



Elijah R. Farrales, senior Exercise Science major, was recently informed by Cole Woodcox, Ph.D., Executive Director of the Council of Public Liberal Arts Colleges (COPLAC) in Asheville, NC, that he is the recipient of COPLAC's David J. Prior Award. The award comes with a \$500.00 cash prize. "COPLAC sponsors two awards annually, one for students and one for faculty. The David J. Prior Award for students was created in 2012 to recognize senior-level undergraduates whose academic careers and future goals have been shaped by the transformative power of the liberal arts and sciences experience at a COPLAC institution. The legacy of David Prior – his career-long commitment to superior undergraduate teaching, his desire as a consortium leader to make the outcomes of an education at public liberal arts institutions widely recognized, and his deep concern that all students, regardless of financial circumstances, have equal access to a high-quality education anchored in the

liberal arts and sciences - is the inspiration for this award. Each student's reflective personal essay highlights one or more of the features of COPLAC's student-centered approach to teaching: emphasis on active learning, ethical reasoning, interdisciplinary approaches to knowledge, community engagement, critical and reflective skills, and connections between liberal learning and informed, active citizenship." Elijah's essay is entitled *Wisdom from a Cup Stacker: Constructing a Liberal Arts Experience* and follows with Elijah's permission:

"It was a Friday night during my sophomore year of high school and, as I often did after a long week of class, I went to my room and grabbed my collection from underneath my bed. Settling down on the open floor of the living room, I envisioned what today's structure would look like and began to stack. The moment I say "cup stacking," I'm sure an image will pop into your head: perhaps it's a room full of middle schoolers speedily stacking their way through this week's gym unit. For me, those words contain countless hours spent in the past six years and limitless ideas eager to take form in the years to come. That sophomore year was just the beginning of what was initially a hobby and would later become my moniker on campus: the cup guy.

Fast forward to my college search. Sure, my hometown has four options and it would be close to home, but I wanted to be independent; I wanted to meet new people and escape the familiar. I also wanted to make a financially sound decision. If those factors lined up at a place that I hadn't heard of before, I was sure it would probably work itself out—even if that place was a "liberal arts" school, whatever that meant.

It was during my first semester at Truman that I finally did learn what liberal arts means: I'd have to take a bunch of classes in a bunch of different subjects. Initially looking at my degree plan as a checklist, I went about planning how best to check off all the boxes, all the while juggling this new sense of self which all freshmen begin to develop. Oh yeah, and the cups... By that point, I had been collecting and stacking cups for over three years. The odd quirk my parents probably thought was a phase had survived and ingrained itself in me now as a full-blown passion. But I was studying exercise science and was on the pre-med track at that. Where could cup stacking fit in with all the other stuff I was *supposed* to be doing? This is when I began to truly learn how valuable the liberal arts experience could be.

I started to really notice the connections that my professors were making during their lectures. Perhaps an exercise science professor would open up a class discussion on the causes of obesity and how there is more to the problem than just health education, or an English professor would begin the class by diving into a literary analysis on humor and transition into how humor can span across cultures. I was then able to apply this interconnectivity to my own passion that for so long I regarded simply as entertainment. I may have been

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“somewhat vague, but my own stacking has far outgrown middle school P.E. By the time I entered college, I had about sixteen hundred cups. These cups aren’t anything special, just your average, cheap, plastic cups. But I make towering structures and I do things with cups that have most people scratching their heads in wonder. Having the liberal arts experience helped me realize just how valuable an interdisciplinary approach can be even if it’s applied to something seemingly simple such as stacking cups.

It was my junior interdisciplinary seminar class that catalyzed the synthesis of my ideas and opened my eyes to the many lessons that had come from stacking. One assignment in the class tasked us with creating a presentation over something we were passionate about and then to explain it to the class. Naturally, I chose stacking as my subject and once I began to write my script, I realized that there was an astounding amount of content that could fit into a cup. I talked about the importance of problem solving and how sometimes the best of ideas come from the most unruly of paths. I talked about the power of the process and how any vision I start out with evolves and changes during its creation. And I talked about the importance of investment and how the humblest of beginnings can give rise to the most remarkable of achievements. My focus narrowed onto what I realized is my anchor in this endeavor: creativity.

The liberal arts experience is best shown through the creativity of its students. Liberal arts students bring more to the table than just a proficiency in one discipline; they bring a mind capable of broadening the scope of a problem and seeing the potential of resolution by bringing together a breadth of knowledge. This mind looks at past and present data and wonders how to make an impact in the now. Once I had finally realized how my learning in the classroom was molding in me a mind that was versatile and adept at approaching the world, I began to discover how I could teach these same lessons to others through the unique vehicle of cup stacking.

Over the course of my four years at Truman, I’ve had opportunities in cup stacking that the fifteen year old sitting in my living room never would have imagined. Passion is awesome, but through my time at a liberal arts college, I learned that knowledge and passion are meant to be shared. I love it when people come up and ask me questions as I’m stacking. It then gives me a chance to tell them how there’s more than meets the eye to this repetitive hobby. Recently, my stacking has taken me into classrooms and I have had the opportunity to impact students. I even was able to give a TEDx talk about the many lessons I had learned during my journey. I have no background in education and teaching students, but there are few feelings that top seeing a gymnasium full of students stacking: not mechanically placing cup after cup, but actively seeking new patterns and trying new ideas.

So while in practice liberal arts does mean I had to take a bunch of classes in a bunch of different subjects, it also means that I gained an integrative perspective on knowledge and the creativity to approach anything that I might face. I’ll carry these attributes to each of the patients I care for in healthcare, and I’ll live my life constantly learning from those around me. And of course I’ll continue to cup stack! There are still countless possibilities to stack and ideas to expand this process. Without my liberal arts education, I either would’ve been done with stacking and just focused on my course work or my stacking would lack the depth and impact that it has now. Regardless, while I maybe didn’t know what I was getting myself into, the liberal arts has opened my eyes so that I’ll forever see the world differently.”

Elijah is from Nixa (down in the Ozarks). He is studying Exercise Science and plans to apply to medical school this year. During his time at Truman, he has been a student ambassador, worked at the student recreation center, ran on the track team, coordinated blood drives for Blue Key, been the Vice President of Phi Sigma Pi Honor Fraternity, conducted and presented research, and had original artwork displayed in the campus art gallery. He states, “I’ve grown so much during my time at Truman and a passion of mine that has grown right alongside me has been my cup stacking. Initially, I didn’t bring my cups to campus but soon opportunities opened up and people appreciated my little hobby. That hobby kept growing and I have been able to present at Truman’s inaugural TEDx conference and be the keynote speaker at Kirksville’s annual STEAM Summit. My essay follows a bit of the journey that Truman and my cup stacking has taken thus far and I’m excited to see how it continues in the future.”

(content partially taken from COPLAC website: <https://coplac.org/>)

The annual Accolades of Academics sponsored by Student Government was held April 8, in the Student Union Building. Every year, the student body selects one professor and one research mentor to receive awards, honoring outstanding efforts on their behalf in the classroom and community. Educator of the Year began in 1989. SHSE finalists for Educator of the Year included Rafael Tubongbanua (Nursing) and Beverly Peters (Education). The first Research Mentor of the Year was awarded in 2008. SHSE finalist for Research Mentor of the Year was Julia Edgar (Communication Disorders). This year, Student Government also awarded the inaugural Faculty Mental Health Honoree of the Year award. This award seeks to honor an educator at Truman who promotes mental health both inside and outside of the classroom through their words and actions, in a manner that stretches outside their discipline and above and beyond their given job duties. SHSE finalist for Faculty Mental Health Honoree of the Year was Nancy Daley-Moore, Health and Exercise Sciences. Congratulations to all and a special thank you to Student Government for sponsoring this event which means so much to the faculty because it comes from their students.



The School of Health Sciences and Education (SHSE) hosted its sixth annual Mini Research Conference, Tuesday, April 9, 2019, in Violette Hall. The event celebrates student and faculty scholarly collaboration and served as practice for the university-wide Student Research Conference (SRC) held April 25. This year, nine SHSE mini-grants were awarded to projects that involve 23 different students and nine different Truman faculty mentors and one from ATSU. Approximately 15 faculty and staff, 23 students, and 3 parents attended the presentations. Since its inception, 45 research projects have involved 106 students and 30 different faculty members – several of them multiple times.



Dr. Ilene Elmlinger was presented the 2018 – 2019 School of Health Sciences and Education Mission Award. Among the many examples of her service to the university, community, and profession, it was noted that Dr. Elmlinger is routinely mentioned by students as influential in their daily lives both inside and outside of the major, she routinely supervises hearing screenings for children in the Mennonite and Amish communities in dairy barns because that is the only place she can find electrical outlets to plug in her equipment, and Dr. Elmlinger has also played a role in the cross-campus collaborations with ATSU. Dr. Elmlinger was presented a plaque and is eligible for reimbursement up to \$500.00 for an activity or resource that will further her work / development and help her continue to model the SHSE mission.



May 2019 Commencement

Commencement ceremonies for the Truman May Class of 2019 will be held Saturday, May 11. Of the 963 candidates (as of this writing), 277 ($\approx 29\%$) are from the School of Health Sciences and Education. The Registrar's Office reports the following numbers:

The Communication Disorders (CMDS) Department has 37 candidates: 5 for Bachelor of Arts (BA), 14 for Bachelor of Science (BS), and 18 for Master of Arts (MA) in CMDS.

The Education Department anticipates 63 graduates from the Master of Arts in Education (MAE): 21 in Elementary Education, 9 in English, 6 in Exercise Science, 1 in Foreign Language, 3 in Mathematics, 6 in Music, 8 in History/Social Science, 3 in Science, and 6 in Special Education.

Health and Exercise Sciences has 6 candidates for the BS in Athletic Training, 78 for the BS in Exercise Science, and 58 for the BS in Health Science, for a total of 142.

Nursing expects to graduate 35 with the BS in Nursing.

Passing of the Torches

Executive Vice President for Academic Affairs and Provost Dr. Janet L. Gooch has announced that Jeanne Harding will serve as the Interim Dean of the School of Arts and Letters (SAL). Dr. James O'Donnel will retire July 31, 2019, after 37 years in higher education, the past six as Dean of SAL. To fill the Dean of SAL position permanently, the University will conduct an external search shortly after the 2019-2020 academic year begins. Jeanne has served as the Interim Dean of the School of Health Sciences and Education (SHSE) for the past two years and her work is greatly appreciated. We will welcome Dr. Lance Ratcliff, the new Dean of SHSE, effective June 17, 2019. Congratulations and best wishes, Jim, Jeanne, and Lance!

Communication Disorders

Graduate students from the Communication Disorders department participated in the annual Missouri Speech-Language-Hearing Association (MSHA) convention's *Quest for the Cup* on Saturday, April 6, 2019. The *Quest for the Cup* is an annual quiz bowl-type competition which uses questions from the national certification exam in speech-language pathology. In competition with eight other teams from other Missouri institutions, Truman's team consisted of graduate students Kirsten Kovack, Sarah Ostermiller, Nikki Batinick, Sienna Pace, and Colette Fortin along with alternate, Emily Hathhorn. After some tight competition, Truman's team beat out all other competitors and brought home the cup. This is Truman's first win since 2013.



The Communication Disorders faculty sponsored the annual TruBash, a gathering for Truman alumni and friends, April 5, 2019, at the Missouri Speech-Language-Hearing Association (MSHA) Convention. TruBash has been a very successful reunion event. This event is a good opportunity for faculty, former students, and current students to “catch-up.”

Team members representing the CMDS Department, Sarah Ostermiller (Captain); Colette Fortin; Nikki Batinick; Kirsten Kovack; Sienna Pace; and Emily Hathhorn won the Quest for the Cup competition. The Quest for the Cup competition is an annual competition held during the MSHA Convention. This year’s Convention was held April 4-7, 2019. Students from each university in Missouri compete by answering questions that test their proficiency of speech, language, and various aspects of the field to win the coveted “quest cup.”

Along with other finalist and winners, Dr. Julia Edgar was recognized as a finalist for Research Mentor of the Year at the Accolades of Academics banquet on April 8, 2019.

The Communication Disorders Department and the School of Health Sciences and Education hosted the 11th Annual Language and Literacy Conference, April 26, 2019. Jennifer Walz Garrett, Ph.D., CCC-SLP, a Truman alumna, presented “Addressing Academic Vocabulary through Narrative and Expository Interventions.” Dr. Garrett is an Associate Professor of Communication Sciences and Disorders at the University of Northern Iowa. Dr. Garrett received her doctoral degree at University of Cincinnati in 2007; prior to that she worked as a school speech-language pathologist. Dr. Garrett has interest in school-aged literacy and language disorders, genetics/syndromes and counseling skills.

The CMDS Department will have 39 graduates in the May 11, 2019 Commencement: 5 B.A.; 15 B.S.; 19 M.A.

Ms. Andrea Richards will accompany 14 CMDS students (11 undergraduate and 3 graduate) to Puerto Vallarta, Mexico, May 19-26, 2019. Participants in the CMDS Study Abroad Program (Communication Disorders Experience in Mexico) will provide consultation, screening, and speech-language enrichment at the Refugio Infantil orphanage/school and the Pastitos de Luz (a day care center serving children with disabilities). Individuals who would like to make donations of small toys, games, and/or books should contact Ms. Andrea Richards arich@truman.edu

Dr. Amy Teten and Ms. Melissa Passe attended the annual meeting of the Council for Academic Programs in Communication Sciences and Disorders (CAPCSD), April 10-14, 2019, in San Diego, California.

The following faculty and student presentations were made during the MSHA Convention, April 4-7, 2019, at Tan-Tar-A Resort in Osage Beach: faculty presentation: *Surviving Supervision: Training in Paying it Forward*, a one hour presentation, Melissa Passe, MA, CCC-SLP, Patricia Hanson, MA, CCC-SLP, Nikki Batinick, BS; student presentations: Kaylee Sisson, Mikayla Kempf and Hannah Dunn, *Attitude and Motivation of CMDS Undergraduate Students towards Volunteering Opportunities*, Faculty Mentor: Dr. Ilene Elmlinger; Nicole Tonkovic, Adriana Arabas and Kaitlyn Hackbarth, *Increasing Narration Skills in Preschool Students*, Faculty Mentor: Dr. Ilene Elmlinger; Grayson Nickolaison, *Glottal Fry Usage amongst Varying Ages*, Mentor: Dr. Amy Teten; Savannah Moore, Savanna Ott, Gretchen Sadler, Abbie White, *Comparison Between Active Vocal Cool Down and Silence in Accapella Singers*, Faculty Mentor: Dr. Julia Edgar; Melanie Jones, Charlotte Hutchinson and Amy Pattee, *Perceptions of Disability in Communication Disorders Students*, Faculty Mentor: Dr. Ilene Elmlinger; Christine Bollinger and Molly Stolze, *An Evaluation of an Early Head Start Screening Protocol*, Faculty Mentor: Dr. Ilene Elmlinger; Katelyn Krull, *Knowledge of Communication Disorders of Caregivers in Assisted Living Facilities*, Faculty Mentor: Dr. Ilene Elmlinger; Sara Stevens, Holly Applegate and Taylor Mekus, *The Effects of Different Genres of Music on Reading Comprehension*, Faculty Mentor: Dr. Ilene Elmlinger; Lauren Boeding and Adrian Mehrer, *How Personality Traits of CMDS Students Affect Their GPA & Overall Well-Being*, Faculty Mentor: Dr. Ilene Elmlinger; Amy Donaldson and Melissa Hinckley, *The Effect of Chronic Childhood Otitis Media on Learning Style*, Faculty Mentor: Dr. Ilene Elmlinger; Nicole Batinick, Valerie

Hagedorn and Nicole Tonkovic, *Caregiver Interaction 0-3*, Faculty Mentor: Dr. Ilene Elmlinger; Jessica Holth, *Glottal Fry Usage Amongst Various Ages* Faculty Mentor: Dr. Amy Teten and *Listening Habits of College Students in a Work-Out Environment*, Faculty Mentor: Dr. Ilene Elmlinger; Emily Alves, Jessica Holth and Abbie Fones, *Listening Habits of College Students in a Workout Environment*, Dr. Ilene Elmlinger.

Truman's 32nd Annual Celebration of Student Research Conference featuring the work of Truman students, was held April 25, 2019. The following undergraduate and graduate students in Communication Disorders made presentations: *Clinical Process Commentary (CPC) Research on Communication Disorders Graduate Students* (Oral Paper), Lauren Thierry and Madison Rozycki, Dr. Amy Teten, Faculty Mentor; *The Effects of Utilizing Traditional Phonological Awareness Intervention Approaches with a Spanish-speaking Child* (Oral Paper), Emma E. Huels, Ms. Kelsey Aurand de Razo, Faculty Mentor; *Kool Down With Kazoos: Comparison Between Active Vocal Cool-Down and Silence in Acappella Singers* (Poster), Abbie E. White, Gretchen M. Sadler, Savanna V. Ott, and Savannah R. Moore, Dr. Julia D. Edgar, Faculty Mentor.

The Communication Disorders Department held its annual Graduating Student/Awards Ceremony and Luncheon on May 3, 2019. During the ceremony, students were recognized for their outstanding achievements (see listing below). Various community members who have assisted the Communication Disorders Department and Speech and Hearing Clinic were recognized during the ceremony. Congratulatory wishes are extended to all students (undergraduate and graduate) who are graduating. Sienna Pace - Outstanding Graduate Student in Communication Disorders; Valerie Hagedorn - Outstanding Undergraduate Student in Communication Disorders; Colette Fortin - Outstanding Graduate Clinician; Savanna Ott - William F. Hall Honorary Scholarship; Emily Goerlich - James W. Sparks Memorial Scholarship; Nicole Taylor - Aileen Hall Shoaff/Regina Davison Scholarship; Emily Hathhorn - M. Barbara Kline Humanitarian Award; Nikki Batinick - MSHA Outstanding Graduate Student (2019) Nominee; Nicole Tonkovic - 2019 Communication Disorders Award for Leadership; Thea Cornwell - Dr. Cornelis Koutstaal International Study Abroad Award; Valerie Hagedorn - Dr. Cornelis Koutstaal International Study Abroad Award; Melanie Jones - Holman Family Study Abroad; Adrian Mehrer - Holman Family Study Abroad; Madison Rozycki - Holman Family Study Abroad; Nicole Tonkovic - Holman Family Study Abroad; Madelyn [Maddie] Norkiewicz - Holman Family Study Abroad; Kaitlin Hackbarth - Communication Disorders Department Honors (May, 2019); Grayson Nickolaison - Communication Disorders Department Honors (May, 2019); Madison Rozycki - Communication Disorders Department Honors (May, 2019); Kylie Albrecht - Communication Disorders Department Honors (December, 2018); Andrea Newburry - Communication Disorders Department Honors (December, 2018); Maddie Varble - Communication Disorders Department Honors (December, 2018); Lauryn Burch - Positive Behavior Support Student Award; Chad Cook - Positive Behavior Support Student Award; Shannon Fogarty - Positive Behavior Support Student Award; Colette Fortin Positive Behavior - Support Student Award; Georgia Gettys Positive - Behavior Support Student Award; Rose Hatting - Positive Behavior Support Student Award; Katelyn [Kirk] Hundley - Positive Behavior Support Student Award; Madison James - Positive Behavior Support Student Award; Sarah Lowden - Positive Behavior Support Student Award; Ke-Hsin Lu - Positive Behavior Support Student Award; Kelsey McCall - Positive Behavior Support Student Award; Margaret "Meg" Meyer - Positive Behavior Support Student Award; Sienna Pace - Positive Behavior Support Student Award; Josette White - Positive Behavior Support Student Award; Nicole Batinick - Winners of the 2019 Quest for the Cup Competition; Colette Fortin - Winners of the 2019 Quest for the Cup Competition; Emily Hathhorn - Winners of the 2019 Quest for the Cup Competition; Kirsten Kovack - Winners of the 2019 Quest for the Cup Competition; Sarah Ostermiller - Winners of the 2019 Quest for the Cup Competition; Sienna Pace - Winners of the 2019 Quest for the Cup Competition; Charlotte Hutchison - Honorable Mention, Undergraduate Technical Session at the 2019 Missouri Speech-Language-Hearing Association Convention; Melanie Jones - Honorable Mention, Undergraduate Technical Session at the 2019 Missouri Speech-Language-Hearing Association Convention; Amy Pattee - Honorable Mention, Undergraduate Technical Session at the 2019 Missouri Speech-Language-Hearing Association Convention.

The CMDS Department will host the 33rd CMDS Annual Research Forum on Wednesday, May 8, 2019. The program features 12 students from the CMDS graduate program who have each engaged in a single-


subject design research project. They will share the results of their research endeavors. Colette Fortin, *How Does the Addition of Auditory Memory Encoding to Visual Memory Encoding Affect a Client's Accuracy in a Delayed Recall Task?*; Janessa Richardson, *Effect of Supplemental Clinician Oral Reading on Driver's Test Accuracy for a Patient with a Traumatic Brain Injury*; Sienna Pace, *What is the Effect of Using the Visi-Pitch Real Time Spectrogram as Visual Reinforcement on a Client's Articulation of /z/?*; Maddie McGuire, *What is the Contribution of Tactile Cueing to a Traditional Fluency Treatment?*; Ke-Hsin Lu, *What is the Contribution of Visual Feedback to a Traditional Treatment Package in Training the Use of Plural-s?*; Meg Meyer, *Which is Better? Verbal Prompting versus Visual Feedback on Productions of /f/ in a Client with a Repaired Cleft Palate*; Kirsten Kovack, *The Effect of a Visual Aid on a Preschooler's Narrative Retell Skills*; Nikki Batinick, *The use of SPPA and visual cues to increase variety of sentence type production in a client with Broca's aphasia and apraxia as examined in a multiple baseline single subject design*; Erynn Skoglund, *The Use of Treatment of Wernicke's Aphasia (TWA) Versus a Traditional Approach to Improve Auditory Comprehension*; Abi Ohlms, *What is the Effect of Using a Semantic Features Approach for a Client with Non-Fluent Aphasia?*; Georgia Gettys, *What is the Effect of Spaced Retrieval Training on Memory of Personal Information in a Client with Dementia?*; Katelyn Hundley, *What is the Effect of an Attention Primer on Working Memory?*

Education

Brian James Santos, 2006 alumnus of Truman's Master of Arts in Education program, has successfully defended his dissertation, *The Attitudes and Learning Styles of Adult Learners to E-Instruction of the Spanish Language*, at the University of Missouri – St. Louis. Brian is a teacher of Spanish at Francis Howell North High School. Congratulations, Dr. Santos!



Hunter Wingert, 2016 MAE Elementary alumna, is one of only 30 teachers throughout the U.S. selected to participate in the Teacher Innovator Institute through the National Air and Space Museum in Washington, D.C. Hunter will travel (all expenses paid) to D.C. for two weeks in July. Through hands-on activities, museum tours, visits to other museums, group work, and expertise from museum educators and content experts, Hunter will use aerospace science, history, and technology to create a substantial project to implement in her school centered on aerospace or content from the National Air and Space Museum. She will have opportunities to connect with her cohort and the museum staff several times during the coming school year and return to D.C. for two weeks for an additional two summers to reconnect, develop her practice, and mentor the newest classes of Innovators.



Dr. Chris Maglio, Professor in the Education Department, recently attended and presented *Anxiety in the Classroom: Anxiety and Anxiety-Related Disorders in Children and Adolescents* at the Missouri Association of Colleges for Teacher Education meeting in Columbia. Dr. Maglio was recently invited to present *Anxiety in Children, Adolescents and Adults: Commonalities and Differences* for the clinical and professional staff of the Comprehensive Psychiatric Rehabilitation program at the Kirksville Preferred Family Healthcare.

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Several MAE students presented at the 2019 Student Research Conference. Those who presented include: Megan Oostendorp “The Effect of Interest on Comprehension in Guided Reading,” Faculty Mentor, Dr. Chris Maglio; Karlynn Naylor “Effect of PALS Reading Program on Reading Dialogic Journals,” Faculty Mentor, Dr. Chris Maglio; Hailey Rupprecht “Questions: Why do Teachers Ask Them?,” Faculty Mentor, Dr. Wendy Miner; Kendall Mitchem “Small Group Differentiation on Student Learning and Engagement in Reading,” Faculty Mentor, Dr. Chris Maglio; Amy Finke “Effects of the Six Hats on Social Studies Comprehension,” Faculty Mentor, Dr. Chris Maglio; Casie Paris “The Effects of Using a Workshop Model in Math on Student Achievement,” Faculty Mentor, Dr. Chris Maglio; Julia Ritsema “The Effect of Differentiation on Student Self-Efficacy in Mathematics,” Faculty Mentor, Dr. Chris Maglio; Kate Marnati and Rebecca Neihouse “Wounded Students and Trauma-Informed Instruction,” Faculty Mentor, Dr. Wendy Miner.



Students of Dr. Timothy Farley, French professor and MAE Specialty Director for Foreign Languages, have translated two handbooks into French for the Kirksville R-III School District. Last fall, Farley's FREN 310 French Grammar for Translation class translated the *Kirksville Primary School Handbook* as a class project. This spring, Farley mentored Ryan Stoeckel as he revised and edited this translation for his Senior Capstone Project. Much of Stoeckel's work consisted of clarifying cultural information for the francophone community that American readers take for granted. Farley and Stoeckel attended the ELL Focus Group meeting at the Kirksville R-III Central Office on April 8 to update Assistant Superintendent Tricia Reger and ESL teacher Amy Brazier on the on the project. At the request of Kirksville High School Counselor Brenda Niemeyer, Farley's current FREN 432 Stylistics and Translation class is translating the narrative portion of the *Kirksville High School Career & Education Planning Guide*. Both documents will be available for fall 2019. This same class also translated the application for The Food Bank for Central & Northeast Missouri at the request of Spanish Professor Dan Doman who volunteers at the local food pantry. Sheila R. Swafford, Executive Director/Operations Manager of the Pantry for Adair County, sent the following message to Farley: "Thank you so much for your attention to the translation of the pantry application form for our friends from the Congo. It puts a smile on their face when they realize they can understand the questions that are being asked."



Dr. Enrique Pareja accompanied MAE and pre-MAE students to the National Science Teachers Association national conference, April. 11–14, 2019, in St. Louis. Science educators from across the United States attended the conference to learn classroom tested, educator-developed teaching strategies; hear from nationally known experts, and try new products and software in the exhibit hall. While all areas of science and science practices were addressed, particular attention was focused on the new state science standards, which are aligned to the Next Generation Science Standards. The keynote speaker was Scott Kelly, retired astronaut and retired U.S. navy captain, speaking on *The Sky is Not the Limit: Lessons from a Year in Space*. Students attending include: Natalie Brimeyer, Colin Drown, Daniel Floyd, Jennie Huynh, April Johnson, Elliott Leong, Frank Consolino, Breanne Norton, Madison Rau, and Tessa Smith.



“This semester I had the opportunity to attend the National Science Teaching Association (NSTA) conference in St. Louis along with other STEM students from the Master of Arts in Education program. Over the course of three days, we were able to interact with educators from around the United States as we attended a variety of presentations, all focused on effectively teaching science to all students. Topics ranged from discussions about racism in the classroom to how to build a portable planetarium projector in your classroom. Each session taught us new ways on how to engage our students and to ensure their success in every classroom. Together, along with other educators, we were able to learn about new programs to use in our classrooms, learn and discuss strategies for teaching students in an urban setting, and much more. It was extremely helpful and interesting to learn about new developments and practices in the science education community that I will be able to use in my future classroom to ensure that all my students are successful.”

~ by Frank Consolino

Health and Exercise Sciences

TruLifesaver sponsored six cardiopulmonary resuscitation (CPR) classes taught by Jana Arabas and Liz Jorn during the 2019 spring semester. More than 100 individuals successfully completed the requirements to become certified in adult/child/infant CPR along with automated external defibrillator (AED) training. Various disciplines need the certification for summer jobs and future careers, including communication disorders students, exercise science students, and nursing students.



Ms. Lisa Archer, American Heart Association (AHA) Training Center Coordinator at A.T. Still University, recently announced, “I congratulate Truman on becoming an AHA training site! Ms. Jana Arabas is one of the BLS training center faculty and I appreciate her leadership in this effort. You can always start with Jana for any and all questions . . . she knows the ropes well!”



SPHA students participate in Scholar Bowl

Five students from the Student Public Health Association (SPHA) participated in the Quiz Bowl event during the Public Health Scholar Bowl, April 6, 2019, at Saint Louis University. Braden Zoller, Ashton King, Bansari Amin, Leah Wright, and Amy Kang competed against teams from Johns Hopkins University, Temple University, Emory University, and Brown University. Quiz bowl competition involves knowledge, conviction, and luck. The trick is to hear just enough of the question to answer it before the other team does. Sometimes a question can only be answered if the entire question is read. The Truman team had fun and placed ninth out of the 14 teams competing in the event. Dr. Janice Clark is the SPHA faculty sponsor and took the team to the event.

Students from Dr. Janice Clark's HLTH 440 Implementation & Evaluation in Health Science courses completed a variety of senior capstone projects this semester. While most of the projects provided health education and service to Truman students, several projects were community-based.



Ashton King and Haley Sirokman worked on the “Curb Your Waste” project in partnership with Mr. Tim Reed, superintendent at the Kirksville Wastewater Treatment Plant. Their project had several components: a) raising the public’s awareness about yard waste pollution; 2) educating 225 Ray Miller Elementary students about keeping streams and lakes clean; 3) collaborating with local lawn care companies to not blow yard clippings into the streets and storm drains; and labeling storm drains during April. With a team of volunteers, they worked on weekends in April to affix the labels to the storm drains in Kirksville. Although they were hampered by cool weather, they labeled nearly 1,000 storm drains during their project.



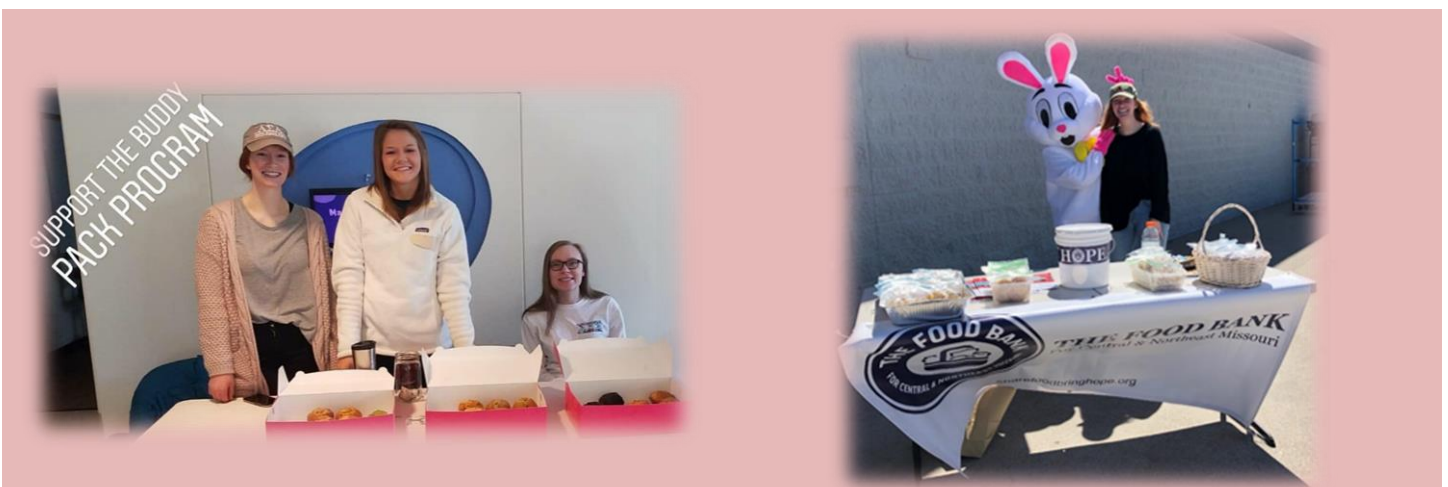
Oral Health Education was the focus for the HLTH 440 capstone project completed this spring by Sydney Prow, Nicole Lauritsen, Gabrielle Amos, and Emaleigh Sojka. Their cooperating supervisor was Truman Health Science alumna, Amy Carroll, MCHES, Outreach Coordinator, Health Educator & Lifestyle Coach at the Northeast Missouri Health Council in Kirksville. They presented dental health education to seven of the ten classes of second grade students at Kirksville Primary School. Their lessons reached 117 students who learned brushing/flossing techniques, identified sticky foods more likely to promote tooth decay, and signed pledge cards to floss and brush daily. Students were given an oral health calendar to log the number of times they brushed and flossed during a two-week time period.



Two years ago Colin Osborne adopted a puppy and took her to obedience training. The instructor suggested Tally, the puppy, would make an excellent service dog, so Colin continued training Tally and she achieved this certification. This inspired Colin to combine Tally's certification to implement an entirely new capstone project this semester in HLTH 440. Truman MAE alumna, Katy Korte, director of the Kirksville Child Development Center (KCDC) and the parents of children attending agreed to allow Colin and Tally to present lessons to the children there. Colin developed six original 30-minute health-related lessons. After an initial "meet and greet" with the faculty at KCDC, the lessons began. The children were divided into two groups (age 2-3 year olds, and 4-5 year olds), and the lessons were taught to each group of children at KCDC. The first lesson was on dog safety, with subsequent lessons on needs vs. wants, habitats, measurements, a health story, and review/ice cream party. Tally and Colin were a hit and the children eagerly awaited their next lesson during April.



This semester Emma Barnett and Shannon Dague continued the five-year tradition of Truman Health Science seniors completing their capstone project as the Buddy Pack Coordinators. Working with Teresa Ross, Regional Coordinator for the Food Bank of Central and Northeast Missouri, Shannon and Emma organized five monthly packing events, and recruited 119 volunteers to pack over 1,288 bags of food each time. The Buddy Packs are delivered monthly to nine schools in eight school districts in Northeast Missouri, with weekly distribution to 322 food-insecure students in those schools. It's a big process that starts with cleaning and organizing the food in the warehouse each month. "Packing Night" jobs include working on the assembly line to place food into the bags, tying bags, stocking the assembly line, opening boxes to supply to the assembly line, working on trash detail, flattening cardboard boxes, and organize Buddy Packs. Shannon and Emma supervise the entire process and double-count all the bags packed. The day after the packing, the school representatives arrive to collect the Buddy Packs for their schools. Then, the process starts all over again as they start recruiting volunteers for the next packing night.



When Morgan Walters and Carly Kloeckner selected their senior HLTH 440 capstone, the decision was relatively easy. They wanted to work on the Buddy Pack project, but the Buddy Pack Coordinators' project was taken. Morgan and Carly decided to implement a fundraising project for the Buddy Pack program. Each Buddy Pack costs \$180.00 to supply a local food-insecure child with a food pack each weekend of the academic school year (\$5.00 per pack). Unfortunately, the need for money for Buddy Packs is greater than the funds raised in northeast Missouri for this project. Carly and Morgan planned and implemented five successful fundraising events on campus and in the community. With the help of 18 volunteers, they started with a muffin sale, selling muffins from To Die for Bakery to students and faculty on campus, followed by a fundraising night at Colton's Steak House. Next, they held a bake sale and donations table at Wal-Mart, and are currently concluding their final fundraiser—a drawing for donated items. Additionally, multiple students in Dr. Clark's HLTH 290 Principles of Health class donated money to the Buddy Pack in lieu of service learning hours. To date, Carly and Morgan have collected \$1,466.83 (and the funds raised from the drawing have yet to be calculated). Their efforts will pay for eight Buddy Packs!



Emily Bailey, Health Science major, is a published author. During her summer 2018 HLTH 350 shadowing experience with Dr. Raghav Govindarajan, MD at the University of Missouri – Columbia, Emily had the opportunity to write two patient vignettes for the newly published book, *Improving Patient Safety*. The official APA entry for the book is:

Bailey, E. M. (2019). Clinical Vignette 1 and 2. In Govindarajan, R., Kaur, H., & Yelam, A. (Eds.) *Improving Patient Safety* (pp. 95-105). New York, NY; Routledge/Productivity Press.

Additionally, Emily was able to assist with four research projects during her HLTH 350 shadowing experience with Dr. Govindarajan. These research projects include:

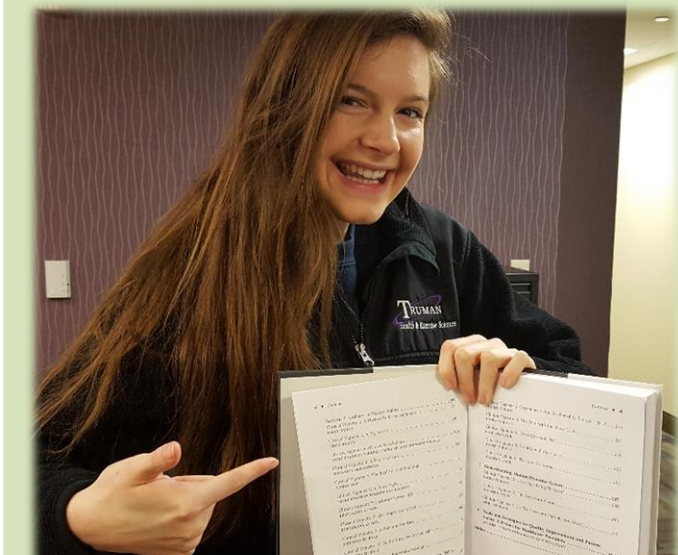
Bailey, E., Nagarajan, E., & Govindarajan, R. (Under review). Clinical and diagnostic factors of Myasthenia Gravis mimicking stroke. Submitted on November 27, 2019 to *Muscle & Nerve*.

Rodriguez, C., Bailey, E., & Govindarajan, R. (Under review). Statistical analysis: Diagnostic errors and the implications on Amyotrophic Lateral Sclerosis (ALS). Submitted on November 27, 2019 to *Muscle & Nerve*.

Hua, T., Bailey, E., & Govindarajan, R. (Under review). Statistical Analysis: The Diagnostic Yield of Repetitive Nerve Stimulation in Myasthenia Gravis. Submitted on November 27, 2019 to *Muscle & Nerve*.

And, the last project will be an upcoming conference presentation at the University of Missouri, but Emily does not know the date.

Dyer, N., Bailey, E., & Govindarajan, R. (2019). Hematoma risk after needle electromyography in patients on newer oral anticoagulants. Poster presented at University of Missouri.



SCHEDULE of Showcase Presentations of HLTH 440 Capstone Projects

April 30, 2019, VH 1010, 6:00-8:15 p.m.

6:00-6:09 p.m. Student Athlete Wellness: Morgan McMahon, Adrian Morris, Andrew Mansfield & Zach Taylor

6:10-6:19 p.m. Buddy Pack Coordinators: Emma Barnett & Shannon Dague

6:20-6:29 p.m. Buddy Pack Fundraising: Morgan Walters & Carly Kloeckner

6:30-6:39 p.m. Tail Waggin' Tutor: Colin Osborne & Tally (Service Dog)

6:40-6:49 p.m. HLTH 195 TA: Adriana Mathai

6:50-6:59 p.m. Food for Thought Life Ability Center: Haylee Capstick, Reed McBroom, & Briana Haniwinkel

7:00-7:04 p.m. *Break*

7:05-7:14 p.m. Student Perceptions of Influenza: Jack McGill, Koty Yowell, & Mason Alley

7:15-7:24 p.m. Student-Initiated Course—HLTH 145, Health Insurance: Allison Griffiths

7:25-7:34 p.m. NSAID Research & Education: Beth Daniels, Kaylen Olson, & Alyssa Zuelke

7:35-7:44 p.m. TruEats Nutrition Project: Annie Fitzgerald & Rosie Schott

7:45-7:54 p.m. Sexual Health Education: Holly Smith, Kaitlin Roberts, Jordan Chapman, & Emily Schlesinger

7:55-8:07 p.m. HLTH 320 & 325 TAs: Nicole Dunseith & Marissa Leong

8:08-8:18 p.m. Scotland Clark Project: Jessica Jones

May 2, 2019, HS 1206, 6:00-8:15 p.m.

6:00-6:09 p.m. Mental Health Resource Fair: Laura Wallace & Lexi Bordewick

6:10-6:19 p.m. Diabetes Coaching in Columbia, MO: Mallory Bolerjack, Linh Huynh, & Olivia Hunt

6:20-6:29 p.m. HLTH 410 TA & Research: Jared Beck

6:30-6:39 p.m. Student Perceptions of Online Health Research: Taylor Cichon, Ben Lasser, & Madison Cockrum

6:40-6:49 p.m. Curb Your Waste: Ashton King & Haley Sirokman

6:50-6:59 p.m. HLTH 290 TAs: Abby Mansley & Emma Wray

7:00-7:04 p.m. *Break*

7:05-7:14 p.m. Speaking Without Words, Disability PhotoVoice: Nick Rincon, Anne Richardson, & Brenna Keniley

7:15-7:24 p.m. National Public Health Week: Leah Wright & Bhavana Yerragunta

7:25-7:34 p.m. Dental Health at KPS: Sydney Prow, Gabrielle Amos, Nicole Lauritsen, & Emaleigh Sojka

7:35-7:44 p.m. International Student Health & Wellness: Karen Bidura & Ziwei Li

7:45-7:57 p.m. Sugar Isn't Sweet, Reducing Dietary Sugar Consumption: Braden Zoller

7:58-8:07 p.m. Breastfeeding Campaign: Meg Fogt

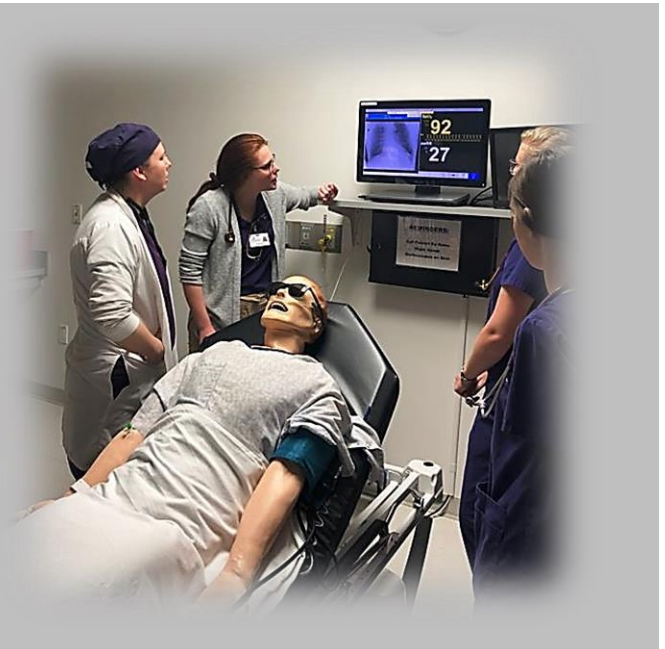
Nursing

“The Truman Nursing Department has received a Nursing Education Incentive Program grant in the amount of \$150,000, which it will use to provide more clinical experiences, and for the purchase additional technology. Initial plans for the NEIP grant include partnering with A.T. Still University to design and set up simulated mental health scenarios using standardized patients. Additionally, funds will be used to purchase a new, more realistic nursing manikin for use in simulations. Authors included Dr. Carol Cox, HES; Dr. Brenda Wheeler, Nursing, and Ms. Jeanne Harding, Interim SHSE Dean. “We are honored to receive this grant and look forward to expanding our clinical instruction,” said Brenda Wheeler, Nursing Department chair. “By using simulation, our students have the opportunity to experience clinical situations they might not otherwise encounter in a rural setting. Students can practice nursing skills and enhance their decision-making skills, which will better prepare them to enter the nursing workforce.” The NEIP was established through legislative action and appropriation of Missouri State Board of Nursing funds to increase physical and educational capacity of professional nursing education programs in Missouri. This is the fourth time Truman has received the grant. Among the needs filled by previous grants were the addition of faculty members and the creation of new programs.”

~ copied from *Truman Today*, Vol. 23 No. 28, April 8, 2019

The Truman Nursing Advisory Council luncheon meeting was held April 26, 2019, in the Student Union Building. The Department has enjoyed a productive year. The meeting included a buffet lunch, brief presentation, photo, and time for group discussion.

Twenty-three Truman Critical Care Nursing students participated in an interprofessional simulation and education module, March 29, at A.T. Still University Drabing Simulation Center. In this exercise, students were able to learn from providers about closed chest drainage and practice the role of the nurse in chest tube management. Students were divided into groups to care for a simulated client, and once deterioration was recognized, collaborated with Drs. Jessica Cain and Mackenzie Lesh, as well as Jessica Sendiken-OSM-IV to stabilize the patient. The providers assisted students to recognize diagnostic features of pneumothorax and then chest tube insertion was demonstrated. Students continued to care for the “stabilized” patient in order to obtain hands-on experience of chest drainage complications and management before discontinuing therapy.



Shiva Felfeli and Rebecca J. Hughes, senior nursing students, presented an oral paper of their research, *World Health Organization Early Essential Newborn Care: A Retrospective Descriptive Study*, at Truman's Student Research Conference, April 25, 2019. Shiva and Rebecca will also present during the 19th Annual Capstone of Nursing Research Day, Thursday, May 2, 2019, in the SUB during the breakout sessions. Rafael V. Tubongbanua, MN, BSN, RN, mentored the research.



The 19th Annual Capstones of Nursing were held May 2, 2019, in the Student Union Building. The welcome was given by Dr. Brenda Wheeler, Truman Nursing Department Chair, followed by the keynote address by Margie Smotherman, MS RN PMP, who spoke on *Touched by Technology: Nursing for One and Many*. A luncheon with stethoscope raffle preceded the Sigma, Rho Omega business meeting. Afternoon breakout sessions included oral presentations: *World Health Organization Early Essential Newborn Care: a Retrospective Descriptive Study*, Shiva Felfeli and Rebecca Hughes, Albién Rafael Tubongbanua MN, faculty mentor; *Current School Health Screening Practices of Missouri School Nurses*, Cassidy Myers and Haley Bylina, Pamela Melvin MSN, Carol Cox PhD, faculty mentors; *Implementation of Condom Use Among Individuals with Well-Managed Bipolar Disorder*, Madysen Wright; *The Effect of Smartphone Technology on the Number of Psychiatric Readmissions for Adolescents with Depression*, Emelia Robertson; *The Effect of Sandplay Therapy on Depression and Anxiety in Children with a History of Abuse*, Nikki Sofermoser; *The Effect of Doll Therapy on Decreasing Restlessness in Females with Confusion*, Kim Hart; *The Effect of the Medisafe App on Medication Compliance in Patients with Heart Failure*, Amanda Decker; *The Impact of Self-Management of Diabetes in Hospitalized Patients on Patient Satisfaction*, Samuel Keegan White; *The Efficacy of Caregiver Swaddling in Relief of Premie Anxiety During Diaper Changes*, Anna Smith; *How Nurses Learn to Provide Spiritual Care*, Olivia Hall; *The Effect of Nurse Led Education on Anxiety in Families with a New Diagnosis of Pediatric Type One Diabetes Mellitus*, Danielle Jone; *The Effect of Routine Screening on the Age of Diagnosis for Adolescents with Anorexia Nervosa*, Mitchell Glenn; *The Effect of Digital Application Use on the Comfort Level of Nurses Caring for Patients with Limited English Proficiency in Rural Healthcare Systems*, Olivia Watson. Poster presentations throughout the day included: *The Effect of an Empathy Simulation on Attitudes Toward Individuals With Disability in Third Year Nursing Students*, Erin Schisler; *The Effect of Simulation-Based Training on Medication Administration Errors in the ICU*, Amy Gudehus; *The Effect of Caregiver Access to Telehealth Services on Children with Autism Spectrum Disorder who Self-Injure*, Kristen Wuebbles; *The Effect of One-on-One Residency Programs on New Graduate Registered Nurse Turnover Rates*, Stephanie Doggett; *The Effect of Online Scheduling Programs on Job Satisfaction in Nurses*, Deanna Gunnerson; *The Effect of ICU-Talk on Patient Satisfaction Concerning Nurse Patient Communication for Mechanically Ventilated Patients*, Shiva Felfeli. The capstones are sponsored by the Rho Omega Chapter Sigma Theta Tau International Honor Society of Nursing and the Truman Department of Nursing.

Mission Statement

The School of Health Sciences and Education is committed to preparing students to effectively serve as professionals and leaders in their communities and fields by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- ❖ Professional programs grounded in the liberal arts and sciences
- ❖ Leadership development
- ❖ Interdisciplinary collaboration
- ❖ Diverse learning and service opportunities
- ❖ Pursuit of continued scholarship and research



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