Grant speeds benefits of research into community

A new five-year, $26.9 million grant awarded to UAB will help transform basic scientific discoveries into practical applications that enhance the lives of Alabamians. The grant, one of the largest, single grants from the National Institutes of Health in UAB history, will be used to establish the Center for Clinical and Translational Sciences at UAB.

“UAB’s mission is to offer top-quality health care and education to the people of our state. With this grant, we’ll be able to move early scientific discoveries much more rapidly into the community and have a more immediate impact on people’s lives and health,” said President Carol Garrison.

A key objective is increasing interaction among UAB researchers — and between them and external groups — to share information about community needs and available resources. This new approach to complements UAB’s traditional interdisciplinary approach to research and expands its efforts to improve the overall health of the population and reduce health disparities.

“One of UAB’s strengths has been how well we work with each other within the university. We recognize the value of different perspectives for solving problems and the ideas that are generated from that process,” said Lisa Guay-Woodford, M.D., professor of genetics and principal investigator on the grant.

UAB will be working with the state’s historically black colleges and universities, including Tuskegee University, and Southern Research Institute, HudsonAlpha Institute for Biotechnology and other community organizations throughout the state.

The CCTS also provides the means for people within the general community to advise researchers how best to reach people within the general community. Young researchers will receive assistance with

New group helps parents of children with ADHD

When a parent comes to the Attention Deficit Hyperactivity Disorder Parent Support Group and begins to tell a story of struggle, Vicki Norris is among the other parents in the room who truly understand.

“The relief is almost palpable when a new person comes in and starts to talk and everybody starts nodding their heads, showing they understand their situation,” Norris says. “It’s almost like a puzzle piece fits in for them. They are like ‘I’m not crazy. I’m not a rotten parent.’”

UAB established the ADHD Parent Support Group earlier this year for those with elementary- or middle school-age children with Attention Deficit Disorder (ADD) or Attention Deficit-Hyperactivity Disorder (ADHD). The group meets the first Thursday of every month from 6 to 7:30 p.m. at the Redmont School located at 1220 50th Street South. The meetings are open to parents of children with a diagnosis of ADHD. Licensed UAB psychologists Bart Hodgens, Ph.D., and Cryshelle Patterson, Ph.D., along with graduate students Kim Guion, Annie Artiga, and Elizabeth Sheridan, began the program to fill a void for area parents.

“We do evaluation clinics here and we’re constantly giving recommendations to families,” Hodgens says. “We would have liked to have told them there was a support group they could be a part of, but we

Qiao very happy, y’all’, with her new accent

There is no mistaking the self-assurance when Xiaofei Qiao says “Nice to meet y’all” to her departing visitors — in the best Southern accent she can muster. She also says it with a chuckle and a little self-confidence, traits that weren’t present when she moved to Birmingham from China in 2001. “I think everybody who comes into this country who doesn’t speak English as their primary language experiences feelings of embarrassment, anxiety and confusion,” says Qiao, a clinical data analyst at Spain Rehab Center. “I certainly did.”

A new 13-week program targeting UAB professionals who speak English as a second language and have a foreign accent they want to modify has alleviated Qiao’s apprehensions. The Compton Pronouncing English as a Second Language program (Compton P-ESL), offered by the UAB Speech Clinic, has reduced Qiao’s accent, changing the way she communicates with her co-workers and the way she views herself in her professional setting. The embarrassment and anxiety are gone.

“Communication is essential in our daily lives, and it’s not always easy as a foreigner coming to the United States,” Qiao says. “I wanted to be in this program
Three academic advisers will bring home awards from the National Academic Advising Association annual conference to be held Oct. 1 in Chicago.

Linda Luck, an adviser and program administrator in the Division of General Studies, will receive the Outstanding Advising Award. She is one of four in this category to be honored nationwide this year.

Juanita McMath, an academic counselor in the Department of Biology, will receive the Outstanding New Adviser Award given to advisers with three years or less experience. She is one of seven academic advisers honored with this award.

Zoe B. Dryer, Ph.D., a UAB assistant professor of engineering, has been awarded an Outstanding Advising Certificate of Merit in the Academic Advising Faculty category. She is one of 14 faculty advisers to be honored in this year’s competition.

## Learn to present scientific findings

Victor Darley-Usmar, Ph.D., professor of Pathology and Director of the Center for Free Radical Biology, will examine the skills needed to prepare and conduct scientific abstract, poster and brief platform presentations during a seminar from 11 a.m. to 1 p.m. Tuesday, July 1 in Margaret Cameron Spain Auditorium. Download a registration form at www.uab.edu/uasom/research/ws/register_presentations_july2006.pdf or e-mail Laurel Hitchcock at lhitchco@uab.edu by 10 a.m. Wednesday, June 25.

## Use or lose your personal holidays

UAB’s policy on personal holidays requires non-hospital bi-weekly paid full-time regular employees to use or lose their personal holidays and their family members. Visit the Resource Center online at www.uab.edu/uasom/research/ws/register_presentations_july2006.pdf or e-mail lhitchco@uab.edu by 10 a.m. Wednesday, June 25.

The Resource Center provides counseling and a variety of educational programs for UAB employees and their family members. Visit the Resource Center online at www.uab.edu/uasom/research/ws/register_presentations_july2006.pdf or e-mail lhitchco@uab.edu by 10 a.m. Wednesday, June 25.

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First UA System Technology Scholars Institute ‘great success’

More than 55 faculty and 25 administrators from three campuses attended at the recent University of Alabama System Teaching with Technology Institute to promote teaching excellence in online and blended settings.

Skills development, new technologies, course design and teaching strategies were key topics of discussion among faculty from UAB, the University of Alabama at Huntsville and the University of Alabama.

The Institute, which convened in Tuscaloosa May 19-21, encourages scholarship and collaboration among faculty designing and teaching blended and online courses.

“There really was something of interest for everyone, no matter the skill level or development needs,” says Pamela Paustian, assistant director of the Health Sciences Program for the School of Health Professions. “I think the Institute was a great success.”

The meeting was the first of an ongoing, shared effort for faculty training and community-building across the system, says Michelle Korf, executive director of Distance Learning and Outreach for the UA System.

The Telecampus Technical Subcommittee, including Karen Shader, Ph.D., and Stephanie DeRieux from UAB, worked with other campuses to provide planning input for the event. Korf says Telecampus Steering Committee support, through Provost Eli Capilouto and Sheila Sanders, vice president of Information Technology, also was vital.

A number of UAB faculty were presenters, moderators and facilitators, complementing outside invited keynote speakers for each day.

The active participation of UAB, UA and UAHuntsville faculty was valuable and beneficial to all, Korf says.

Online ‘boomering’

Rodney Nowakowski, O.D., chief of staff for UAB Eye Care and Paustian were among the UAB faculty who participated.

Nowakowski uses multimedia to engage students and presented on its advantages.

“Online education is booming around the world and especially in this country,” he said.

“Many colleges are offering online components. Some of them are providing the blended courses in which you have the traditional classroom lectures plus an online component. Then there’s the true online course in which students don’t come to class in the classroom, but come to class online. I see no end in sight.”

Nowakowski uses a blended approach in his classrooms. He says opens up avenues for him to teach his students in a more thorough manner.

“I still have the students in classrooms, but I also have the online component so I can do things like post a video of the proper way to do a physical examination and they can see it 24 hours a day, seven days a week,” he says. “Online learning offers advantages that is hard to ignore.”

Paustian agrees. The Bachelor of Science in Health Sciences (BSHS) program offers blended in-class and online course options to meet the needs of students facing the challenges of time, distance, family and work responsibilities.

All faculty in the BSHS program merge online and classroom students together into a single course site for each course.

Paustian says students benefit under this format from an increased interaction with each other and the faculty.

Students can interact in the classroom and through discussion boards and chat rooms, she says.

“Students also have access to impromptu classroom discussions through audio lectures online.”

Systemwide effort

Paustian says the need for professional development is crucial as more faculty members incorporate online tools into their instructional environments.

“We need a variety of ways for continued learning and skills improvement to be delivered efficiently and cost-effectively,” Paustian says.

“We will provide researchers the resources to more easily understand and navigate that landscape,” Guay-Woodford said.

Sharing information within the university research community is another objective. The Biomedical Informatics Component will capitalize on existing strengths across the university and the Health System and develop new capabilities to enhance clinical and translational research at UAB.

“Many colleges are offering online components if needed and present new learning and skills improvement to be delivered efficiently and cost-effectively,” Paustian says.

Additionally, the expertise and physical resources of HudsonAlpha Institute of Biotechnology will expand the knowledge-base and equipment available for the generation of research ideas, their interpretation and eventual development into useful products for the general public.

UAB joins 37 other institutions in this federally funded consortium of Clinical and Translation Science Award Centers.

“This grant is a demonstration that UAB is among the top clinical and translational research institutions in the nation,” said Robert R. Rich, M.D., UAB senior vice president of medicine and dean of the School of Medicine. “The infrastructure created through this award will enhance our researchers’ abilities to successfully compete for additional federal funding in the future.”

Mckelvey and fellow speech pathologist Suzanne Brown are the program instructors. They use four key elements in assessing client needs:

• An initial analysis, which includes recording a speech sample.
• A customized learning program then is developed, targeting speech patterns and sounds to practice.
• A schedule of 13 one-hour, one-on-one appointments is developed, and the speech pathologist works with the client to review sounds, make adjustments, and present new sounds.
• Each participant is given the Compton P-ESL workbook and training material, which include cassette tapes or an interactive CD-ROM.

“The accent is not the only thing we address,” McIntyre says. “The way people talk is just as important as how their words sound. General communication tips also are provided during the course. When clients incorporate skills such as proper eye contact, posture and voice projection, their accent speech comes across more intelligible.”

The program also requires participants to practice on their own time with the help of the workbook and training materials. McIntyre says one of the reasons Quo’s success has been successful is because of the work she has put in after their weekly one-on-one sessions.

The only requirement for those interested in enrolling in the program is that they already speak some English.

Re-training the ear

The key to success for program participants is re-training their ear to hear sounds a different way. McIntyre says.

“With Xiaofei we had to re-train the way she speaks and listens so she can hear the sounds that are different,” McIntyre says. “Like telling the difference between ‘dat’ and ‘that.’ She would be using the word the right way and in the right context, it just sounded different. She had to re-train the way she catches things.”

“One word I couldn’t speak very well was ‘rose’,” Quo says. “I used to say ‘low’s,” but I’ve gotten much better at saying it because I’ve practiced a tremendous amount.” That practice has given her a remarkable amount of confidence, too, as is evidenced by her “Nice to meet, y’all.”

“This has helped me with my daily communication, presentations and confidence,” Quo says. “It’s been crucial to helping me in my daily life, professionally and personally.”

Contact Cheryl Kennedy at 934-4816 or ckmckelvey@uab.edu for more information.

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Marion enjoys opportunity to help students ‘Study Away’

**K**on Marion, Ph.D., loves taking stu-
dents to the remote Bahaman Island of
San Salvador to study the tropical ecol-
ogy of the region. He’s done so more than a
dozens times since 1993, and he says making
the journey never gets old.

“My wife goes on the trip, and we’ve just
loved interacting with students through the
years,” Marion says. “Traveling and doing
these study-abroad programs are different,
and it’s not for every faculty member, for
sure. You are with the students 24 hours a
day for several days. You really get to know
them and interact with them on a more per-
sonal level, but I enjoy that very much.”

UAB in the Bahamas is one of several
Study Away programs faculty and students
will be involved with this summer. Some of
the other programs include UAB in Peru
(read more at http://blogs.uab.edu/uabinpe-
rus) and upcoming trips to India, Honduras,
Italy, Japan and Spain.

Marion’s group, which also includes
University Professor Jim McClintock,
Ph.D., and 17 students of various disci-
plines, has been studying the ecology of
the region.

The program — one of Study Away’s
longest running — is part of the Biology
267/567 courses that encompass field-based
studies of the rich diversity of marine,
freshwater and terrestrial habitats and
associated fauna and flora of San Salvador.
Students hike through inland forests and
coastal dunes to examine the tropical veg-
eration uniquely adapted to these environ-
ments, as well as the abundant bird life.
Shallow-water snorkeling provides easy
access to a rich diversity of coral reef fish,
marine invertebrates, seagrass communities,
mangrove estuaries and soft-bottom sand
habitats.

The course began in April with several
in-class lectures preparing the students for
their hands-on studies in the Bahamas.

The benefits to students are numerous,
Marion says.

“It enables them to see organisms and expe-
dience different ecosystems we just don’t
have around Alabama,” Marion says. “But
it also is a different cultural experience.
You’re going to a different country where
there are different customs and accents. I
think it’s quite enlightening for some of our
kids who have never been out of the coun-
try in some cases.”

It’s also historical. Marion always has
a group photograph taken at the spot on
the island that commemorates where Columbus
first made landfall in the new world.

“It’s not just biology for us,” Marion says.
“It’s cultural and a little historical, which is
something most courses don’t get with just
a lecture in a classroom.”

Goals of summer camp

The ADHD Summer Treatment Program
is a six-week therapeutic summer day camp
setting with daily recreational activities, art
classes, direct academic instruction by certi-
fied teachers in a classroom and a computer
lab. This year’s camp, which has filled all
available slots, is scheduled for June 16-July
25. Individual goals are established for each
child and parents receive daily and weekly
reports on their child’s progress.

“It is very involved and intensive,” Patterson
says. “The philosophy behind the program is
skills building.”

“There is very clear evidence that medica-
tion will treat the three core symptoms of
ADHD, but it does not teach important
skills in daily living,” Hodgens adds. “It
doesn’t teach you how to make a friend,
how to keep a friend, how to resolve a con-
flict, how to catch a softball, or what the
rules of the sport are. Our treatment pro-
gram is based around the skill-building idea
in a general sense — problem-solving skills,
social skills, athletic skills, academic skills
and lots of work on cooperating with a
group. They have individual target behaviors
that we develop for them and parents get
daily report cards. They develop a behavior
modification system at home that they can
then use for school. There are many differ-
ent elements to it.”

Norris says the camp was a “life-changing
experience” for her child and her family and
the support group continues to help her
build on that foundation.

What is ADHD?

The three core symptoms of a child with
ADHD are hyperactivity, impulsivity and
inattention. The single most important fea-
ture of the disorder is that it causes impair-
ment. “As a consequence of the impact of
ADHD, children often are failing at life in
a lot of areas,” Hodgens says. “If they have
significant ADHD their peers frequently do
not want to be around them. They find
them annoying and intrusive. They’re not
able to function well in an academic set-
ing. Essentially, every area of their life is
in upheaval, and their parents are probably
extremely frustrated.”

Indeed, parents of ADHD children face
many challenges and research shows they
experience very high levels of stress — on
par with parents of children with autism
and other severe disorders.

“It’s very frustrating for them because par-
ents often find themselves back at square
one.” Hodgens says. “Children with ADHD
don’t do a good job of utilizing rules and
instructions. They’ll often know what those
rules are they’re just not able to implement
them at any given moment, meaning they’re
more likely to act on the impulse of the
moment. That can be particularly frustrat-
ing for parents because it is not due to a
lack of understanding or knowledge on the
child’s part.”

For example, parents of all school-aged
children frequently complain about how
hard it is to get their child to do their home-
work. However, during homework time the
frustration level for Norris, as well as other
parents of children diagnosed with ADHD,
is different and more pronounced.

“What it means for us is that we have a mass-
ive meltdown for two hours and everybody
in the house is completely frazzled and on
the verge of tears,” she says. “It can take
over a household.”

While Norris and other parents of children
with ADHD can relay those stories to their
family and friends, they often don’t fully
understand how difficult and stressful it is to
parent a child with this disorder, Hodgens
says. That’s why Norris says the support
group has become such an important tool for
parents. It enables them to network, provide
support for one another and receive educa-
tion from Hodgens, Patterson and gradu-
ate students. The educational component,
which also is part of the summer treatment
program, develops a set of goals for parents
to acquire knowledge in, such as anger man-
agement, stress management and coping
strategies.

“We want parents to walk away from the
group feeling as though they have things
they can use in everyday life with their child,
all while hearing what other parents are hav-
ing to say and knowing they’re not alone,”
says Elisabeth Sheridan, a graduate student
who works with the families along with fel-
low grad students Annie Ariga and Ken
Guion.

If you or someone you know is interested
in learning more, visit http://main.uab.edu/
Sites/adhd-support/ or call 934-5471. To
learn more about the summer treatment
program visit http://circ-uab.infomed.com/
content.asp?id=98821.
Women

Are you a postmenopausal woman at increased risk for breast cancer? You may be eligible to participate in a research study conducted at Call 935-598-3261. 1-800-777-8785.

Are you a patient with high blood pressure? Are you on three or more blood medications and have high blood pressure (systolic blood pressure greater than 140/90)? Are you on three or more blood medications and have high blood pressure (systolic blood pressure greater than 140/90)?

Are you a female seeking treatment for diabetes? Are you a woman age 60 or older? Are you a woman age 60 or older?

Are you a woman age 60 or older who may qualify to participate in a research study using an investigational medication? Are you a woman age 40 or older and have experience with breast cancer diagnoses? Are you a woman age 40 or older and have experience with breast cancer diagnoses?

Are you an overweight woman at increased risk for breast cancer? Are you an overweight woman at increased risk for breast cancer? Would you like to participate in a study about transportation? Are you an overweight woman at increased risk for breast cancer? Would you like to participate in a study about transportation?

Are you an American female undergraduate or graduate student? Are you an American female undergraduate or graduate student? Are you an American female undergraduate or graduate student?

Are you a woman living with HIV who has been diagnosed with genital herpes? Are you a woman living with HIV who has been diagnosed with genital herpes? Are you a woman living with HIV who has been diagnosed with genital herpes?

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Are you a patient with diabetes who has been diagnosed with coronary artery disease? Are you a patient with diabetes who has been diagnosed with coronary artery disease? Are you a patient with diabetes who has been diagnosed with coronary artery disease?

Are you an American female undergraduate or graduate student? Are you an American female undergraduate or graduate student? Are you an American female undergraduate or graduate student?

Are you a woman with high blood pressure? Which conditions do you have? Does anyone else in your family have high blood pressure? What are your blood pressure readings? Are you a woman with high blood pressure? Which conditions do you have? Does anyone else in your family have high blood pressure? What are your blood pressure readings?

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Sports & Fitness

*Marish Saxi ski boot w/4-3/4 Lizer V4.0 110 FV HOI fit -Nordica Traverse -includes spare tip, garage kept, mint cond. Includes: 10 sets of bindings, 10 tips, 10 tails, 50 sets of 90-1100 Bootstrap ski passes (this year 2006). One all-mountain ski, 1000 lbs. 300/obo or trade. 2 tips, 1 tail, 100 sets of 16-25500 S. 201-514-4022.

*Proctar Grove—all brick garden home, 2 BR, 2 BA, large family room, dining room, large lab-in-kitchen, 2-car garage, marble countertops, refrigerator, washer and dryer. Parking includes roofed carport and storage room. Sleeps 6, 4BR, 2BA, $990/2BR, $800/1BA. 223-638-2205.

*2 Floor Grove—huge brick garden home, 2 BR, 2 BA, large family room, dining room, large lab-in-kitchen, 2-car garage, marble countertops, refrigerator, washer and dryer. Parking includes roofed carport and storage room. Sleeps 6, 4BR, 2BA, $990/2BR, $800/1BA. 223-638-2205.

**Miami Skys 50 ski boot 4-3/4 Lizer V4.0 110 FV HOI fit -Nordica Traverse -includes spare tip, garage kept, mint cond. Includes: 10 sets of bindings, 10 tips, 10 tails, 50 sets of 90-1100 Bootstrap ski passes (this year 2006). One all-mountain ski, 1000 lbs. 300/obo or trade. 2 tips, 1 tail, 100 sets of 16-25500 S. 201-514-4022.

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**Miami Skys 50 ski boot 4-3/4 Lizer V4.0 110 FV HOI fit -Nordica Traverse -includes spare tip, garage kept, mint cond. Includes: 10 sets of bindings, 10 tips, 10 tails, 50 sets of 90-1100 Bootstrap ski passes (this year 2006). One all-mountain ski, 1000 lbs. 300/obo or trade. 2 tips, 1 tail, 100 sets of 16-25500 S. 201-514-4022.

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UAB's Quality Enhancement Plan (QEP) sets goals for student learning and outlines steps the university will take to reach them. Faculty are essential to ensuring students develop the core QEP competencies — effective communication skills, depth and breadth of knowledge, experience with problem-solving and the ability to make informed, ethical decisions and be prepared for responsible citizenship in the community, nation and world. These strengths are essential for success in work and life as is being quantitatively literate.

The UAB Reporter frequently highlights faculty who are implementing quantitative literacy (QL) strategies into their curricula. Faculty who serve on the QL Committee will share their classroom experiences to illustrate “Why I Serve on the QL Committee” during the coming weeks.

Faculty can apply for QL designation for their courses and become more active in QL efforts on campus. Visit http://main.uab.edu/Sites/DOE/QEP/ to learn more about QEP and QL or contact committee Chair Ed Cook, Ph.D., at ecook@uab.edu.

Service opportunities abound

The Core Curriculum Enhancement program has given me several service opportunities at UAB.

First, this past academic year I started a term as an SBS representative on the University Writing Task Force committee, which is one of the QEP Task Force Committees. We are creating a UAB Virtual Writing Center and also trying to match UAB writing coursework across the disciplines with the regional accreditation board’s recommendations.

Second, I have also joined the Quantitative Literacy Committee. I do not teach our program’s methods courses, but I have been alarmed that some of the undergraduates’ math skills are so rusty that they are unable to calculate a percentage when I give them an exam grade as a fraction!

The revision of my syllabus for “Women and World Politics,” which I have taught in the under various course numbers, was accepted by the QEP Task Force on Quantitative Literacy as a course that meets a QL designation (and, eventually, requirement). Although at first glance global gender politics may not seem to be a likely fit with quantitative learning, in fact I rely heavily on UN data in teaching the course and have found it very frustrating that many of our students are unable to understand a statistical table, graph or chart.

I hope that this course will demonstrate to some of our more math-phobic students the importance of basic mathematics and statistics in understanding international politics. In sum, I believe that the QEP is the most important development in undergraduate education that is taking place in our curriculum now. Understanding the humanities, the social sciences and the natural and applied sciences is not especially likely if a student lacks basic quantitative and writing skills.

— Lisa Sharlach, Ph.D., assistant professor, Department of Government

Enhancing classroom instruction

The Quality Enhancement Plan or QEP is an integral part of the university plan to educate undergraduate students in real-world lessons.

The areas covered are quantitative literacy (QL), writing and ethics and civic responsibility. These three core areas are concentrating on making graduates of UAB a well-rounded, ready-for-real-life person.

I have enjoyed serving on the QL Committee and have incorporated QL into my classroom in several different courses I teach, but especially in radiation biology, which is a QL-designated course.

I have seen the horrified looks on my students as I explained what a QL course entails, and I have seen hallmark moments when they have gotten more in-depth knowledge due to learning how to answer QL questions on exams.

Overall, I have modified an established course to include QL components, which did not require a huge course change but only a small modification, and I have seen a relatively large difference in the way the students learn.

Being a part of the QL Committee has helped me enhance my classroom instruction and think about how course material should be delivered to the student in novel ways. I have enjoyed the various discussions all of the members of the QL Committee have had, and it is surprising to see how similar student issues are across many different disciplines.

Perhaps this realization of commonality is one of the reasons I continue to serve.

— Norman E. Bolus, assistant professor, director and clinical coordinator of the Nuclear Medicine Technology Program