The UW College of Health Sciences welcomes you to take a virtual tour of just a few of the exceptional health education options available to you. We offer undergraduate, graduate and doctoral degrees in many fields of study to fully equip our students to graduate with complete competencies to excel in their chosen fields of health care.

Start Your Health Career Education Now...
Dear Friends,

As we come to the end of another academic year, we are happy to share with you a small sample of what the College of Health Sciences has been up to. It has been an eventful year for us. We are transitioning to new leadership, and we are ready to implement our Strategic Plan. Although we continue to face challenges at the University, the College continues to move forward with many innovative endeavors. Looking ahead, our aim can be expressed with one word: Impact. We will continue to have an impact on our students – the healthcare providers of the future. We are in a position to be more impactful as a resource for practitioners in the state and region. Equally important, by recommitting to our research mission, our College intends to attain national and international prominence in basic and clinical sciences, and to make significant contributions to best practices in our disciplines.

One of the benefits of serving in our College is the quality of our faculty and staff. They are hard-working, dedicated to their respective fields, and committed to the success of our students. In general, we tend to be rather modest about our accomplishments, but as you’ll see in the following pages, we have many reasons to be proud of the work that we do.

As always, our successes are due to the support of our alumni and friends, and we are grateful for everything you do for us. We will continue to strive for excellence in all that we do, and we thank you for helping us achieve our future goals. We hope you will spread the word about what is happening in the College of Health Sciences!

Interim Dean, David L. Jones
My name is Mark Guiberson, and I am the director of the Division of Communication Disorders (ComDis). We continue to have a lot of growth and change in ComDis, including a focus on telepractice and the use of clinical simulations. We also welcomed back American Sign Language, an important class not only for our majors but also for students across campus. We continue to have a 100% pass rate on the national exam and 100% job placement for our MS SLP graduates. Let us know if you are in town or ever want to visit with us.

Each year, the Division of Communication Disorders’ speech-language pathology graduate students dive into the world of augmentative and alternative communication (AAC). During this course taught by Dr. Mary Jo Cooley Hidecker, they learn about different communication technology that helps people to “talk.” Dr. Steve Barrett, associate dean and professor in the College of Engineering and Applied Science, taught students to make switches and battery interrupters. These switches can be used with AAC for talking and to create switch-activated, battery-operated toys for children with cerebral palsy or other hand/leg limitations. In the photo, graduate students practiced using their newly created switches with “Mr. Bacon” pigs, racing their switch-activated toys!

Over the last year, we began using clinical simulations. These are engaging, life-like experiences that require students to interpret, integrate and synthesize core concepts and knowledge. Through clinical simulations, students gain experiences in identification, evaluation, diagnosis and planning while demonstrating clinical skills and critical thinking and decision-making skills.

Simulations may include standardized patients (file or chart based) virtual patients, computer-based interactive experiences, or other approaches. These experiences are supervised by a certified speech-language pathologist. Our use of clinical simulations has allowed students to obtain clinical clock hours with a low-incidence or otherwise unavailable or less common clinical population.

“Hands-On Learning

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The Division of Communication Disorders welcomed four new faculty members this past year. They are (left to right): Dr. Breanna Krueger is academic faculty and specializes in speech sound disorders, Corri Sandoval is a clinical supervisor and externship coordinator, Erin Page is a clinical supervisor and speech clinic coordinator, and Esther Harshky is an American Sign Language instructor. We are delighted to have so much new talent!
Community and Public Health at DKH: PREPARING STUDENTS TO MAKE AN IMPACT

Undergraduate students in Kinesiology and Health can partake in a variety of community and public health courses as part of their Kinesiology and Health Promotion degrees, and master's students can choose health as their emphasis. According to Associate Professor and Wyoming Excellence Chair Christine Porter, DKH “prepares people who would like to go into clinical positions [with] a strong understanding of the ways our contexts – from immediate, such as family and workplace, to national, such as health care regulation – impact the health of their clients or patients.”

An education in community and public health at DKH prepares students for a Master of Public Health degree, or for work in “health-related not-for-profits, county or state health departments, emergency preparedness work, corporate or campus wellness programs, and more,” according to Dr. Porter.

William Dressor graduated with his B.S. in Kinesiology and Health Promotion in spring 2017, and he is now earning his Master of Public Health at the University of Nebraska Medical Center. He became interested in the K&HP Doctorate of Physical Therapy at the University of Nebraska Physiology in 2014, and he is now a candidate for a program because of “the variety of subjects covered, such as biomechanics, motor behavior, exercise science, and sports and exercise psychology, and many others that would provide me with a well-rounded education for any career in health care. I also appreciated the smaller size and the more personalized atmosphere of the K&HP program...”

While at UW, he participated in motor behavior research with Dr. Zhu, and he was able to travel and present his research at national conferences and publish his research. Associate Professor Boyi Dai also points to the master track’s collaboration-friendly environment, explaining that students in various programs can work together on shared projects. The graduate assistantship the program offers to cover most students’ tuition and fees, with an additional stipend.

The Division of Kinesiology and Health (DKH) offers challenging, undergraduate and graduate opportunities for students interested in studying biomechanics and motor learning to prepare for fields in exercise and sports science such as physical therapy, occupational therapy, chiropractic and medicine and for interdisciplinary work involving psychology, neurophysiology and engineering.

In the undergraduate Kinesiology and Health Promotion (K&HP) program, students have abundant opportunities to explore the many facets of kinesiology according to their individual interests.

Todd Mirch graduated from UW with his B.S. in Kinesiology and Health Promotion and Physiology in 2014, and he is now a candidate for a Doctorate of Physical Therapy at the University of Nebraska Medical Center. He became interested in the K&HP program because of “the variety of subjects covered, such as biomechanics, motor behavior, exercise science, and sports and exercise psychology, and many others that would provide me with a well-rounded education for any career...”

Sushma Alphonsa began her M.S. degree at UW after earning a Bachelor of Technology in Biotechnology in India, when she was drawn to the research opportunities in motor control and motor behavior at UW. She states, “Dr. Zhu was one of the most motivating, encouraging mentors I have ever had. A lot of faculty and staff that I worked with at DKH have had a profound impact on my personal and professional development...”

DKH’s Physical Education Teacher Education Program Provides Real-World Experience Early

For students drawn toward teaching physical education, the Physical Education Teacher Education (PETE) program, part of the Division of Kinesiology and Health (DKH), stands out because of the opportunity it provides for ample real-world experience.

In the undergraduate PETE program, students complete a school-based practicum every semester the last two years of the program. Many similar programs only offer students school-based experience in their final semester. PETE students at UW gain experience teaching kindergarten-second grade their junior year fall semester, third-fifth grade their junior year spring semester, and middle and high school during their senior year fall semester, before spending 12 weeks as full-time student teachers their final semester.

Before beginning the teaching practicums, PETE students complete five movement courses, typically in gymnastics, dance, swimming, team sports and individual sports.

According to Professor Tristan Wallhead, UW’s PETE program is unique in the way these courses are structured, in that the students not only participate, but simultaneously develop an understanding of the same instructional models they will use later on in teaching each other the movements.

Dana Bjorhus transferred from Northwest Community College to UW DKH, where she earned her B.S. in May 2016 and her M.S. in May 2018. She says, “This program really gives you the chance to use the methods we discuss and see what works for you and how you can help adapt it to make it better through the actual experience of teaching kids.”

The program offers a high faculty-to-student ratio, and its long-term faculty have developed strong relationships with the community, which aids in job placement for graduates, according to Professor Wallhead. From 2006 to 2016, PETE graduates had an 81 percent placement rate working in physical education teaching or related fields. Professor Jayne Jenkins also points to the program’s strength in that, “it is a ‘lock-step’ program wherein the [students] are enrolled in all teaching classes together. They develop a strong cohort of peers who help each other. The PETE professors know the students intimately and work closely with them.”

PETE graduates leave the program prepared and certified to teach physical education K-12 in Wyoming public schools, and the program offers opportunities to gain certifications and endorsements in health education K-12, adapted physical education K-12, and coaching. The PETE program is nationally accredited by SHAPE.

Questions about our program? Please call (307) 766-5284, or email kinesiology@uwyo.edu. To learn more, visit www.uwyo.edu/kandh/.
We have a program for YOU!

We have three basic nursing programs: Bachelor of Science in Nursing (BSN), Master of Science (MS) and Doctor of Nursing Practice (DNP). Within those programs, we have options and concentrations that have evolved in order to meet the needs of the state of Wyoming as well as to meet the needs of a variety of students in a variety of stages of preparation.

- The DNP program will populate our rural communities with needed health care providers.
- The Nurse Educator and Nurse Leader concentrations in our Master of Science Program are an answer to requests from nurses around the state of Wyoming, offered online with the working nurse in mind.
- The BRAND accelerated program is meant to “Grow our own Nurses” in communities across the state, enabling students with a non-nursing bachelor’s degree to become a nurse in a little over a year’s time.
- The BSN Completion program includes ReNEW – Revolutionizing Nursing Education in Wyoming, which is helping students stay in their communities to earn their nursing degrees from nearby community colleges, then earn their BSN online from UW in an additional year.
- Nurses who have their associate degree, but who now need or want to gain their BSN, can do so online through the RN-BSN Completion option.
- Graduates from high school enter the on-campus Basic BSN program as freshman admits, a blessing for students themselves as well as parents, knowing they can stay at the same institution for four years and not have to apply mid-stream...if they keep their grades up!

“I've been most surprised about the connections I've been able to make with both my peers in the MS Program as well as my instructors. ‘Surprising’ because it’s an online program, but truly it often feels like we’re all in a classroom together exchanging thoughts and ideas. It’s exciting to learn from the experiences of my peers, but also to learn from the experiences of our instructors who are sharing their wealth of knowledge with us.”
– Colleen Lang, MS Program, Nursing Leader concentration

“Several very pleasant surprises! [in the DNP Program]”
- "Most notably, the support and involvement of the faculty has been excellent
- Faculty have been highly engaged in the day-to-day coursework
- Faculty have established relationships with clinical sites throughout the state and beyond
- First-rate adjunct instructors are brought in to teach a variety of on-campus workshops
- Lastly, a summer clinical rotation takes us to an outstate clinic that is a health care leader and is successfully implementing an innovative primary care practice model.”
– Jeffrey Shideman, DNP Program, FNP concentration

Beginning a Journey of Excellence

The School of Pharmacy began the 2017-18 academic year by welcoming 60 new PharmD students during a white coat ceremony on Aug. 24. Once again in 2017, our third-year PharmD students scored among the top in the nation on the Pharmacy Curriculum Outcomes Assessment (PCOA) exam. Our fourth-year PharmD students had a very successful post-graduate residency placement match, placing fourth in the nation for our application success rate. As our graduating PharmD students go out to begin the careers they have chosen, we celebrate the success we’ve had in matching each student with the educational, research and professional experiences that best supported their career goals.

In the spring of 2017, our Medical Laboratory Science Program (MLS) at the UW-Casper campus celebrated its first cohort of graduates, as they went on to successfully enter the job market as proud UW alumni. Graduates of the MLS program have a wide range of career options available to them, including medical laboratory scientist, clinical systems analyst, forensic scientist, health care administrator and laboratory manager. The MLS program had a busy fall semester in 2017, as it admitted its third cohort of new students and also hosted representatives from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for a successful and productive initial accreditation visit.

Creating Career Options

In the spring of 2017, our Medical Laboratory Science Program (MLS) at the UW-Casper campus celebrated its first cohort of graduates, as they went on to successfully enter the job market as proud UW alumni. Graduates of the MLS program have a wide range of career options available to them, including medical laboratory scientist, clinical systems analyst, forensic scientist, health care administrator and laboratory manager. The MLS program had a busy fall semester in 2017, as it admitted its third cohort of new students and also hosted representatives from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for a successful and productive initial accreditation visit.

PREPARING FOR THE NEXT STAGE

The MS in Health Services Administration program welcomed 62 new students to begin its second year with a total of 76 students. With the first cohort of MS students graduating this spring, it’s an exciting time for the program. This master’s program is geared toward new or mid-career pharmacists or other health care professionals who are interested in career advancement in positions such as department director, patient safety coordinator or director, regulatory compliance officer or health outcomes researcher. As a 30-credit non-thesis degree requiring two years of part-time study, this program is designed to fit into the schedule of busy health care professionals.

From Big Cities to Small Towns

Looking forward, the School of Pharmacy is excited to announce a new leadership program for PharmD students beginning in fall 2018. The School of Pharmacy partnered with Howard University College of Pharmacy to create the new Health Equity Leadership Program. PharmD students from the two institutions will participate in a nine-month innovative exchange program focused on issues of health equity and access in urban and rural areas. As a part of the program they will tour Washington, D.C., to evaluate inner-city health care systems, visit professional associations and meet congressional leaders. They will also tour Wyoming to evaluate rural critical access hospitals and rural health care systems. Goals of the program include equipping students with firsthand experiences with issues of health equity and access in urban and rural areas, developing students’ leadership skills, and identifying ways for students to share these experiences with other students through venues such as presentations or creating practice laboratory vignettes. The program was funded through a National Association of Chain Drug Stores Foundation Scholarship.

For information about academic programs in the School of Pharmacy email uwpharmacy@uwyo.edu or call (307) 766-6120. Like us on Facebook: https://www.facebook.com/WyomingPharmacy/
Every aspect of the academic programs offered by the Division of Social Work are designed to serve our mission to educate and prepare students to become effective, ethical, and competent social workers.

Find out if Social Work is right for you!

The Division of Social Work’s mission outlines its commitment to research and community activism very clearly:

Guided by the ethics, values, scholarly inquiry and practice principles of the social work profession, the mission of the University of Wyoming’s Division of Social Work is to educate and prepare students to become effective, ethical and competent social workers by providing quality and diverse learning opportunities toward the betterment of the human condition within the state of Wyoming, nationally and internationally.

Our division is fully accredited, with faculty members who possess not only an excellent knowledge of social work practice applications within their local communities, nationally and internationally, but also each have specialized areas of expertise such as social justice, mental health, cultural issues and community-specific social environments.

We invite you to explore the Division of Social Work in the UW College of Health Sciences. See how faculty members who work closely with students, help them accomplished their academic pursuits, with a goal of fully equipping each student to be successful in their careers.

Why Social Work? Social work is a profession for those who want to make a difference in the lives of individuals, families, groups and communities on local, state, national and international levels.

Helping Restore At-Risk Students

“My Plan B evaluation focused on the preliminary steps of bringing restorative justice practices into the school setting. Utilizing the exemplary research of restorative practitioners in states like Minnesota, Colorado and California, I implemented a six-week educational series focused on restorative theory and practice to a select group of administrators, counselors, security staff and teachers. The study was designed to evaluate my effectiveness in improving their knowledge of what restorative justice was, strengthening their attitudes and beliefs regarding why restorative practices can be transformative for at-risk students, and building their self-efficacy regarding their own actions with students on campus. In the end, one of the most inspiring comments made to me was: ‘Well, you sure taught this old dog some new tricks.’ Such an amazing opportunity!”

– MSW graduate student Michael Hollan.

Ready to Begin?

The Division of Social Work is located in the College of Health Sciences on the campus of the University of Wyoming. Call (307) 766-6112 or visit www.uwyo.edu/socialwork/ for detailed information about our programs and what steps you need to take to get started in a fulfilling and rewarding career in Social Work.

Helping You Get Started

A Bachelor of Social Work (BSW) degree is a professional degree that enables an individual to apply for certification at the state level.

Career opportunities are available to social workers in a wide variety of state, federal and other public agencies; private nonprofit organizations; and private for-profit organizations including hospitals, mental health centers, schools, adolescent treatment facilities, child care centers, nursing homes, substance abuse treatment centers, public assistance agencies, probation and parole offices, correctional centers, community action agencies, and research facilities.

Taking the Next Step

Each year, as a requirement for graduation with the Master of Social Work degree from the University of Wyoming, students complete a yearlong practice evaluation (Plan B) or research study (Thesis). After forming a committee of professors from social work and outside disciplines, in the fall semester, students design and present their methodology, using evidence-based frameworks and attention to the social justice goals of the profession. Once approved, the spring semester is all about data collection, analysis and write-up.
WIND Academic Programs

Reach Students Across Campus

The Wyoming Institute for Disabilities works to support individuals with developmental disabilities, their families, professionals and UW students through training, community services and early intervention. As a University Center for Excellence in Developmental Disabilities (UCEDD), WIND also is an academic unit within the College of Health Sciences, providing the disability studies minor and graduate fellowships through the Utah Regional Leadership in Education in Neurodevelopmental Disabilities (URLEND). The undergraduate minor in disability studies examines disability issues from various lenses, including the experience, meanings and consequences of disability from historical, cultural and social perspectives. The University of Wyoming is one of only 25 U.S. institutions that offer an undergraduate program in disability studies. Now in its tenth year, the minor program continues to grow, with sixteen students graduating this spring with the disability studies minor and total of 103 graduates since the program began in 2008.

Disability studies minor students come to the program from a wide range of major disciplines. The largest proportion of students comes from the College of Health Sciences, particularly from speech, language and hearing sciences, social work, and kinesiology and health. Disability studies also attracts many students from the College of Education and College of Arts and Sciences, and the program is currently exploring collaborations with the College of Business to support employment initiatives for people with disabilities.

The field of disability studies is inherently interdisciplinary, and students benefit from multiple perspectives in the curriculum, and from interacting with peers with a wide range of interests and backgrounds.

Disability studies is unique in that it allows students from all disciplines to explore disability from health science, humanities and social science frameworks. Disability studies explores health care needs, disparities and models, providing biocultural frameworks and integrating the knowledge of people with disabilities into health care and pre-professional training. Humanities perspectives examine historical and contemporary representations and meanings of disability and highlight social, cultural and political insight from disability communities. The social science framework explores disability rights, justice and policy and investigates national and global issues facing people with disabilities and their families.

Angelia Swick, a graduating senior from Worland, has recently been accepted into the University of Wyoming masters of social work program. Angelina is majoring in social work, and she has a double minor in disability studies and human development and family sciences. “From day one in the disability studies intro class, I was immersed in this incredible and relatively unknown history about people with disabilities. It was so impactful to then realize that much of the history of marginalization is incredibly recent or is still occurring. I want to be in a place professionally to not only research ways in which we can better serve people, but also be able to actively empower individuals with disabilities who are still searching for a place and a path forward.”

Clarissa Petres has also been accepted into the Utah Regional Leadership in Education in Neurodevelopmental Disabilities (URLEND) program. URLEND brings together a diverse cohort of trainees from disciplines in health, education and administration who are matched with faculty and families of children with special health care needs to form an interdisciplinary, multi-state learning cohort. This program incorporates students and faculty from seven universities in Utah, Idaho, Montana, Wyoming and North Dakota. The program relies on videoconferencing technology to connect the trainees across states. Long-term trainees complete over 300 hours learning and participate in didactic (classroom), leadership and clinical experiences.

Professionals are trained to challenge field-specific boundaries and engage in interdisciplinary practice to provide optimal services to children and adolescents with special health care needs. This program emphasizes the role of family-centered care, providing family mentors to students throughout the program. Previous URLEND trainees report, “LEND has not only improved my practice, but also improved my own self-reflection and development. The didactic speakers have been incredible, the leadership project was a fantastic experience for me, and the Parent Directed Consultation (PDC) left me understanding the importance of collaborating with families,” adds Dana Thrash, Doctor of Nursing Practice graduate student.

The experiences of trainees in URLEND parallel the learning and experiences of students in the disability studies minor. Students are asked to question their underlying beliefs about individuals with disabilities and their families. They develop self-reflection and critical thinking skills that transform their professional practice in health and education. URLEND also provides students the unique opportunity to learn from regional faculty and national experts.

As WIND works to expand the reach of disability studies, new opportunities for undergraduate and graduate students, are being developed, including participation in URLEND. URLEND is collaborating with the newly established Honors College to offer two new courses that integrate disability studies into a medical humanities framework, including a shared upper-level course titled Literature and Medicine. In another exciting collaboration with the Honors College and School of Nursing, WIND faculty will be co-teaching a 2019 summer study abroad course entitled War. Participating students will visit key locations from WWI and WWII in England and France, and a variety of topics including nursing, medicine and rehabilitation, disability issues, especially among veterans, and the social upheaval related to these global wars. Building on growing interest at the undergraduate level, WIND plans to develop a graduate minor in disability studies that would provide students from a broad range of programs with graduate curricula focused on disability history and policy, integrative design and practice, and research methodologies.

The academic and pre-professional training programs at WIND provide students with foundational knowledge in disability history, rights movements and the ongoing social advocacy for inclusion, opportunity and equity for people with disabilities and their families. Disability studies and URLEND provide undergraduate and graduate students with unique practice and research opportunities that better prepare them to understand the complexities of their profession and the people they will ultimately serve. We look forward to building on and expanding these exciting learning opportunities.
Imagine a medical school that is rated No. 1 in primary care and rural medicine in the United States, serves about 27% of the land mass of the U.S. and includes 8% of the population. It also provides outstanding research opportunities and residency training for physicians. This is the University of Washington WWAMI Program, and it is Wyoming’s Medical School. WWAMI consists of the states of Washington, Wyoming, Alaska, Montana and Idaho.

In 1997, when Wyoming began its affiliation with the University of Washington School of Medicine, 10 Wyoming-WWAMI medical students began their education at the University of Washington. WWAMI emphasizes rural health care and the return of Wyomindo WWAMI graduates to the practice of medicine in Wyoming. The exceptional success of the Wyoming WWAMI Program led the Wyoming Legislature to increase our class to 20 students beginning in 2011. As of August 2017, 303 Wyoming students have entered the WWAMI program, 88 students are currently enrolled in the MD program at the University of Washington School of Medicine, 132 students have finished residency training and 91 of the 132 (68.94%) have returned to Wyoming to practice medicine.

The entering 2015 class was the first class to fully participate in the new, integrated medical curriculum. One major change to the University of Washington School of Medicine curriculum was to divide the educational experience into three phases: a Foundations Phase, a Patient Care Phase, and an Explore and Focus Phase. Additionally, the new curriculum incorporates earlier training in clinical skills and clinical experiences and integrates the practice of medicine throughout the basic science instruction. These changes have enhanced the clinical skills of the students, which has improved their clinical learning experiences when working with clinical faculty in Wyoming communities. A major logistics change occur with the entering 2018 class, which will be the first Wyoming class to spend the first 18 months of medical school in Laramie (formerly students only spent their first 9 months of medical school in Laramie). Facilities upgrades in the form of a new, state-of-the-art cadaver lab and a new active learning classroom are in the works. Curriculum renewal has been a positive step in adapting medical education to meet the physician workforce needs of society, particularly for the rural WWAMI region.

Some Wyoming WWAMI students are generously supported by the Wyoming Medical Society Centennial Scholarship, the Frank R. and Dorothy Gruden Scholarship, the Pheneger Scholarship, the Walter "Jerry" Saunders Endowed Scholarship, and new in 2018, the Babson & Associates Primary Care WWAMI Scholarship.

For more information about the WWAMI Medical Education Program, please call (307) 766-2496, or visit www.uwyo.edu/wwami/.

UW Cheyenne Family Medicine Residency Program

The University of Wyoming Family Medicine Clinic (UWFM) provides comprehensive medical care for all ages, including obstetrics and gynecology. We accept most insurance plans and offer a sliding-fee scale for patients who qualify based on income.

Our practice provides equal access to all of our patients regardless of ability to pay. UWFM delivers up to date team based medical care through our physicians, nurse practitioners, pharmacists and social workers.

Our clinic works in partnership with Cheyenne Regional Medical Center and many of the specialty providers in Cheyenne to provide a three-year intensive training experience for physicians who have graduated medical school and have chosen family practice as their career. This training is required to prepare our physicians for their national board certification examination. Our graduating resident physicians practice throughout Wyoming and across the country.

UW Casper Family Medicine Residency Program

In order to respond to the health care needs of our community and promote the health and well-being of our patients, we provide full-spectrum family medicine to people of all ages. Our services include prenatal care, women’s health, osteopathic medicine, sports medicine, chronic disease management, behavioral health, X-ray and lab, nursing home care and palliative care, geriatric care, internal medicine and medication management, case management, specialty and procedure clinics, patient education and inpatient hospital care.

Our interdisciplinary approach to medical education serves to strengthen our mission to deliver quality health care to Wyoming residents. With 100 years combined service at the Casper residency program, our current faculty has set the bar for excellence in both academia and provision of care, promoting a more comprehensive health care experience for our patients.

To learn more about the Residency Programs as well as all of the many exceptional health education opportunities available in the College of Health Sciences, please call (307) 766-6556 or visit www.uwyo.edu/hs.
On June 28 and 29 speech-language pathologists from across the state of Wyoming and region gathered in Laramie for the first annual Maggie Scarlett Summer Speaker Series. Graduating with her BS from the speech-language pathology (SLP) program at UW (1963) and an MS from Colorado State University (1965), Maggie worked as an SLP for over 21 years in Wyoming, Colorado and Utah in both school and medical settings, including Primary Children’s Hospital in Salt Lake City and Denver Children’s Hospital. During her time as a practitioner, Maggie experienced firsthand the challenges of providing services in rural settings, as well as the obstacles to obtaining continuing education and updated information on clinical practices.

When her family suggested honoring her career through a gift to the University of Wyoming, supporting a continuing education opportunity was something dear to Maggie’s heart. “When I was working in rural school settings, there was little opportunity to continue my education or communicate with other professionals in the field,” said Maggie of the early years of her career. “On those occasions, I was able to attend training. I greatly benefitted on so many levels. The positive reinforcement that came from those events cannot be overstated, and being in a position to offer those experiences for SLPs throughout Wyoming is extremely gratifying.”

For 13 years, the Division of Communication Disorders hosted an annual summer lecture series funded through an excellence endowment in honor of Barbara L. Kahn, the first UW student to graduate as a speech-correctionist in 1951. When the funding that had supported the conference from 2003-2016 had to be directed to support other division needs, the division had to make the difficult decision to discontinue this popular event. The demand for the conference has always been high, and seeing the impact it would have on generations of SLPs to come, Maggie and Dick Scarlett gave an incredible gift that will undoubtedly enhance practices across Wyoming and the region. “The Maggie Scarlett Summer Speaker Series is a tremendous gift that will influence clinical practices across Wyoming and the region for years to come,” says Mark Guiberson, director of the Division of Communication Disorders. “We are delighted to be able to offer this event to our community of Wyoming SLPs.”

This year, the Maggie Scarlett Summer Speaker Series featured two renowned professionals in the field. Margaret Lehman Black, Ph.D. CCC-SLP, of the University of Houston, presented “Management of Cognitive and Communication Disorders Association with Right Hemisphere Brain Damage,” and Elizabeth Griffith, Ph.D. of the University of Colorado School of Medicine, presented “Evidence-Based Intervention for Young Children with Autism Spectrum Disorder: Making the Strategies Work for You.”