporting 100 percent employment of graduates within the first six months of graduation). It should also be noted that as a public institution, tuition and fees are highly competitive, making UT Southwestern an excellent value on a national scale.

A Strong Reputation

Internationally, UT Southwestern has developed a strong reputation and will continue to respond to the growing global medical and scientific needs. The SHP, which has largely focused efforts at the local, regional, and state levels, is now seeking to expand its national and international scope and impact. With a more expansive vision for the future, the School has developed shared goals in the areas of





< Each year, as part of the United to Serve campaign, SHP students, faculty, and staff participate in a community health fair at T.J. Rusk Middle School in Dallas.



education, research, and clinical care, as well as a strong focus on culture to help support efforts surrounding personnel recruitment, development, and retention. With respect to our culture, our overall goal is “collaboration”; we enthusiastically promote diversity and inclusion and the values of excellence, innovation, teamwork, and compassion. As SHP Dean Jon Williamson, Ph.D., says, “We realize good people will always be in high demand and that they will have

more choices regarding employment opportunities. We just need to ensure we are broadly recognized as one of the best choices in the academic health care arena.”

A Roadmap for Planning and Development

Our goals serve as a roadmap to help guide planning and development for the years ahead, with defined metrics and benchmarks to validate progress in the mission-critical areas of education, research, and patient care. In education, our goal is to become

nationally recognized as a “school of choice,” known for excellence in health care education and training. Growing numbers of student applicants (regionally, nationally, and internationally) and employee hires from outside the state of Texas attest to our expanding reputation. For research, our goal is to become a national leader recognized for producing high-impact health care investigations. New initiatives are underway to develop robust programs and to hire additional dedicated research faculty. In clinical care, our goal is to become a “preferred

partner” recognized for providing high-quality patient care. Plans are underway for clinical expansion in several areas to meet growing patient demand. Overall, the SHP is well-positioned to continue to make significant contributions as a vanguard in health care education, research, and clinical care, with very high expectations for the future.

Discover Our Programs: The School of Health Professions offers training in six distinct areas. Meet our new program leaders and learn what they envision for their programs moving forward.



Temple Howell Stampley, M.D.
Chair and Program Director,
Physician Assistant Studies

Physician Assistant Studies

What are the strengths of the Physician Assistant Studies program?

Our affiliation with one of the country's leading academic medical centers, patient care providers, and biomedical research institutions places our program in a very strong position. With four hospitals on or close to campus – William P. Clements Jr. University Hospital, Zale Lipshy University Hospital, Parkland Hospital, and Children's Medical Center Dallas – we can draw from a rich pool of local expertise to enhance both our didactic curriculum and clinical training programs. In addition to our main campus, our partnership with Texas Health Resources expands our clinical rotation opportunities into the surrounding communities, offering a variety of clinical experiences in core and elective rotations. Our dedicated faculty are recognized for student interaction and teaching excellence, with a deep commitment to enhancing student knowledge of quality improvement and patient safety. Many of our faculty are practicing clinicians with a focus on primary care and serving the underserved. The high quality of this educational experience is evidenced by a 100 percent first-time student pass rate on the PANCE over the past 10 years. In alignment with UT Southwestern priorities, we take great pride in our student, staff, and faculty diversity and our inclusive environment.

What are the program's primary goals?

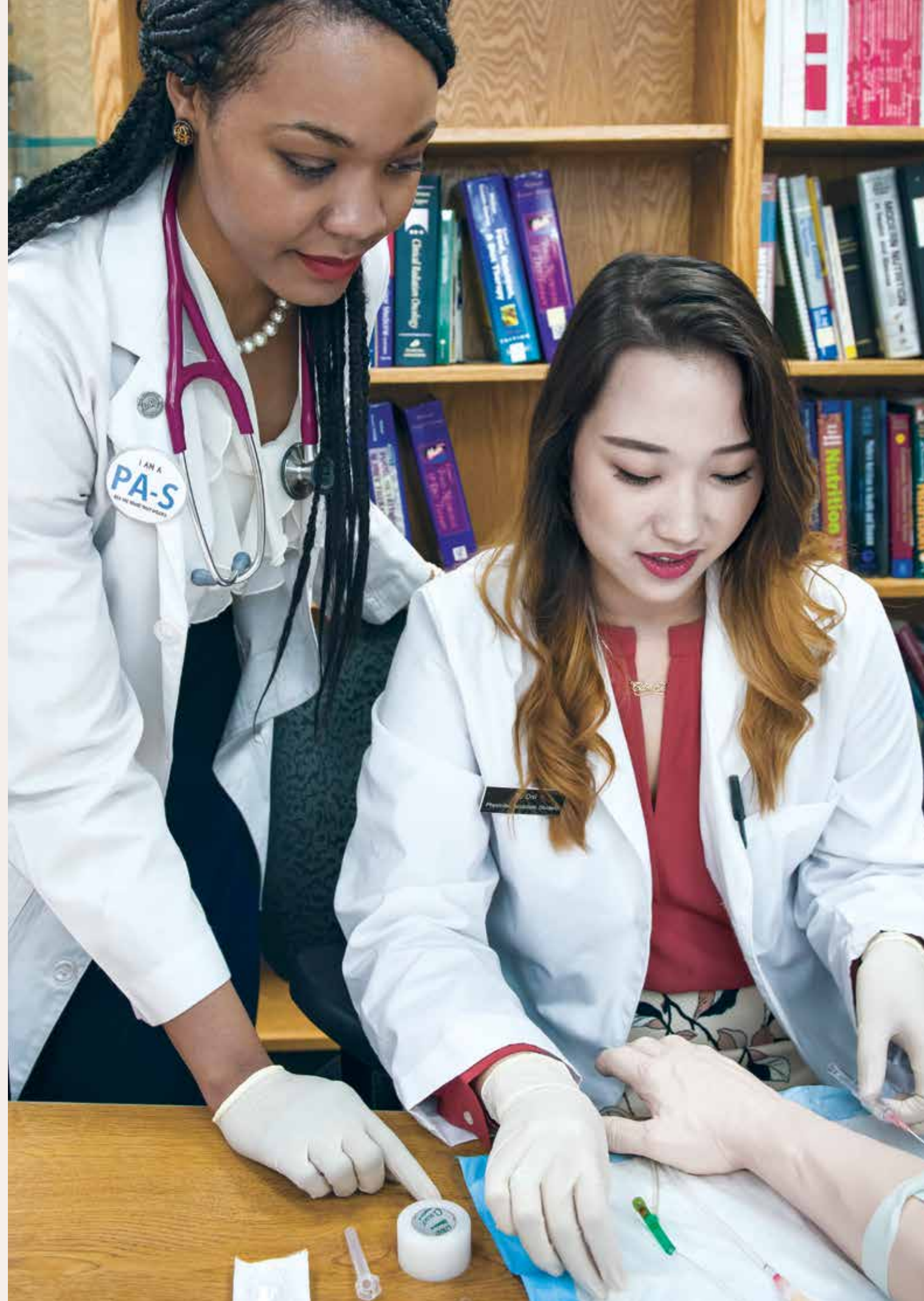
We want to sustain excellence and continue forward by maintaining both our unblemished accreditation status and 100 percent first-time student pass rate for the PANCE. Being a large state, Texas offers significant opportunity for PAs in the primary care arena, so we plan to increase the number of graduates selecting primary care as initial employment through increased exposure with the newly developed primary care preceptorship. This will be an excellent complement to the high-quality subspecialty offerings at UT Southwestern. We will also be expanding our curriculum to incorporate quality improvement and patient safety education training with the ultimate goal of developing a Quality Improvement and Patient Safety (QIPS) Distinction for our PA students. Because we feel it is very important to have ongoing improvement, we strive to ensure there is dedicated time and resources for faculty development to enhance research, teaching, and leadership skills.

“Attending PA school at UT Southwestern has exposed me to a diverse patient population, which I find advantageous because with that experience you are better equipped to treat patients almost anywhere you go.”



Peter Trinh,
Physician Assistant Studies,
Class of 2018

> Aspiring physician assistants learn the skills they will need to deliver medical and surgical care alongside physicians and other providers.



How does the Physician Assistant Studies program engage the local community?

We take an active role through participation in community health fairs, primarily those focused on underserved populations. These have generally included the Binational Health Fair, KwanzaaFest health events, Sickle Cell Health Fair, and United to Serve. In addition, our students greatly enjoy hosting suturing workshops for high school students

during the annual UT Southwestern Health Professions and Recruitment Exposure Program (HPREP). They also take great pride in sharing information about health and wellness while promoting the PA profession at local elementary schools, middle schools, high schools, community colleges, and local and regional universities.



“One of the biggest impacts for me through my time in school was the support from faculty and classmates. UTSW has such prestige in its program, and faculty members pride themselves on preparing their students as providers. I always felt supported, pushed to be a better clinician, and encouraged to pursue excellence in medicine.”



Keri Miller, PA-C
Alumni of the Master of Physician Assistant Studies program,
Physician Assistant at QuestCare Clinic

▲ Top of page: UT Southwestern hosted the National Association of Medical Minority Educators (NAMME) Southern Regional Conference in April 2018.

< SHP students volunteer to help serve meals for Dallas LIFE, an organization dedicated to helping the homeless.



Why do students choose to attend the Physician Assistant Studies program?

Admittedly, there are many excellent PA programs, but our data show students select the UT Southwestern PA program for several reasons. First, our program's reputation is very good. Additionally, location plays

an important role for many of our students, and the Dallas/Fort Worth Metroplex offers an excellent variety of high-quality training opportunities and a strong job market. We also find many students appreciate the genuine dedication of our faculty to student learning and success. Students also note the strength of UT Southwestern's clinical curriculum is a major factor in their decision to attend our program. We have worked over many years to develop

and modify our clinical curriculum to ensure comprehensive, high-quality training in all areas of medical practice, including rotations in emergency medicine, family medicine, infectious disease, internal medicine, women's health, pediatrics, psychiatry, surgery, and a primary care preceptorship.

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▲ Assistant Professor of Physician Assistant Studies
John Kane, M.P.A.S., PA-C, leads students in collaborative, team-based education.



Jeffery Browning, M.D.
Chair, Clinical Nutrition
Holder of the Margo A. Denke,
M.D. Professorship in Clinical
Nutrition Research

pathway for nutritional education for non-dietitians, such as physicians, physician assistants, and other health care providers. We will work to increase research productivity through strategic faculty recruitment, interdepartmental collaborations, and improved support of faculty efforts via core facilities

and to leverage existing research programs on campus. A good example of the latter is the current UTSW study of intermediary metabolism via stable isotope tracers, which dovetails with our program's study of nutrition. Other goals include attracting new hires who have the skills and enthusiasm needed to be a significant contributor to the body of knowledge related to the nutritional sciences.

How does the Clinical Nutrition program engage the local community?

Part of our mission at UT Southwestern is to help improve health care in our community, and we are well recognized for our efforts in this area. Students and faculty alike are involved in several health fairs

✓ Clinical Nutrition students receive synergetic educational opportunities by working with registered dietitians and other providers.

Clinical Nutrition

What are the strengths of the Clinical Nutrition program?

Our location on a large medical center campus provides an ideal environment for in-depth study of clinical dietetics and medical nutrition therapy. Collaboration between the UT Southwestern Center for Human Nutrition (CHN) and our program allows us to offer programs that involve the educational component to nutrition that are linked closely to the research conducted at CHN. We work hand in hand in teaching students the future of medicine, today. Many of our faculty are recognized experts in the field of nutrition and dietetics and are actively involved in research, patient care, and community outreach, which is a tremendous advantage for our students. On- and off-campus rotations provide students with a wide range of exposure to medical disorders that benefit from medical nutrition therapy, including chronic conditions, obesity, cardiovascular disease, and lipid disorders. Our program is one of a handful of coordinated programs in the U.S. that combines coursework and supervised clinical practice. This integrated experience helps our graduates achieve a first-time pass rate on the Registered Dietitian (RD) exam of greater than 90 percent and enhances employment opportunities.

What are the program's primary goals?

UT Southwestern's inpatient Nutrition Consult Service at William P. Clements Jr. University Hospital is designed to allow nurses, dietitians, pharmacists, and physicians to work together in addressing the nutritional needs of hospitalized patients and to offer our students excellent collaborative educational opportunities. We will work to enhance the interaction between the RD and primary care physicians by placing a dietitian in the primary care settings across campus to provide medical nutrition therapy as well as intensive behavioral therapy for obesity. In addition, there will be opportunity to initiate a quality improvement program at Clements University Hospital to address potential malnutrition in hospitalized patients. Our program will create a



"The biggest impact on my education has been the support that my fellow classmates and professors have provided. Every day is a new day to learn something exciting and challenging."



Jamala Christopher,
Master of Clinical Nutrition,
Class of 2019



< Nutritionist and Dietitian Melanie Jewell, a graduate of the Clinical Nutrition program and former Outstanding Student Award recipient, delivers an animated lecture to SHP students.

“A great benefit of the Clinical Nutrition program is the fact that you’re a part of a large medical school and therefore have exposure to excellent practicing medical doctors and researchers. Now that I’m in a clinical setting, I feel more confident in my medical training and background knowledge and can be a more valuable team player.”



and educational initiatives held throughout the year. The United to Serve Health Fair, for example, is a campuswide collaboration held annually at T.J. Rusk Middle School to help address the needs of the underserved. In addition, we offer nutrition education and provide presentations on cooking and healthy eating at the North Dallas Food Bank, HIV Education Resource Center, Ronald McDonald House, and numerous local nursing homes on a regular basis. We

work with the Science Teacher Access to Resources at UT Southwestern (STARS) program to provide dietary and nutritional education to teachers and students in the Dallas Independent School District. We are proud to serve, and in these ways and others have made community service part of our curriculum.

Visit utsouthwestern.edu/clinnut



Patricia Gallagher, RD
Alumni of the Master of Clinical Nutrition-Coordinated program, Outpatient Dietitian for the UTSW Bariatric Surgery program



Leslie Gray, M.A., CPO
Program Director,
Prosthetics-Orthotics

Prosthetics-Orthotics

What are the strengths of the Prosthetics-Orthotics program?

The UT Southwestern Prosthetics-Orthotics program is the only program in the country with an on-site faculty practice that includes a robust outpatient clinic and inpatient care at four major teaching hospitals: William P. Clements Jr. University Hospital, Zale Lipshy University Hospital, Parkland Hospital, and Children's Medical Center Dallas. In this academic health care environment, our students have the opportunity to interact with practicing clinicians, technicians, and other health care providers in a multidisciplinary setting for a real-world education. One of our classrooms is actually located within our patient clinic. Because all of our faculty are actively engaged in clinical practice, their clinical expertise and patient care experience translates into unique learning opportunities in the classroom and the most up-to-date clinical education available. The program offers on-site laboratory and fabrication spaces with new tools, machines, and equipment dedicated to student learning and training. Students also benefit from a strong patient model program and have the opportunity to experience one-on-one patient care with a maximum faculty-to-student ratio of 1:4 during all patient care experiences.

What are the program's primary goals?

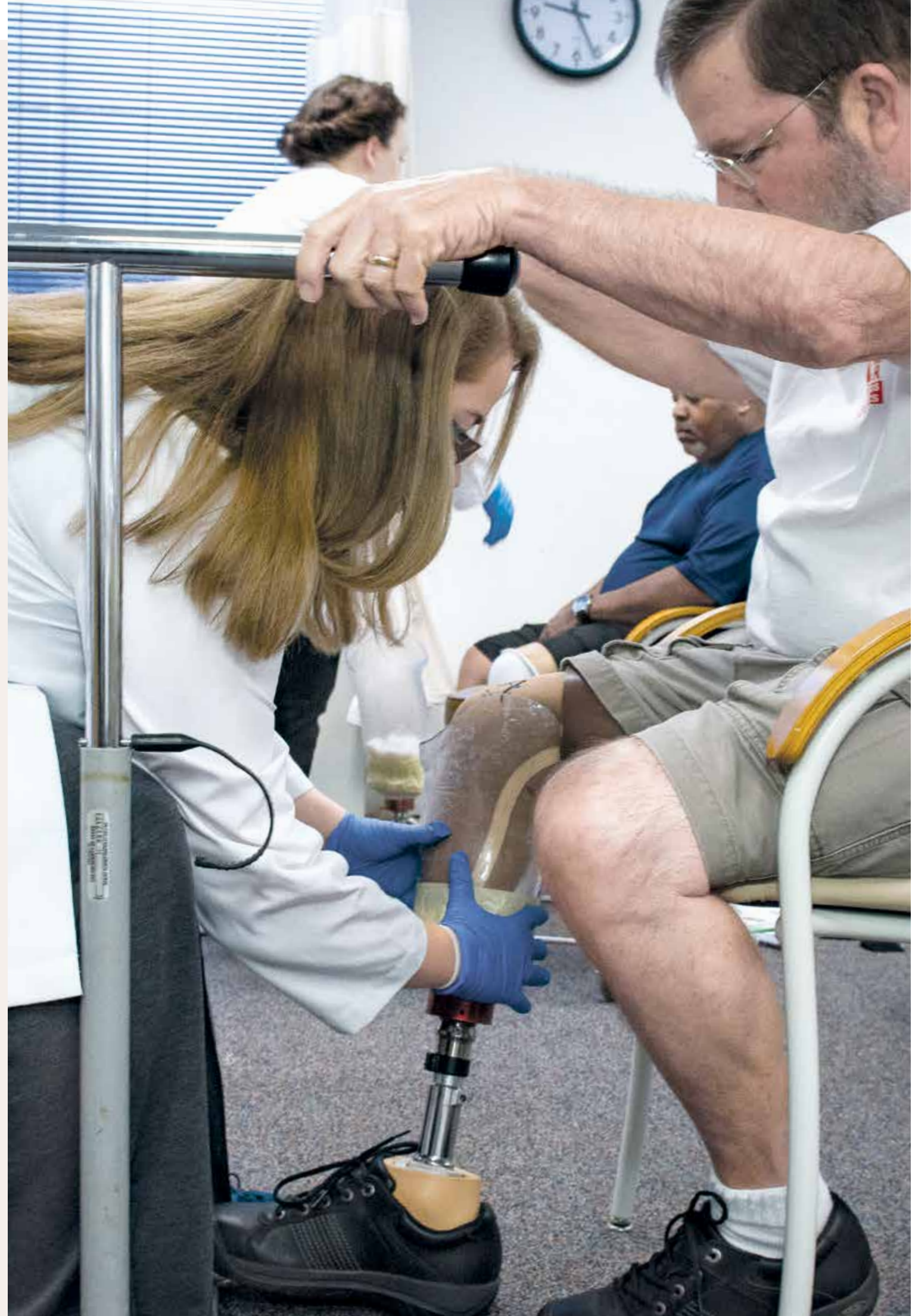
While the program is strong, we do have areas that can be further developed as well as new opportunities for growth. That said, we continue to sustain academic excellence and provide clinically relevant and academically rigorous education that incorporates the hands-on skills unique to the prosthetics-orthotics profession to best prepare our graduates to be highly competitive candidates for the top residency programs in the country. Clinically, we strive to explore new delivery models and look for ways to improve our efficiency to help meet increasing patient volume while sustaining high-quality care. We have room to increase our research productivity and more consistently contribute to the body of scientific knowledge in the prosthetics and orthotics patient care area. Our goal is to foster more collaborative research efforts to help our faculty become leaders in the profession with respect to their area of expertise.

"Being able to work with amputee patient models has been the most impactful experience for me while at UTSW. They are able to impart a sense of introspection that can seem foreign until you really get immersed in the health care field."



Samuel Devereux,
Prosthetics-Orthotics,
Class of 2018

> The Prosthetics-Orthotics program incorporates hands-on skills unique to the profession to best prepare graduates.





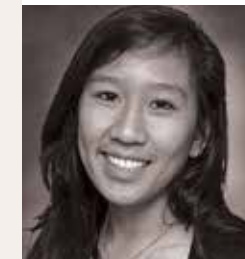
Why do students choose to attend the Prosthetics-Orthotics program?

Although Prosthetics-Orthotics is not a well-known health profession, there are several reasons that students select the profession and particularly our program. The profession offers a unique blend of hands-on engineering science, patient care, and performance assessment; and the practitioner has the opportunity to assess the patient, design, and often fabricate a custom device and then fit the device to the patient for optimal performance. We generally tend to attract engineering students who seek more involvement in direct patient care, and we keep our student numbers low to ensure the highest-quality training. Our program has an excellent reputation for training outstanding clinicians coupled with a superb history of job placement.

Visit utsouthwestern.edu/po



“The UTSW program provides the well-rounded groundwork to excel in clinical care while encouraging evidence-based practices. In a profession that is ever-changing, this program drills in the basics of biomechanics and fabrication to ensure that whatever tools we might use in the future are sound and reliable.”



Elise Lebiga, M.P.O.
Alumni of the Prosthetics-Orthotics program,
Orthotics resident

< Designing and fabricating custom devices for patients is one of the unique opportunities offered in the Prosthetics-Orthotics program.



Robert Drake, M.S., CRC
Interim Program Director

State Hospital. Several outpatient and specialty clinics extend our services to the community. Academically, we are able to draw from the clinical and teaching expertise of numerous faculty on our campus to provide up-to-date and clinically relevant information throughout our curriculum. We have intentionally selected smaller class sizes so our students receive highly individualized attention from program faculty. Further, our program-sponsored practicum and internship sites eliminate the need for students to locate clinical placements on their own.

What are the program's primary goals?

With the ongoing sustainability of our strong academic program, our current goal is to increase clinical outreach while also expanding and diversifying the training opportunities available for our students. UT Southwestern is continually growing, and the needs of our patient population are becoming increasingly diverse as well. We are seeing a high demand for employment assistance; as such, the department is well-positioned to become the leading provider of pre-employment transition services for

our region's state vocational rehabilitation agency. Additionally, the department plans to partner with the UT Southwestern Peter O'Donnell Jr. Brain Institute to provide essential clinical rehabilitation counseling services. This collaboration will also provide opportunities for additional research in line with our departmental goal of becoming a nationally recognized contributor to rehabilitation counseling research.

Clinical Rehabilitation Counseling

What are the strengths of the Clinical Rehabilitation Counseling program?

The dedicated faculty members in the Clinical Rehabilitation Counseling program engage in a broad spectrum of educational, scholarly, and service activities to enhance the education and life experience of students. Because of our location on a large medical center campus, students at UT Southwestern are exposed to advanced clinical training opportunities through direct clinical contact with a highly diverse patient population. We work closely with the Department of Psychiatry and the Division of Clinical Psychology to provide care in a variety of hospital and clinical settings, including UT Southwestern University Hospitals, Parkland Hospital, Dallas Veterans Affairs Medical Center, Children's Medical Center Dallas, Presbyterian Hospital Dallas, and Terrell

> The Clinical Rehabilitation Counseling program trains students to provide assessment, counseling, and case management services for individuals with physical and/or psychiatric disabilities.





▲ The Clinical Rehabilitation Counseling program combines academic training with clinical experience for a comprehensive, well-rounded education.

“I think the biggest impact that my program has made on me is showing me how one can always correct oneself when working with a patient. Through my education, I have learned to relax and trust myself more when working with patients in a counseling setting.”

How do Clinical Rehabilitation Counseling students engage with the local community?

Through clinical internship rotations, our students work with state vocational rehabilitation clients and their families, local vocational rehabilitation counselors, employers, and several community service agencies throughout the Dallas metropolitan area. Our students partner with UT Southwestern Clinical Psychology students to participate in the UTSW United to Serve Health Fair, which is a campuswide initiative that works year-round to connect local, underserved communities with important medical information and services. Our students participate as members and sometimes as officers in the local chapter of the National Rehabilitation Association and attend training seminars conducted by the local chapter of the International Association of Rehabilitation Professionals (IARP).

Visit utsouthwestern.edu/rc



< The program meets the academic and clinical experience requirements to prepare students for national certification as a Certified Rehabilitation Counselor (CRC).



Ariel Villarreal,
Clinical Rehabilitation
Counseling,
Class of 2019



Kameka Rideaux, M.S., RTT
Program Director, Radiation Therapy

Radiation Therapy

What are the strengths of the Radiation Therapy program?

Our program will be the first in the nation to award a master's-level degree in radiation therapy, with the first class graduating in 2020. Our new curriculum will provide additional training in research, leadership and management, practice, technology and information literacy, ethics, and quality competencies to help ensure our students are highly competitive in the job market. The master's degree will afford opportunity for many highly qualified baccalaureate-level health professions students to advance their careers in the radiologic sciences. At UT Southwestern, students have the opportunity to learn and train as part of the Harold C. Simmons Comprehensive Cancer Center, the only NCI-designated Comprehensive Cancer Center in North Texas. Importantly, we have a strong partnership with the Department of Radiation Oncology, as well, to help ensure our students gain experience in all major areas of radiation therapy practice, including treatment delivery, medical dosimetry, simulation, and patient care under the mentoring of expert clinicians.

What are the program's primary goals?

One of our goals is to better market our master's program to prospective students through community outreach and more contact with universities and especially health professions advisors. We continually seek to increase our scholarship funding, and anticipate a highly qualified and diverse applicant pool.

We have worked hard to develop a distinct, high-quality educational program in radiation therapy and will continue to sustain academic excellence in the classroom and clinical excellence in the patient care setting. This will require continued educational innovation and ongoing incorporation of current technology to ensure we continue to provide state-of-the-art training. We will also partner with other departments and programs on campus to expand our research training and productivity. With the education and training we provide, we envision our graduates evolving into leaders in their field and adding significant value to our profession.

How will offering a master's degree impact the Radiation Therapy program?

Although the Bureau of Labor Statistics reports a faster-than-average job growth coupled with a very good annual wage for radiation therapy, it remains a lesser-known health profession. Offering a master's-level degree program with more educational breadth and rigor will substantially increase student awareness and interest in the profession as a whole. Many students having an interest in the health

professions graduate college with a baccalaureate degree in the life sciences or health sciences with the idea of seeking a higher-level health professions degree; we are now positioned as an outstanding choice for those individuals seeking a master's-level option. With the transition from undergraduate to graduate degrees, most health professions disciplines experience an increase in both the quality and quantity of applications, and we expect the same.

Visit utsouthwestern.edu/radtherapy

As part of their state-of-the-art training, Radiation Therapy students learn the capabilities of linear accelerators.





Ross Query, PT, Ph.D.
Chair, Department of Physical Therapy
Holder of the Doris E. Porter
Professorship in Physical Therapy

Physical Therapy

What are the strengths of the Physical Therapy program?

Many of the resources and elements of our mission stem from the unique strategic position within the large UT Southwestern Medical Center campus, which provides academic and research opportunities for integration with a variety of other health care areas. Our relationships with Medical Center departments, including orthopedics, neurology, and physical medicine and rehabilitation, serve to enhance our research, training, and clinical practice opportunities. The department values continued clinical service to the campus and community. This is accomplished by our faculty's continued clinical practice in diverse clinical settings and specialties, including departmentally operated outpatient clinics and strategic clinical relationships within the campus hospital system and affiliates. Because many of our faculty members are recognized experts, the department has extended its academic mission with the development of advanced subspecialty residencies in orthopedics, neurology, sports, and cardiopulmonary care with plans for future expansion. These diverse resources enrich our academic and clinical missions and make UT Southwestern a unique environment for students, faculty, and patients.

What are the program's primary goals?

One goal is to extend our clinical practice strategically with the mission and growth of the UT Southwestern clinical enterprise. Areas of expected growth include expansion of rehabilitation expertise in areas of complex medical conditions such as brain injury, oncology, and pediatric and adult neuromuscular disease. Additionally, we are exploring the expansion of non-medically based services to promote wellness and health prevention and active life participation. This goal has parallel tracks of matriculating students from our Doctor in Physical Therapy (DPT) program and the department's advanced specialty residencies, along with external recruitment of high-quality



“My program taught me to value research – how to find quality research on a specific topic, how to properly analyze it, and how to apply it to current practice.”



Kate Farr, D.P.T.
Project Director and
Physical Therapist at Evangel
VVF Center in Jos, Nigeria

^ UT Southwestern's Physical Therapy program is recognized as a national leader in providing the most effective therapies available for those who suffer from chronic pain.



With unmatched facilities and resources, the program blends theory and practice to teach students the science and professional skills they need to succeed.

clinicians and faculty into the inpatient and outpatient services on campus. We are committed to expanding clinical research with internal and external partners to advance the best standards of care in the broad scope of clinical rehabilitation environments. Additionally, we are actively developing translational and collaborative work in areas of cutting-edge medical treatments that can be augmented with rehabilitation interventions to provide optimal outcomes in complex medical pathologies. These collaborations seek not only to expand the breadth of UT Southwestern relationships but also to develop multisite participation in new lines of inquiry with the potential to impact patient care.

How do Physical Therapy students engage with the local community?

Community engagement and service is a curricular thread that is not only seen as a necessary academic element but also as an opportunity and obligation of our profession. Through the academic program, our faculty strive to motivate students to carry this important personal and professional attribute forward with them in the future. Students have opportunities for community engagement throughout their academic program. An extremely unique opportunity for engagement is the PT department partnership with the Muscular Dystrophy Association (MDA). This opportunity begins with a one-week clinical service event where students and faculty partner with the local MDA, hospitals, and a comprehensive medical team at the Camp John Marc summer camp. Students function as camp counselors/assistants, providing care and support for kids with a variety of neuromuscular pathologies supported by the MDA. Students engage in the community in many other ways that coordinate with academic courses, providing medical screenings and counseling in fitness and wellness in community-assisted living centers, participating in local community races/marathons that support both medical- and nonmedical-related organizations, and more. Students have recently become integrally involved in supporting the implementation of a community boxing program for individuals with Parkinson's disease. Our community engagement programs positively provide service to community partners and contribute to the development of compassionate, service-focused rehabilitation professionals.

Visit utsouthwestern.edu/pt



Interprofessional Practice and Education

Toward enhancing the education and training of our students, the School of Health Professions has been a leader in interprofessional education activities on the UT Southwestern campus and in our community.

Teaching Skills for Interdisciplinary Health Care

The School of Health Professions (SHP) has actively participated in Interprofessional Education (IPE) since the early 1990s, when it began offering elective “interdisciplinary” courses. As the need for IPE grew, a new course termed IDEAL (Interdisciplinary Development, Education & Active Learning) was developed, which introduced the major principles and issues involved in interpersonal skills for interdisciplinary health care. Topics covered include interpersonal effectiveness, verbal and nonverbal communication, team building, leadership, conflict management, behavioral change, and ethics. The course was incorporated into the curriculum of all SHP programs, and all SHP students are enrolled in it during their first year.

The course is structured as an active learning/lab course consisting of many types of educational endeavors, including small group discussions/activities, a facility visit, online activities, and a simulated clinical team exercise with a standardized patient. Students interact with health professions students from different programs, first- and second-year medical students, nursing students, patients, and faculty from the SHP and Medical School. This program is directed by Kim Hoggatt Krumwiede, Ph.D., Associate Dean for the School of Health Professions, who also serves as the Director of Interprofessional Practice and Education (IPE) at UT Southwestern. Today, IPE serves as the basis for a host of activities and initiatives.



“Interprofessional education focuses on building the communication and teamwork skills students will need in their careers as health professionals working together in collaborative practice. The driving force behind interprofessional education and practice is improved patient care – a priority all health professions share.”



Kimberly Hoggatt Krumwiede, Ph.D.
Director of Interprofessional Practice and Education

Convergence Day

Annually, Convergence Day brings together UT Southwestern SHP and Medical School students with students from Texas Woman’s University College of Nursing, UT Arlington College of Nursing and Health Innovation, and Texas Tech University School of Pharmacy in small mixed groups to learn about, from, and with each other. Exercises introduce roles and responsibilities, communication practices, and elements of TeamSTEPPS® coupled with an annual theme that provides focus and content. This event has been a UT Southwestern initiative since 2009 to develop and advance foundational experiences with interprofessional learning in order to introduce future clinicians to competencies for team-based care.

Visit utsouthwestern.edu/convergence

Quality Assurance and Improvement Symposium

Among many other interprofessional education activities, the SHP hosts an annual symposium on Quality Assurance and Improvement in Collaborative Practice for students, faculty, preceptors, and alumni. This highly successful event has helped to bridge IPE and training in the academic setting with the application of collaborative care in the clinical practice setting.

▲ At the annual interprofessional symposium, students learn to take communication and teamwork knowledge and skills from the classroom into clinical practice settings.



Interprofessional Team-Based Simulation

Interprofessional activities on the horizon will take advantage of the new UT Southwestern Simulation Center, one of the largest and most advanced centers of its kind in the country.

Occupying the entire second and third floors of the new West Campus Building 3, the Simulation Center replicates and creates virtual environments for training in clinical care and procedures provided in

a wide variety of settings, including operating rooms, labor and delivery suites, intensive care units, and the emergency room.

Twenty standardized patient rooms are available to train health care providers, with their education further enhanced by interchangeable high-fidelity manikin rooms, task training spaces, dedicated classrooms, and other labs and facilities.

Highlights of the Simulation Center include:

- > 28,000 square feet
- > 11 high-fidelity training environments, including:
 - > An emergency department room
 - > An intensive care room
 - > A labor and delivery room
 - > 2 large operating room suites
 - > 3 robotic surgery-training environments
 - > Laparoscopic training and suturing lab
 - > 20 standardized patient exam rooms
 - > 7 debriefing/meeting rooms
 - > Wet/dry lab with 140-seat capability
 - > Engineering and innovations lab
 - > Multi-skills lab

Advanced team-based simulations in the facility give students more opportunities than ever before to learn and refine a wide array of interprofessional skills to ready them for collaborative practice.

Visit utsouthwestern.edu/sim-center

Interprofessional Leadership Committee Student Group

This student-led group organizes and sponsors activities in both social and professional settings in order to integrate health care students from UT Southwestern and students from other institutions such as the UT Arlington School of Nursing and Texas Tech Health Sciences Center School of Pharmacy.

Students form interprofessional networks and teams in the educational setting to better understand each interprofessional role in the health care team with the goal of providing the best care to future patients.



▲ (above and left) Through collaborative, team-based learning and lectures, interprofessional activities include a focus on the dual process theory in the context of clinical decision analysis.

Capra Symposium

The Capra Interdisciplinary Healthcare and Research Symposium promotes collaborative research and team-based care in the health professions.

Patricia Capra, Ph.D., was an Associate Professor in the Department of Rehabilitation Counseling from 1989 to 1997, and her love of education and teaching remains a legacy at UT Southwestern. As a 1983 alumna of UT Southwestern, Dr. Capra was an early adapter of interdisciplinary education and research.

Through the generous support of Dr. Capra and her late husband, J. Donald Capra, M.D., a renowned immunologist, the Capra Interdisciplinary Healthcare and Research Symposium was established in 2001 with a goal of fostering and promoting collaborative research and team-based care in the health professions. "I have watched with interest the growing commitment to team-oriented care," Dr. Capra said. "I don't believe that you can overstate the importance of this approach for the future of health care."

The Symposium has been led by Assistant Dean for Research Scott Smith, Ph.D., and has focused on a variety of health care-related topics, including:

- > Strategies for Managing Obesity
- > Community-Based Medicine & Research
- > Transforming Medical Education and Patient Care Through Interprofessional Research
- > Interdisciplinary Management of Parkinson's Disease
- > Promoting Interdisciplinary Bench and Clinical Research

The Symposium also involves a roundtable discussion with students on the benefits of their involvement in scholarly activities and health research. "I always look forward to hearing what is new and exciting in our work here, and the students never fail to amaze me," Dr. Capra said. "They are talented and dedicated even now, in the earliest stages of their careers."

In addition to supporting the symposium, the endowment created by the Capras has also provided funding to stimulate and support interdisciplinary research collaborations. One such collaboration involved Hoda Yeganehjoo, Ph.D., RD, from the Department of Clinical Nutrition with Masaki Mizuno, Ph.D., from the Department of Health Care Sciences. Their combined expertise resulted in a novel proposal using an animal model to study the effects of dietary isoprenoids as a potential neuroprotective agent against the effects of Alzheimer's disease.

"By bringing together clinicians and researchers from different disciplines, we are anticipating they will share their unique perspectives and insights toward developing new questions with the potential to move science forward and ultimately improve health care," says Jon Williamson, Ph.D., Dean of the School of Health Professions. The Capra Symposium continues to serve as the genesis of many fruitful collaborations, and the School remains grateful to the Capras for their ongoing generosity and keen vision.



▲ Drs. Don and Patricia Capra

< Mark Goldberg, M.D., Chair of UT Southwestern's Department of Neurology and Neurotherapeutics, addresses Capra Symposium attendees.



Student Diversity and Inclusion

An important goal of the School of Health Professions is to promote and sustain a diverse and inclusive environment.

UT Southwestern serves a highly diverse community in Dallas and North Texas, and we seek to have our campus community reflect that diversity. In promoting diversity and equal opportunity – and ensuring nondiscrimination – we enhance UT Southwestern as an educational institution, as a medical center serving the health care needs of a diverse population, and as an employer.

The School of Health Professions' Diversity and Inclusion Advisory (DIA) Committee, comprised of students and faculty members, is charged with developing strategies and activities to help ensure all individuals feel welcomed and supported. The committee's goal is to establish and maintain a positive academic environment where the similarities and differences of individuals are valued so that all students can reach their academic potential while demonstrating superior outcomes in retention, graduation, and professional certifying exams.

Office of Student Diversity and Inclusion

The Office of Student Diversity and Inclusion serves students from all three UT Southwestern schools – the Medical School, the Graduate School of Biomedical Sciences, and the School of Health Professions. The Office of Student Diversity and Inclusion cultivates diversity in the student body across the campus through education and a variety of programs that identify and recruit exceptional students. The Office is led by Shawna Nesbitt, M.D., from the Medical School. Team members include Nancy Street, Ph.D., from the Graduate School of Biomedical Sciences and Carolyn Bradley-Guidry, M.P.A.S., PA-C, CPH, from the School of Health Professions.

“Our goal is to recruit and educate a diverse and inclusive student body in which all students can thrive. We believe the classroom learning experience is enhanced when students come from a variety of backgrounds. We also believe it is important to produce the next generation of health professionals who are prepared to care for all the nation’s citizens.”



Carolyn Bradley-Guidry,
M.P.A.S., PA-C, CPH
Director of Diversity and Inclusion for the School of Health Professions
Associate Professor, Physician Assistant Studies



< UT Southwestern's Office of Student Diversity and Inclusion promotes services that will improve medical practice in underserved areas and enhance minority students' success in their curriculum.



Research Endeavors

The addition of a new doctoral program and recruitment of more research faculty are seen as keys to further developing robust research capabilities in allied health and the School of Health Professions.

In his role as Assistant Dean for Research, Scott Smith, Ph.D., has been charged with developing the resources and infrastructure needed to build and sustain a robust research enterprise in line with School and University goals. "There is currently a critical shortage of Ph.D.-level allied health professionals," notes Dr. Smith. "In the research arena, this shortage serves as a substantial road block in the generation of the evidence-based research necessary for meaningful progression of a number of allied health fields."

To help address this shortage, one of the School of Health Professions' primary goals is to develop and implement a Ph.D. program that provides rigorous research training specifically for allied health professionals. This additional doctoral-level training should enhance employment opportunities in academic institutions, government agencies, and the private sector. Moreover, it can provide the experience and skills necessary to significantly contribute to the scientific knowledge of allied health fields.

In the School of Health Professions, faculty members are doing good work in the research arena; their recent achievements include receipt in excess of \$4.5 million in extramural grants and contracts to support research and outreach programs, as well as publication of a number of articles and books in the medical literature. While this represents a good start for the School, more quality faculty will be recruited to build and expand upon these efforts.

For students in the program, the addition of doctoral-level research faculty will enhance training opportunities. As one of the world's foremost research institutions, UT Southwestern Medical Center fosters multidisciplinary research and rigorous scientific training in both basic and clinical research. The proposed Ph.D. in Applied Clinical Research will be designed to partner with and leverage existing resources available at UT Southwestern, including the Advanced Imaging Research Center, Center for Human Nutrition, Center for Patient-Centered Outcomes Research, Center for Translational Medicine, Clinical Center for Movement Disorders, Clinical Center for Multiple Sclerosis, the Institute for Exercise and Environmental Medicine, and the Mobility Foundation Center for Rehabilitation Research.

> The proposed Ph.D. in Applied Clinical Research will be designed to provide rigorous research training specifically for allied health professionals.





Gordon Green, M.D.
Former Dean and
Professor Emeritus

One of Dr. Green's most distinguished character traits is his belief in investing in good people and inspiring them to do their best. In ongoing support of this shared belief, an endowment has been established in Dr. Green's honor in collaboration with UT Southwestern President Daniel K. Podolsky, M.D., the UT Southwestern Development Office, and the Southwestern Medical Foundation.

Dr. Green requested endowment funds be used to help support student scholarships in the health professions. The "Green Scholars" will be selected from the best and brightest students to receive financial assistance toward fulfilling their potential to become future health care leaders. Donations to the **Gordon Green, M.D., Endowed Scholarship Fund** can be made at engage.utsouthwestern.edu/pages/donation-form-gordon-green.

✓ Through preclinical experiences in the lab, Physical Therapy students are prepared for using different treatment modalities for a wide range of patient conditions.

Green Scholars Endowment Fund

A new endowment in honor of Gordon H. Green, M.D., benefits School of Health Professions students.

In 1991, Gordon Green, M.D., became Dean of what was then called the Southwestern Allied Health Sciences School and served in this role until 2006. He brought with him a vision for how the School could shape the future of health care in the state of Texas and beyond.



< The UT Southwestern School of Health Professions empowers graduates with the knowledge and tools needed to offer expert, compassionate care in 11 exciting health care fields.



Regents' Outstanding Teaching Awards

An exceptional faculty helps drive our students' success.

School of Health Professions faculty members are dedicated to providing the best education possible and continually work to provide the most current and relevant information, understand their students' needs, and hone their instructional skills. This high level of commitment to the education and training of students is highly valued and encouraged at the highest level of The University of Texas System.

Since 2008, The UT System Board of Regents has bestowed its Outstanding Teaching Awards, recognizing faculty members in the UT System's eight academic and six health institutions who have demonstrated extraordinary classroom performance and innovation in undergraduate instruction. With a monetary award of \$25,000, the prizes are the Board's highest honor and are among the largest in the nation for rewarding outstanding faculty performance.

Faculty members undergo a series of rigorous evaluations by students, faculty peers, and external reviewers. The review panels consider a range of activities and criteria in their evaluations of a candidate's teaching performance, including classroom expertise, curricula quality, innovative course development, and student learning outcomes. The Regents' Outstanding Teaching Awards complement a wide range of systemwide efforts that underscore the board's commitment to ensuring that University of Texas institutions are places of intellectual exploration and discovery, educational excellence, and unparalleled opportunity.

We are proud to recognize six recipients from the School of Health Professions.



Lona Faye Sandon, Ph.D., RDN, LD

Associate Professor,
Director Department of
Clinical Nutrition

"Teaching allows me to continue to learn something new almost every day. Lifelong learning is important for those of us in the health professions as new knowledge of preventing, managing, and treating health conditions emerges. Teaching helps keep me informed of this new knowledge that can be shared with learners."



Scott Alan Smith, Ph.D.

Professor and Assistant
Dean for Research
Department of Health
Care Sciences

"I have found that students work the hardest and progress the most when they realize that I, too, have a vested interest in their education. In other words, their success is my success, and their failure is my failure. In my experience, the key to effective and meaningful teaching is the formation of a partnership between educator and student that is most successful when based on trust. Trust from the student that the teacher is knowledgeable and prepared to facilitate learning. Trust from the teacher that the student wants to learn."



David J. Klocko, M.P.A.S., PA-C

Associate Professor and
Academic Coordinator
Department of Physician
Assistant Studies

"I continually strive to develop new teaching activities that introduce variety to the various styles of learner represented in our program. The students keep me challenged and drive my desire to be a lifelong learner and educator. It is rewarding to know that I have some part in students' education and training as they become excellent health care providers and influence patients' lives."



Kimberly Hoggatt Krumwiede, Ph.D.

Professor and Associate
Dean for Academic Affairs
Department of Health
Care Sciences – Education
and Research

"Teaching is both a responsibility and a privilege. My role as a teacher has been to guide learners to take ownership of their learning through interaction, collaboration, and construction of their own knowledge. It is extremely rewarding to have some part in facilitating the development of skills that empower a learner to process information, think creatively, work collaboratively, and solve problems. This is how we must prepare our learners for a future with unlimited possibilities."



Edward P. Mulligan, D.P.T., PT, OCS, SCS, ATC

Professor and Director
of Residency Programs,
Department of Physical
Therapy

"It is important for the students to understand there is little need for memorization but a great need for comprehension. With the vast body of knowledge in health care, it is impossible to know everything but it is possible to be able to reason, problem solve, and know where and how to find the answers to complex clinical questions and situations. After all, education is what you know after you've forgotten everything you've been taught. It is rewarding to see students apply these principles of practical and ongoing learning."



P. Eugene Jones, Ph.D., PA-C

Professor Emeritus
Department of Physician
Assistant Studies

"Teaching provides me with a tremendous source of personal satisfaction by giving me the opportunity to assist others in achieving their goals, and the privilege to teach should never be taken for granted. My teaching philosophy is simple – to inspire through enthusiasm. I cannot envision another career that could be more enjoyable than this."

▶ **Our story is ongoing.
We'd love to hear yours.**

UT Southwestern School of Health Professions – for 50 years your future in health care, today.

We welcome applications from all interested individuals. Each year, approximately 150 students enroll in our programs.

Our academic year consists of three sessions:

- > The fall semester begins the third or fourth Monday in August.
- > The spring semester begins the first or second Monday in January.
- > The summer term begins the third or fourth Monday or Tuesday in May.
- > Commencement takes place in December.

Admission Information:
utsouthwestern.edu/shp-admissions

Academic Programs:
utsouthwestern.edu/shp-programs

Cost and Financial Support:
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> The UT Southwestern School of Health Professions is located close to downtown Dallas.

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