



COLLEGE OF HEALTH
AND HUMAN SERVICES

THE UNIVERSITY OF TOLEDO

IMPACT

2017

Starting within, radiating out, and enhancing everything it touches.

The College of Health and Human Services at The University of Toledo is committed to inspiring excellence in our students because we understand how values like service, dedication and wellness impact our community and our world.



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WELCOME



Dear CHHS alumni, students, colleagues and friends:

Welcome to the very first issue of Impact, which is the official publication of the new College of Health and Human Services at The University of Toledo. We celebrated our one-year anniversary on July 1, 2017!

Although our college is new, our programs are not. The programs in the college came from several different places on campus, but many have been around for a long time. We organized our new college into four schools. The names of the schools and their specific programs are as follows:

School of Exercise & Rehabilitation Sciences

- Athletic Training
- Exercise Science
- Occupational Therapy
- Physical Therapy
- Recreation Administration
- Recreational Therapy
- Respiratory Care

School of Intervention & Wellness

- Counselor Education
- School Psychology
- Speech-Language Pathology

School of Population Health

- Health Education
- Health Information Administration
- Health Care Administration
- Occupational Health-Industrial Hygiene
- Public Health

School of Social Justice

- Criminal Justice
- Paralegal Studies
- Social Work

I hope you enjoy this issue of Impact. You can keep up with our college and programs throughout the year by following us on our social media sites.

With warmest regards,

Christopher D. Ingersoll, PhD, '89
Professor and Dean

utoledo.edu/hhs

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Go to <https://tinyurl.com/yacv8ur9>
GIVE A GIFT TODAY

Doctor of Physical Therapy Experts Making a Difference

The **Doctor of Physical Therapy (DPT) degree** is a comprehensive, 9-semester, 94-credit hour curriculum that includes 36 full-time weeks of clinical education with more than 100 clinical sites across the country. The curriculum also includes an Interprofessional Education (IPE) program during the first year, with more than 500 students from 10 other health-care professions. Students also participate in additional active-learning experiences in the University's Interprofessional Immersive Simulation Center and Clinical Skills Center.

The program offers students several specialty opportunities as well, especially in pediatrics, sports and geriatrics, through the elective options, the specialty clinical internship, and various graduate certificate programs. DPT faculty members are licensed physical therapists who have advanced degrees and/or are certified clinical specialists by the American Board of Physical Therapy Specialties. Several provide clinical services in various UTMC centers. Faculty members also are active researchers in a variety of areas. Most importantly, faculty and students in the DPT program "improve the human condition" through various avenues. The following are just a few examples!

Community Care

Associate Professor and DPT program director, **Michelle Masterson, PT, PhD**, collaborated with Dr. Lawrence Elmer, director of the Gardner-McMaster Parkinson Center, to develop the Parkinson's Disease Interdisciplinary Clinic at UTMC. She also offers a weekly, community-based exercise class on Main Campus for people with Parkinson's disease. DPT students and pre-PT students are volunteers!



Clinical Assistant Professor **David J. Kujawa, PT, MBA, OCS**, collaborated with Dr. Gretchen Tietjen and Chris Utley of UTMC's Department of Neurology to develop the Headache Wellness Program, which offers free, weekly sessions to help people with headaches effectively manage their pain and maintain active lives.



MOST IMPORTANTLY, FACULTY AND STUDENTS IN THE DPT PROGRAM "IMPROVE THE HUMAN CONDITION" THROUGH VARIOUS AVENUES.

Our **DPT students** contribute so significantly to our community that they were awarded the Ohio Student Volunteer Challenge Award at the 2017 Ohio Physical Therapy Association Annual Meeting in Columbus, Ohio! They logged more community-service, volunteer hours than any other DPT program in Ohio, and



DPT students at their annual student organization fundraiser in collaboration with the OTD student organization to help fund their various professional programs and community projects.



made a \$250 donation to the organization of their choice, the UT Community Care Clinics!

The following photos reflect a few examples of their exemplary commitment to community service.



(Above) DPT students on a mission trip in Nicaragua, where they provided patients with PT examinations, diagnoses, demonstrations, interventions, activity modifications and illustrated home exercise handouts written in Spanish!

(Left) DPT students volunteering at the *Feed My Starving Children* service event on UT's campus packed boxes of rice meals to send to Haitian hurricane victims, an effort to make a difference to those who don't have a lot.



DPT students took a Friday night and went to downtown Toledo to help with *Food for Thought's* packing lunches program to celebrate PT Day of Service. These lunches are dispersed to individuals on Saturday mornings to benefit the community.



DPT students volunteering at the *Girls On The Run* event held at The University of Toledo.

OHIO STATEHOUSE



Research and Engagement

Amy Both, PT, MHS, director of clinical education and clinical assistant professor of our DPT program, and **Alison Pollacek, PT, MSBS**, senior clinician and interim director of rehabilitation services at UTMC, as well as 2002 alumnae, presented their research, “In the Pursuit of Excellence: Reframing Your Clinical Education Program” during the American Physical Therapy Association’s Educational Leadership Conference, which took place in October 2016.



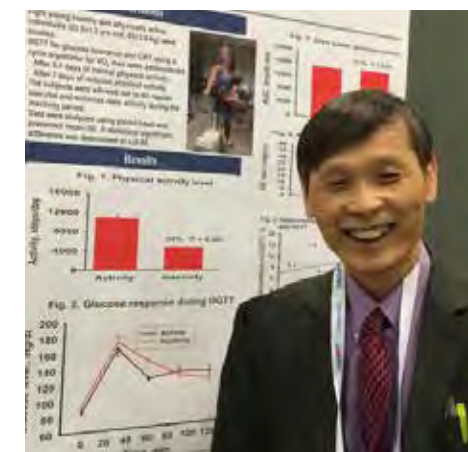
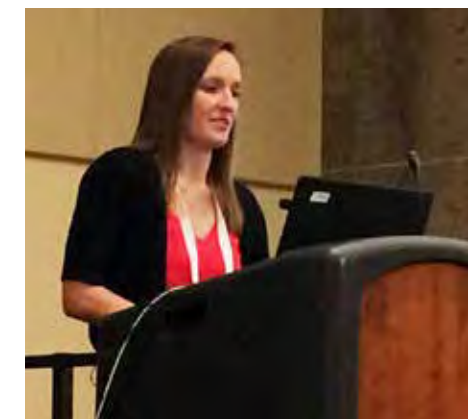
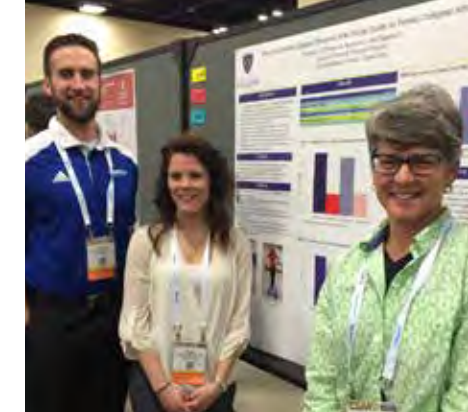
Dr. Masterson presented “Employing Interprofessional and Simulation-based Approaches across the Health Sciences” during the Association of Schools of Allied Health Professions’ Annual Conference in November 2016.

(Left) **Dr. Masterson** and DPT student **Deborah Moseley** visited legislators at the Ohio Statehouse for the Ohio Physical Therapy Association’s 2017 Advocacy Day!

Three of our DPT faculty members presented during the American Physical Therapy Association Combined Sections Meeting in February 2017 which brought together over 11,000 of the brightest and most innovative professionals for the BIGGEST conference on physical therapy in the country. With programming designed by all 18 of APTA’s specialty sections, we are proud that three of our UT faculty presented!

- **Cindy Bouillon, PhD, PT**, presented “Static and Dynamic Balance Differences Between Individuals who are Middle Aged with and without Chronic Lower Back Pain” and “Static and Dynamic Balance Measures Differ across Sports for Female Collegiate Athletes.”
- **Amanda Murray, PhD, DPT, PT**, presented “Trunk and Hip Compensations during Turning in Individuals with Transtibial Amputation.”
- **Abraham Lee, PhD, PT**, presented “Effect of Reduced Physical Activity on Glucose Tolerance and Maximal Aerobic Capacity.”

(Below) **Dr. Masterson** is Ohio’s chief delegate for the American Physical Therapy Association. The House of Delegates (HOD) makes decisions on issues that have far-reaching implications for the association and for the profession of physical therapy. Dr. Masterson is pictured below with fellow delegates at the 2017 HOD in Boston.



FACTS AND FIGURES

The **doctoral physical therapy (DPT) program** boasts a licensure exam pass rate of 99.3 percent, and within six months of becoming licensed, 100 percent of these graduates are successfully employed!

99.3

percent licensure exam pass rate

100

percent employment within six months of licensure

AFTER GRADUATION



Professional Accomplishments After Graduation

Our DPT graduates are, first and foremost, clinicians making a difference in the lives of their patients. Many are board-certified specialists, which is a formal process of the American Board of Physical Therapy Specialties (ABPTS). The certification process requires that clinicians have advanced clinical knowledge, experience, and skills in a special area of practice and successfully pass a rigorous examination. There are 220,000 licensed physical therapists in the U.S., and approximately 10 percent are board-certified specialists. Given this statistic, we are extremely proud that three of our DPT graduates recently earned clinical specialization certifications:

- **Eman Jarouche, PT, DPT**, (class of 2010) was certified as a Neurologic Clinical Specialist (NCS).
- **Alison Pollacek, PT, MSBS**, (class of 2004) was certified as a Neurologic Clinical Specialist (NCS).
- **Andy Parson, PT, DPT**, (class of 2010) was certified as an Orthopaedic Clinical Specialist (OCS).



Andy Parsons, PT, DPT



Alison Pollacek, PT, MSBS, and Eman Jarouche, PT, DPT



View this video youtu.be/aXXSV31uSy4 of Eman Jarouche (PT, DPT, class of 2010), helping a paralyzed BMX rider's journey back on the bike.

THERE ARE 220,000 LICENSED PHYSICAL THERAPISTS IN THE U.S., AND APPROXIMATELY 10 PERCENT ARE BOARD-CERTIFIED SPECIALISTS.

DPT graduates also are private practice owners, directors and managers of rehabilitation departments, researchers, faculty members, program directors and leaders in the profession. The following are just a few examples of our outstanding graduates:

- Our very own program director **Michelle Masterson, PhD, PT**, is a member of the class of 1984, the second class of the program.
- **James Creps, PT, DScPT, OCS, CMPT**, (class of 1984) is senior physical therapist and clinical specialist for the Boston Red Sox.



Dr. James Creps with Steven Wright, all-star pitcher for the Boston Red Sox.

- **Andy Beltz, PT, MSBS**, (class of 1999) was the 2017 recipient of the Ohio Physical Therapy Association's Outstanding Physical Therapist Award.



- **Anthony DiFilippo, PT, DPT, MEd, OCS**, (class of 1992) was recently elected to the American Physical Therapy Association's Board of Directors for a three-year term. Dr. DiFilippo also served two terms as president of the Ohio Physical Therapy Association.
- **Max Baumgartner, PT, PhD, OCS, FAAOMPT**, (class of 1992) is the founding program director of the DPT program at Trine University in Angola, Ind., and also is dean of Trine's Rinker-Ross School of Health Sciences.
- **Sally Taylor, PT, DPT, NCS**, (class of 2000) is therapy manager/physical therapist at the Shirley Ryan Ability lab, formerly the Rehabilitation Institute of Chicago, and serves as an adjunct professor at Northwestern University's Feinberg School of Medicine Department of Physical Therapy and Human Movement Sciences.



Anthony DiFilippo, PT, DPT, MEd, OCS



Sally Taylor, PT, DPT, NCS



Max Baumgartner, PT, PhD, OCS, FAAOMPT

Occupational Therapy Doctorate Experts Making a Difference

Our **Occupational Therapy Doctorate (OTD) program** has consistently ranked high in national polls. More importantly, our graduates have become true leaders in clinical practice, administration, program development, advocacy, and clinical education. Our graduates not only obtain well-paying jobs after graduation, but also enjoy the experience of being valued professionals.

One of the exceptional aspects of the OT program is Knock Out Parkinson's (KOP), a program designed for individuals of varying ages diagnosed with Parkinson's disease. The program is the result of a capstone project developed by 2014 OTD student Rachel Lopez (Martinez). Since then, the program has grown from four participants to more than 90 living with Parkinson's disease. The dynamic growth has been a collaborative effort between Coach Harry Cummins from Toledo's International Boxing Club and Beth Ann Hatkevich, PhD, OTR/L, FAOTA, clinical associate professor and director of OTD clinical educational programming at UT.



View the video clip featured on WTOL Channel 11 at tinyurl.com/wtolkop.

Perspectives from Second-Year OTD Students

What is the goal of Knock Out Parkinson's?

Knock Out Parkinson's is a therapeutic boxing program for individuals diagnosed with Parkinson's disease. The overall goal is to help improve the quality of life for these individuals by providing an interactive and supportive environment, while also allowing individuals to engage in an exercise program that may help improve their symptoms. This is important because it has been shown that individuals with Parkinson's disease can benefit from movement and exercise to prolong symptoms.

How does KOP enhance your learning experience in the OTD program?

Rachel: KOP is one of the many service-learning opportunities in the OTD program, all of which provide a great opportunity for hands-on experience. KOP, especially, provides a unique hands-on experience. I started volunteering at KOP my first semester and I quickly developed a passion for working with the wonderful people there, as well as a passion for the concept of being able to use exercise to reduce the participants' Parkinson's symptoms! This program also helped spark a research interest for me! As a requirement of our course work, we have one large research project. The research study I am conducting is centered around how therapeutic boxing influences various social occupations that the participants take part in.

Rachel Meinert
President, Student
Occupational Therapy
Association



David Yarmoluk
Graduate assistant,
occupational therapy
program



David: This program enhances my learning experience in the OTD program because it allows me to have hands-on experience with individuals with Parkinson's. It helps build rapport with this population and learn more. Working with individuals who do not have great balance allows me to get used to being around this population and provides me the opportunity to have hands-on experience while providing assistance.

Do the participants enhance your learning experience? How?

Rachel: The participants are the reason that KOP is so fun! Through my volunteer experience at KOP, I have learned so much about patient interaction and have really been able to develop and strengthen so many different interpersonal skills. I have seen myself become a more confident student and person through my experience at KOP.

David: Yes. The participants in this program are amazing! You can ask them any questions about how Parkinson's affects their lives and they will tell you. They also explain what the program means to them and how it has been helpful.

What does KOP entail?

Rachel: The KOP program takes place every Monday, Wednesday and Friday. The boxing program itself only lasts about an hour, but many of the participants get there early so they can socialize with other participants and volunteers. Throughout the hour of boxing, they do various boxing combinations with their partners and take turns hitting the boxing bag.

David: This program involves increasing strength, help with cognition and balance. Within the boxing routine, the participants must maintain good balance so they can efficiently and effectively throw a punch. The program also is helpful cognitively because they must be able to listen to the commands and then produce the motor plan of the combinations.



How does this program help to better the OTD program overall?

Rachel: KOP really helps students have exposure to a community-based occupational therapy setting. Coming into this program, most students have observed occupational therapy in schools, hospitals or outpatient clinics. This early exposure to a community-based setting really helps students develop a passion for serving the community.

David: It provides students with hands-on situations. This is not a simulated environment. Students get to interact with participants and provide help each day. This can allow students to become comfortable with asking sensitive questions (if students conduct the assessment portions of the program). This helps students prepare to interact with clients and build rapport.

Are there any particular moments you can describe that have affected you, personally, throughout this experience?

Rachel: There are many moments that have affected me while volunteering, but it is hard to put some of these into words. One time in particular, a participant came up to me with tears in his eyes and thanked me for volunteering. He verbalized that the KOP program changed his life and made him realize that he is not alone in his struggle with Parkinson's disease. Moments like those make me realize the value of the KOP program, and also reassure me of the passion I have for occupational therapy and for helping others.

David: I have had the opportunity to work with the same individual for most of my visits. I can see his determination and love for the program. He has told me that the program has helped him tremendously, and that he has developed a group of individuals who are going through similar situations as he is and now have the ability to reach out, if needed. I have also seen an individual join the program who could barely walk in to the club without the help of her husband. Within a few months, she was walking in the club by herself and was able to walk around the club with little supervision. Every day, at least one individual will thank me for coming and helping out. They state that they could not have this program without our aid.

KNOCK OUT PARKINSON'S



PARTICIPANT TESTIMONIES

Craig Adams

I have Parkinson's and am a proud member of the Knock Out Parkinson's team that trains at the International Boxing Club.

I was diagnosed with Parkinson's in November of 2007 at the age of 47. My daughter had a friend who had posted on her Facebook page an event called Romp to Stomp that raised money for the Parkinson's Foundation of Northwest Ohio. She convinced me to go, and she had secretly invited some of my family and friends. It was on this day in the fall of 2013 that I learned about an exercise program called Delay the Disease that was held at The University of Toledo. I started attending religiously, and it was in that class that a UT occupational therapy student named Rachael Martinez asked if anyone would be interested in joining her boxing exercise program designed for individuals affected by Parkinson's.

In April of 2014 (more than three years ago), I attended the first Knock Out Parkinson's class. There were four of us, and we were taught how to wrap our wrists, how to stand, how to punch and the difference between a jab and a power punch. We were taught different combinations, and we learned how to become a team, but more than that, we have become what I call my first-name family because most of us only know each other by our first names. I continue to learn a lot about boxing, but the more I am involved, the more I find that it's not just about boxing; it's about fighting this disease together with those who are dealing with similar issues; with people that push me when I get lazy, lend their hand when I fall and crack a joke when I am feeling down.

We have grown over the past three years from a family of four to a family of more than 90. Our ages range from those in their 40s to those in their 90s. On any given Monday, Wednesday and Friday, you will find 10-30 of us in the gym, punching the heavy bags, counting aloud, encouraging each other and fighting the fight of our lives. This life-saving program would not be available without the generosity of the International Boxing Club of Toledo, especially Coach Harry Cummins, the occupational therapy faculty from The University of Toledo and all the great OTD students from UT who voluntarily meet us at the gym. Unlike real boxers who are fighting for a trophy, a gold medal, recognition or even a paycheck, we are fighting for our lives, and if we had to fight this fight alone, it would be over in a few rounds.

Steve Walsh

I am relatively new to the group (joined February 2017), I will be glad to share my impressions of the Knock Out Parkinson's program thus far.

First – you are only the “new guy” once. After the first week, it is as if you have been lifelong friends. Everyone is truly glad to see you every time you show up for class. Acceptance is unconditional.

Second – I initially began attending the class for the therapeutic exercise benefits. It quickly became apparent that the social aspect – the “we're all in this together feeling” – was equally important. In Craig's description, he calls us his first-name family. I think that is a great description of our group.

Third – Harry, Pan and the volunteers are everyday heroes. They do not do KOP for money or praise. They do it for people like me who walked in the door as total strangers looking for help.

I think the best way to explain what the program means to me is to say I really miss it if I can't attend for any reason. I can make up the exercise, but I miss seeing my KOP friends those days.

While I won't go as far as saying I'm glad I have Parkinson's disease, I will say my life is better having met all the great people associated with the KOP program.



See the story about Coach Harry and the International Boxing Club on CBS News at tinyurl.com/cbsnewsibc

Jon White

I have been “fighting” my diagnosis for over a year. It was very frustrating until I was introduced to the PT program at UTMC and, ultimately, to the Knock Out Parkinson's program at the IBC. Coach Harry and the UT support people are outstanding. They are all very helpful and extremely positive. As you might imagine, this has a profound effect on all of the participants. I look forward to attending every session I am able because it “feeds” my desire to overcome the effects of the disease, allows me the opportunity to follow positive role models and, most of all, the program gives me the opportunity to “fight back” against Parkinson's. I am amazed at the change of attitude I have experienced and the newfound strength and hope I have found.

Learn more about the Knock Out Parkinson's program at ibctoledo.org/knock-out-parkinsons.html.



FACTS AND FIGURES

The **occupational therapy doctorate program** was the first offered at a public institution in the U.S.

2017 U.S. News & World Report rankings

ranked top
25
percent nationally

37
national ranking



Social Work Experts Making a Difference

Our **Social Work degree programs** serve a diverse body of students. The BSW program is committed to advancing social and economic justice through preparing students for social work generalist practice. Students hone critical-thinking skills, develop a deep understanding of cultural pluralism and learn strategies to facilitate empowerment of individuals and social systems, becoming proactive and skilled change agents. Faculty members in the MSW program are committed to teaching and furthering the development of the knowledge, skills, art and science of advanced, generalist social work practice to graduate students.

> FACTS AND FIGURES

- Both the BSW program and the MSW program enjoy full accreditation by the Council on Social Work Education (CSWE).

17 of 24

programs offered in the College of Health and Human Services are externally accredited.



The Relevance of Human-Animal Interaction in Social Work Practice

Janet Hoy-Gerlach PhD, MSSA, LISW-S

Associate Professor, Social Work Program

Associate Professor **Dr. Janet Hoy-Gerlach** has extensive experience as a social work practitioner in the public, mental-health service system, and is a passionate advocate for the inclusion of human-animal interaction considerations within social work practice. Her current research is focused on benefits of the human-animal bond; facilitators of mental health recovery among individuals living with mental illness; and the use of qualitative research to inform intervention research.



She previously co-authored a book with Scott Wehman titled **Human-Animal Interaction: A Social Work Guide**, which was released in April 2017. This book proposal was peer-reviewed by experts in the social work field and published by the National Association of Social Work (NASW) Press, the largest professional organization of social workers in the U.S. One-third of royalties from this book go to the Toledo Area Humane Society (TAHS), where Dr. Hoy-Gerlach is a board member. She previously co-authored the book **Qualitative Methods for Social Work Practice**, published in 2013 by Oxford Press.

Dr. Hoy-Gerlach is actively engaged in research and has been the principal investigator for two research projects funded by the Ohio Department of Mental Health (now the Ohio Department of Mental Health and Addiction Services). She is a member of the National Association of Social Workers (NASW); the Council on Social Work Education (CSWE); the Society for Social Work and Research (SSWR); and is an Animals and Society (ASI) Scholar Member. She has been interviewed and quoted in numerous articles in The [Toledo] Blade.

Student experiences and community resources available due to the efforts of Dr. Janet Hoy-Gerlach:

Graduate Social Work Internships at the Toledo Area Humane Society

Dr. Hoy-Gerlach established one of the first social work programs in the country to develop placements at humane societies. Interns coordinate a donor-supported, emotional-support, animal placement program in partnership with local behavioral health facilities. Previously, they coordinated a therapeutic pet visitation program wherein screened shelter animals visited more than 30 nursing homes in northwest Ohio.

Rocket Service Dogs (RSD)

This new, campus-wide organization encourages students to become puppy sitters and potential service-dog trainers. Partnering with Assistance Dogs for Achieving Independence (ADA) of the Ability Center of Greater Toledo, Dr. Hoy-Gerlach and social work students helped form RSD with the mission to educate, fundraise for and encourage the training and facilitation of service dogs. Members completed their first puppy-sitting assignment in June 2017. RSD was highlighted by The Associated Press (tinyurl.com/utoledo-rsd).



ADA Puppy Launch Party

Rocket Service Dog member Rachel Burns and Katelyn Smith received our first RSD program dogs.



Ellie (left with Rachel) and Sarah (right with Katelyn)!

Toledo Area Humane Society's Hope and Recovery Pet Program (HARP)

Dr. Hoy-Gerlach helped develop the Toledo Area Humane Society's Hope and Recovery Pet Program (HARP), which places shelter animals as Emotional Support Animals (ESAs). This is one of the only programs of its kind in the U.S. "There really is not another program like this we are aware of. It is really cutting edge," Dr. Hoy-Gerlach said in The Blade article (<http://bit.ly/2lmSGPp>). "We are the first emotional support animal-placement program that we know of." View her interview about HARP to learn more (youtu.be/Apkre3Ewuf4).

Human-Animal Interaction Course Elective

Dr. Hoy-Gerlach developed this course elective for health-care and human-service professions, which was offered for the first time in fall 2016. She also supervises numerous students working on independent studies on this topic.



My Dog is My Home

Dr. Hoy-Gerlach collaborated with Dr. Lois Ventura (former Chair of the School of Social Justice), My Dog is My Home and the Toledo-Lucas County Homelessness Board to include a question about having a pet in the annual Point in Time survey count individuals who are homeless. Toledo is the third city in the U.S. to ask this important questions, joining New York City and Los Angeles. (tinyurl.com/blade-mydogismyhome).

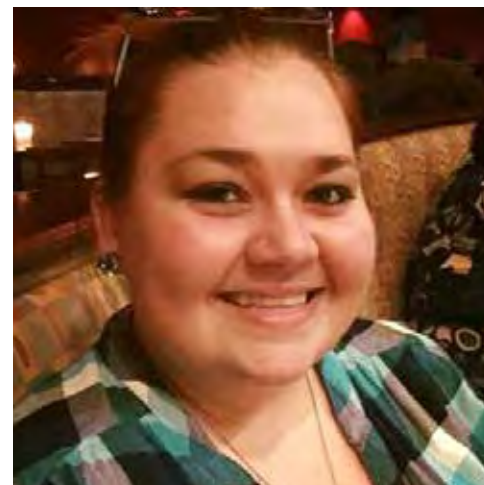
STUDENT PERSPECTIVE



Undergraduate Student Perspective

Christina Wright, senior, BSW program

Dr. Hoy-Gerlach's Human-Animal Interaction class teaches you about the connections between humans and animals, and the benefits of those interactions. I am just amazed at the things I learned. I really enjoyed every part of the class. The textbook went right with the class and was easy and fun to read. Class discussions were very engaging, with many points of view, and some of the best days were when we had little, furry guests walking around the classroom. We also had field trips (which brings the kid out in you) that made it even more fun to learn because we were able to see, firsthand, how animals such as horses and dogs can really help people in need of some assistance. During one class, we had two guest speakers who brought Anna the comfort dog. It was so awesome to hear about the things Anna had done and the places she had visited to help comfort people in stressful situations. I would encourage anybody, animal lover or not, to take this class!



68 percent | **84.6** million

FACTS AND FIGURES

- According to the **2017-2018 American Pets Products Association (APPA) National Pet Survey**, 68 percent of U.S. households report having at least one pet. This is 84.6 million households, increased from 79.7 million in 2015.

"THROUGH MY ROLE AS HARP COORDINATOR, I SAW FIRSTHAND THE IMPACT OF THE HUMAN-ANIMAL BOND ON OUR CLIENTS' MENTAL HEALTH."

Graduate Student Perspective

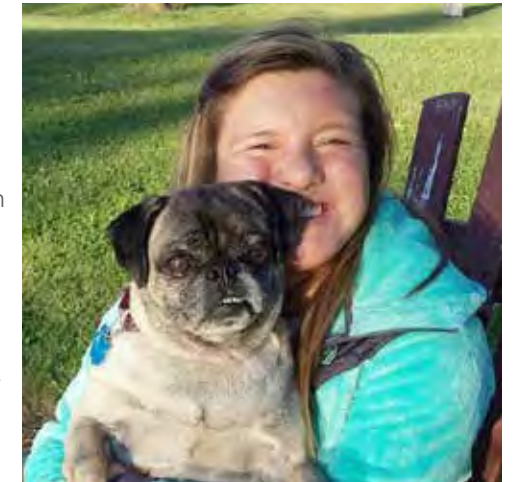
Summer Martin, MSW program

Through the MSW program at UT, we are required to complete a specified number of internship hours as part of the curriculum. We are given the opportunity to choose our internship site from a long list of sites with which UT has had previous contact. Being an animal lover, I naturally chose the Toledo Area Humane Society. During my time as an intern at TAHS, I was given the task of coordinating the Hope and Recovery Pets (HARP) program. This program provides emotional support animals (ESAs) for low-income individuals with chronic mental-health diagnoses. My role as the program coordinator was to make sure the clients had all of the necessary supplies to care for their ESAs. This included delivery of supplies, making sure their ESA was being taken in for regular veterinary checks and receiving necessary vaccines, along with performing quarterly home visits to assure everything was running smoothly for both the client and the ESA. TAHS provided for all of the ESAs' needs, and donations provided a "safe place" for the ESA upon the hospitalization of the client. The HARP program is now being expanded and will function on a much larger scale. I am very excited to see the outcome of the program with the additional funds

Through my role as HARP coordinator, I saw firsthand the impact of the human-animal bond on our clients' mental health. Our clients definitely rely on the support and funds provided through HARP. One of our clients even referred to his ESA as his "best friend," and demonstrated and expressed great compassion for his ESA. For the HARP clients, the care and financial support they receive through TAHS for their ESAs is crucial. Without these resources, they would not be able to afford or care for a pet or ESA. The HARP program has a very meaningful impact on the HARP clients and their ESAs, but also on the social work intern lucky enough to play a role!

Dr. Janet Hoy-Gerlach and TAHS's Megan Brown, director of animal welfare, provide supervision for the internship, and were both great. The internship would not be as successful without their guidance!

I also am the vice president of a new student-run organization on campus called Rocket Service Dogs. I am working with Danielle Tscherne, Dr. Hoy-Gerlach and Rachel Burns, in coordination with Assistance Dogs for Achieving Independence (ADAI), a program of the Ability Center of Greater Toledo, to train students to become sitters, raisers and trainers for future assistance dogs. This organization provides a very unique and enriching experience for both the student and the puppy. Our goal is for the puppies to receive diverse experiences by traveling around campus and elsewhere with their handlers, and for students to learn the skills to become sitters, raisers and trainers, which are all important roles necessary to ADAI's success.



FACTS AND FIGURES

- Stroking an animal can **reduce blood pressure, respiration rate and heart rate**. The American Heart Association released a scientific statement in 2013 indicating that pets may offer both short-term and long-term protective benefits against cardiovascular risk.

FACULTY HIGHLIGHT

Human Trafficking and Social Justice Institute

Celia Williamson, PhD, MSW

Chair, School of Social Justice

Professor, Social Work Program

Director, Human Trafficking and Social Justice Institute



The University of Toledo has been a leader in global anti-trafficking efforts since 1993 through the work of Dr. Celia Williamson, institute director. “The U.S. government calls human trafficking modern-day slavery,” she said.

“This speaks volumes because every human being has the right to live free, which is stripped away from victims of human trafficking. Why bring this work to The University of Toledo? UT’s mission is to improve the human condition, and I support this every day by creating avenues for understanding and action to combat human trafficking,” she continued.

Many initiatives are under way at UT’s globally recognized Human Trafficking and Social Justice Institute (HTSJI), and The University of Toledo takes its role in helping identify solutions to problems faced by our local community and communities around the world seriously. The HTSJI is at the forefront of the global fight against human trafficking through education, advocacy and expert-led research.

View this video(youtu.be/gmzmBXSxVy0) to see the work that HTSJI is doing to fight this global issue.

Partners Against Trafficking in Humans

The Lucas County Human Trafficking Coalition, developed in January 2009 to respond to human trafficking on a community level, is comprised of social services, health care, law enforcement, churches, government agencies, concerned citizens and those who have been affected by the commercial sex trade. Many ideas are curated during these meetings, including the **Partners Against Trafficking in Humans (PATH)** project.

PATH is a community-wide intervention addressing the care of individuals who have been exploited through human trafficking. It draws on the experience of a focused, health-care, outcomes-based model, the Pathways Model. The Northwest Ohio Pathways HUB, housed in the Hospital Council of Northwest Ohio, includes documenting care coordination, linking clients to evidence-based care and measuring the results. The Hospital Council of Northwest Ohio provides consultation regarding the administration and implementation of the PATH project.



The vision for the PATH project is to become an evidence-based model to coordinate existing services to moving victims along an identified continuum of care from victim to survivor, then survivor to thrive. Through the PATH project, social service, health-care and criminal justice agencies are trained regarding human trafficking, trauma-informed care and the PATH Model to appropriately receive and provide services to victims. Thus far, more than 800 local professionals and 19 agencies have received training.

Clients enrolled in PATH are assessed and linked to these trained agencies by PATH care coordinators from the Salvation Army’s RISE (**Recovering Individuals from Sexual Exploitation**) program, the Lucas County Board of Developmental Disabilities, and most recently, the Zepf Center’s Safety Net Shelter. So far, 31 clients are enrolled in the PATH project. Along with the trauma they face because of their victimization, approximately 90 percent of victims enrolled in PATH have diagnosed mental-health issues and/or chronic health problems to be addressed.

Our PATH care coordinator at RISE, **Marchon Noon**, has done much of the groundwork in using the PATH Model with clients, stating, “The PATH Model gives the clients a starting point and a goal to reach. Clients are not just left in limbo, going from appointment to appointment, but they are able to see the steps to an outcome and gain a sense of accomplishment.” **Fanell Williams**, project coordinator of the PATH project through the Human Trafficking and Social Justice Institute, stated in a UT News article, “This is the first project in the nation to implement the Pathways Model to study a local community’s response to human trafficking.” Along with others, this is made possible by a \$75,000 grant from the Toledo Community Foundation, Inc. made to **The University of Toledo!**



Additional partners are the Lucas County Human Trafficking Coalition, care coordinating agencies and PATH-approved agencies. Williams emphasizes, “It takes a community to work together in an organized manner to combat an issue while creating and sustaining positive change. Toledo is fortunate to have such hard-working partners, as well as a caring university to lead the charge.”



Speech-Language Pathology Experts Making a Difference

Our **Speech-Language Pathology (SLP) programs** are dedicated to the development of competent and caring speech-language pathologists.

At the undergraduate level, students acquire a broad foundation of normal bases of speech, language and hearing and complete specialized course work in the assessment and remediation of speech and language disorders. We are one of only a few SLP undergraduate programs to offer clinical practicum courses, where students can apply previously learned approaches and techniques under supervision.

At the graduate level, students learn to evaluate, diagnose and treat speech, language, cognitive-communication and swallowing disorders. Course work is paired with experiential learning in UT's Speech-Language Hearing Clinic, as well as off-campus externship sites. Innovative academic and clinical programming provides unique experiences that meet certification and licensure requirements.

Both programs are committed to quality teaching enhanced by faculty research with an emphasis on evidence-based practices in assessment and remediation of speech-language disorders in children and adults.

FACULTY HIGHLIGHT

Northwest Ohio Stuttering Clinic

Rodney Gabel, PhD, CCC-SLP, BCS-F
*Professor, Speech-Language Pathology
Director, Northwest Ohio Stuttering Clinic*



I am very pleased to share a brief history about the Northwest Ohio Stuttering Clinic, which I established during the end of my first year at The University of Toledo in 2012. Initially, the NWO Stuttering Clinic consisted of a two-week, intensive clinic with eight clients (teens and adults). Since then, the clinic has grown to include a full-service, weekly therapy program and two intensive clinics during each summer. To date, the clinic has served more than 150 individuals who stutter and their families. Additionally, more than 60 students have been trained in stuttering treatment through the Northwest Ohio Stuttering Clinic.

The development of this program has been such an incredible experience for me. You see, I am a person who stutters, and I grew up in northwest Ohio. I became a speech-language pathologist and professor so I could help others who are struggling with stuttering. When I began pursuing my doctoral studies at Pennsylvania State University 20 years ago and I was exposed to the benefits and efficacy of intensive therapy for people who stutter, I realized the importance of developing and implementing this type of program in northwest Ohio. Currently, there are no other clinics or services that focus solely on stuttering in this part of the state, and few clinics like ours in the U.S. In our country and throughout most of the world, people who stutter are unable to access appropriate speech-therapy services for their stuttering. This difficulty is due to both a shortage of properly trained clinicians and a lack of third party payment resources for people who stutter. I see the work I do to offer these clinics my way of meeting my goal of helping others who stutter. Thus, offering this clinic not only fulfills a passion of mine, but also an incredible need in our community.



During the past six years at UT (and four additional years at Bowling Green State University), my clinical programs have been primarily supported by the Psi Iota Xi sorority. This organization has been the largest provider of funding, as well as spiritual support. The funds support the cost of therapy for families and individuals attending our clinics. Most would not be able to attend our program without this financial support. Additionally, the Frasier Foundation has been a consistent supporter. However, more funding is needed to continue to support the NWO Stuttering Clinic.

The success of the clinic is evidenced through research data that has been gathered and published in national and international journals, as well as presented at national conferences. Most involves student researchers (some who are funded by the Psi Iota Xi grant). The true evidence of the clinic's success can best be seen through the progress made by our clients and the performance of our students. It is truly inspirational to see the amazing changes and growth made by our clients and students each year!



FACTS AND FIGURES

Our Speech-Language-Hearing Clinic provides individual therapy to approximately **50 clients per semester**, completing an average of **21 diagnostic evaluations** and **60 screenings and evaluations** for hearing and listening.



 STUDENT PERSPECTIVE


My Experience in the SLP Program

Cody Dew, *Senior SLP major*

I have been a person who stutters for as long as I can remember, but I did not know it until my freshman year of college. Though I stuttered all my life, I had the misconception that stuttering is caused by anxiety as many people assume. I spent the majority of my days in elementary, middle and high school avoiding talking situations and finding “replacement words” for words that I knew I would stutter. My difficulty with talking in class and giving presentations during my freshman year at UT as an accounting major led me to investigate my condition. It was only after I did a little research of my own and spoke with Professor Rodney Gabel that I began to unravel the truth about the frustrating patterns of my speech. Through his encouragement and recommendation, I attended the Northwest Ohio (NWO) Stuttering Clinic’s two-week intensive stuttering program in the summer of 2015, and it changed my life forever.

“MY THERAPEUTIC EXPERIENCE WITH THE CLINIC GAVE ME A VOICE.”

Going into the two-week intensive program, I had the mindset that I would be able to stutter a whole lot less by the end, which is a mindset that I have come to find many people have. I learned very quickly, however, that not only would I still stutter after the therapy, but also I would be stuttering even more! At first thought, this statement seems counterproductive to the goal of therapy, but this is what altered my view of my speech completely. Instead of continuing to hide my speech, my clinicians gave me the tools and techniques I needed to stutter comfortably and even voluntarily. Through this process and a lot of practice, I have become much more comfortable with the way I talk and use a lot less energy while talking. In a sense, my therapeutic experience with the clinic gave me a voice; no longer do I avoid raising my hand in class, making an important telephone call, or finding new friends, I am able to say exactly what I want to say easily and confidently, regardless of whether or not I stutter. This is the best gift I could have ever received.

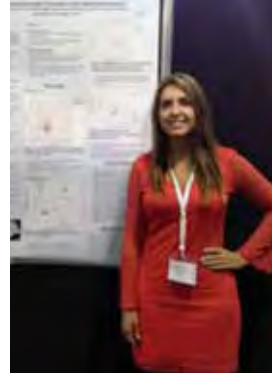
Graduate students in the SLP program at UT conduct therapy to clients at the NWO Stuttering Clinic. These graduate students are also involved in the two-week intensive clinic that I attended, which allows the clinic to offer therapy, at an extremely low cost, while also giving students the chance to learn and practice their skills. I was very surprised to meet my clinicians, who were only older than I was by a few years; despite still being students, I cannot imagine receiving any higher quality treatment from anyone else. In fact, the small age gap between us only enlightened the things that I learned during the program.

I quickly learned that these students are able to perform at such high levels in both the classroom and therapy room because of the amazing and accomplished faculty that they have, which is something I have learned since joining the SLP program as a student my sophomore year. The professors have gone above and beyond to help me and my fellow students, in all areas of our education. I have been able to apply my passion for speech language pathology and make new friends by being a part of the National Student Speech Language Hearing Association (NSSLHA). I have raised money for cleft lip surgeries in third world countries, helped residents in a nursing home decorate their rooms for Thanksgiving, and attended professional development conferences with specialists as keynote speakers. I became treasurer of NSSLHA my junior year and was just elected again for my senior year. Being part of the NSSLHA board has helped me learn how to be a leader and has further built my confidence.

I am also helping conduct research with the NWO Stuttering clinic with Dr. Gabel. This year, I have the opportunity to design and conduct my own research study based around virtual reality technology and stuttering. Thus far, the experience has helped me prepare for my future as a graduate student, doctorate student, and one day, a professor.

The SLP program and the NWO Stuttering Clinic have given me amazing opportunities for both therapy and education. My confidence has grown and I have found a new voice. I consider myself very fortunate to have found out about the SLP program and all of the wonderful things they do. Without this program and the passionate people that are in it, I do not know if I would ever be as happy as I am today. As I continue down my path as a student, I hope to continue to find ways to give back to a program and a community that has given me so much.




 > STUDENT PERSPECTIVE


My Experience in the SLP Program

Alexis Garon, 2nd-year graduate student speech-language pathology program

My first experience in research started my sophomore year at The University of Toledo. I had just changed my major to speech-language pathology, and was excited to learn as much as I could about my new major. When Dr. Caroline Menezes offered her students in the Phonetics class a chance to do research with her, I was quick to volunteer. Since then, my scholastic life has changed dramatically.

For the past five years, I have been investigating how people move their tongue and jaw to produce speech linguistic units. To study speech behavior, we use the AG 500 3D Electro-Magneto Articulograph (EMA). EMA measures the acoustic and articulatory kinematics of how a speaker produces speech. This is done by creating a magnetic field around the subject's head. Copper coils placed on the subject's articulators (e.g., jaw, tongue, mandible, lips) create a circuit within the electromagnetic field, which allows us to read the distance of the coil from the electro-magnets. This amplitude data is converted to position data that tells us where these coils are inside the headspace. Finally, the data is corrected for head movement to isolate tongue and jaw articulation separate from head movements. Within the experimental design, subjects read linguistically controlled lists of stimuli, during which time speech sounds and articulatory movements are simultaneously recorded. The recorded data then goes through the different post-processing stages as described. Post-processed data is studied for changes in speech articulation in healthy and clinical populations dependent on the scientific parameter of study. The work to record and analyze the data is strenuous, requiring a lot of training at various stages of the process.

I have learned immensely throughout my years of participating in research. It has helped me develop several critical skills, such as presenting in front of my peers and other researchers with confidence. I have presented at many conferences locally, nationally and internationally. A research study on a typical individual's production of the schwa was accepted to the International Conference of Phonetic Sciences (ICPhS) in Glasgow, Scotland, and the paper was published in the ICPhS journal. In 2015, I received an undergraduate research grant to continue research throughout the summer. My summer research was accepted to the American Speech-Language-Hearing Association (ASHA) Conference in Denver, where I presented a poster on a transgender individual who went through a male-to-female voice change. During the ASHA conference in Philadelphia, I presented a poster on individuals who have been diagnosed with Parkinson's disease and how their acoustic vowel space changed from a pre- to post- non-combative boxing exercise. The wide variety of different research studies has allowed me to explore multiple populations of individuals I may encounter throughout my career. In addition, I was able to travel to these conferences and learn vastly through lectures, as well as connect with speech-language pathologist, linguists and phoneticians from all over the world. Research also has sparked an interest to travel and see the world.

FACULTY HIGHLIGHT

AG 500 3D Electro-Magneto Articulograph

Caroline Menezes, PhD, CCC-SLP

Associate Professor and Program Director
Speech-Language Pathology Program



Dr. Caroline Menezes' research interest is in articulation of prosodic units in human speech, and includes the use of the 3D Electro-Magneto Articulograph system that records fine, kinematic data of speech articulators, including structures within the oral cavity like the tongue and lower jaw.

Her research also looks at the phonetic correlates of emotion in speech, including laughter, suspicion, sadness, happiness and love. She directs a clinic for individuals with Parkinson's disease in conjunction with the International Boxing Club's Knock Out Parkinson's program. The clinic draws from the Lee Silverman Voice Treatment's LOUD program, which is a widely used, evidence-based treatment program for individuals with Parkinson's-related voice disorders. This year, the specialized clinic took place May 22 - June 23.



Faculty Notes

New Faculty Fall 2016

Laura Schmelzer, PhD, OTR/L

*Assistant professor,
School of Exercise and
Rehabilitation Sciences
– occupational therapy
program*



Dr. Schmelzer's clinical expertise is focused on adults who have incurred neurological and/or orthopedic injuries. Her research interests include developing and implementing occupation-based and community-focused programs for marginalized populations. Curriculum contributions include biomechanical assessment and intervention, clinical reasoning, advocacy and leadership.

Amanda Murray, PhD, DPT

*Assistant professor,
School of Exercise
and Rehabilitation
Sciences – physical
therapy program*



Dr. Murray is a physical therapist with research interests in the biomechanics of movement in older adult patients with diabetes and dysvascular amputation. Her research aims to understand the impact of movement dysfunction on mobility and physical activity, and to develop interventions aimed at improving activity and participation in older-adult patients. Dr. Murray's teaching responsibilities include the evidence-based practice courses in the DPT curriculum.

Madeline Clark, PhD, LPC(VA), NCC, ACS

*Assistant professor,
School of Intervention
and Wellness –
counselor education
program*



Dr. Clark earned her BS in sociology, MEd in clinical mental health counseling and PhD in counselor education and supervision, with cognates in qualitative research and educational research methodology from Old Dominion University in Norfolk, Va. She is a Licensed Professional Counselor in the commonwealth of Virginia, a National Certified Counselor, an Approved Clinical Supervisor, and has clinical experiences working with adults, families and children in community mental-health and nonprofit settings. Her research interests include multicultural and diversity issues in counseling and counselor education, and specifically how social class and poverty impact counseling access, services and outcomes.

Neal Glaviano, PhD, AT, ATC

*Assistant professor,
School of Exercise
and Rehabilitation
Sciences – athletic
training program*



Dr. Glaviano is a certified and licensed athletic trainer who earned a bachelor's degree from the University of Connecticut, as well as master's and doctoral degrees in athletic training and sports medicine from the University of Virginia. He has more than seven years of clinical experience in college, high school and clinical settings. His research interests include the use of electrical stimulation to optimize muscle function following injury or surgery, and treating individuals with patellofemoral pain.

Grant Norte, PhD, AT, ATC, CSCS

*Assistant professor,
School of Exercise
and Rehabilitation
Sciences – athletic
training program*



Dr. Norte is an athletic trainer and sports medicine researcher with an interest in the neuromuscular consequences of lower-extremity joint injuries. Specifically, his work aims to study the neurophysiological origins of post-traumatic muscular dysfunction in patients with and without knee osteo-arthritis to better understand early intervention paradigms in active populations.

He earned a BS in exercise science and sports medicine from California Lutheran University, a MEd in athletic training from the University of Virginia, and a PhD from the University of Virginia. Additionally, he completed an athletic training fellowship at the Steadman Clinic in Vail, Colo. Before entering the doctoral program at UVA, he was Head head athletic trainer at State University of New York at New Paltz.

Shari Norte, MS, AT, ATC, PES

*Assistant lecturer,
clinical education
coordinator, professional
AT program*



*Coordinator,
post-professional
AT program*

*School of Exercise and
Rehabilitation Sciences*

Dr. Norte came to the College of Health and Human Services in 2016 as a visiting professor; she has since been hired as an assistant lecturer. She is clinical education coordinator of the professional ATP and program coordinator for the post-professional ATP. She earned a Bachelor of Science degree in athletic training from Gardner-Webb University in Boiling Springs, N.C., and a Master of Science degree in kinesiology from Louisiana State University. Additionally, she completed the athletic training fellowship at the Steadman Clinic in Vail, Colo.

She was an athletic trainer at Orthopedic Associates of Dutchess County in Poughkeepsie, N.Y., then head athletic trainer at St. Anne's-Belfield School in Charlottesville, Va., for four years. In 2013, she completed a volunteer rotation at the Olympic Training Center in Colorado Springs, Colo. She was the Virginia representative to the Mid-Atlantic Athletic Trainers' Association Young Professionals Committee from 2013-2016. Norte is certified by the BOC and licensed in the state of Ohio. She is a member of the National Athletic Trainers' Association, as well as the Great Lakes Athletic Trainers Association and the Ohio Athletic Trainers' Association.



2016 Deans Awards

Outstanding Graduate Teaching Award

Jiunn-Jye Sheu, PhD, MSPH, MCHES

Associate professor, School of Population Health – health education program



“Dr. Sheu has been a **phenomenal mentor** of mine over the past three years. He is thorough, attentive, and always goes above and beyond to help me with a project, explain difficult material, and provide guidance.”

“Dr. Sheu is **one of the hardest working professors** I know. It is common to run into him in his office on the weekend or late at night diligently working.”

Outstanding Researcher Award

Kasey Tucker-Gail, PhD

Associate professor, School of Social Justice – criminal justice program



“Kasey has been **very active in both service to our university community** as well as the **greater Toledo area**, and she has also been very active in grant writing and awards. To date, Kasey has been **leading a charge** that has secured close to \$1 million in funding from the U.S. Department of Justice and other agencies to support the many campus programs, community projects and student activities she spearheads.”

“With the assistance of Kasey’s colleagues in the criminal justice program, she has worked diligently to **develop and open the doors of the new Center for Student Advocacy and Wellness**, where student victims are able to receive assistance through educational and counseling services.”

Outstanding Professional Service and Community Engagement Award

Amy Thompson, PhD, CHES

Professor, School of Population Health co-director, Center for Health & Successful Living



“Amy is **very engaged in professional service activity** in our field of public health education and is a great asset to the University for our students and community. At the national level, Amy currently serves as a board member for the Society of Public Health Education (SOPHE), in which she is also the chairperson of advocacy efforts. She has also been the national president of Eta Sigma Gamma, a health education honorary society. For years, she has been **very engaged in many roles** in both of these organizations. At the state level, she is active in the state affiliate for SOPHE and regularly takes a large number of students to the state conference.”

Outstanding Undergraduate Teaching Award

Wendy Maran, MA, CTRS

Associate lecturer, School of Exercise and Rehabilitation Sciences – recreation therapy program



“Wendy has been **instrumental in developing relationships with clinical sites** where students serve internships. She has also worked with faculty to regularly shape and update the recreation therapy curriculum to ensure students are learning contemporary skills needed for success in the field. She has **mentored master’s degree students** seeking a recreation administration degree with a therapy focus. She has also worked with recreation therapy graduates seeking a PhD in health education, and provides insights into research ideas and career goals. Every one of these things demonstrates how Wendy cares about the success of our UT students.”

Featured Alumnus

Jacob Spellis is a 2015 BSW graduate. He shares how his personal journey and purpose were realized after he began his education at The University of Toledo. He shares his story to give others hope.

“I was a high school dropout and spent much of my teenage years walking around Toledo’s east side using and selling drugs. My addiction left me isolated and homeless,” Spellis said. “Every day I woke up and said, ‘Man I don’t want to do this anymore,’ but the addiction just hijacks you and all of your pleasure seeking abilities; it is like experiencing the best and worst feelings at the same time. “For seven years, this cycle continued, and my mother expected to see me die from my addiction.”

Then a drug trafficking conviction changed his life. Behind bars for nine months, he began to turn things around. “I acquired my GED from the Lucas County Correctional Treatment Facility, and I had a vision to revamp and reform the criminal justice system,” Spellis said. “In order to do this, I knew that I needed to further my education, and The University of Toledo was there every step of the way.” With the help of campus support groups and tutors, he was able to get ready for college-level classes — and succeed. He graduated with honors in 2015 with a bachelor’s degree in social work.

While pursuing a master’s degree at the University of Michigan, Spellis worked as a graduate assistant in the UT College of Health and Human Services’ Human Trafficking and Social Justice Institute. Spellis said he “met top professionals in the state and

had various mentors, including Dr. Celia Williamson, who helped me make my dream a reality.” All along the way, he helped others. “I began speaking to individuals in treatment centers, jails, schools and colleges, which led to my desire to help people reach their full potential,” Spellis said. “As a reformed convicted felon, I advocate for social justice and for other returning citizens in my community.

My goal is to revamp the criminal justice system and address disparities within different cultures and communities. “Social work is a career for most, but a lifestyle to me. On a daily basis, I assist individuals with mental illness, legal issues and substance use disorders to work toward

“MY COMMITMENT TO COMMUNITY DEVELOPMENT STARTED UPON MY RELEASE FROM INCARCERATION.”



healthy adequate lifestyles.” After receiving a master’s degree in social work from UM in 2016, Spellis started **More Than a Statistic Academy**, a nonprofit re-entry coalition in northwest Ohio that helps convicted felons find jobs and those suffering from substance abuse obtain stability and long-term recovery. He also published

his book, “**More Than a Statistic: Stop Being Average,**” last year. He signed copies Aug. 31 at the Barnes & Noble University Bookstore at the Gateway. “My life is much different from when I was buried in my addiction. I have a beautiful wife, daughter and son,” Spellis said. “I now have over five years of experience in motivational speaking and am passionate about community development.”

Jacob received the Jefferson Award, known as an “American Nobel Prize for public service” for his community service in April. In addition, Jacob was awarded with the UT BSW Social Work

Alumni Award in May and was nominated among 120 young leaders from Ohio and Michigan for the 2017 20 Under 40 Leadership Recognition Award.

Jacob is frequently quoted in The Blade and interviewed on various news and radio stations to share his personal story and speak about his desire to instill hope in others. We are very proud of his accomplishments and contribution to the community!





Donor Story – Why Give?

Timothy Pontius

I have to confess that I never felt that we were philanthropic. It has always been a bit natural to “help a friend,” but planned giving was not on our radar for some years. I think it changed for me when I started getting involved with The University of Toledo on an advisory committee level and started hearing many of the exciting things going on, not just in our college, but also across the University as a whole. We think we have been blessed in many ways as a couple and as a family. I was fortunate enough to end up in a business that I was able to acquire over time, and that business and its future successes were direct results of my education and experience from UT. In other words, it became possible for us to give something back because of where we have been and where we came from.

Health care will always be a love of mine, although I no longer practice. Veterinary medicine will always be a passion for Sue, as it will for our sons. As a result, we felt compelled to set up scholarships at UT and at OSU to help others have the same opportunities we had. Neither of us, nor our children, had scholarships of any magnitude, but the costs of education today are exponentially higher than in our days. Helping others is a choice, but I think it really is an obligation to pay it forward. It is also the right thing to do, especially in these tumultuous times, to show we all can help each other in various ways. Health care became a priority focus for us even more so in recent years and, as a result of our experiences, we have added commitments to the Mercy system, as well as Mayo Clinic.



Susan and I continue to work at what we love to do, not because we have to, but because we want to. It is my hope that we can continue to increase our philanthropic reach over time, as well as counsel younger partners and co-workers to set goals and hopefully achieve more than they once thought possible. By setting examples, we hope there will be many others who follow us and strive to give back in time, talent and goodwill.

Why Scholarships Matter

Students across The University of Toledo benefit on a daily basis from the generosity of donors committed to enhancing the access to education and lifelong experiences. Learn how scholarships play an important role for some of today’s College of Health and Human Service students:

Jessica Lehmann,
2016-2017 recipient
of the Timothy and
Susan Pontius Fund



I have valued education all my life and I have worked my hardest to do my best. It is such an honor to receive this scholarship, because it not only reflects the hard work I have put in to my collegiate studies, but it also shows there are people out there rooting for my success. I can’t thank the donors of the Timothy and Susan Pontius Fund enough for believing in the work I’ve done and for seeing enough potential in me to invest in the rest of my academic career.

Since starting the respiratory care program here at UT, I have expanded my academic knowledge beyond what I ever could have imagined. This program has shaped my understanding of the health care field by not only expanding my comprehension of the information I need to succeed in my future career, but also showing me what it means to be a good member of the health care team, as well as making sure I know how to provide the best patient experience. This program has introduced me to a learning experience beyond the classroom, and I am very thankful for the clinical practice I have been a part of this past year. Being involved in the hospital atmosphere from the beginning helps build a better foundation for applying all that we learn and expanding on that by learning from the whole health-care team.

Morgan Statetzny,
2017-2018 recipient
of the Timothy and
Susan Pontius Fund



This scholarship means so much to me. It showed me that all of my hard work and dedication toward my schoolwork was noticed by others and rewarded. The day I received this scholarship, I was overcome with happiness and very thankful for the generous amount of money I was awarded. Not only did I appreciate the fact that my study habits and good grades were recognized, but it also meant I could be relieved of some financial burden. This scholarship is making my tuition more affordable as I continue my path to becoming a respiratory therapist, and I am grateful for this opportunity. This has made my dreams of helping and taking care of people a reality.

I am just beginning my journey with the respiratory care program. I was accepted in to the program for this summer and I am very excited. I had the opportunity to shadow Prof. Craig Black last summer, and he allowed me to see the life of a respiratory therapist. This experience was very helpful for me, and Prof. Black helped me see what I wanted to do with my life. I cannot wait to start the program this summer here at The University of Toledo!

Give a Gift – Make an Impact!

The support from our College of Health and Human Services alumni and friends is paramount to the success of our educational programs. Your generous financial gift will impact the lives of current and future students in all departments at HHS!

To give online, please go to the **HHS giving site** (<https://tinyurl.com/yacv8ur9>).

For more information about giving, including creating scholarships or additional gift funds, please contact Nicole Candle, development officer for the College of Health and Human Services, at **419.530.4134** or nicole.candle@utoledo.edu.

Thank you for making an impact for your college!





Congratulations to Our Student-Athlete Graduates!

John Stepec,
cum laude
graduate in May
2017 with a BS
in criminal justice
and former defen-
sive end for the
Toledo Rockets football team,
shares his experience as a
student athlete in the CHHS
criminal justice program.



Being a student athlete, I enjoyed the excitement of the pressure in balancing between schoolwork and the physical and mental demands of competing in a Division 1 sport. I always enjoyed the camaraderie associated with being a part of a team. Balancing between schoolwork and athletics helped me develop important skills that will carry me throughout my adult life. If I could offer advice to incoming freshmen, I would encourage them to stay focused and not lose sight of their goals during their college career. Most importantly, find a good balance that will allow you to enjoy your college experience because it goes by very quickly.

My experience at UT definitely put me on the right path to succeed in life. I was given the opportunity to build strong and positive relationships with some wonderful people that I hope will continue to be a part of my life. I also learned through my experience at UT as a student athlete to manage my time effectively, stay focused and disciplined, all of which are important qualities that will help me succeed.

John attended the New York Giants' mini-camp May 11-13. He earned first-team All-MAC honors as a senior, racking up 71 tackles and 14.0 tackles for loss. A team captain, Stepec also was a nominee for Academic All-America. "I'm just excited and very grateful for this opportunity," said Stepec. "I had a number of teams call me but the Giants were the first. I'm looking forward to going to camp and giving it my best shot." – 5/2/17

Treyvon Hester

May 2017 graduate,
BS in criminal justice

Drafted by the Oakland Raiders in the 7th round of the 2017 NFL Draft



Kareem Hunt

May 2017 graduate,
BS in criminal justice

Drafted by the Kansas City Chiefs in the 3rd round of the 2017 NFL Draft



Corey Jones

May 2017 graduate,
BS in criminal justice

Invited to the Pittsburgh Steelers mini camp



Storm Norton

May 2017 graduate,
BS in criminal justice

Signed by the Detroit Lions



Paul Perschon

May 2017 graduate,
BS in criminal justice

Invited to the Chicago Bears mini camp



Michael Roberts

May 2017 graduate,
BS in criminal justice

Drafted by the Detroit Lions in the 4th round of the 2017 NFL Draft



DeJuan Rogers

May 2017 graduate,
BS in criminal justice

Invited to the Chicago Bears mini camp



John Stepec

May 2017 graduate,
BS in criminal justice

Invited to the New York Giants mini camp



FACTS AND FIGURES

463

students graduated from our college in May.

287

undergraduate students!

176

graduate students!

Alumni Affiliate

The Health and Human Services Alumni Affiliate needs talented, dedicated UT alumni to become part of the Affiliate Board of Trustees. The goal of the affiliate is to promote and coordinate activities by encouraging a spirit of loyalty and unity, and to establish programming that assists in the cultural and physical growth of the college. Member responsibilities include attending meetings, helping plan and coordinate affiliate events and programs, and attending affiliate and Alumni Association-sponsored activities throughout the year. If you are interested in getting involved, please contact Samantha Marchal in the Office of Alumni Relations at samantha.marchal@utoledo.edu or call **419.530.4927**.





**COLLEGE OF HEALTH
AND HUMAN SERVICES**

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