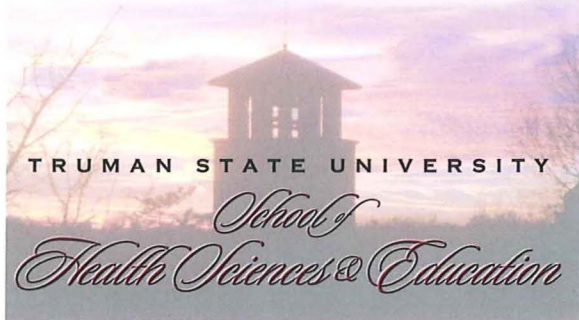


# SEPTEMBER 2012 NEWSLETTER



## The SHSE Administrative Team

**Janet L. Gooch, Dean**  
**Paula Cochran, Chair of CMDS**  
**Darl Davis, Director of the RPDC**  
**Mona Davis, Assistant to the Dean**  
**Roberta Donahue, Chair of HES**  
**Stephanie Powelson, Chair of Nursing**  
**Paul Yoder, Chair of Education**

## Message from Janet L. Gooch, Ph.D., CCC-SLP, Dean, School of Health Sciences & Education

"I am pleased to again welcome you to the 2012-2013 academic year. Welcome to those of you who are new and welcome back to those of you who are not old, but "returning". This is an exciting time to be at Truman. The Strategic Planning and Assessment Workshop on August 15<sup>th</sup> and 16<sup>th</sup> highlighted the work of the President's Guiding Coalition and the new vision and encouraged discussion of how the vision articulates with the University strategic plan. The discussion was optimistic and encouraging and I feel the energy and excitement for change "ramping" up. I look forward to working with each of you as we consider how our school will help the University fulfill the new vision and move in the desired direction. As you will read, the September newsletter is "jam-packed" with many excellent examples of the good works in our school. Highlighting what happened over the summer is an inspiring way to start the academic year. The Deans worked on a number of major initiatives this summer including updating the 5 year review guidelines, working with Kevin Minch, Director of the Truman Institute, on summer school, updating sabbatical guidelines, and organizing the Strategic Planning and Assessment Workshop and new faculty orientation. The Deans spent time individually and as a group getting to know the new Provost, Dr. Joan Poor, and introducing her to our respective schools. In regard to professional development, the Deans read and discussed Andrew Delbanco's "College: What it Was, Is, and Should Be" and we will be travelling to Chicago together in mid-October to attend a workshop entitled: "Development for Deans & Academic Leaders" sponsored by the Council for Advancement and Support of Education (CASE) in preparation for the next phase of the University campaign. As I mentioned in the SHSE meeting on August 15<sup>th</sup>, a few of my goals for 2012-2013 include working with Chairs to develop a long-range sabbatical plan, guiding programs through the 5 year review process, and encouraging and supporting projects and initiatives that help the University move toward the vision. Again, I welcome you to the 2012-2013 academic year, wish you all a smooth beginning to the fall semester, and encourage you to visit me at any time throughout the year. Thank you for your continued service and dedication to your programs, our school, and the University."

## SHSE Faculty Promotions & Academic Tenure Granted

Congratulations to the following SHSE faculty who were promoted or granted academic tenure, effective Fall 2012: promoted from Assistant Professor to Associate Professor: Teak Nelson, Nursing; promoted from Associate Professor to Professor: Wendy Miner, Education; granted academic tenure: Teak Nelson, Nursing and Paul Yoder, English Education.

## New SHSE Faculty

The School of Health Sciences and Education and the Department of Communication Disorders welcome Julia Edgar, Ph.D., CCC-SLP. Dr. Edgar did her undergraduate work at Valparaiso University, received her master's degree from University of Kansas, and obtained her Ph.D. from the University of Minnesota. She completed

post-doctoral study at the National Institute of Health in Bethesda. Dr. Edgar has extensive research, clinical, and teaching experience. She has previously held academic faculty positions at Louisiana State University Health Sciences Center and Arizona State University, and a research faculty position at Washington University in St. Louis Medical School. Dr. Edgar specializes in neurogenetics and disorders of voice and swallowing.

The School of Health Sciences and Education and the Department of Communication Disorders also welcome Judy Johnson, Ph.D., CCC-SLP. Dr. Johnson completed her undergraduate and master's degrees at Southern Illinois University-Edwardsville. She obtained her Ph.D. from Howard University. Dr. Johnson has wide-ranging clinical and teaching experiences, especially with adult populations. She has previously taught at Saint Xavier and Northern Illinois universities. She has special interests in issues of diversity, dysphagia, neurogenetics, geriatrics, and traumatic brain injury.

The School of Health Sciences and Education and the Department of Health and Exercise Sciences welcome John Venner, MAE. Mr. Venner received his undergraduate and graduate degrees from Truman State University. He has been a physical education instructor at Mary Immaculate School and an anatomy teaching assistant at Truman State University. Mr. Venner is currently involved in graduate research on "Effects of Peer Teaching in Physical Education."

### *News from the School of Health Sciences and Education Departments*

#### *Communication Disorders*

Truman's 25<sup>th</sup> Annual Celebration of Student Research Conference, held Tuesday, April 17, featured the work of 23 undergraduate and graduate students in Communication Disorders.

Dr. Paula Cochran and Ms. Sheila Garlock, along with three graduate students Ms. Kelly Gosch, Ms. Samantha Murfin, and Ms. Paige Voorde, participated in a screening sponsored by the Scottish Rite Organization, April 21, at the Kirksville Shrine Club. Doctors associated with the Shriners conducted orthopedic screenings while the CMDS students conducted speech-language and hearing screenings for local community members.

Ms. Andrea Richards, Dr. Janet L. Gooch, and three CMDS alums Ms. Bridget Conant, Ms. Elizabeth Pfaender, and Ms. Susan Eberly, accompanied 23 CMDS undergraduate and graduate students, May 11 through May 21, to Puerto Vallarta, Mexico. Participants in the Study Abroad Program, "Communication Disorders Experience in Mexico," provided consultation, screening, and speech-language enrichment in an orphanage/school and a day care center serving children with disabilities.

#### *Education*



Three MAE students will complete their teaching internships with the Department of Defense Dependent Schools (DoDDS) this fall.

The interns are: Ms. Emily Cain - Secondary Social Science; Ms. Glessie Reese - Spanish; and Ms. Sara Mathew - Secondary English.

The interns are placed at the Bamberg Middle/High School in Bamberg, Germany (pictured left).

The MAE program has 48 teaching interns this fall. Of the 48, 14 have secured full-year paid internships as teacher-of-record.

Elementary interns are: Ms. Lindsey Stadler-Macon, Ms. Ashley Zeiler (Jevorutsky)-St. Joseph, Ms. Emily Gentemann-Moberly, and Ms. Frankie Bruning, Ms. Kelsey Ammerman, and Mr. Dylan Salata-Clayton.

Mathematics interns are: Mrs. Halleh Peterman-Shelby Co. R-IV, Mr. Seth Atkins-Gasconade Co. R-I, Ms. Katie Boevers-Washington, Mr. Cody Schwent-Ste. Genevieve R-II, and Mr. Ethan Gabel-Kirksville R-III. Science intern is Mr. Aaron Loida-Clayton. Social Studies intern is Ms. Erin Blankers-Norborne R-VIII. English intern is Mr. Aaron Schneider-Kirksville R-III.

Six MAE students in special education have begun their pre-internship field experience as a part of the Professional Development School (PDS) partnership with the Kirksville R-III Schools. Students worked with their mentor teachers during the two teacher work days before school began. During the PDS semester, students will work alongside their mentor teachers from 7:30 am. until noon all semester long. In the afternoon, they will have their university methods coursework that is integrated and seamlessly connected with their field experience. The MAE special education students provide a valuable service to their mentor teachers and students in the Kirksville District as evidenced by the intense lobbying mentors do to have Truman students in their classrooms. Mentor teachers play a pivotal role in training top notch special education teachers.

Dr. Janice Grow-Maienza presented at two sessions of the 12<sup>th</sup> International Congress on Mathematical Education, in July, in Seoul, Korea, on the "Effect of Professional Development using *gecKo* Mathematics Materials on a Group of Teachers at Palmyra Elementary School." *gecKo* mathematics is adapted from the English translations of the Korean primary mathematics curriculum. Dr. SooJung Jang, professor of technology at Hallym University in Seoul, invited Dr. Grow to collaborate with her on proposals to the Korean Department of Education and the Korean Research Foundation and the Samsung corporation to bring the English version of a Korean primary mathematics curriculum to the English speaking world on Samsung's hand-held device.

Dr. Julie Lochbaum and Dr. Janet Head from ATSU co-authored a proposal for the Summer Online Course Incentive Grant offered by the Truman Institute. Their proposal was accepted and the course they designed this summer is Education in the Health Professions. After moving through all appropriate approval processes, it is anticipated to be offered as an online graduate course beginning in summer 2013. The course will be offered as an inter-professional experience for practitioners and students in all clinical specialties plus educators and MAE students. It will position completers to be successful in positions such as staff educators in medical schools or educational program directors in clinical institutions.

As a part of ED 608 Part II Elementary Management of Instruction, 36 elementary education pre-interns worked in a professional development community to teach summer school for the Kirksville R-III Schools (grades 1-6) during the month of June. Instructors Dr. Wendy Miner and Dr. Donna Rhinesmith worked collaboratively with MAE students, mentor teachers, principals, and the director of curriculum and instruction to facilitate this program. With the guidance of their mentor teachers, graduate students focused on the essential questions, "Are students learning and how do you know?" This year, students and faculty were purposeful about using pre- and post-assessment data to determine where elementary students were and what they needed during the four-week program. At the end of the summer, graduate students wrote summaries of students' progress, which they shared with the principals. A 2012 fall intern reports that teachers are now examining the summaries, an excellent real-life application. During the seminar portion of the class, MAE students focused on co-teaching strategies. They were encouraged to rely on each other for critical feedback in addition to what they received from their mentors and professors. This created a positive learning environment and enhanced co-teaching skills in advance of the internship. In addition, the class focused on technology use, specifically iPads. This increased student motivation and learning for both elementary and MAE students. Several fall 2012 interns have shared the importance of this summer preparation. This recent e-mail from intern Ms. Melissa Francis expresses a student perspective on the summer school experience. (It is reprinted with her permission.) "Without this past summer, I cannot imagine how I would have felt starting my internship this school

year. This past summer was the first time I was considered the teacher and not a student teacher or college student. I was responsible for the curriculum and ensuring that my students were successful. The summer school course gave me the amount of experience, knowledge, and confidence I have today. I had the opportunity to work with an amazing team and build my collaboration skills. In addition, I learned several strategies and terms used by the school district where I am now doing my internship. Most importantly, my instruction improved drastically and had a lasting effect on the students. We were able to see growth in all areas and prepare them for the upcoming school year. When I began my internship, I knew what was expected of a teacher when it comes to planning lessons and making differentiated instruction. I did not feel as if the teachers had to explain everything to me or that I was incapable of handling the work. Thanks to the summer course and the rest of my education courses, I had the knowledge and ability to become a part of the second grade team and kick off a great school year.” Another e-mail was received from Ms. Frankie Bruning (also reprinted with permission): “Summer school was an amazing experience both personally and professionally. One of the major benefits of Truman’s MAE program is the ability to actually work out in the schools. This summer, our 608 class had the chance to dive straight into the schools, building our own curriculum from the ground up and serving as the actual teachers for summer school in the Kirksville district. I was given the opportunity to work in the middle school with the 6<sup>th</sup> graders. I taught in the general 6<sup>th</sup> grade classroom for mathematics and writing and served a small group of students for a pullout reading program. This gave me a chance to see two very different sides of education by serving students of varying abilities in the general education classroom as well as several students with special needs in a pullout setting. The week before students came was spent creating and organizing curriculum. We used the Common Core State Standards as well as district goals to craft a curriculum to prepare these upcoming 6<sup>th</sup> graders for the transition to middle school. Because there are no grades given for summer school, we were able to focus more on student learning rather than achievement. The summer’s buzzword was data, so we began with our objectives, what we wanted students to know and be able to do, and immediately determined how we would show mastery of these. We then chose content based on these objectives and goals. For math, we picked four core areas and crafted a week of lessons around each: fractions, expressions and equations, geometry, and area and perimeter. For writing, we created a travel unit that focused on the three core types of writing: informational, narrative, and persuasive. For my pullout reading group, I worked with the Wilson Reading System. Pre- and post-assessments were used throughout summer school, which allowed us to differentiate for students based on their prior knowledge and demonstrate students’ academic growth over the four weeks. The entirety of summer school was an experience of growth. Growth as a student, a teacher, a collaborator, a planner, an assessment administrator, a team player, a data analyst, a relationship builder, and most importantly, growth in my confidence in myself to successfully lead a classroom. The experience of translating learning from college to classroom was truly invaluable. It’s one thing to learn about classroom management strategies; it’s an entirely different thing to implement them with a real group of students. It’s one thing to discuss the value of assessment; it’s an entirely different thing to create assessments and use data to best meet the needs of your students. Without a doubt, my favorite part of summer school was getting to know my students. I loved learning about their strengths and interests and who they were outside of the classroom. This understanding really helped me better meet their needs in the summer school classroom. It also made those breakthrough moments when an idea or concept finally clicked even more rewarding. When I walked out of my summer classroom for the last time, I felt very prepared to step into my internship in the fall. Because of this experience, I feel more confident and competent to handle what lies ahead in the following year and beyond.”

In July, students enrolled in ED 622 Integrating the Language Arts designed and conducted a summer reading program for elementary students in the Schuyler County Schools. Graduate students met with elementary principal Ms. Jeanne Harding, who challenged them with a two-fold mission: design activities that promoted summer reading and act as role models for Truman and for attending college in general. To enhance the planning experience, graduate students were given a small budget to spend at their discretion. On Tuesday, July 17, Schuyler County Rams Reading Camp was held, with morning sessions that focused on topics such as bugs, stars, and travel. In the afternoon, the 40+ elementary students attending gathered in the gym to preview and learn about the summer Olympics in a session that integrated reading, history, and lots of movement.

As a culminating activity, ED 622 students wrote and provided to the school a program evaluation that detailed their planning and execution of the project. There has been strong positive community support for the cooperative efforts between Truman and the Schuyler County schools.

During Truman Week on Wednesday, August 22, Ms. Sheila Berkowitz and Ms. Laura Nickelson spoke with 118 freshman pre-MAE students about advising, certification, and field experiences processes and procedures.

### *Health and Exercise Sciences*



Ms. Jennifer Zweifel, Health Science major and All-American track athlete, was named the first runner-up in the Miss Missouri pageant held Saturday, June 9, in Mexico. Jennifer (far left) is pictured with Miss Missouri and her court

Truman Health Science students tied for second place in the 2012 American Association of Health Education (AAHE) Case Study Competition, March 14, in Boston, MA. Truman team members were Ms. Gina Hansen, Ms. Lisa Dworak, Ms. McKenzie Tate, and Ms. Ali Coats (alternate). Dr. Janice Clark entered the team in the competition, but AAHE Case Study Competition rules do not allow faculty members to assist with the solution to the problem. The team members received the problem and rules for the case study two weeks before the competition. There were nine teams competing in this national competition, and each team had 10 minutes to explain their program and media campaign for a situation. Due to a massive power failure, the convention was cancelled and the students had to videotape their presentation and submit it for judging. Student teams were evaluated on how well their solution met the following criteria: 1.) creativity and resourcefulness; 2.) attribution of sources; 3.) professionalism; and 4.) meeting the seven CHES (Certified Health Education Specialist) areas of responsibility: a.) assessing individual and community needs for health education; b.) planning effective health education programs (including integration of theory and introduction of a realistic budget); c.) implementing a health education program; d.) evaluating effectiveness of health education programs; e.) coordinating provision of health education services; f.) acting as a resource person in health education; and g.) communicating health education needs, concerns, and resources. Eastern Illinois State University received first place and SUNY Cortland received third place. This is the third year Truman Health Science students have competed and placed in the AAHE Case Study Competition. Truman received second place in 2010 and first place in 2011.

Right is a picture taken at the Harvard train station in Cambridge, MA. From left: Ms. Gina Hansen, Ms. Lisa Dworak, Ms. McKenzie Tate, and Ms. Ali Coats.



Dr. Joe Visker directed STAPH 2012, “The Mind-Body Connection.” There were 42 participants from MO, IA, and KS. Nursing, Communication Disorders, Athletic Training, and Health and Exercise Science faculty members contributed greatly to very positive experience for these students.

Dr. Michael Bird completed a grant from the Truman Institute that investigated the viability of completing analyses of golf swings in the Piper Lab. This technique evaluation will involve local PGA teaching professionals.

Ms. Jana Arabas and Ms. Liz Jorn were awarded a Tru-Lifesaver grant from the Truman Institute to determine the best way to provide first aid and CPR training to community members.

Dr. Brian Snyder attended the Ancestral Health Symposium in August and spoke to a research group there.

Ms. Jana Arabas and Ms. Jessica Harney, CASE student worker, updated NCAT on the pilot for HLTH 198/HLTH 198L at a workshop June 20 in Columbia, attended by all the NCAT participants in Missouri.

Ms. Liz Jorn was awarded the E.M. Violette Outstanding Advisor Award (Small Organization) at the Leadership Recognition Awards, April 5. Ms. Jorn advises Cardinal Key.



Members of Cardinal Key volunteered their time to help with the Kirksville High School dance team’s eighth annual fundraiser, “Dancing with the Local Stars”, on Saturday, August 25, at the Kirksville Primary.

Ms. Erin Foster, Health Science major, completed a Summer Research Internship (SRI) and presented her research, “Fat or Fiction: An Examination of University Students' Personal Body Weight Perceptions, Body Mass Index, and Dieting Practices.” Her mentor is Dr. Janice Clark.

Ms. Shanequa Tolliver, Exercise Science major, completed a Summer Research Internship (SRI) and presented her research “The Injured Athlete: Gender Differences in Emotional Responses among Undergraduate Athletes Following Injury.” Her mentor is Dr. Jerry Mayhew.

Ms. Briana Bonner, Health Science major, completed a Pre-Summer Research Internship (PRI) and presented her research proposal, “An Assessment of Quality of Life among Adults with Developmental Disabilities Receiving Services from the People Achieving Connections Together (PACT) Center.” She is mentored by Dr. Joe Visker.

Health Science student Ms. Amanda Butler completed a highly rewarding field experience in Tanzania.

Health Science student Ms. Katie Stark completed her field experience in Nicaragua with La Isla Foundation and was offered a job after she completed the experience.

Ms. Andréa Kobermann presented her research at the American College of Sports Medicine meeting in San Francisco in June.

Mr. James Crone presented his research at the National Strength and Conditioning Association meeting in Providence, RI, in July.

Former students Mr. Caleb Hulsey and Mr. David Soto published their kettlebell research in the Journal of Strength and Conditioning Research in June.

Dr. Jack Bowen was honored posthumously with the dedication of the Bowen Garden, Saturday, June 2, at the east entrance of Pershing Building. Dr. Bowen worked in public education for 42 years, holding positions in teaching, coaching, administration and intramurals. The Bowen Garden is intended to symbolize the life and values of Dr. Bowen. The Bowen Garden was made possible through a generous private donation by the K.C. Summers Corporation and was installed by staff, faculty and students under the direction of Trumascap. The garden will be maintained by members of Phi Epsilon Kappa, a professional service organization in Health and Exercise Sciences.



Dr. Larry Boleach, associate professor emeritus of health and exercise sciences, pictured left, speaks at the Bowen Garden dedication. Dr. Boleach worked with Dr. Jack Bowen for 40 years. A transcript of Boleach's remarks is available at [trumantoday.truman.edu/pdf/BowenTribute.pdf](http://trumantoday.truman.edu/pdf/BowenTribute.pdf)

### **Nursing**

Nursing graduated 40 seniors, admitted 50 freshmen, and has approximately 200 majors enrolled for the fall semester.

The Department of Nursing is seeking re-accreditation by the Commission of Collegiate Nursing Education (CCNE) for the Bachelor of Science in Nursing (BSN) program. An accreditation review has been scheduled for October 15 through 17.

Mrs. Kit Hadwiger and Dr. Stephen Hadwiger co-instructed a 5.0-semester-hour study abroad experience to the Philippines for three weeks in May and June. Nine nursing students participated.

Dr. Stephanie Powelson attended "Pursuing Excellence in Nursing Education & Nursing Practice", co-provided by the Missouri Nurses Association and the Missouri Nurses Foundation, Wednesday, June 6, at the Capitol Plaza Hotel, Jefferson City. The summit has a focus on implementing the Future of Nursing (IOM) report and increasing the numbers of registered nurses with a BSN degree.

Ms. Pam Melvin and Ms. Susan Lambert attended the 11<sup>th</sup> Annual International Nursing Simulation/Learning Resource Centers Conference (INACSL), June 20-23, in San Antonio, TX.

Dr. Stephanie Powelson, Ms. Pam Melvin, Ms. Melissa Blagg Holcomb, Ms. Kit Hadwiger, Ms. Shirley Riley, and senior nursing students Ms. Megan Howe and Ms. Emily Garlock, assisted with STAPH Camp on July 19 and with an AHEC Recruitment event, July 24 and 25, in the Nursing Simulation Center.

Dr. Stephanie Powelson is participating in a state-wide articulation task force facilitated by the Missouri State Board of Nursing (MSBN). Many nursing programs are represented, including practical nursing, community colleges, BSN, MSN, DNP, and Ph.D. Completion of the plan is anticipated by December.

Dr. Janet Gooch, Dr. Carol Cox, and Dr. Stephanie Powelson submitted a grant proposal to MSBN and the Department of Higher Education to fund the start-up of an accelerated second-baccalaureate degree in nursing. The grant proposal has a maximum award of \$150,000. Awards will be announced in early September.

Nursing students and faculty received orientation to a simulated health record (SimChart) on August 27 and 28. Ms. Pam Melvin and Ms. Brenda Wheeler received special training in St. Louis prior to implementation. Students will also be oriented to an electronic medical record at Northeast Regional Medical Center.

Dr. Teak Nelson is working with St. Louis Children's Hospital to open another pediatric clinical experience for nursing students for Fall 2012 and Spring 2013 semesters.

Two interprofessional House Calls visits and debriefings are planned for Fall 2012, including ATSU medical students, and Truman students from nursing, health sciences, and communication disorders.

### **Advanced Placement**

Five Advanced Placement Summer Institutes were held in June and four in July, on the Truman campus. The institutes held in June were biology, calculus AB/BC, French Language and Culture, statistics, and United States history. The institutes held in July were chemistry, English Language and Composition, English Literature and Composition, and world history. In cooperation with College Board consultants from throughout the United States, Truman faculty teaching the institutes were: Dr. Tim Farley, Dr. Jeff Gall, Dr. James Guffey, Dr. Todd Hammond, Dr. Anne Moody, Dr. Barbara Price, and Dr. Sally West. Of the 83 teacher-participants, 79 were from Missouri, 1 from Illinois, 2 from Iowa, and 1 from Kansas. Teachers from 50 different public school districts and 13 private schools were present at Truman institutes, with a combined 1,031 years of total teaching and 184 years of teaching AP. Overall, feedback from participants and consultants was overwhelmingly positive and warranted no major changes for future institutes on the Truman campus.

### **Calendar of Selected Upcoming Events**

September 3 (Monday): Labor Day, No Classes/Offices Closed

September 10 (Monday): SHSE Department Chairs' Meeting, 10:30 a.m., VH 2351

September 15 (Saturday): Family Day

September 22 (Saturday): September Showcase

November: CMDS 50 for the 50<sup>th</sup> Campaign concludes

April 26 (Friday): Fifth Annual Language and Literature Conference featuring Dr. Susan M. Ebbers, 9:00 a.m.

– 4:00 p.m., SUB Georgian Room

For a complete list of events on campus check out the Master Calendar, available on the Truman home page or by clicking [calendar.truman.edu](http://calendar.truman.edu). For information about off-campus events, click on the Kirksville tab in TruView or the [Kirksville Events](#) tab located on the top of the Master Calendar.