COLLEGE OF APPLIED HEALTH SCIENCES

# MOVING FORWARD


> “Be the change you want to see in the world.”
>
> —Mahatma Gandhi

# MESSAGE FROM THE DEAN

**Last August, I began a new phase in my academic career as dean of the College of Applied Health Sciences. I returned to my beloved alma mater, where I completed all three of my degrees, to lead a successful and innovative college with education, research, and outreach programs that are dedicated to improving the quality of life for all.**

The importance of this mission is reflected in our growing student numbers—an increase of more than 40 percent in undergraduate enrollment in 2016 compared to two years ago—and in our growing profile on campus, which extended our reach to undergraduates in all disciplines by adding courses from each of our instructional units to the campus-wide Grand Challenges initiative.

The stories in this issue of *Moving Forward* reflect many of the reasons I was so eager to return to Illinois as the dean of AHS. We are part of a large and vibrant university that this year is celebrating 150 years of outstanding performance as a land-grant university. As you'll read, AHS has contributed significantly to the renown the University of Illinois at Urbana-Champaign enjoys nationally and internationally, and continues to do so today. Our research in kinesiology, speech and hearing science, community health, and recreation, sport, and tourism continues the tradition of excellence. That work provides new insights that have the potential to impact everything from the rehabilitative interventions we use with individuals who have physical and/or cognitive disabilities to how we view and use our natural environments. You will learn about a program in Chicago that is revitalizing deteriorating neighborhoods and about research that may affect millions of baby boomer women. We'll tell you about an award-winning advancement in technology that has greatly enhanced the accessibility of campus to people with severe physical disabilities. It may one day be an app that improves accessibility across the country and around the world.

In October, I had the privilege and pleasure of meeting two remarkable alumni of the college whose professional achievements truly have made the world a better place. You'll meet them within these pages. We also introduce you to two of our undergraduate students who took much more from one of their courses than disciplinary knowledge. In addition, we share some of the accolades our faculty and staff have earned over the last year.

The take-away from this issue of *Moving Forward* is that the College of Applied Health Sciences is strong. Our educational, research, and outreach programs result in positive change in individuals, families, and communities. Our alumni go on to become leaders in healthcare, community development, academia, and many other areas.

I am proud to carry this message to alumni, leaders across campus, and friends of AHS here in the United States and abroad. I hope you will take pride in the work we are doing.

Sincerely,

Cheryl Hanley-Maxwell

Dr. Cheryl Hanley-Maxwell
Dean, College of Applied Health Sciences


ILLINOIS 150
1867-2017


**FOUNDED IN 1867**, THE UNIVERSITY OF ILLINOIS CELEBRATES 2017 AS ITS SESQUICENTENNIAL YEAR AS AN INTERNATIONAL LEADER IN EDUCATION, RESEARCH, AND ENGAGEMENT. OVER THE LAST 150 YEARS, UNIVERSITY FACULTY, RESEARCH STAFF, AND STUDENTS HAVE BEEN RESPONSIBLE FOR LANDMARK ACHIEVEMENTS THAT HAVE CHANGED THE WORLD. THESE INCLUDE THE DEVELOPMENT OF PLATO, THE WORLD'S FIRST SHARED COMPUTER-BASED EDUCATION SYSTEM; THE FIRST MULTI-DISCIPLINARY RESEARCH UNIT FOCUSED ON CHILDREN WHO STRUGGLED TO LEARN, WHICH LED TO THE CONCEPT OF "LEARNING DISABILITIES" AND TO NEW TECHNIQUES OF REMEDIAL EDUCATION; AND THE DEVELOPMENT OF MAGNETIC RESONANCE IMAGING, WHICH IS WIDELY USED IN MEDICAL DIAGNOSTICS.

150
YEARS STRONG


Dr. Thomas Cureton

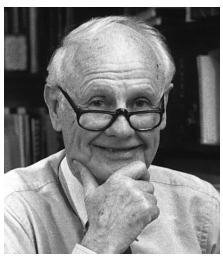
THE ROOTS OF THE MODERN-DAY COLLEGE OF APPLIED HEALTH SCIENCES GO BACK TO THE VERY BEGINNING OF WHAT WAS THEN THE ILLINOIS INDUSTRIAL UNIVERSITY, WHEN STUDENTS WERE REQUIRED TO INCREASE AND MAINTAIN THEIR PHYSICAL HEALTH THROUGH THE PERFORMANCE OF MANUAL LABOR. PHYSICAL EDUCATION WAS FORMALIZED WITH THE ESTABLISHMENT OF THE DEPARTMENT OF PHYSICAL TRAINING IN 1895, NOW THE DEPARTMENT OF KINESIOLOGY AND COMMUNITY HEALTH. RESEARCH IN PHYSICAL FITNESS LED TO GROUNDBREAKING DISCOVERIES ABOUT HUMAN HEALTH AND PHYSIOLOGY. IN FACT, UNITS WITHIN AHS HAVE BEEN RESPONSIBLE FOR NUMEROUS INNOVATIONS AND IMPROVEMENTS IN INDIVIDUAL, FAMILY, AND COMMUNITY HEALTH, SPEECH AND HEARING SCIENCE, AND OVERALL QUALITY OF LIFE.

## KINESIOLOGY AND COMMUNITY HEALTH (KCH)

### THAT WAS THEN

Dubbed the "Father of Physical Fitness," **THOMAS CURETON** developed methods to test motor and cardiovascular fitness in his physical fitness research laboratory, one of the first in the nation. Although he measured fitness and performance in many elite athletes, his focus was on bringing the benefits of everyday fitness to people who did not consider themselves athletes. He worked to bring his message to both adults and children, and offered physical fitness camps for children in the summer.

Health education professor **DR. WILLIAM CRESWELL** played a critical role in the development of comprehensive health education programs in K-12 schools. His efforts led to the nationwide research and curriculum development project, the School Health Education Study. In the early 1960s, he co-authored a national curriculum for K-12 health education that advanced health as the quality of life resulting from the dynamic interactions among an individual's physical well-being, mental and emotional reactions, and social environment.

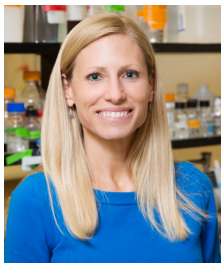


### THIS IS NOW

Today, scholars in kinesiology and community health investigate the effects of exercise on immune function, cognition, and co-morbidities associated with chronic kidney disease; the neuroscience of dance in health and disability; motor control in individuals with multiple sclerosis; molecular features that protect muscles against injury; the relationship between nutrition and exercise performance; the impact of disability and chronic health conditions on career development and performance; neighborhood influences on health; health and aging; and cancer epidemiology.

Among them are **DR. RUOPENG AN**, who is interested in understanding factors, including nutritional and dietary ones, related to the high prevalence of obesity in modern society. His research has examined the relationship between neighborhood food environments and obesity, economic environments and obesity, and body weight and functional limitations, among other things. He found in one study, for example, that individuals consumed more foods that were low in nutrient value and high in added sugar, sodium, saturated fats, and cholesterol on days when they drank sugar-sweetened beverages.

Building on that study, he examined data regarding restaurant consumption of sweetened beverages. In a study published last year in *Nutrients*, Dr. An assessed nutrient intake differences between restaurant patrons consuming sugar-sweetened beverages and those drinking plain water, as reported in the 2005-2012 National Health and Nutrition Examination Survey. He found that people drinking plain water consumed lower amounts of calories, sugar, fat, and sodium than those drinking sugar-sweetened beverages. Drinking plain water, he concluded, could help reduce the intake of nutrients that are of major public health concern, a finding that may inform campaigns to reduce sugar intake.

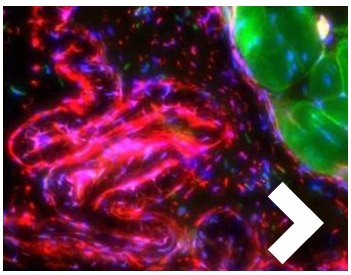
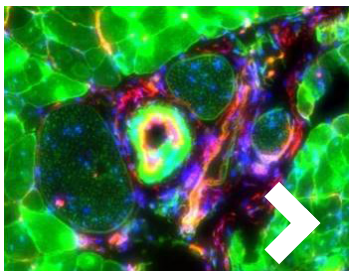
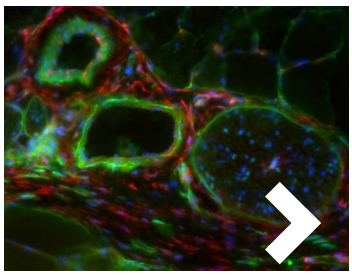
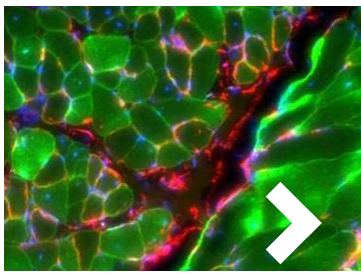


Dr. An's colleague, **DR. MARNI BOPPART**, focuses her research on understanding the molecular and cellular mechanisms responsible for muscle repair and growth after exercise. This information is then used to develop novel cell- and pharmacological-based interventions that can prevent or treat loss of muscle mass and function with age.

In a study published last year in *PLOS One*, Dr. Boppart and her co-researchers, including KCH colleagues Drs. Ken Wilund and Jeff Woods, examined the impact of exercise and statins on muscles. The most common side effect of statins, which are widely prescribed to reduce high cholesterol, is skeletal muscle myopathy, or muscle weakness. Dr. Boppart's team examined the extent to which acute and chronic exercise influenced statin-induced myopathy in mice with high cholesterol.

Some mice, bred to have hypercholesterolemia, were injected with statins while another group received salt water injections. Those receiving statin injections fell into three groups: one that engaged in no exercise; one that had received exercise training prior to the initiation of statin injections; and one whose exercise training coincided with the administration of statins. The researchers hypothesized that mice who had received exercise training prior to statin administration would have some protection against statin-induced myopathy, while exercise coinciding with statin administration would exacerbate statin-induced myopathy.

All the mice with running wheels used them vigorously at the start of the study, but Dr. Boppart's team found after a month that while the mice on statins had lower cholesterol than the non-statin group, they had run significantly fewer miles, and their activity had declined throughout the study. In addition, they lost grip strength and their leg muscles tired much sooner than muscles of the non-statin group. These problems were not greater in the group taking statins and exercising versus the sedentary group taking statins, leading the researchers to conclude that the exercise itself had not worsened the effects. Moreover, mice taking statins did not experience the muscle development and desirable cellular changes related to efficient energy production from exercise that mice not taking statins developed. The results suggest that taking statins to control cholesterol may lead users to disengage from physical activity.

Muscle Cells

150
YEARS STRONG

The research **DR. CITLALI LOPEZ-ORTIZ** conducts is informed by her background and interest in dance and biomechanics. She recently completed a pilot study of a targeted dance class for physical rehabilitation of children with cerebral palsy. Cerebral palsy is the most common developmental motor disorder in children, estimated to occur in nearly 4 of 1000 live births in the United States. Movement impairments worsen with time, affecting musculoskeletal structure and function, activities of daily living, and participation in society.

The main goals of rehabilitation for children with cerebral palsy, therefore, include decreasing the risk of skeletal deformity and impaired function and promoting social participation. Traditional rehabilitation is effective to some degree until approximately seven years of age. After that age, physical therapy ceases to improve motor outcomes. Dr. Lopez-Ortiz and colleagues at the Rehabilitation Institute of Chicago conducted a pilot study of a dance class for children ages 8 to 15 using classical ballet principles to enhance balance and upper extremity control.

The main goal of the study, published last year in *SAGE Open Medicine*, was to determine changes in clinical balance and upper limb function after one month of 12 one-hour sessions. The pilot program did produce positive effects on balance. While changes in upper limb function were not statistically significant, there was a trend towards significance. Additionally, the authors report that children who participated in the targeted dance class viewed the classes as an enjoyable after-school activity rather than as therapy. Because after-school dance classes are common able-bodied experiences, the targeted class provided a normalizing experience to the participants. They concluded that the benefits of targeted dance classes—including targeted strengthening, balance, training paradigms, and social skills development—make them an effective adjunct to rehabilitation in school-aged children with cerebral palsy.

THE TARGETED DANCE CLASS PROVIDED A NORMALIZING EXPERIENCE TO CHILDREN WITH CEREBRAL PALSY.

Dr. Allen Sapora

## RECREATION, SPORT AND TOURISM

### THAT WAS THEN

The first undergraduate course in recreation was offered in 1937, with a graduate course following in 1939. The recreation curriculum did not achieve departmental status until 1957. **CHARLES K. BRIGHTBILL** was the first head of the Department of Recreation and Municipal Park Administration, followed by **ALLEN V. SAPORA.**

That the University of Illinois was among the first to offer degrees in recreation can be attributed to their leadership. Drs. Brightbill and Sapora played key roles in the local, state, national, and international park and recreation movements. Dr. Brightbill was a champion of the concept of professional and lay cooperation in the recreation field and contributed greatly to developing the principles that helped bring about the formation of the National Recreation and Park Association. Dr. Sapora was one of the first scholars to integrate research within recreation education, and a founding member of the Academy of Leisure Studies.

### THIS IS NOW

Over the years, scholars have studied how the businesses of recreation, tourism, and sport work together within the larger leisure industry to enhance the quality of life of individuals, families, communities, states, and nations. Now known as the Department of Recreation, Sport and Tourism, undergraduate and graduate students study the industry with renowned scholars who investigate the socio-political and cultural impacts of recreation, sport, and tourism; the role of leisure and play in improving health and well-being and supporting individual and community development; connections between physically active leisure and body image; and recreation and aging.

**DR. LIZA BERDYCHEVSKY**, for example, investigates issues related to health and well-being within the context of leisure. Dictionary.com defines leisure as "time [that is] free from the demands of work or duty, when one can rest, enjoy hobbies or sports, etc." Dr. Berdychevsky is among the scholars who believe that freely chosen sexual activities undertaken for the satisfaction of the experience should be considered as leisure.

Last year, she and Galit Nimrod of Ben-Gurion University published a study in *Leisure Sciences* that explored how older adults perceive and experience sex as leisure. For one year, they followed conversations about sex on 14 websites based in Australia, Canada, the United States, and the United Kingdom that target people aged 50 and older. In addition to exploring how older adults perceive and experience sex as leisure, the scholars identified factors considered to be constraints to sexual leisure, and how older adults cope with constraints.

150
YEARS STRONG

They found that many older adults associated sex with psychological, social, and physical benefits, and saw it as an important part of adjusting to changes associated with later life, such as retirement. Overall, sex was related to well-being, happiness, and quality of life. Constraints included later life circumstances such as the death of a spouse; ageist stereotypes and negative attitudes toward later-life sex; the abilities of the aging body and its perceived unattractiveness; and concerns about the safety of sex in later life. The older adults in the study used both cognitive and behavioral strategies to overcome constraints, for example, focusing on quality rather than quantity and using sex aids and medications.

RST colleague **DR. MATT BROWNING** is generally interested in how people connect and interact with nature. Working with colleagues from Virginia Tech, Stanford University, and the Center for Research and Evaluation in Columbus, Ohio, he recently undertook an investigation into community support for nature centers. Across the United States, more than 1800 nature centers exist to educate individuals about and connect them to the natural environment. However, many struggle to find the necessary resources to provide community services. Community support, therefore, can be essential to their survival.

Dr. Browning's team interviewed nature center directors and people living around a selection of such centers, and developed a survey around four major values perceived to be provided by nature centers: offering opportunities for leisure; connecting people with the environment; enhancing civic engagement; and contributing to community resilience by enhancing the local economy, community pride, and the beauty of the area. In a study published last year in *Environmental Education Research*, the researchers report on the relationship of these values and other factors to community members' self-reported willingness to provide meaningful support to nature centers.

The scholars found that the more community members believed that local nature centers supported the aforementioned values, the more likely they were to support the centers. Other strong predictors of support were the frequency of visiting nature centers, people's commitment to nature, perceptions of nature center staff and shared values, perceptions of other community members' opinions about the nature center, and past donations. Dr. Browning and his colleagues suggest that nature centers can solicit support by providing a diverse suite of programs and services, including those that are tied to the central mission of connecting people with nature as well as those that may not be tied directly to this mission, such as enhancing racial integration, economic growth, and community pride.

**DR. LAURENCE CHALIP**, Brightbill/Sapora Professor and head of the Department of Recreation, Sport and Tourism, is among the leaders of a state-wide effort to revitalize youth sports. Participation rates in youth sports programs in the United States are low, and children tend to drop out of programs as they age. These problems have been attributed to the inappropriate design and delivery of youth sport programming.

In the fall of 2014, youth sport leaders in Illinois came together for the Illinois Youth Sport Summit, developed to complement the work being done by the Aspen Institute's Project Play to reform youth sports programs nationally. Last year, Dr. Chalip and colleagues with the Illinois Youth Sport Initiative and the Office of Recreation and Park Resources at the University of Illinois published a report in *Sport in Society* that outlined six thematic directions for reform: designing and implementing child-centered programming; building status for participatory youth sport programs; creatively developing and managing resources; training coaches to be sport and life skill mentors; improving programming for traditionally underserved populations; and managing parents.

In the report, the authors stress the importance of each theme and present common challenges to implementing them. They also make suggestions for overcoming challenges that can be useful to both designers and implementers of youth sports programs.

**DR. MONIKA STODOLSKA'S** research focuses on the roles of leisure, recreation, and sport in improving health and well-being among ethnic and racial minorities, including immigrant populations. While much of the existing literature approaches immigration issues from the perspective of acculturation and how immigrants' identities are developed, shaped, and preserved in leisure contexts. Dr. Stodolska and colleagues at Wageningen University in the Netherlands and the University of Gdansk in Poland wanted to examine the role of leisure in immigrants' adaptation, the long-term outcome of the acculturation process.

After conducting in-depth interviews with immigrants from China, Latin America, Morocco, Turkey, Ukraine, and Vietnam now living in the United States, the Netherlands, Germany, and Poland, they found that recreation in natural environments promoted many immigrants' psychological adaptation by helping to improve psychological and emotional well-being. In addition to developing ties to the local environment, building attachment to "special places," creating memories, and building family traditions were key aspects of the adaptation process. Psychological benefits of outdoor recreation were diminished among immigrants who had experienced discrimination in natural settings.

The findings of the study, which was published last year in *Leisure Sciences*, suggest that contact with people outside an immigrant's own ethnic group in natural settings was infrequent. The authors recommend that recreation providers develop opportunities for intercultural interactions through planned programming, and that policymakers and park administrators build trust with and include immigrant communities in planning processes.


Dr. Severina Nelson

## SPEECH AND HEARING SCIENCE

### THAT WAS THEN

Two individuals made profound contributions to the well-deserved reputation for excellence that the Department of Speech and Hearing Science holds today. **DR. SEVERINA NELSON** initiated the clinical practice of speech therapy in a janitor's mop closet in 1938, working with a student experiencing articulation problems. Two years later, she had earned the title of director of the speech clinic, an office, and a $2,000 grant to continue her clinical work. A great believer in early intervention, Dr. Nelson started a training program for speech therapists that consisted of four years of undergraduate training and a fifth year of graduate study.

In 1948, **DR. GRANT FAIRBANKS** joined the University of Illinois as the director of the newly established Speech Research Laboratory. His laboratory became renowned for technical research in speech and hearing. Under his guidance, students earned the first doctoral degrees in speech and hearing science bestowed by the University of Illinois and went on to have significant impact upon the field. Dr. Fairbanks also expanded the University's influence in speech and hearing science by serving as the editor of the *Journal of Speech and Hearing Disorders*, which was at the time the only scholarly journal of the American Speech and Hearing Association.

### THIS IS NOW

Today, scholars in the Department of Speech and Hearing Science continue to explore ways to improve the early diagnosis and treatment of communication disorders. That work has been expanded to include investigations of biological, cultural, and age-related differences in communication practices. Research also addresses brain anatomy and physiology to better understand the neural and sensory bases of speech, hearing, and language, both normal and disordered. Our scholars also focus on treatment, conducting research related to the neurology and treatment of tinnitus, the role of assistive technology in treating communication disorders, and the improvement of hearing devices such as cochlear implants.

150
YEARS STRONG

**DR. JUSTIN ARONOFF** is among those investigating cochlear implants, with a particular focus on bilateral implantation, how information is combined across the ears, and how to program devices for individuals with two cochlear implants.

One of the most frequent complaints of individuals using hearing devices such as hearing aids and cochlear implants is the difficulty of hearing clearly in noisy environments. One of the reasons for poor cochlear implant performance in noisy environments is that nearby electrodes in the cochlear implant array affect overlapping neural populations in the brain. This means that nearby electrodes interfere with each other. Spacing the electrodes out more could potentially improve performance, but that would come at the cost of using fewer electrodes, which also makes it more difficult to understand speech in noisy environments.

However, an alternative option exists for patients with a cochlear implant in each ear. The signal could be divided between the two ears, using fewer, more spaced out electrodes in each ear, while getting the same information when the brain combines the signal from the two ears.

In a study published in *Ear and Hearing*, Dr. Aronoff and his research team examined whether implementing this approach, referred to as interleaved processors, could be beneficial for cochlear implant users. They found that spectral resolution, which plays a large role in determining how easy it is to understand speech in noisy environments, improved significantly with interleaved processors. Localization, or the ability to determine the origin of the input, was not detrimentally affected. Dr. Aronoff concluded that cochlear implant users may benefit from interleaved processors.


150
YEARS STRONG

SHS colleague **DR. LAURA HAHN** is interested in early social, cognitive, and communicative development in infants and young children with autism spectrum disorders and neurogenetic disorders such as fragile X syndrome.

Early social behavior provides an important foundation for language acquisition in children with intellectual and developmental disabilities. Because children with fragile X syndrome typically have impairment in both language and social development, Dr. Hahn believes investigating early social behaviors in this group may provide insight into the cascading effects of these behaviors on subsequent language development.

Working with colleagues at the Life Span Institute at the University of Kansas, she examined joint engagement in young children with fragile X syndrome and its relationship to language abilities and autism spectrum disorder symptomatology. Typically developing children first engage in supported joint engagement, in which the parent or caregiver is responsible for maintaining the interaction, before developing coordinated joint engagement skills, where they give visual attention to the adult as well as the object during play, thereby contributing to the maintenance of the interaction.

In the study, published in the *Journal of Speech, Language, and Hearing Research*, Dr. Hahn found that 24- to 36-month old toddlers with fragile X syndrome spend significantly more time in supported versus coordinated joint engagement, similar to typically developing 12- to 18-month old children. Children with fragile X syndrome who had higher levels of joint engagement tended to have higher levels of expressive language at 24 to 36 months and later in development at 59 to 68 months. Joint engagement was negatively related to scores on the Childhood Autism Rating Scale.

Believed to be the first study of the relationship of joint engagement to language development in children with fragile X syndrome, the results suggest that existing interventions that target joint engagement in children with language delays may be effective if modified to better fit the needs of children with fragile X syndrome.

THROUGHOUT ITS HISTORY, THE COLLEGE OF APPLIED HEALTH SCIENCES HAS BEEN PROUD TO ADD THE ACCOMPLISHMENTS OF ITS RESEARCH FACULTY TO THE INTERNATIONAL REPUTATION ENJOYED BY THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. AS WE LOOK FORWARD TO THE FUTURE, WE ARE EXCITED BY THE CHALLENGES AND OPPORTUNITIES THAT LIE AHEAD AND PLEDGE TO CONTINUE OUR EFFORTS TOWARD IMPROVING THE LIVES OF INDIVIDUALS, FAMILIES, AND COMMUNITIES THROUGH EDUCATION, RESEARCH, AND ENGAGEMENT.

> I KNEW I WANTED TO LEAD THIS COLLEGE, AND I'M SO GRATEFUL TO HAVE BEEN GIVEN THE OPPORTUNITY.

# AHS **WELCOMES** NEW DEAN

SHOULDERING A BIG JOB IS NOTHING NEW TO DR. CHERYL HANLEY-MAXWELL, WHO JOINED THE COLLEGE OF APPLIED HEALTH SCIENCES AS DEAN IN AUGUST. SHE HAD PREVIOUSLY SERVED AS THE VILAS DISTINGUISHED ACHIEVEMENT PROFESSOR OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION AND ASSOCIATE DEAN OF THE SCHOOL OF EDUCATION AT THE UNIVERSITY OF WISCONSIN-MADISON. THE UNIVERSITY OF ILLINOIS' URBANA-CHAMPAIGN CAMPUS ALSO IS NOT NEW TO HER. SHE IS A PROUD ALUMNA OF THE CAMPUS, HAVING EARNED ALL THREE OF HER DEGREES HERE.

Dr. Hanley-Maxwell said her decision to accept the position at Illinois was not a difficult one after learning about the research and public engagement that goes on within AHS. "I knew I wanted to lead this college, and I'm so grateful to have been given the opportunity" she said. Her research focuses on disability and education. Before joining Wisconsin, she was a faculty member in the Rehabilitation Institute of Southern Illinois University, Carbondale.

Dr. Hanley-Maxwell holds a faculty appointment in the Department of Kinesiology and Community Health. She succeeds Dr. Tanya Gallagher, who has returned to the faculty as the Timothy J. Nugent Professor in Rehabilitation Research. Dr. Gallagher had been the dean of AHS since December 1998.

## **IAN MERTES** JOINS SHS

Individuals with hearing loss frequently complain about their inability to follow conversations in noisy environments such as restaurants. Dr. Ian Mertes is determined to find a way to improve their hearing experience in the presence of background noise. Dr. Mertes joined the Department of Speech and Hearing Science as an assistant professor after completing a post-doctoral research position at the VA Loma Linda Healthcare System in Loma Linda, CA.

Dr. Mertes investigates how the perception of sound within noisy environments is affected by the efferent auditory system, that is, the pathway of information from the brain to the ear. His long-term goal is to contribute to the development of interventions to improve hearing in background noise. In the short term, he will use objective measures of inner ear function and EEG measures of brain stem function to develop a detailed picture of normal functioning systems.

In seeking an academic position, Dr. Mertes knew he wanted to work in a department that offered programs at all academic levels in both audiology and speech. "The Department of Speech and Hearing Science offered a wide variety of opportunities and resources and a welcoming and supportive faculty," he said. He's looking forward to engaging in the interdisciplinary collaboration that is the hallmark of AHS and the University of Illinois.


# REACHING NEW HEIGHTS IN TECHNOLOGY

IT ALL BEGAN IN 2007, WHEN A STUDENT USING A MOTORIZED WHEELCHAIR WAS UNABLE TO ACCESS THE CALL BUTTON AFTER GETTING STUCK IN AN ELEVATOR. AN ELEVATOR TECHNICIAN TOOK NOTE OF THE FACT THAT BECAUSE THE CHAIRS STUDENTS WITH SEVERE PHYSICAL DISABILITIES USE ARE SO LARGE, THE STUDENTS WERE UNABLE TO TURN AROUND IN THE ELEVATOR ONCE INSIDE. MANY STUDENTS WITH SEVERE DISABILITIES ALSO LACK THE PHYSICAL ABILITY TO REACH OUT AND PUSH A BUTTON. THE TECHNICIAN TOOK HIS CONCERN TO DAN MAST, THEN THE MANAGER OF SYSTEMS AND SERVICES IN THE DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING (ECE). HE PROPOSED A SENIOR DESIGN PROJECT IN WHICH ECE STUDENTS WOULD DESIGN A WIRELESS ELEVATOR REMOTE CONTROL.

It took several years and intense collaboration among staff in ECE, University of Illinois Facilities and Services (F&S), and Beckwith Residential Support Services (BRSS), a program within the Division of Disability Resources and Educational Services (DRES), to develop a functional remote control. It's a custom job, says F&S elevator mechanic Ron Pryor. "You have to know the voltage for each elevator, how many floors there are, how the floors are labeled, and how tall the elevator is in order to have enough cable to install the antennas that are required to make the system work," he said.

On a campus as large as Urbana-Champaign, how do they know which elevators to retrofit with the remote control system? BRSS disability specialist Paige Lindahl-Lewis says the process of identifying elevators begins in the summer. "During our orientation for incoming students to the Beckwith program, we assess whether the remote control is going to be an effective tool for them. If it is, we find out where their classes are and submit work orders to F&S. They work with ECE to get the device developed, installed, and working," she said. She also works with individual students to determine the best location for the remote control on their chairs, taking into account their differing physical capabilities.

DRES director Pat Malik says the system has been installed so far on 31 elevators around campus. That's 31 elevators that students with severe physical disabilities can operate completely independently. The remote control device, which is now the size of a deck of cards, calls the elevator when a student selects a floor. A button on the remote will hold the door open for an extended period to give them time to enter. The device also has the means to activate the emergency feature on each elevator if necessary.

"This work is not being done anywhere else, and it's making such a difference in access for our students with severe physical disabilities," Dr. Malik said. She nominated the project for a Larine Y. Cowan Make A Difference Award, saying, "...it exemplifies the best about the University of Illinois...bringing the finest minds together to solve real-world problems with the cooperation of various people and units on campus." The project earned the 2016 Cowan Award for Excellence in Access and Accommodations.

Device developers are not resting on their laurels, however. Dr. Malik says the next phase of the project will be the development of a smart phone app that will operate the modified elevators, enabling students to have one less device to manage. "The app will allow for moving this project beyond the University of Illinois campus to other built environments," Dr. Malik said, greatly enhancing accessibility for people of all ages with severe physical disabilities.

(L-R) Paige Lindahl-Lewis, Division of Disability Resources and Educational Services; Vincent Schaub, University of Illinois Facilities & Services; Pat Malik, Division of Disability Resources and Educational Services; Dan Mast, Department of Electrical and Computer Engineering

**Dr. Bill Stewart**
Department of
Recreation, Sport and Tourism

# HELPING TO MAKE THE DIRT GO AWAY

DR. BILL STEWART HAS LONG BEEN INTERESTED IN WHAT HE CALLS "PLACE MAKING," THE TRANSFORMATION OF ENVIRONMENTS INTO DESIRABLE PLACES THAT PROMOTE A COMMUNITY'S HEALTH, HAPPINESS, AND WELL-BEING. HIS RESEARCH HAS FOCUSED ON RURAL AREAS AND PUBLIC PARKS AND HAS INCLUDED STUDIES OF THE DEVELOPMENT OF A PARK ON A FORMER LANDFILL IN KITCHENER, ONTARIO, AND RESTORATION OF A TALLGRASS PRAIRIE ON THE SITE OF A FORMER ARMY AMMUNITION PLANT.

A professor in the Department of Recreation, Sport and Tourism, Dr. Stewart recently has had the opportunity to shift his focus to place making in an urban setting. Funded by a grant from the US Department of Agriculture's Forest Service, he has been assessing the effects of a vacant land redevelopment program in Chicago. Along with colleagues Paul Gobster, a research landscape architect with the Forest Service's Northern Research Station, and fellow faculty member Carena Van Riper, Dr. Stewart is identifying both the benefits and challenges of Chicago's Large Lot Program, a neighborhood stabilization initiative that is part of the city's Green Healthy Neighborhoods Plan.

## THE LARGE LOT PROGRAM

Like other large cities, Chicago has thousands of vacant lots, in fact more than 20,000. Left vacant, these lots become magnets for trash and crime, making neighborhoods feel less safe for residents who report feeling disconnected from the neighborhood and each other.

Under the terms of the program, residents who own property in the neighborhood may apply to purchase up to two vacant lots on the same block for $1 per lot. If the lot is not adjacent to their primary property, they must put a fence around it. They must keep the property groomed, pay property taxes on it during their years of ownership, and retain ownership for at least five years. The program allows owners to "use

BEFORE
+ AFTER

the lot as you would your own yard." They may build on it, use it for private or community gardening or socializing, convert it into a playground for neighborhood children, and so on.

The initial offering of the vacant lots in 2014 focused on the Englewood, Woodlawn, and East Garfield Park neighborhoods on Chicago's south and west sides. In the fall of 2015, Dr. Stewart and his colleagues began their data collection aimed toward both environmental and social assessments of the program in these neighborhoods.

"The stereotype is that these neighborhoods are populated by desperate people who, for whatever reason, couldn't move to more desirable neighborhoods or the suburbs," Dr. Stewart said. "The reality is that residents in these neighborhoods remained behind because they care deeply about their neighborhoods and want to make them better. Most have options to move, yet have chosen not to."

## WHAT THEY'VE FOUND

The environmental assessment involved examinations of public datasets such as Google Earth and Streetview to compare visuals of vacant lots before and after selling the lot, and to verify those impressions with visits to each lot. Researchers found that 40 percent of lot owners made changes in the first season, including cleaning up trash, mowing the grass, installing fences and signs, developing social and play areas, and planting flowers, vegetables, trees, and shrubs. Some of the improvements on the vacant lots occurred prior to the City's program, the scholars found. Some residents had been maintaining the vacant lots for years before purchasing it, a phenomenon known as "guerilla gardening." Still, the environmental assessment showed that the Large Lot Program provides lot owners with the incentive to do more than simply maintain the property.

The social assessment began with focus groups of residents who had received lots in the first round of sell-offs. Participants discussed what they were doing with their lots, problems they'd encountered, and impacts of their large lot development on social interaction on the block.

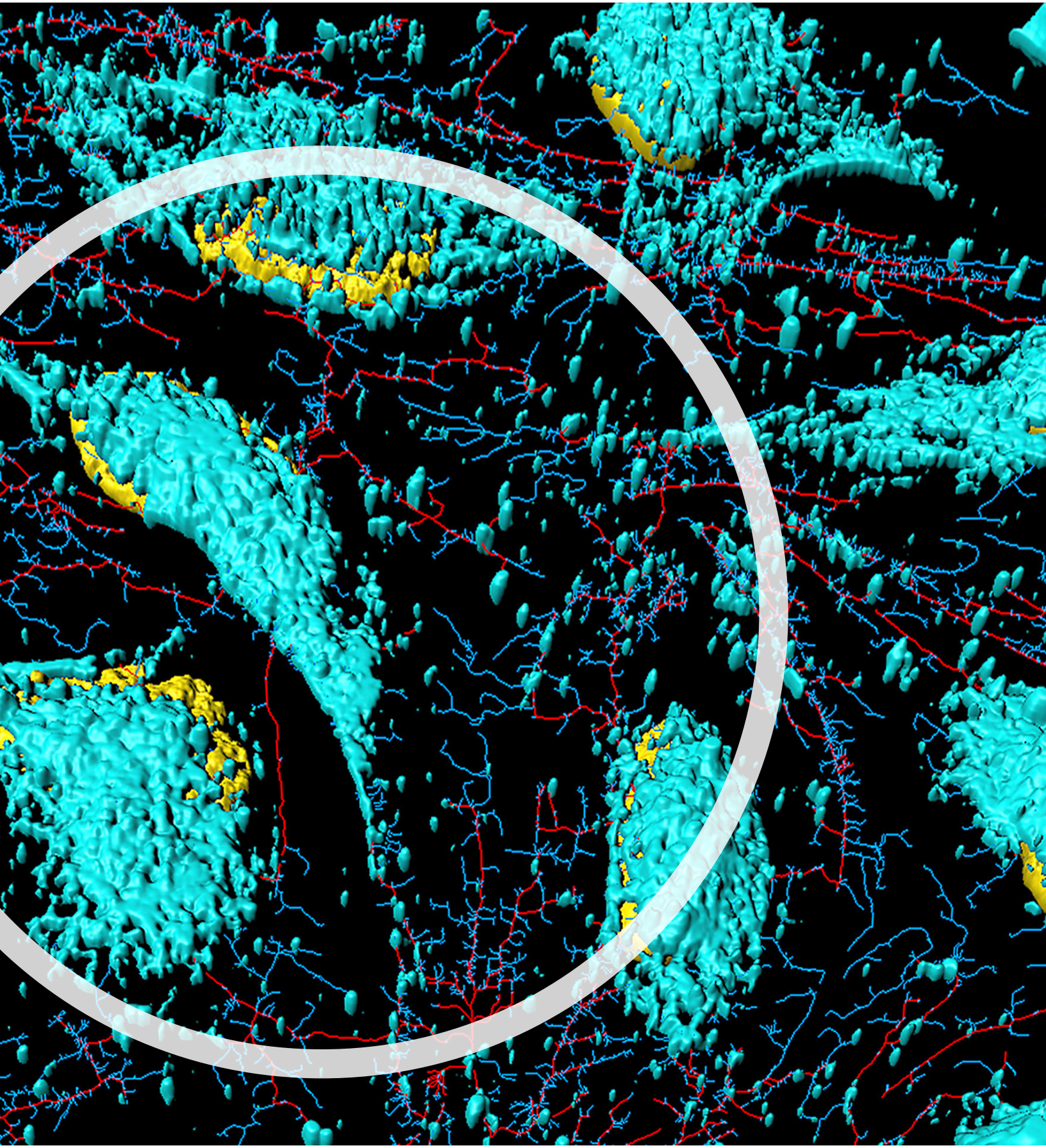
"We used the focus groups to develop a questionnaire that reflected the experiences and language that residents' used to describe their large lot activity and impacts," Dr. Stewart said. In the summer of 2016, everyone who purchased a lot in the initial offering received the questionnaire, which had a remarkable response rate of 71 percent.

According to the researchers' initial report to city officials, "Prior to ownership, undesirable street activity included public urination, drug activity, prostitution, illegal parking, and dumping." After lot ownership, residents shared stories of increased social activity and changes in street activity. One resident said, "If people know the lot is vacant then they will do dirt in the lot. Ownership helps to make the dirt go away." Others reported an increased sense of belonging and ownership of the neighborhood, as reflected in the comment, "A large lot is a great investment. It allows us to tell our own story, and it is a story so unlike the ones being told about Englewood. This is about history making for Englewood, and it's time for us to take ownership of our community."

The greatest impact, however, may be on the social fabric of the neighborhood. As one resident observed, "What a powerful difference the lot has made on the block. It's about beautification where people know that good things are possible. We're not just bottom-feeders who live here. [These gardens that were vacant lots] change culture. The mother who has a picnic in the garden is overjoyed. It's become theirs and they treat it like it's theirs. People look out for one another now."

## WHAT THEY DO WITH THE FINDINGS

The researchers are working closely with Chicago's Department of Planning and Development as well as various neighborhood associations. They have already provided preliminary findings to the City, which was eager to learn of the findings and has expanded the Large Lot Program into several other neighborhoods. After working primarily in rural areas for nearly 30 years, Dr. Stewart says his experience with urban place-making has been eye-opening. In addition to exposing him to a whole new literature, he has been learning a great deal from urban policy makers, his colleagues, and the residents themselves. "Their commitment to their neighborhoods is so sincere and their enthusiasm is contagious," he said. "The experience has been both heartwarming and inspiring, and I'm looking forward to extending my work in this area."



Cervical cancer cells

# ADDING + DATA TO AN ONGOING DEBATE

AN ANNUAL PAP SMEAR IS A CRITICAL TOOL IN A WOMAN'S ARSENAL OF DEFENSES AGAINST GYNECOLOGICAL CANCERS, IN THIS CASE CERVICAL CANCER. PAP SMEARS CAN DETECT PRE-CANCEROUS AND CANCEROUS ABNORMALITIES IN THE CERVIX, WHICH IS THE OPENING TO THE UTERUS. ACCORDING TO THE AMERICAN CONGRESS OF OBSTETRICIANS AND GYNECOLOGISTS, THE INCIDENCE OF CERVICAL CANCER IN THE UNITED STATES HAS DECREASED BY MORE THAN 50 PERCENT IN THE LAST 30 YEARS, DUE IN PART TO PAP SMEAR SCREENING.

Most healthcare practitioners and organizations advocate beginning annual Pap smears at the age of 21. There is, however, some disagreement over when women can stop having them. Organizations such as the US Preventive Services Task Force, the American Congress of Obstetricians and Gynecologists, and the American Cancer Society have suggested ending Pap smear screening after age 65 if there is no history of cervical changes, a lack of risk factors, and several prior negative Pap smear results. Proponents of this view argue that the risk of false positive results and the follow-up diagnostics can cause excessive anxiety in older women.

Researchers in North Carolina found that while little direct evidence exists to support eliminating Pap smears after age 65, there is indirect evidence of limited value in this population of women. However, the Einstein Healthcare Network believes it's very important for older women to continue having Pap smears, citing the statistic that 25 percent of cervical cancers are diagnosed in women over the age of 65. Women over 65 also account for more than 40 percent of cervical cancer deaths.

## A SIGNIFICANT NEGATIVE ASSOCIATION

Dr. Karin Rosenblatt of the Department of Kinesiology and Community Health recently published the results of a study she conducted to add to the data cited in the debate. She has long been interested in cancer epidemiology. Much of her research investigates whether the risk of developing ovarian and endometrial neoplasms, or tumors, decreases with the use of oral contraceptives. She has found that the use of talcum powder increases the risk of ovarian cancer and that the risk of prostate cancer increases with higher numbers of sexual partners. She also has investigated factors linked to male and female breast cancer and oral cancer.

**Dr. Karin Rosenblatt**
Department of
Kinesiology and Community Health

In a study published last year in *Gynecologic Oncology*, Dr. Rosenblatt conducted a population-based, case-control study using the SEER-Medicare database that links the Surveillance Epidemiology End Results cancer registry and the Medicare enrollment and claims data of women aged 65 and older who received care between 1991 and 1999. It is to date the largest case-control study of cervical cancer screening in women over the age of 65.

"Having had a pap smear during the time when diagnostic signs of a pre-invasive cancerous lesion can be microscopically confirmed was significantly negatively associated with the development of invasive cervical cancer, meaning that Pap smear screenings may have reduced the risk of invasive cervical cancer among women older than 65," she said. The study found the negative association was much stronger in women aged 65 to 74, but also was statistically significant in women aged 75 to 84.

Before changing screening policies, however, Dr. Rosenblatt believes a need exists to analyze thoroughly the costs associated with conducting screenings in older women, as well as of the benefits and potential risks of doing Pap smears in this population.

**SUZANNE JACKSON**
CEO
JOHN RANDOLPH MEDICAL CENTER
HOPEWELL, VIRGINIA

AHS DISTINGUISHED
ALUMNI AWARD

# STANDING ON BROAD SHOULDERS, AND OFFERING HER OWN

Suzanne Jackson, CEO of John Randolph Medical Center in Hopewell, Virginia, enjoyed her first return visit to her alma mater, she told the audience at the AHS Distinguished Alumni Award celebration in her honor. "It is so refreshing to come back, to speak with students, and to see the excitement in their eyes," she said. "Just as they will when they complete their studies, I am standing on the shoulders of those who helped me when I was a student here—professors, fellow students, and, of course, my family."

After completing her undergraduate degree in community health, Ms. Jackson went on to the University of Michigan, where she earned a master's degree in Health Services Administration. She joined Ernst & Young in Chicago as a healthcare consultant before joining the Hospital Corporation of America (HCA) as an associate administrator. In her 14 years with HCA, she has held positions at member hospitals in Plantation, Aventura, and Loxahatchee, Florida, and Falls Church and Hopewell, Virginia. In Falls Church, she was the CEO of Dominion Hospital, a failing facility that she completely turned around, quadrupling revenues and starting the first and only program in Northern Virginia to provide therapeutically and medically appropriate inpatient treatments for people with eating disorders.

"Every decision I make as a healthcare CEO is based on the foundation I received here in community health," Ms. Jackson said. "I am so grateful to be in a profession that saves and transforms lives. Not everyone can say that about their professions."

A Fellow of the American College of Healthcare Executives, Ms. Jackson received the 2015 Distinguished Female Healthcare Leader Award from the Washington Metropolitan Area chapter of the National Association of Health Services Executives. She currently serves on the Board of Directors of the Institute for Diversity in Health Management.

"IT IS SO REFRESHING TO COME BACK, TO SPEAK WITH STUDENTS, AND TO SEE THE EXCITEMENT IN THEIR EYES. JUST AS THEY WILL WHEN THEY COMPLETE THEIR STUDIES, I AM STANDING ON THE SHOULDERS OF THOSE WHO HELPED ME WHEN I WAS A STUDENT HERE—PROFESSORS, FELLOW STUDENTS, AND, OF COURSE, MY FAMILY."

**BRAD HEDRICK**
DIRECTOR EMERITUS
DIV. OF DISABILITY RESOURCES + EDUCATIONAL SERVICES
UNIVERSITY OF ILLINOIS AT URBANA CHAMPAIGN

HAROLD SCHARPER
AWARD

# A GLORIOUS RIDE

When he first arrived in Urbana-Champaign in 1977, Brad Hedrick told a friend, "I've landed in the middle of a corn field that is Disneyland for people in wheelchairs." He found not only a campus but also an entire community that was accessible, something that was unheard of at the time.

Almost 40 years later, Dr. Hedrick was honored for his outstanding contributions to the University of Illinois' leadership in accessibility with the 2016 Harold Scharper Award, named for the first World War II veteran with a disability to attend the University.

"I came here to study with Tim [Dr. Tim Nugent, founder of the Division of Disability Resources and Educational Services], a giant in the disability movement," he said. "It was a godsend to come here, and to serve people with disabilities in the state, the nation, and the world through DRES."

Dr. Hedrick completed his Ph.D. in Leisure Studies, now Recreation, Sport and Tourism, and served as the head coach of varsity teams for students with disabilities as well as an administrator, educator, and researcher within DRES. He became the director of DRES in 1995, serving in that position until his retirement in 2014.

"The concept of the scientist-clinician was Tim's," he said. "While providing services, you study those services. That's how we've grown and changed and evolved."

When he assumed the leadership position, he said DRES was "the best-kept secret on campus." He led a rebirth in awareness of the value of DRES and expanded services to students with non-visible disabilities. The unit now serves well over 1000 students across campus which is routinely recognized as one of the top disability-friendly campuses in the world.

In 2005, Dr. Hedrick was inducted into the National Wheelchair Basketball Association Hall of Fame for his contributions to the development of the sport. He received academic professional excellence awards from both AHS and the University of Illinois in 2006, and in 2008 was honored with the Charles K. Brightbill Alumni Award by the Department of Recreation, Sport and Tourism.

"One thing you learn as a coach," he said, "is that you must always depend on others to achieve success. I've been fortunate to have spent my professional life in the vibrant and supportive community of DRES. It's been a glorious ride."

"ONE THING YOU LEARN AS A COACH IS THAT YOU MUST ALWAYS DEPEND ON OTHERS TO ACHIEVE SUCCESS. I'VE BEEN FORTUNATE TO HAVE SPENT MY PROFESSIONAL LIFE IN THE VIBRANT AND SUPPORTIVE COMMUNITY OF DRES. IT'S BEEN A GLORIOUS RIDE."

# GIVING BACK TO THE COMMUNITY

**THE GENEROSITY OF INDIVIDUALS, CORPORATIONS, FOUNDATIONS, AND OTHER ORGANIZATIONS HAS LONG BEEN A CRITICAL COMPONENT OF THE COLLEGE OF APPLIED HEALTH SCIENCES' SUCCESS. DONATIONS SUPPORT SCHOLARSHIPS AND STUDENT AWARDS, PROFESSORSHIPS AND RESEARCH, AND FACILITIES AND EQUIPMENT. RECENT MAJOR PROJECTS, INCLUDING THE KHAN ANNEX OF HUFF HALL AND THE CHEZ FAMILY FOUNDATION CENTER FOR WOUNDED VETERANS IN HIGHER EDUCATION, WERE ALMOST ENTIRELY FUNDED THROUGH PRIVATE GIVING.**

Once the structure has been built and the furniture moved in, the real work begins. In the case of the Center, this means the ongoing provision of academic and non-academic services to veterans of recent conflicts who are returning to civilian life with grievous physical and non-physical disabilities. Many of them require significant assistance in readjusting to non-combat life, especially on a college campus where their military experiences set them far apart from typical college students. It is a costly undertaking.

Standing out among those helping to ease the transition is Keller Williams Realty, The Real Estate Center of Illinois, LLC. Founded nearly 11 years ago by operating principal Scott Bechtel, the Champaign branch is one of the nearly 800 Keller Williams Reality market center branches around the world. "The number one reason people join Keller Williams Realty is because of the extensive training and support the corporation gives to agents," Mr. Bechtel said. "They stay because of the culture."

That culture not only encourages but also requires philanthropy. As Keller Williams Realty puts it on its website, "Great riches only matter to the extent that they fund a life with deeper meaning." Offices are expected to host fundraisers that return at least $30,000 annually to local charitable and nonprofit organizations of their choosing. In the case of The Real Estate Center of Illinois, which works with 140 agents in Champaign-Urbana and surrounding communities, the choice for the last four years has been the Chez Family Foundation Center for Wounded Veterans in Higher Education.

The Center was brought to their attention by Garrett Anderson, a graduate student in the College of Applied Health Sciences and Army veteran whose encounter with a roadside bomb in Iraq resulted in the loss of an arm and a traumatic brain injury. He had already worked with the Champaign office on fundraisers for wounded warriors in the region. As soon as he heard about the Center, Garrett was on board as a strong advocate.

"We were already committed to veterans," said Manda Price, team leader for Keller Williams Realty, The Real Estate Center of Illinois. "When Garrett brought the veterans' center to us, we knew it would enable us to continue that commitment while supporting a comprehensive service program."

THE CHEZ FAMILY FOUNDATION

CENTER FOR
WOUNDED VETERANS
IN HIGHER EDUCATION

**(L-R)** Manda Price and Scott Bechtel of Keller Williams Realty, The Real Estate Center of Illinois; live auction at the Cash Bash and Gala; Army veteran and AHS graduate student Garrett Anderson and his wife Sami; the Cash Bash and Gala includes dinner and a keynote speaker

## GREAT RICHES ONLY MATTER TO THE EXTENT THAT THEY FUND A LIFE WITH DEEPER MEANING.

Since 2014, Keller Williams Realty Champaign has donated to the Center the funds raised through its annual Cash Bash. A limited number of tickets are sold to the Cash Bash and each is drawn throughout the evening to receive a cash prize. The first year, the donation came largely from ticket sales and the prize money donated back by individual ticket holders. Ms. Price and her team have worked tirelessly to expand the event, now known as the Cash Bash and Gala, to increase the amount of money raised for the Center, adding silent and live auctions and table sponsorships. "There's so much involved in pulling the event together," she said. "It's like planning a wedding for 500 every year, and it's all done on a volunteer basis by Keller Williams Realty agents who love and feel honored to do it."

The 2016 Cash Bash and Gala raised more than $100,000. Also in 2016, Scott Bechtel brought the Center for Wounded Veterans to the attention of Mo Anderson, the vice chairman of the Board of Directors for Keller Williams Realty International. He says she quickly bought into the idea of supporting the Center, rallying agents participating in the company's real estate training programs across the country to donate. In all, the 2016 donation to the Center from Keller Williams Realty approached $250,000. In the four years of partnership with Keller Williams Realty, nearly $500,000 has been donated to the Center.

And it doesn't end there. Keller Williams Realty, The Real Estate Center of Illinois LLC will continue to dedicate its annual Cash Bash to the Center. Mo Anderson has decided that RED Day—an annual day of giving observed by all Keller Williams Realty associates—will support the Center. She plans to visit the University of Illinois to tour the Center in November. She also wants to connect the company's regional directors with local universities to create centers modeled after the Chez Family Foundation Center for Wounded Veterans in Higher Education, and has already begun working with her alma mater, the University of Oklahoma.

"This has been such a moving experience," Scott Bechtel said. "We used to charge $100 per ticket for the Cash Bash. When we partnered with the University, we doubled the price of the ticket and didn't miss a beat. We sold out." Last year, he added, $8000 of the $8100 given out in prize money was donated back to the event. He is tremendously proud of the local community and of the local Keller Williams Realty agents "for taking this on with joy." "Educating wounded veterans is easy to wrap your head around," he concluded. "They've given so much to protect us. Now we need to protect them."

# GAINING MORE THAN ACADEMIC KNOWLEDGE

THE REASONS STUDENTS CHOOSE TO TAKE COURSES ARE MANY AND VARIED. THEY MAY BE FULFILLING A REQUIREMENT FOR THEIR MAJORS OR MINORS OR PURSUING PERSONAL INTERESTS. THEY MAY CHOOSE TO TAKE A CLASS BECAUSE IT IS THE ONLY CHOICE THAT FITS INTO THEIR SCHEDULE, OR BECAUSE THEY LIKE THE INSTRUCTOR. THEY MAY TAKE A CLASS BECAUSE THEIR FRIENDS ARE TAKING IT. IN MOST CASES, STUDENTS EXPECT TO ACQUIRE DISCIPLINARY KNOWLEDGE. IF THEY ARE LUCKY, WHAT THEY TAKE AWAY FROM A CLASS GOES MUCH DEEPER THAN THAT, AND THEY LEARN ABOUT THEMSELVES AND THE WORLD AROUND THEM.


Meridith Bradford enjoys the alpine slide at Camelback Mountain, Pennsylvania

Meridith Bradford zip lining

Meredith Bradford on her first woodland hike, Adirondack Park, New York

## COMMUNITY DEVELOPMENT THROUGH LEISURE

In the spring of 2016, Dr. Mike Raycraft offered a course through the Department of Recreation, Sport and Tourism (RST) that emphasized the role of the leisure industry in the economic, social, and environmental development of communities. RST 199 consisted of eight weeks of classroom instruction followed by a 12-day trip to major recreation, sport, and tourism destinations, including halls of fame, museums, and natural attractions. At each location, students met with industry professionals and community leaders, including several RST alumni, to learn more about the destination and its local impact.

The feedback Dr. Raycraft received from students at the end of the course confirmed that they derived great benefit from it and applied their classroom learning to critical examinations of the recreation, sport, and tourism industries. However, the unique perspectives that two of the students brought to the class resulted in a learning experience that went far beyond professional development.

## COOL TO BE INCLUDED

Meridith Bradford has spastic quadriplegic cerebral palsy. She can operate her power wheelchair but requires full assistance with the performance of the tasks of daily living. She has never let her disability prevent her from trying new things. As a child, she attended a summer camp where she went zip lining and rode the roller coaster at a nearby amusement park. She has been skiing for 18 years, competitively for the last four years with Disabled Sports USA. In the organization's last Hartford Ski Spectacular in Breckenridge, Colorado, she was the first person doing her type of skiing, known as tethered fixed-outrigger bi-skiing, to compete in a level one race event. "Anything that involves me not being in my chair makes me happy," she said.

Still, Meridith had reservations about the trip attached to the RST course. She'd never been on a trip of that length before and was concerned that the extent of her physical and medical needs would be too great to manage the bus trip. Through the Division of Disability Resources and Educational Services, she found an experienced personal assistant who was happy to help her join her classmates on their travel adventure.



"It was the best trip for sports freaks like me, but I wouldn't have been able to go without Lizzy Na," Meridith said. "It was the beginning of the summer, the end of my last year of classes, and it felt like a reward." Despite her fearlessness, the trip still taught her something about her own resiliency and the kindness of others. During her first time hiking in the woods on a trail in the Adirondack Mountains, her fellow students helped her over roots and rocks when she got stuck. Then her chair broke. Meridith insisted she could wait alone until help arrived, but three of the other students insisted on remaining with her. "It was cool for me to be included and to be so well accepted by the group," she said. "I didn't feel restricted at all, socially or task-wise."

Fortunately, the chair was repaired within a few hours at a garage in Lake Placid, New York, and Meridith completed the trip. With the help of her personal assistant, she mastered the rigors involved with changing hotels nearly every day, which was no small task given that she needed to keep track of a great deal of equipment and special supplies."It was great to learn that a trip like this is possible for me," she said. "I hope my experience opens the door for people like me who might hesitate to take advantage of a similar opportunity because of their disabilities."

## LEARNING ABOUT AMERICAN CULTURE

Youyou Zhang is deeply interested in the intercultural communication that takes place during tourism experiences. She hopes to do research on how traveling impacts tourists' perceptions and opinions of other countries. "My curiosity about the world has been well fed by the University of Illinois and RST so far," she said, and she plans to continue her studies in graduate school.

Youyou had taken a marketing class with Dr. Raycraft. When she heard about his course on community development and the trip it involved, she immediately knew that she wanted to go. "My interactions with other RST students had been limited to the classroom setting," she said. "I knew the trip would enable me to know them better and more deeply, and to learn about American culture as well."

One of the things she learned about was baseball. Youyou watched her very first baseball game at Doubleday Field in Cooperstown, New York, while her classmates explained the rules of the game to her. She enjoyed the small parties that took place in the hotel rooms, where she learned more about American pop culture and music. She feels the trip provided her with the time and opportunity to develop her social skills, as well as a more "Midwest United States" sense of humor. She marveled at the scenery in places such as Niagara Falls and Lake Placid, and treasured the variety of people and places she was able to experience.

With the help of her fellow travelers, Youyou felt she was living in American culture as an "insider," and she built a personal connection to the culture. It was truly an experience, she said, that she will remember for the rest of her life.

Youyou Zhang makes friends at Hershey's Chocolate World in Hershey, Pennsylvania

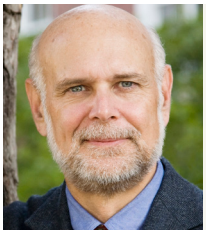
Youyou Zhang on the Maid of the Mist at Niagara Falls

Youyou Zhang tries out a bobsled at the Lake Placid Olympic Museum

# HONORS

## PAM HADLEY, ASSOCIATE PROFESSOR IN SPEECH AND HEARING SCIENCE

**was named a Fellow of the American Speech-Language-Hearing Association at the organization's annual convention in November 2016. The status of Fellow is retained for life and is one of the highest honors that ASHA bestows. Recognizing professional or scientific achievement, Fellow status is given to members who have made outstanding and significant contributions to the speech and hearing professions.**



## DAVID BUCHNER, SHAHID AND ANN CARLSON KHAN PROFESSOR IN APPLIED HEALTH SCIENCES, DEPARTMENT OF KINESIOLOGY AND COMMUNITY HEALTH

**has been named to the 2018 Physical Activity Guidelines Committee by the Office of Disease Prevention and Health Promotion of the U.S. Department of Health and Human Services.**

## SANDRALUZ LARA-CINISOMO, ASSISTANT PROFESSOR IN KINESIOLOGY AND COMMUNITY HEALTH

**has been named to the Board of the Perinatal Mental Health Society, a national nonprofit organization whose vision "is a world in which childbearing women, their children and families enjoy the benefits of mental health and well-being."**

## ROBYN GOBIN, ASSISTANT PROFESSOR IN KINESIOLOGY AND COMMUNITY HEALTH

**has received the 2016 Judy E. Hall, PhD, Early Career Psychologist Award from the National Register. The award recognizes excellence in a National Register credentialed psychologist with fewer than ten years of postdoctoral experience.**

## CARLA SANTOS PROFESSOR IN RECREATION, SPORT AND TOURISM

**has been named director of the European Union Center at the University of Illinois at Urbana-Champaign. The European Union Center was founded in 1998 with support from the European Commission to serve as the focal point for teaching, research, and outreach related to the European Union.**

**The Division of Disability Resources and Educational Services** received the 2016 Larine Y. Cowan Make a Difference Award for Excellence in Access and Accommodations for its wireless elevator remote control program.


**Carla Santos**, professor in the Department of Recreation, Sport and Tourism, was recognized as the 2016 King James McCristal Scholar in the College of Applied Health Sciences. Her research focuses on the nature and role of communication in tourism, investigating how tourism narratives construct and shape our understanding of people and places. The King James McCristal Scholar award is the highest given by AHS and recognizes faculty excellence for significant contributions in research, teaching, service, humanitarianism, administration, and advising.

JULIE HENGST

**Associate professor of Speech and Hearing Science,** received the 2016 AHS Award for Excellence in Guiding Undergraduate Research.

RON CHAMBERS

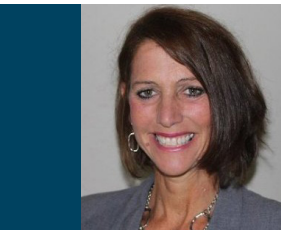
**Associate professor of Speech and Hearing Science,** received the 2016 AHS Award for Excellence in Graduate and Professional Teaching.

STEVEN PETRUZZELLO

**Associate professor of Kinesiology and Community Health,** received the 2016 AHS Award for Excellence in Graduate Student Mentoring.

MARNI BOPPART

**Associate professor of Kinesiology and Community Health,** received the 2016 University of Illinois at Urbana-Champaign and AHS Award for Excellence in Undergraduate Teaching: Faculty.



LORI KAY PADEN

**Former academic advisor in Recreation, Sport and Tourism,** received the 2016 AHS Award for Excellence in Undergraduate Advising.

PATRICIA CETIN

**Clinical instructor in Speech and Hearing Science,** received the 2016 AHS Award for Excellence in Undergraduate Teaching: Instructor.

KATHERINE JOHNSON

**Associate director of Beckwith Residential Support Services,** received the 2016 AHS Award for Academic Professional Excellence.

STEFANIE COLE

**Administrative aide in the Department of Speech and Hearing Science,** received the 2016 AHS Award for Staff Excellence.

AMBER DAVIS

**Graduate student in the Department of Speech and Hearing Science,** received the 2016 AHS Award for Excellence in Undergraduate Teaching: Teaching Assistant.


Many of our most successful students have been the beneficiaries of financial support during their time in AHS. For many, a college education would not be possible without scholarships, fellowships, and monetary awards.

Each year, AHS is able to provide nearly 100 students with funding because of your generosity. This year alone, we have been able to award our students almost $240,000 in funding.

We are proud of this, but we'd like to do more.

And we can, with your help. There are many opportunities to support existing endowments, or to make one of your own. Contact us today for more information on how you can make a difference.

**OFFICE OF ADVANCEMENT**
217.244.6600

## CONNECT WITH US.

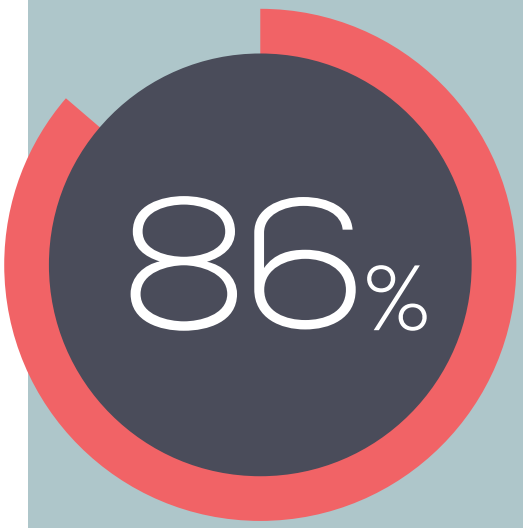
Check us out on Facebook, Twitter, Instagram and LinkedIn for all the latest news from AHS at Illinois, student and faculty features, and plenty of campus landmarks and nostalgia.

SEARCH FOR "AHS AT ILLINOIS" ON EACH PLATFORM TO CONNECT WITH US.

# AHS_BY THE NUMBERS

## **SPRING 2017** ENROLLMENT IN AHS DEGREE PROGRAMS

| | |
|---|---|
| 648 | // COMMUNITY HEALTH |
| 240 | // INTERDISCIPLINARY HEALTH SCIENCES |
| 624 | // KINESIOLOGY |
| 380 | // RECREATION, SPORT AND TOURISM |
| 364 | // SPEECH AND HEARING SCIENCE |
| 2256 | // TOTAL |



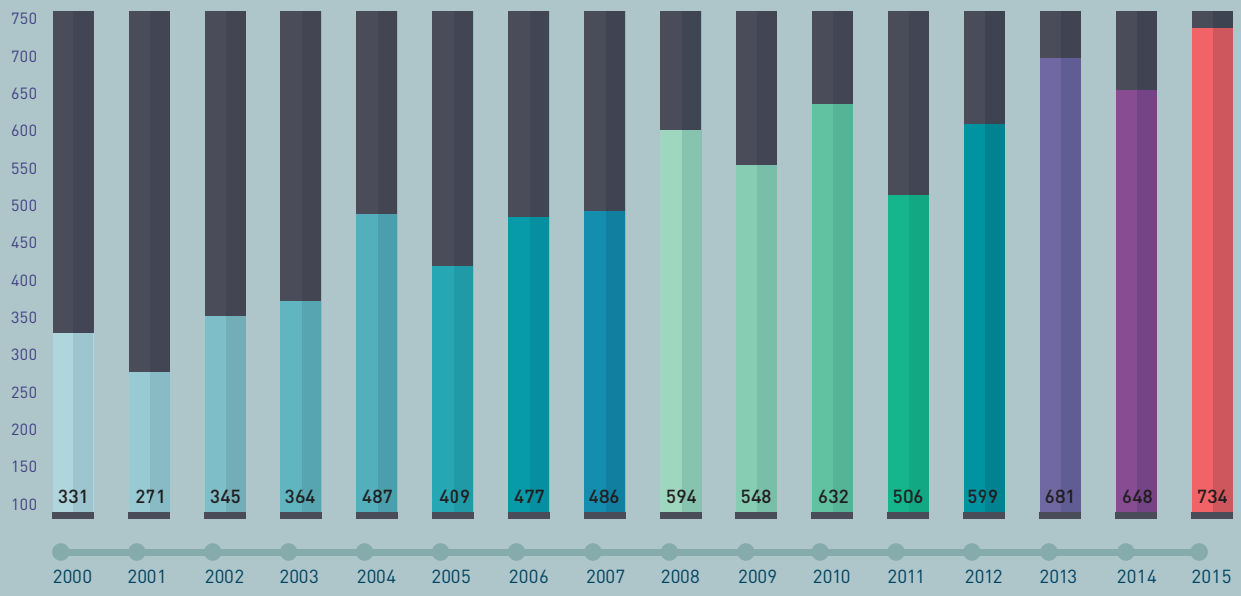

ARE PURSUING
**UNDERGRADUATE**
PROGRAMS

**EIGHTY-EIGHT PERCENT** OF OUR STUDENTS ARE FROM

*Illinois*

63% OF GRADUATES WHO CONTINUE THEIR EDUCATION WERE STUDYING IN ILLINOIS


## BACHELOR DEGREES AWARDED

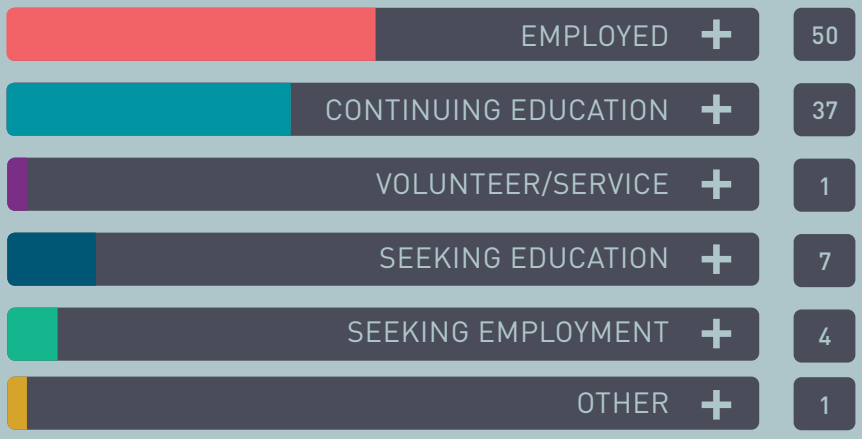



68% OF AHS STUDENTS ARE WOMEN

IN 2014, THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LAUNCHED THE ILLINI SUCCESS INITIATIVE TO GATHER INFORMATION FROM BACHELOR'S DEGREE RECIPIENTS ABOUT THEIR NEXT STEPS AFTER GRADUATION. ILLINI SUCCESS RECENTLY SHARED INFORMATION ABOUT AHS GRADUATES WHO COMPLETED BACHELOR'S DEGREES IN AUGUST 2015, DECEMBER 2015, AND MAY 2016. THE FOLLOWING PRESENTS SNAPSHOTS OF OUR RECENT ALUMNI.

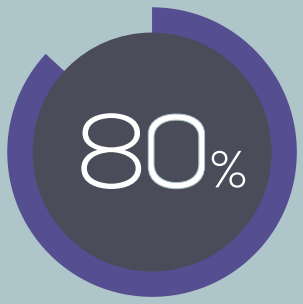
## PRIMARY STATUS AFTER GRADUATION

› BY PERCENTAGE





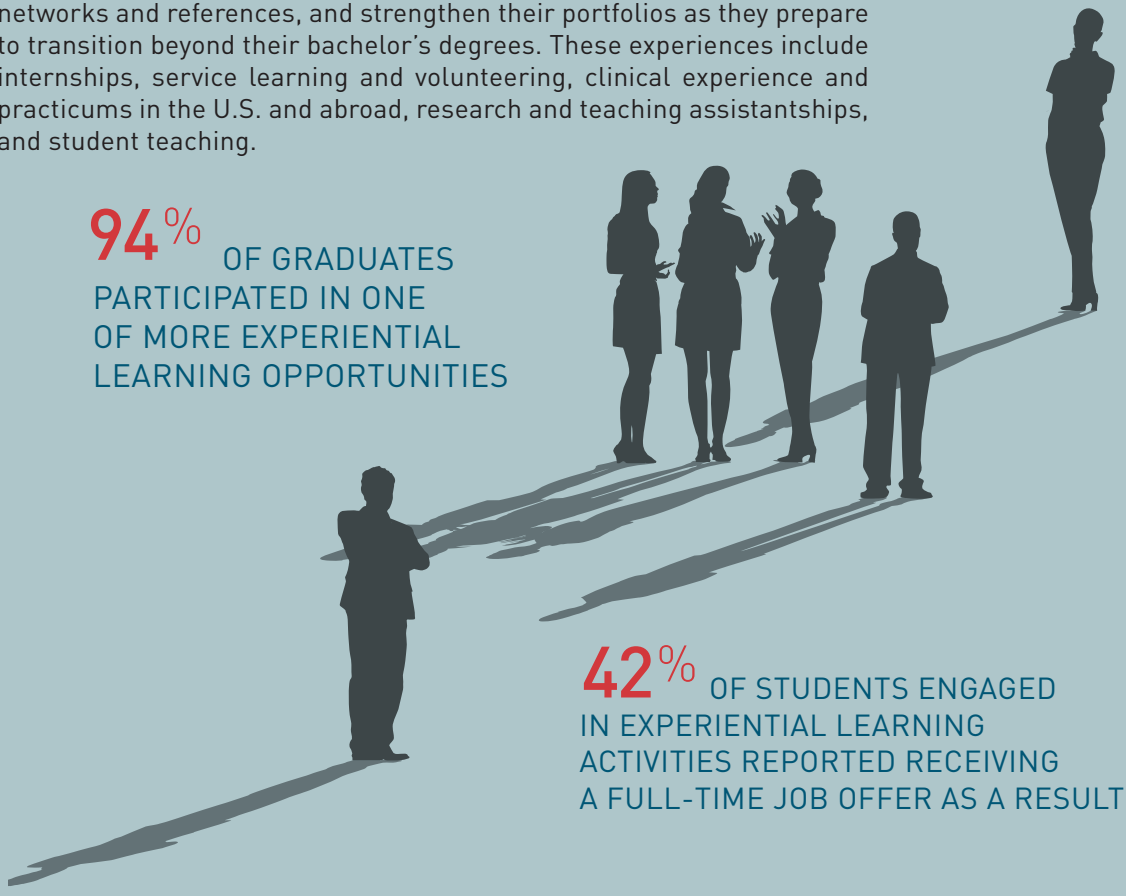
**OF AHS GRADUATES**
HAD SECURED
A **FIRST DESTINATION**




**OF EMPLOYED AHS GRADUATES**
WERE GOING ON TO JOBS
WITHIN ILLINOIS

Experiential learning activities connect classroom knowledge to the world in which students live and work. These experiences help students explore career and personal interests, develop transferable skills, expand networks and references, and strengthen their portfolios as they prepare to transition beyond their bachelor's degrees. These experiences include internships, service learning and volunteering, clinical experience and practicums in the U.S. and abroad, research and teaching assistantships, and student teaching.

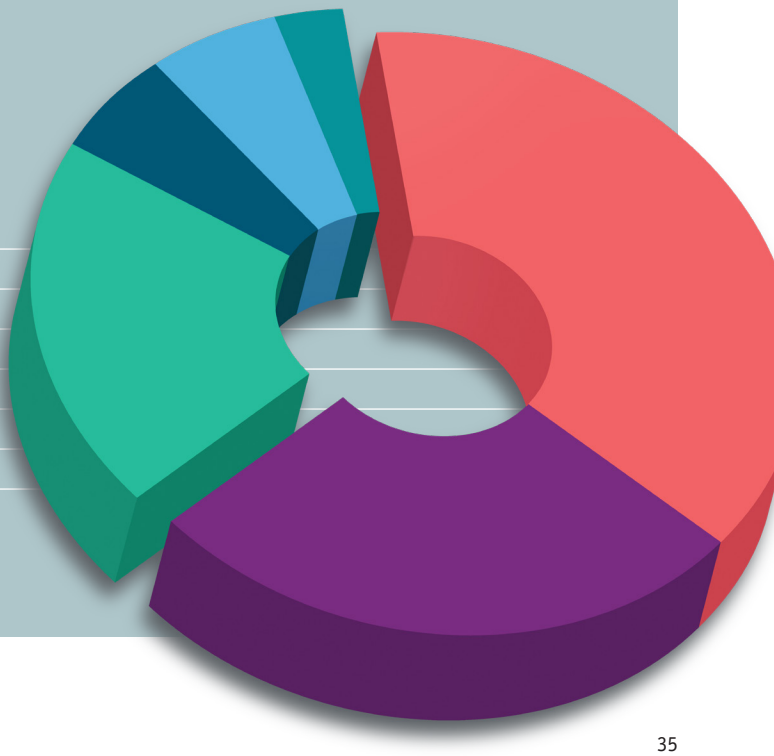
**94%** OF GRADUATES PARTICIPATED IN ONE OF MORE EXPERIENTIAL LEARNING OPPORTUNITIES



**42%** OF STUDENTS ENGAGED IN EXPERIENTIAL LEARNING ACTIVITIES REPORTED RECEIVING A FULL-TIME JOB OFFER AS A RESULT

## DEGREES SOUGHT IN CONTINUING EDUCATION

| | |
|---|---|
| MASTER OF SCIENCE | 38% |
| OTHER MASTER'S DEGREES | 27% |
| DOCTORAL DEGREES | 20% |
| DOCTOR OF MEDICINE | 6% |
| OTHER PROFESSIONAL DEGREE | 3% |
| OTHER | 6% |



College of Applied Health Sciences

110 Huff Hall
1206 South Fourth Street
Champaign, IL 61820

Non-profit
Organization
U.S. Postage
PAID
Permit No. 75
Champaign, IL

ahs.illinois.edu



Director of Communications: Kent Reel
Editor: Anna Flanagan
Designer: Winter Agency
Photography: Brian Stauffer, Thompson-McClellan,
Joyce Seay-Knoblauch, College of Applied Health Sciences,
US Forest Service Northern Research Station

ILLINOIS