

Greetings from the  
**Psychology Department**  
 at Truman State University!



## PSYCHOLOGY HAS MOVED!

Psychology has moved into its new home in Barnett Hall. We held our first reunion event in St. Louis. In addition, one faculty member retired while another went on sabbatical. New courses were developed as well. This upcoming fall, the Autism Spectrum Disorders class will be offered for the first time. In addition, we are expanding our summer school online course offerings, adding Introduction to Clinical Psychology and Industrial-Organizational Psychology to the mix. Alumni are always welcome in our summer classes. To learn more about offerings, please our website at [psychology.truman.edu](http://psychology.truman.edu).

This December, the first female faculty member hired in our department, Dr. Michele Breault officially retired after 30+ years of service to Truman. We are planning a re-

tirement party for her and are working to gather donations to purchase some student seating in her honor. You can read more about Michele and this initiative in this newsletter.

This Fall, Dr. Sherri Palmer went on sabbatical and used that time to delve into the research on autism. During her absence, Professor Rebecca Zimmer, a licensed social worker, joined our staff to teach Development psychology. This Fall, we were also joined by Dr. Angel Knoverek, Director of Clinical Services at Chaddock in Quincy, Illinois. With a master's degree in clinical psychology and her Ph.D. in counselor education and given her many years of experience with testing, Angel was the perfect instructor to teach a section of Psychological Testing.

Besides hiring new faculty,

late this summer, we moved the psychology department into its new home in Barnett Hall. We hosted an open house for the Dr. Tichenor Classroom, a state-of-the-art 58-seat classroom with computer work stations for each student. We feel grateful to our major sponsor, Preferred Family Healthcare, but also the generosity of the 48 donors who made this classroom a possibility. Donations to the Dr. Tichenor Honorary Fund also helped to create a scholarship in his name.

In addition to moving the department, earlier this past summer, we held our first Psychology Reunion event outside of Kirksville. The inaugural event was held in St. Louis with a crowd of approximately 100 alumni, faculty, and friends. Dr. Mark Hatala gave a talk on aging and marketing. Alumnae Dr. Angela Farabee gave a talk on her research into Facebook and employment. I shared departmental news while President Troy Paino shared university updates. We had a great time learning about our alumni accomplishments and reconnecting with old (and new) friends. If you live in the Kansas City area, we hope that you will join us for the event in Kansas City, on July 11.

In this edition of the newsletter, we also focus on how psychology majors combine our major with others. Finally, in the Alumni spotlight, we focus on three K-12 educators who have used psychology to enhance their teaching. As always, we hope that you, too, will share your stories with us and stay connected with the alumni page on our website (<http://psychology.truman.edu/>).

# Faculty Spotlight: Dr. Michele Breault

An Interview with: **Lauren Baker**

Senior psychology major from Moberly, Missouri



**N**ote: Dr. Breault has been at Truman since 1980. She holds a bachelor's degree from University of Massachusetts-Dartmouth and her master's and doctorate from the University of Maryland. She taught a variety of classes including general, social, and personality psychology. She is a member of the Association for Psychological Science and the Midwestern Psychological Association. Michele has two grown sons and two grandchildren. She is married to fellow Truman faculty member, Dr. Paul Parker, professor of political science. (For her full biography, please go to [http://psychology.truman.edu/web/faculty\\_directory/](http://psychology.truman.edu/web/faculty_directory/) )

**Q.** Was teaching always what you wanted to do?

**A.** No! When I started graduate school I went into social psych because it was my favorite class. So I applied to clinical and social programs. I thought research was fun, and that's what I wanted to do. I went to Maryland in part because they did a lot of research in social cognition. They made us teach instead. I didn't want to, but I needed the money so I did. After a few weeks of puking before every class and not being able to sleep, I discovered I did it well. Students in my discussion class said they learned a lot and that I explained things better than the professor did. It became a source of pride and joy. Once I had my own classes, it was even more fun. I knew I wanted to be in a place that valued teaching. I had to teach at a junior college, but they let me have my own class. I taught criminal psychology at a junior college. I learned a lot, and then Maryland let me teach general psychology, developmental, and social. So no, I didn't know I wanted to teach. I thought I wouldn't. I was shy, and I didn't like to speak out in class. I dreaded doing presentations and was relieved when it was over. But it was fun most of the time.

**Q.** What led you to teaching at Truman?

**A.** When I applied for jobs, I didn't want to be in a big university with huge classes. I loved my undergraduate experience. I went

to a small school. Our classes were taught by professors with probably thirty students. I got lots of attention. I hated my graduate school experience. It was competitive and they didn't seem to value teaching. When I was applying for jobs, I wanted to be in a small state school. I wanted to be near the ocean, so I applied to east, west, and what I thought were the gulf coast schools. I saw the application for Truman, and they mentioned social and developmental. I applied, thinking it was near Mississippi, and I came out for an interview. The people were nice and campus was pretty. I thought, well, I wanted to get out of Maryland. I'll go finish my dissertation. So that's what led me to Truman: no sense of geographic location.

**Q.** What do you find is the most enjoyable part of your job?

**A.** The most enjoyable part is teaching. I can't say I like doing the tests. I'm not wild about grading or the planning of the semester. But I like teaching class. I like the control. I can choose a book, choose a topic, and use different examples. And if it doesn't work, I can try something different next time. No two classes are ever the same. Doing research with students is fun, too. I started doing research with students my first semester here. They identified a couple of students to help me collect my dissertation data. It was the early 80's and as soon as I finished my dissertation, I started collecting other data with students. That was also when Psi

Chi had about six people. We did a bunch of research and sent it to NCUR. I think they developed the student research conference because so many students wanted funding to go to NCUR. Taking students to Ashland and San Antonio was wonderful, showing people research is fun and it's something you can do.

**Q.** What are your hobbies?

**A.** I quilt and I knit, though I do more quilting than knitting. I read mysteries. Really, they are all sedentary. I don't rock climb or hang glide. I don't do yoga. I do like Zumba. I love step aerobics. I have a bike that I got when I moved to town. It has a basket and sometimes I ride it to work or ride around. I'm not very athletic. I collect things. I love things with faces and little things. I have a bunch of toys and frog things. I have a miniature tea set. No exciting hobbies, sadly. I should get some, but I really like to quilt.

**Q.** What is the best piece of advice you would give to a college graduate or someone looking for a long-term career?

**A.** Try to get a job doing what you like. Maybe in a place you like, because you might end up being there longer than you think. Try to find a job doing something that you think you will love. If it turns out you don't, with a liberal arts degree you have more flexibility. I think sometimes you end up in

things and find out it suits you quite well. Be ready to go in a different direction if things aren't working out. I was a bank teller when I was going through college, and it was wonderful because it really kept me studying; but there is no way I could do that for the rest of my life. I didn't find much satisfaction from being a bank teller. When I teach, I can pick a book and structure the class. I can tailor things. If there are things I think should be in there, I put them in. I can make my opinions known, and I do. I like that I have control, and I can make things the way they should be. It's a chance for me to craft a class.

## Dr. Michele Breault Honorary Fund-Lead Gifts

In our most recent alumni survey, I discovered comments like these about Dr. Michele Breault...

"She taught me so much about psychology and...how to mentor others in a sensitive and accepting way"

"Dr. Breault challenged me to go outside my comfort areas and test the guidelines of social interaction."

At Michele's retirement party at homecoming, we would like to pay special homage to her in two ways. First, we want to present Michele with a book, created via written contributions from former students, colleagues, and friends, sharing memories, stories, and anecdotes. In addition to the memory

gift, we will dedicate a physical reminder of her impact on our students. To make this financially possible, we are raising funds to purchase seating for the hallways outside of our new classrooms. This cushioned bench will provide much needed seating for our students and will serve as a permanent reminder of the gentle mentoring of a challenging teacher, one who always took the time to laugh. With the lead gifts, we have raised approximately 55% of the amount needed. The Psychology Department would like to thank the early givers to this fund. To learn more about this initiative or to learn how you can help us, please visit <http://giving.truman.edu/SpecialInitiatives/Breault.asp>.

## The Dr. Michele Breault Honorary Fund

# Gift Update:

Robert and Pam Cowan  
 Chuck and Teri Heckert  
 Todd Holcomb  
 James Lyons and Kathy Rieck  
 Kevin and Ellen McLain  
 Terry and Sherri Palmer  
 John and Paula Sies  
 Laura Westhoff

# Psychology's New Home: Under construction

Written by: Erin Schroeder

Sophomore psychology and math major with a statistic methods minor from St. Louis, Missouri; Photos by Tim Barcus, campus photographer



Under Construction



After: During Homecoming Reception

**STORY CONTINUES ON PAGE 5.**

# Psychology Plus:

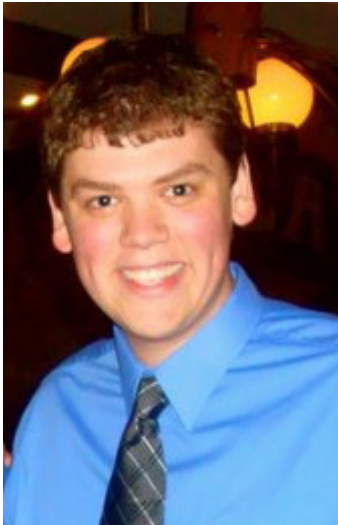
## Combining Psychology with a Second Major

### An Interview With:

David Hotop-Brown: Pre law

Written by: Garrett Foster

Garrett Foster, senior psychology major with minors in business administration and statistical methods, from St. Louis, Missouri



**N**ote: David Hotop-Brown is a psychology and justice systems double major.

*Q. What is your favorite part of being a double major?*

*A.* Well, being a double major, I get a more thorough education than students who have only minors. I also have a lot of resources from both departments.

*Q. What have been your favorite classes?*

*A.* I enjoyed Human Sensation and Perception, and my favorite justice systems class would have to be Criminal Law. Sensation and Perception was my favorite psychology class because it surprised me the most. I was not looking forward to the class, but I really ended up enjoying it. I learned a lot about how the senses work, as well as finally got that whole brain map thing figured out.

*Q. What else are you involved in?*

*A.* I am a member of Psi Chi as well as Phi Sigma Pi, a coed national honor fraternity. We focus on the three ideals of scholarship, leadership, and fellowship. We do a lot of service through our national philanthropy Teach for America, as well as in the Kirksville area. We also bring speakers to Truman's campus and promote fellowship among our Brothers.

*Q. What are your plans for after Truman?*

*A.* I plan to attend law school somewhere in Missouri, then possibly public defense until I can get hired at a larger-sized firm where I hope to practice criminal defense.

*Q. Why did you decide to do two majors?*

*A.* I plan to attend law school after graduation from Truman, and I find that both majors will be of use in the law profession. I believe having a psychology major will help me be a better lawyer in a few ways. One is that I have become accustomed to doing a lot of research. This is very important in law, where I will be reading a lot of case law and legal precedence. Furthermore, I may deal with individuals who commit crime who suffer from one of the psychological disorders I have learned about as a major. This will help me better understand what kind of behavior I am dealing with as well as how to provide the best legal advice.

*Q. Is it difficult being a double major?*

*A.* Not particularly. Both majors have a reasonable number of credit hours. I will have no problem completing them in four years, and I have been in classes for both since freshman year.

### Psychology and Spanish: Ellen Herrmann

Written by: Sarah Buczkiewicz

She is a Junior business major with psychology and economics minors from Naperville, IL



plan she created during her first semester of freshman year. Thankfully, she hasn't run into any problems and has been able to follow her plan.

Ellen believes it is important to be passionate about both majors, because if a student isn't passionate then it is easy to lose motivation. However, she says staying passionate with both of her majors has led to a "richer and more diverse" college experience.

Ellen Herrmann is a senior Spanish and Psychology double major with a minor in Statistical Methods. After graduation, she plans to enter a Ph.D. program in Industrial/Organizational (I/O) Psychology to become a consultant in I/O psychology. She chose her combination of majors and minor, because she would like to have the opportunity to work with Hispanic populations, and she believes her minor will help with the statistics involved in being an I/O consultant.

While many students find it difficult to balance two majors, Ellen brought in a lot of credit from high school, which helped alleviate the load of an extra major. She admits that her double major left no room for changes or alterations in the four-year

Biographical note: Ellen completed an I/O psychology internship this past summer with Nestle Purina in St. Louis. She currently serves as the president of GlobeMed, an organization devoted to improving health around the world and specifically, in the case of Truman's chapter, raising funds to assist a hospital in Haiti. Ellen is also a senior consultant with Truman's Center for Applied Statistics and Evaluation. Ellen's Truman education has been made possible through a variety of scholarships. Besides Missouri's Bright Flight scholarship, Ellen received a president's honorary, a combined ability, and a foreign language scholarship.

Ellen will be attending the PHD program in I10 psychology at the university of Missouri-St.Louis.

# During summer 2012, the psychology department relocated to its new home in Barnett Hall.



Faculty enjoying the new facility at the Homecoming Reception/Dr. Tichenor Classroom Unveiling (from right) Dr. Karen Vittengl, Dr. Jeffrey Vittengl, Dr. Rob Tigner, Dr. Teri Heckert, and Dr. Fred Shaffer (in the background)



Before Construction

We joined the departments of Military Science, Justice Systems, Society & Environment (Sociology, Anthropology, and Geography), and Communication in this renovated space. Considerable work was done to renovate the faculty office suite. In addition, a new Psychological Research Capstone classroom/laboratory was built in the old Speech and Hearing Clinic area. This room has a seminar style table, in addition to twelve computer workstations for class usage and data collection. Research labs were built to accommodate the research needs of our students and faculty. Dr. Jeffrey Vittengl's lab now has a two-way mirror for data collection purposes. Dr. Shaffer's biofeedback laboratory has a new home as well.

This facility offers improved lab space for student and faculty research, designated space for Psi Chi, and more technologically advanced classrooms including the Dr. James (Jim) Tichenor

classroom. The Dr. Tichenor classroom is arguably the most impressive classroom on campus. The classroom has computer workstations for every student. The classroom was made possible by the generous gifts of Truman alumni and was dedicated during the Homecoming festivities this past fall. The dedication ceremony featured comments from the new Provost and Vice President of Academic Affairs, Dr. Joan Poor, in which she emphasized the important role that psychology plays in Truman's liberal arts mission. Social Science Division Head Emeritus Dr. James Lyons spoke of the powerful impact that Jim had on his students through the years. Then, alumnus Michael Schwend ('83; CEO of Preferred Family Healthcare) spoke of the personal impact that Dr. Tichenor had on his own career path. The ceremony was well attended by alumni, Truman staff, and friends of Dr. Tichenor.

This classroom is just one of

the many positive changes that occurred because of the department's new location. There is room for all of the psychology faculty to be housed in one wing, with classrooms and research labs all located in the same building, making the department more centralized. A number of the faculty has seen an increase in office visits by students before and after their own classes since those classes are now

housed in the same building as the psychology offices. Psychology gained access to slightly larger classrooms than they used previously on campus, which allows more students to enroll in select psychology classes. The addition space makes group work easier, too! The increased lab capacity in Barnett similarly allows for more students to pursue research opportunities in the department, giving them



The Dr. Tichenor's Classroom



Dr. Tichenor Homecoming crowd



Dr. and Mrs Tichenor standing next to his plaque

more of an advantage when applying for graduate school or internships in the field.

While our department has only been in Barnett for a few months, this change in facility has already had a positive impact on students and faculty alike. Barnett will allow psychology at Truman

to continue to grow and evolve and provide the best education possible for students. The Psychology Department would like to thank the following donors whose generous contributions to the Dr. Tichenor Honorary Fund made it possible to name the classroom in his honor. There were 48 donors to this

fund, contributing approximately \$ 79,000 in gifts and pledges. Besides naming a classroom, the fund was used to create an endowed scholarship in Dr. Tichenor's name.

# LEADERSHIP GIFTS:

**\$25,000**

Preferred Family Healthcare

**\$5,000 to \$9,999**

James and Sherri Tichenor  
Monsanto

**\$3,000 to \$4,999**

Chuck and Teri Heckert

**\$2,000 to \$2,999**

Ronald and Dawn Fritz  
Sprint

## Friends of the Dr. James Tichenor Honorary Fund Gifts up to \$500

*(Gifts as of March 4, 2013)*

- |                             |                         |
|-----------------------------|-------------------------|
| Boeing                      | Dawn O'Rourke           |
| Margaret Bozesky            | Outdoor Horizons        |
| Jill Bradley-Geist          | Randy and               |
| Phillip and Marla Brenner   | Darlene Patterson       |
| Brad and                    | Timothy and Kelli Paul  |
| Melody Chambers             | Ronda Reitz             |
| Hsiu-hsien Chang-Martin     | Brian Santos            |
| Robert and Mary Cowan       | Sandra Schneider        |
| Brett and Merek Deacon      | John and Paula Sies     |
| Edward and Vickie Donnell   | Philip and Sandy Slocum |
| Holly Eschenbrenner         | James and Carol Smith   |
| Francis and Darlene Fishler | April Swagman           |
| Holley Hansen               | David and               |
| Alan and Norma Harris       | Deborah Swenson         |
| Eric and Katherine Hertlein | Adam and Laura Swisher  |
| Jason and Jennifer Hicks    | Darwin Tichenor         |
| Matthew and                 | Robert Tigner           |
| Julie Kliethermes           | Megan Wiese             |
| James Lyons and             | Kimberly Wilson         |
| Kathy Rieck                 | Larry and Peggy Wilson  |
| Jack and Sue Magruder       | Michael and             |
| Jefferson Mildner and       | Barbara Wilson          |
| Jennifer Smith              | Brian Yokum             |
| Kevin and Ellen McLain      |                         |
| Bradley and Suzy Niebling   |                         |

# An Interview with Greg Cejas: Pre-Medicine

Interviewed by: Greg Scheetz

Greg is a sophomore psychology major, with minors in biology and English, from St. Louis, Missouri



**Q.** *What things did you do to prepare for medical school?*

**A.** I've worked at the Missouri Institute of Mental Health, taking care of data-entry at one of my internship positions. I've also worked as a youth care specialist at the Edgewood Children Center in St. Louis. This internship gave me hands on experience with a set of clients that I'd like to work with in the future. I also shadowed a psychiatrist for 40 hours and a neurologist for

**N**ote: Greg Cejas was a senior Psychology major with a minor in biology at the time of this interview. His concentration was pre-medicine. Greg aspires to go to medical school with the hopes of one day becoming a child Psychiatrist. (Greg graduated with department honors in December.)

37 hours at St. Louis Children's Hospital, which allowed for many interactions with doctors, residents, and current medical students. Around campus, I'm involved in a social fraternity, Pi Kappa Phi, of which I am currently the president. Some of these experiences helped me make sure that I wanted to get into medicine, while others gave me chances to gain valuable leadership skills that medical schools greatly value.

**Q.** *What are some of the classes you took to prepare yourself for medical school?*

**A.** The pre-med route at Truman is basically already set for students who are interested. I took two general chemistry courses, two organic chemistry classes, two basic physics classes, and two biology classes, in addition to the classes that I took for my psychology major. Specific psychology courses that I would feel were especially helpful for medical school are Psychophysiology and Psychopharmacology.

**Q.** *Looking back on your time at Truman, what would you say has prepared you the most for medical school and for your future?*

**A.** I've worked on Sal Costa's research team for three years. The things I have learned by doing research with him as well as by taking his classes, have greatly prepared me for medical school. Last year, our research team actually had our research project entitled, "Deficits of Encoding Hypnosis: A Result of Altered State of Awareness" accepted for publication in the American Journal of Clinical Hypnosis. My time on this team, both as a supporting researcher and eventually as a leader of the research, has given me chances to think critically and creatively. I have presented at several different conferences and have thus improved my public speaking ability because of this. Most importantly, it gave me experience in leading a group that is dedicated towards solving a problem in an efficient and effective manner, which is a skill that any doctor needs.

# An Interview with Caitlin Collett: Pre-Education

Interviewed by: Caitlin Combs

Caitlin is a senior psychology pre-MAE major from Belleville, IL



**Q.** *Why did you choose psychology as a major?*

**A.** I have always wanted to be a teacher, but Truman's MAE program is five years, so I needed an undergraduate degree that would help me be successful as a teacher.

**N**ote: Caitlin Collett is a junior Psychology major who is Pre-MAE, with an elementary focus. She is also in the sorority Alpha Sigma Alpha and SMSTA (Student Missouri State Teachers Association). She is completing a disability studies minor.

I have always wanted to work with people, and children more specifically, so I figured psychology would help me be successful in the teaching field where I will work with both children and their parents.

**Q.** *How do you plan to use psychology with your disability studies minor?*

**A.** As a teacher, I will be faced with a variety of students, especially with inclusion pushing forward in

public schools. Psychology paired with my disability studies minor will help me be successful in teaching all types of students and understanding individual needs.

**Q.** *What is the most important/useful thing Truman's psychology program has taught you that is pertinent to your future career thus far?*

**A.** Behavior modification is very applicable to my field and has provided me with a variety of strategies

to manage my future classroom. Overall, all the psychology classes are very interesting, but behavior modification is one I feel will benefit my teaching career the most.

**Q.** *Do you have any advice for future students thinking about majoring in psychology?*

**A.** I think every student should get to know their teachers and create a professional relationship with them. Creating these connections early ensures success down the road. I also encourage future students to take a variety of psychology classes to see what aspect of psychology interests them the most. Truman provides so many opportunities to explore different aspects of psychology and that is what makes Truman's program so strong.

# Alumni Profile: Nichole Conner

Interviewed by: Evan Fluty

Junior psychology and biology major from Sedalia, Missouri



**Q.** How did you come to the decision to study psychology at Truman?

**A.** I initially wanted to try to find an area of study that was different from the psychology influence of my Dad. I floated around my freshman year, trying out a variety of courses

at Truman, but I could not help being drawn towards psychology. I should not have initially denied it; whether I realized it or not, psychology was what I was supposed to be studying. I declared my major in my sophomore year, and decided to pursue a M.A.E. in my junior year.

**Q.** Do you feel as though a degree in psychology from Truman prepared you for the workforce?

**A.** Absolutely. Much of the material I covered in my courses at Truman relates directly to my day-to-day work as a teacher in the classroom.

**Q.** What led up to your current position as a teacher at Ray Miller Elementary?

**A.** During my last year at Truman, I had an internship at Kirksville Primary School during the fall semester. Over the course of the spring semester, I was able to finish conducting research at Ray Miller on the effects of various teaching methods on attention. I loved being in the school and the transition from Truman to teaching here felt natural.

**Q.** What are your plans for the future?

I plan to continue teaching elementary students for many years to come. I love my job. I have an interest in the possibility of being a librarian in the future, but that will be many years down the line.

**Q.** Do you have any advice for students currently at Truman?

**A.** Yes, branch out and take all kinds of classes. The best thing you can do for yourself is to broaden your perspectives with all the courses that make up Truman's liberal arts program.

**Note:** Nichole Conner graduated from Truman with a B.S. in Psychology in 2003. She completed her Master of Arts in Education at Truman in 2005. Nichole currently serves as a fourth grade teacher at Kirksville's Ray Miller Elementary. Nichole is the daughter of Dr. David Conner, Truman professor of psychology. She is also the teacher of Dr. Heckert's son Eric, who is thrilled to be in Nichole's class, referring to her as the "nicest teacher in fourth grade."

# Alumni Profile: Rich Chapman

Interviewed by: Caitlin Combs

Caitlin is a senior psychology pre-MAE major from Belleville, IL



**Q.** Where are you originally from?

**A.** I am from Camp Point, Illinois, a rural community located outside of Quincy, IL.

**Q.** What led you into the psychology field at Truman?

**A.** I always wanted to be a teacher, and I knew I wanted to work with troubled youth. As a result, I went into psychology and gradu-

ated with a B.S. degree in 1998 with a minor in justice systems.

**Q.** Where did you go from there?

**A.** I was offered a job to be a Truancy Program Coordinator for Pike and Adams Counties in Illinois. It was my job to work with families who had troubled children and work to get their children back in school. However, my future wife was still in the MAE program at Truman while I was working in Illinois, so when the Bruce Normile Juvenile Justice Center opened in 2000, I moved back to Kirksville, got engaged, and took a position as a Detention Shift Supervisor. I was promoted to Residential case manager and continued working at BNJC for six years.

**Q.** How did you end up being a special education teacher for Kirksville High School?

**A.** Well, my wife is a fifth grade teacher at Ray Miller Elementary

School, and she heard they were looking for a special education teacher, so I expressed my interest. From there, I went into a program called Transition to Teach and was able to get my state teaching certification in three years through UMSL. I am currently working on my Master's and am very close to finishing it.

**Q.** How has your psychology degree helped you in your careers?

**A.** Having a psychology degree has helped me in almost every aspect of the jobs I held because it taught me how to work with people. Currently, my psychology background has helped me to better understand my students. The students I work with display certain behaviors, and my psychology degree has helped me to understand that not every behavior these kids display is a consequence of choice.

**Q.** Do you have any advice for future psychology graduates?

**A.** My advice would be to keep an open mind when you graduate because there are so many jobs out there for people with a Bachelor's degree in psychology. Often students think they have to go on to graduate school to have a career in psychology, but that is not true. Working with at-risk youth is a growing field, and psychology is such a big part of being able to understand the reasoning behind challenging actions. I also believe that keeping in contact with your peers is important because those are the people who can help you

**Note:** Richard "Rich" Chapman graduated from Truman with his psychology degree in 1998. Besides teaching, Rich coaches football for the Kirksville school district. He lives in Kirksville with his wife and fellow alumnus Melissa Chapman ('00, '02). They have two daughters, Olivia (4th grader who is also in Nichole Conner's class) and Julia (2nd grader).