Welcome! Whether you are a new student to the Department of Allied Health Sciences or whether you are coming back to continue your career journey, please know that you could not have made a better choice than to come to the University of North Carolina. With the various fields comprising Allied Health Sciences accounting for approximately 60% of the health care workforce, you also could not have made a better choice than to become an allied health professional. I am confident that each and every one of you has made a good decision to become an allied health professional, but also know that the journey is only beginning for most of you! There is much that lies ahead for you in terms of your knowledge base, experiences, and overall growth and seasoning as a professional. But how did you get to this point in your educational training and career?

I am sure that some of you have gotten on the path to allied health sciences in a direct and linear fashion. Some of you had an early passion for your area of interest, perhaps ignited by a parent, sibling, or early experience that excited you about those possibilities, and you have pursued these opportunities directly. I suspect that others have taken a less than direct pathway, perhaps fueled by learning about what you didn’t want to do (e.g., getting training in a field and realizing that it was NOT what you wanted; having experiences with a job, or seeing a friend or family member doing a job that they didn’t like, etc.) or recognizing that your talents were in a different area of interest. Still others may have taken a pathway that simply reflected their interests, talents, abilities, and affinities, and the field of allied health sciences was on that pathway. Quite frankly, none of these pathways is better or worse than the other as the important thing is the journey and making conscious decisions that will energize and excite you for the future.

I must say, the pathway to my current position has been less than direct and certainly not one that others would recognize as a “pure pedigree.” I majored in child psychology for my undergraduate work, but thought that I didn’t want to pursue my doctorate at that time. I thought that I wanted to enroll in a counseling program, but after a discussion with one of the professors in the counseling program, was referred to clinical psychology. I did work for several years after obtaining my Master’s Degree in Clinical Psychology, but then developed a strong passion for pediatric neuropsychology. This led me to doctoral studies at the University of Georgia, Vanderbilt for my clinical internship, and Brown University for a Postdoctoral Fellowship in Child Neuropsychology. And, you ask, how did I end up as the Associate Dean and Chair of the Department of Allied Health Sciences? Well, I was exposed to a variety of leadership experiences over the years, and those experiences led me to explore these types of academic leadership endeavors. By the way, I have not lost my passion for pediatric neuropsychology, but, rather, have had the opportunity for “value added” to my career given my interests in leadership. Not a linear pathway by any stretch of the imagination, but a truly satisfying one nonetheless. I encourage you to talk to your faculty and peers about their respective career pathways. I’m sure you will find a variety of different paths articulated by these individuals.

So, as we begin this academic year, please take a moment and think about how you have gotten to where you are in your academic career. Was it driven by an early passion? A key person who touched you along the way? A positive, negative, or less than satisfying experience? A deliberate or incidental observation? These reflections can tell you a little bit about who you are and where you are headed, and they also can help you formulate your future plans. Whether you know exactly where you are headed, have an idea of your path, or perhaps are not entirely sure, please move down your chosen pathway with passion. As the saying goes, enjoy the journey, and I am glad you are doing this part of your journey in the Department of Allied Health Sciences. I wish you every success for this academic year.

Dr. Stephen R. Hooper
Associate Dean and Chair of the Department of Allied Health Sciences

Associate Dean & Chair of AHS
The field of occupational science attempts to scientifically explore the constructs of meaningful activities that people engage in during their daily life and how this influences their physical and mental well-being. In other words, this field studies “the way” and “the why” that people engage in occupation, both to further the evidence base, and to support the practice of occupational therapy. Occupational therapists help people learn or relearn skills that are meaningful to them in their culture. For example, in one culture, eating with a fork is very meaningful. If an occupational therapist met a young child with some hand difficulties, he or she may help that child learn how to use a fork. Occupational therapists can work on skills in different areas such as eating, dressing, obtaining employment, and mastering academics.

Physical therapy is an area of rehabilitative medicine that combines exercise, hands-on manual therapy, various modalities, and education in an effort to provide holistic treatment to people of all ages who have sustained musculoskeletal or neurological injuries, undergone surgery, or have a physical/mental disability. Physical therapists are experts in human movement and constantly seek to identify impairments in movement and function to improve an individual’s quality of life, pain level, and overall function.

Clinical Laboratory Science
Clinical Laboratory Scientists perform a variety of laboratory tests, ensure the quality of the test results, explain the significance of laboratory tests, evaluate new methods, and study the effectiveness of laboratory tests. Examples of laboratory tests performed include the detection of the abnormal cells that cause leukemia, the analysis of cardiac enzyme activity released during a heart attack, the identification of the type of bacteria causing an infection, and the detection of DNA markers for genetic diseases. Molecular Diagnostic Scientists detect and identify biomarkers at the most basic level, that of nucleic acids (DNA and RNA). Common applications of molecular methods include medical diagnosis, establishing prognosis, monitoring the course of disease, and selecting optimal therapies. Molecular methods are also used in both forensic and non-forensic identification.

Radiologic Science
Radiologic science is the health profession concerned with imaging for medical diagnosis, assessment, and treatment of disease and injury. The undergraduate medical imaging specialists deliver direct patient care and management during the acquisition of images for analysis for diagnosis and are involved in assisting with diagnostic and interventional procedures. You will find these professionals in all types of outpatient settings, emergency departments, intensive care units, surgical suites, and inpatient service environments. The masters degree advanced practice radiologist assistants provide procedural and patient management to insure a radiology department can deliver efficient, safe, and accurate diagnostic and therapeutic services.

Speech & Hearing Science
The Speech and Hearing discipline is all about how we hear and communicate through language. This discipline helps individuals across the lifespan with communication, hearing, feeding, and swallowing disorders so that they can maximize their full potential. Speech-language pathologists (SLPs) help people who have complex communication needs by providing alternative means of communication. They also provide services to people who have lost their ability to use language and/or speech. Some SLPs specialize in such areas as aphasia by working with stroke survivors, traumatic brain injury patients, or school-age children with speech and language disorders. Audiology is the study of hearing. Audiologists focus on the diagnosis and management of hearing and balance disorders through such means as hearing aids, cochlear implants, and other related things.

Clinical Rehabilitation & Mental Health Counseling
Rehabilitation and mental health counselors are trained to help serve people with disabilities to reach their maximum level of independence, to integrate into the community, and to reach their own personal goals. Work settings could include working in private practice as a license professional counselor, working for public agencies such as vocational rehabilitation, private agencies such as worker’s compensation, hospitals, schools, along with many other opportunities.
TIMELINE of AHS Programs

- The Medical Technology program began (1952)
- The Institute for Speech and Hearing Sciences was established (1969)
- Bachelor of Science in Radiologic Science is offered (1974)
- The Institute for Speech and Hearing Sciences became a division (1980)
- PhD program in Human Movement Science is developed (1998)
- The Institute for Speech and Hearing Sciences became a division (1980)
- The Radiography Certificate program created in collaboration with three medical facilities (2002)
- First class entered Masters in Radiologic Science program (2008)
- The Post-Baccalaureate Certificate program for Radiologist Assistants established (2006)
- The Clinical Doctorate in Audiology and PhD in Speech & Hearing Sciences are both established (2002)
- A post-baccalaureate certificate program is offered in Molecular Diagnostic Science (MDS-C) (2005)
- The Radiography Certificate program created in collaboration with three medical facilities (2002)
- The Post-Baccalaureate Certificate program for Radiologist Assistants established (2006)
- The “Rehabilitation Counseling & Psychology” program is now titled “Clinical Rehabilitation and Mental Health Counseling” (2015)
- The Bachelor’s in Physical Therapy got underway (1957)
- First class entered Rehabilitation Counseling & Psychology program (1967)
- Program in Occupational Therapy was established (1978)
- The name “Medical Technology” was changed to “Clinical Laboratory Science” (1993)
- The PhD in Occupational Science is established (2006)
- The MDS-C program is converted into a Master’s degree program (2009)
- First class entered Masters in Radiologic Science program (2008)
- The Post-Baccalaureate Certificate program for Radiologist Assistants established (2006)
- The “Rehabilitation Counseling & Psychology” program is now titled “Clinical Rehabilitation and Mental Health Counseling” (2015)
- Entry to the Doctor of Physical Therapy program begins (2008)

AMBASSADOR'S CORNER

The Allied Health Ambassador program was established in 2002 with the express purpose of promoting comradery among all AHS students and heightening awareness of our AHS disciplines.

Key words associated with our ambassador program:

1. Apply Now!
2. Come find out more at the August 25th Interest Meeting
   - 18 MacNider Hall at noon.
C

Clinical Rotation
experiences

We visited a residential facility for individuals diagnosed with autism spectrum disorders. It was beneficial to see counselors putting the very skills we are learning in the classroom to work in a clinical setting. It was amazing to see how these individuals with ASD responded to the counselors and how well the counselors' training paid off.

-- Clinical Rehab Student

I was working with a young male who had recently experienced a traumatic injury causing severe body changes. He was often very hesitant to go to therapy. When I had a moment, I just began talking to the client and asked him about his interests. He told me that he was really missing performing with his band and that he was worried about performing with his new body. We talked through his worries as well as talked about how if he wanted to participate in his band still, what participation might look like. The conversation drastically changed his affect.

-- OT Student

Just recently I was able to assist in an eval for a man who was experiencing severe back pain for quite some time. In the eval, my CI and I were able to identify a functional limb length discrepancy and address this with both a shoe insert and stretches and exercises. The patient has had follow-up appts and just the other day (a couple of weeks after the initial eval) shook our hands and thanked us for addressing the problem so quickly and decreasing his pain level so significantly. This was obviously one of the “easier” patients to treat but it was good to be reminded that even if one patient is able to live life in less pain, all of the extra work and time are worth it.

-- PT Student

One man had been in the hospital for 6 months and was anxious about finally going home. Cooking was one of his favorite pastimes at home, so we practiced making an egg and bacon in the rehab kitchen. You could really see the change in his attitude as he realized he could cook independently and remembered what it was like to engage in that passion.

-- OT Student

I had the opportunity to assist with a number of appointments this year in which an infant was being fit with his or her first set of hearing aids after being identified with hearing loss. It is an unforgettable experience to help a family confront a difficult diagnosis and grow as their child’s strongest advocate.

-- SPHS Student

A patient (from an acute care rotation) initially had no interest participating with a given PT treatment, however, after educating the patient about the benefits of PT, the patient then agreed to participate. Following the treatment, she gave me a large hug.

-- PT Student

I worked at an assisted living site for young people with intellectual disabilities. It was an adjustment for me to work with people who communicate in alternative modes of verbal communication. Each week we had a music circle, where we collaborated in activities to various songs. Each person in the circle was able to express herself in a unique way through body movements, whether in particular patterns or with specific body parts according to their abilities. Each person had a unique “voice” in the circle, and expressed themselves to the group in their own way. This experience reinforced my appreciation of human multiplicity, because even when we try to group people under a category (e.g. disabled, non-verbal, etc...), people still live outside of the labels that they are given.

-- OT Student

During one clinical rotation, I worked in the cardiac intensive care unit. One patient had experienced major cardiac issues and also was suffering from a TBI. Initially, the patient could hardly even lift his limbs to perform any sort of bed mobility. After about 4 days, my CI and I had the patient get up and out of bed and then walk down the hall. It was amazing and incredibly fulfilling to witness such a drastic change in the patient’s function. In many ways, it affirmed for me the importance of physical therapy in the lives of the patients we treat, and reinforced all of my reasons for choosing this career path.

-- PT Student

I remember undergoing a massive transfusion protocol. This is when a patient (or multiple patients) require massive amounts of blood products to stop the bleeding, usually due to trauma but could be due to something going wrong in the OR. It was a very intense moment to issue all the blood products in a timely manner while also following protocol.

-- CLS Student

One of my children was working really hard on the words “up” and “down.” He had a vocabulary of about 15 words. After about a month, I came into a session and he was labeling things all over the place--ocean, crab, boat, sand, turtle, skunk, shark! “Up” and “down” were coming so easily. It’s like all that hard work was being stored in his brain, waiting for that moment when we’d finally break the dam and the words would all come flooding through. It was such a gratifying moment as a clinician to hear him excitedly labeling every picture in his book.

-- SPHS Student

A

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Meet Your Financial Aid Contact

My name is Perry Studevent, and I am the financial aid officer for the Department of Allied Health Sciences. If you have questions about financial aid, please let me know by email at perry_studevent@med.unc.edu. I can be available for in-person or phone appointments if necessary.

Perry Studevent
Senior Assistant Director of Financial Aid & Student Services

REMINDERS:

Graduate Students: If you wish to receive a graduate plus loan for the 2015-16 Academic Year, you must complete a 2015-16 “Request for Graduate Plus,” “Graduate Plus Master Promissory Note” (if you did not have a Grad Plus Loan in 2014-15) and “Graduate Plus Direct Loan Entrance Counseling.” Your graduate plus loan will be moved from “offered” to “accepted” within 48 hours after these steps are completed.

Please review information about the NC Forgivable Education Loan for Service (NC FELS). Applications open in December of every year and close on April 1. This is a forgiveable education loan for students in a variety of allied health programs who plan to stay in NC and work after graduation.
Link: www.cfnc.org/fels

2015-2016 UPCOMING EVENTS

Wednesday, August 19
Part-Time Job Expo
1:00 PM - 4:00 PM
Great Hall, Student Union

Wednesday, September 16
Difference Matters
12:00 PM - 1:00 PM
Old Clinic Auditorium
Microagressions as presented by the UNC ITC (Interactive Theatre Company)

Saturday, November 7
Student Scholarships and Award Brunch
10:00 AM
The Rizzo Center in Chapel Hill

November 1-7
Allied Health Professions Week
Event details TBD

Tuesday, January 26
Annual Allied Health Career Fair
11:00 AM - 2:30 PM
The Carolina Club (George Watts Hill Alumni Center)

January & February
UNC AHS Donor Thank-A-Thons
Details TBD

YOUR Summer stories

I had a celebrity encounter with actor Liam Hemsworth, from The Hunger Games, in a random supermarket in Albuquerque, NM while on vacation.

Kristie Mendenhall
Executive Assistant to Dr. Hooper

I went to Panama to visit my grandmother’s family and to take a Spanish class. I was able to tour the ruins of Panama Viejo, explore the biodiversity of the country, and walk through Casco Viejo.

Bridget Carlile - SLP Student, Class of 2017

I volunteered at the Durham VA, the UNC Burn Center, the USO of North Carolina, and the Valor Games. It has been a pleasure to get hands-on experience in the areas I’m most interested in pursuing (military/veterans and burns) once I have my OT degree.

Sarah Shapiro
OT Student, Class of 2016

I volunteered at the Durham VA, the UNC Burn Center, the USO of North Carolina, and the Valor Games. It has been a pleasure to get hands-on experience in the areas I’m most interested in pursuing (military/veterans and burns) once I have my OT degree.

Sarah Shapiro
OT Student, Class of 2016

This summer was my fifth (and most likely final) year working with the Governor’s School for Agriculture (GSA) at Virginia Tech. I was in charge of 11 staff and 97 high school students, and I helped coordinate and oversee activities such as trips to local berry and dairy farms, student research projects, and trips to research labs. I also led a bellydancing class. Additionally, I was a member of the NCOTA social media team and an intern for the AOTA Education Special Interest Section.

Lauren Jones - OT Student, Class of 2016