



COLLEGE OF APPLIED HEALTH SCIENCES

MOVING FORWARD



AHS YEAR IN REVIEW 2009

How wonderful it is
that nobody need wait
a single moment before starting to
improve the world.
— Anne Frank



A MESSAGE FROM THE DEAN



Like many institutions of higher education in Illinois and around the nation, the University of Illinois is facing its most serious financial crisis in recent history. Along with the rest of the campus, the College of Applied Health Sciences is actively engaged in significant belt-tightening measures to reduce expenditures.

Despite these difficult economic times, the College remains absolutely and unwaveringly committed to its mission of education, research, and outreach that promotes health and wellness across the lifespan. On this, we will never compromise.

I am able to make that statement with such confidence because the College of Applied Health Sciences has long made sound fiscal choices and has proceeded very strategically in advancing the quality of our programs. We have been and will continue to be good stewards of the support we receive from alumni and friends who share our belief that our mission is too important to jeopardize our forward progress.

In the 21st century, we'll see unprecedented demographic changes in age, ethnic and racial distributions, and the number of individuals with disabilities. Together with complex social, economic, and environmental factors, our changing demographics pose potential challenges to the health and well-being of individuals and communities, and to the institutions that serve them.

The College of Applied Health Sciences has long been at the forefront of addressing such challenges through innovative research, rigorous educational programs, and targeted outreach initiatives. Our goal is to continue to advance the quality of life of individuals and communities facing potentially life-constraining conditions.

I invite you to learn about some of the ways we've pursued our mission during this past year. In *Moving Forward*, you'll read about faculty, students, alumni, and donors who are passionate about making a difference, and about some of the programs through which we have made an impact.

As always, I welcome you to visit our Web site at ahs.illinois.edu to learn more about our work, or to visit the College and see us in action. Your involvement, interest, and support are deeply valued and critical to our continued success.

Tanya M. Gallagher

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RESEARCH

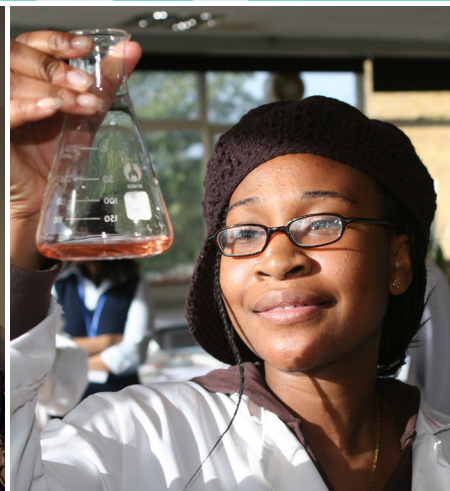
State-of-the-Art Addition

More than 80 years after it first opened as home to the Department of Physical Training and the Athletic Research Laboratory, Huff Hall will receive the north addition that was included in the original architectural plans but never built.

With more than 24,000 square feet of classroom, research, conference, and office space, the north addition will provide a state-of-the-art setting for the College of Applied Health Sciences' Center for Health, Aging, and Disability (CHAD) and the Master of Public Health program. Construction began in January, and while the exterior of the building will retain the classic Georgian Revival façade originally designed by James White and Charles Platt, the interior will reflect the use of advanced technology and engineering principles, and environmentally responsible design.

A signature element of the addition is a zero-grade entryway that leads to a universal promenade showcasing a model of accessible design. This highly visible architectural feature will be an external symbol of the groundbreaking research taking place inside the building, where sciences come together to address the needs of the growing population of older people, persons living with disabilities, and children facing potentially life-constraining conditions.

When construction is completed in the spring of 2011, Huff Hall North Addition will be a campus showcase for fully accessible and sustainable educational space.



The Center for Health, Aging, and Disability

One of the initiatives that will be housed in the north addition to Huff Hall is the Center for Health, Aging, and Disability. With a focus on interdisciplinary research, the Center seeks to improve health and well-being across the lifespan, to promote healthy aging, and to support optimal participation of individuals with disabilities.

The Center offers pilot grants to assist AHS scholars and their research collaborators in initiating new research and applying for external funding. Scholars from across the campus attend the Center's annual symposium, which addresses key issues in health and wellness scholarship such as health behaviors and translating research into effective interventions.

Among the projects on which Center scholars are working are investigations of the effects of medicinal plant extracts on cancer cells, real-time wireless data communication about blast exposure to battlefield first responders, and the effectiveness of a home-based physical activity intervention in improving functional fitness and balance, reducing functional limitations, and improving overall quality of life among older adults.



Campus-wide Health and Wellness Initiative Based in AHS

The College of Applied Health Sciences is home to the University of Illinois Health and Wellness Initiative, which was created by the campus to encourage interdisciplinary health research. AHS Dean Tanya Gallagher chairs the initiative's Advisory Committee, which also includes deans from the Colleges of Agricultural, Consumer, and Environmental Sciences, Education, Engineering, Liberal Arts and Sciences, and Social Work. Through the Health and Wellness Initiative, the campus hopes to expand highly innovative research efforts that connect scholars from units across campus, to increase funding of health and wellness research, and to showcase Illinois' leadership in this critical research area.



Grants Help Scholars Initiate Research

Scholars seeking research funding from agencies, foundations, and corporations often build a rationale for their projects upon existing research. With research budgets tight and competition stiff, funding agencies are often reluctant to risk money on innovative projects for which there are no preliminary results. How then do scholars launch new and promising lines of research, and secure the initial results that will attract the interest of funding agencies?

In the College of Applied Health Sciences, they seek research initiation support from the Mary Jane Neer Fund and the Center for Health, Aging, and Disability Pilot Grant Program.





Physical Activity and MS

When **Rob Motl**, a professor in the Department of Kinesiology and Community Health, became interested in investigating the relationship between physical activity and multiple sclerosis, he found that there was very little existing research addressing his specific interests.

With support from the Mary Jane Neer Fund, he has investigated the relationship between physical activity and quality of life, the use of cycling to alleviate spasticity, and the impact of MS symptoms on physical activity over time. His results have enabled him to secure external funding for more extensive research from the National Institutes of Health and the National Multiple Sclerosis Society.

“The Mary Jane Neer Fund not only provides the resources for generating pilot data,
but also the experience to go after big-time funding, and to do it right.”

Professor Rob Motl, Department of Kinesiology and Community Health

Dr. Motl and Professor Edward McAuley are currently using Neer funds to pilot the Internet Physical Activity Intervention in MS, a 12-week program that encourages people with MS to become more active, and helps them develop the skills they need to maintain and increase levels of physical activity. Armed with encouraging early results from this study, he is in the process of writing a grant proposal to the National Institutes of Health to undertake a five-year longitudinal study.

Dr. Motl's ultimate goal is to generate scientific knowledge that supports physical activity as a behavior that has meaningful effects on delaying, slowing, stopping, or reversing MS symptoms. He hopes one day to open an exercise clinic on campus where people with MS are assisted in designing individualized programs to help them cope with the disease.



Donors Help AHS Realize Goals :: Many projects in the College of Applied Health Sciences would be impossible to achieve without the support of our donors. Annual giving, outright major gifts, and estate provisions help the College to offer opportunities to students and faculty that might otherwise be unavailable. The Center on Health, Aging, and Disability, for example, is being generously supported by Karen and Jim McKechnie, and Kay and Bob Merrick.



BUILDING THE FOUNDATION



Karen and Jim McKechnie have long known the benefits of physical activity in their own lives. Both 1970 graduates of the University of Illinois—Karen with a degree in physical education from the College of Applied Health Sciences, and Jim with a degree in chemistry from the College of Liberal Arts and Sciences—the McKechnies have been avid skiers and swimmers for many years, and have pursued interests in horseback riding and ballroom dancing as well.

Their gift of \$500,000 will fund the James K. and Karen S. McKechnie Laboratory, part of the new research facilities of the Center on Health, Aging, and Disability that will be housed in the Huff Hall north addition.

Karen and Jim have been members of the President's Council since the early 1990s, and had been regular supporters of their colleges and various University libraries long before that. Jim, who went on to medical school at Northwestern University and is an orthopedic surgeon in Urbana-Champaign, said when the opportunity arose to support the Center, it made perfect sense to become involved.

"I often work with people who have had problems and disabilities related to aging, so it seemed like a worthwhile investment to us," he said. "There's no question that people who are more active not only live longer, healthier lives, but also enjoy the life they are living much more. Knowing that you're helping to build the foundation of something that will help large numbers of people over the coming years is exciting and important."

For her part, Karen was happy to support something that matched both their interests so well, and gave her the opportunity to support the College of Applied Health Sciences in such a significant way. "You go to school and get a good education, and you make a life for yourself," she said. "People have helped you along the way, from Beulah Drom, who made me smitten with the idea of teaching physical education in elementary school, to Jo Mancuso, who helped me get a good job in one of the best school districts in Illinois. You just want to give back in gratitude for what you've accomplished."

The McKechnie Laboratory will house some of the Center's interdisciplinary research efforts aimed toward improving the quality of life of individuals and communities.

Subscribe to AHS E-News :: Launched in Fall 2009, AHS E-News keeps you informed about the College of Applied Health Sciences and its units. Each of the three free issues per year is filled with interesting stories about the people, programs, and outstanding accomplishments that contribute to the College's status as a world leader in health and wellness education, research, and outreach. Visit our website to subscribe today.

FINDING THE OPPORTUNITY



A growing number of individuals who support the College of Applied Health Sciences have degrees from throughout the University. They relate to the College because its mission has such broad relevance to societal needs. Neither Kay nor Bob Merrick graduated from AHS. Bob completed a bachelor's degree in psychology at the University of Illinois at Urbana-Champaign in 1972, and earned a master's degree in public health and a medical degree at the University of Illinois at Chicago. Kay has a master's degree in education from the University of Illinois at Chicago. Nevertheless, the Quincy, Illinois, residents established the Robert and Kay Merrick Family Endowment Fund to support programs in AHS, the University Library, and the School of Art and Design in the College of Fine and Applied Arts.

Their support of Applied Health Sciences began several years ago, when they gave Kay's parents a Christmas gift of a contribution to the Division of Disability Resources and Educational Services (DRES). Kay's brother, Frank Gheradini, received services from the Division when he was a graduate student in microbiology. In fact, she said, he was the first doctoral student in microbiology with a physical disability. When Kay's father passed away, the family asked that donations in his name be made to DRES, and every year since then, her mother's Christmas gift has been a donation made in memory of Kay's father.

In addition to disability programs, the Merricks are keenly interested in the College's focus on health and aging. As Kay said, "We're always looking for non-traditional giving opportunities, and through interdisciplinary research, the College of Applied Health Sciences is exploring a lot of new ideas about healthy aging. Creating knowledge that improves society is what the University of Illinois is all about, so we're very excited about supporting the work of the College and the Center on Health, Aging, and Disability."

The Merrick Fund supported the 2009 Center on Health, Aging, and Disability Research Symposium, which brought together faculty and students from across the Urbana-Champaign campus. Future Merrick Funds will also be used to support pilot research projects through the Center, to assist in the development of new courses related to health, aging, and disability, and to sponsor community outreach programs that disseminate and apply research findings related to health and wellness across the lifespan.

Noting that populations of older adults and people with disabilities are growing, Applied Health Sciences Dean Tanya Gallagher said, "Through the Center on Health, Aging, and Disability, the College is convening intellectual talent from across the campus to address the challenges posed by ever-increasing numbers of people with life-constraining conditions. The support of people like Karen and Jim McKechnie and Kay and Bob Merrick is absolutely critical to our ability to fulfill our mission, and we are grateful for their generosity and commitment."

RESEARCH BRIEFS

Laura DeThorne

Assistant Professor :: Department of Speech and Hearing Science

While the vast majority of children learn to communicate through language effortlessly, as many as 15 percent of them struggle with the process. Even within the majority, there are wide variations in the way the process unfolds. Dr. Laura DeThorne believes that understanding the causes of language learning differences will lead to more effective interventions and preventions.

Dr. DeThorne, who received her Ph.D. in speech and hearing science from the University of Illinois at Urbana-Champaign in 2002, is currently involved in a longitudinal study of twins in kindergarten through fifth grade funded by the National Institute of Child Health and Human Development. The study has provided evidence of both genetic influences and what she calls non-shared environmental influences, such as differences in friends, exposures to toxins, and so on. The next step will be to tease out the specific genetic and environmental factors that influence language development. She believes these factors may have more impact on language development than the family-level variables that are traditionally

deemed important, such as the specific way or length of time that parents interact with their children.

In addition to her twin study, Dr. DeThorne is engaged in research focused on treatment of speech-language disability associated with autism and apraxia of speech. She is collaborating with scholars from computer science and special education to determine whether a computer-based visual feedback tool is more, less, or equally effective as the pacing boards that are now used to cue children who have trouble producing more than one syllable at a time. She feels it is critical to provide speech-language pathologists with evidence that guides their treatment decisions, thereby making a critical contribution to evidence-based practices in health sciences.

Dr. DeThorne also would like to broaden the field's measures of success, moving away from specific speech sounds and grammatical structures and toward how well the child communicates in general, makes friends, and builds meaningful community.

David Strausser

Associate Professor :: Department of Kinesiology and Community Health

Dr. David Strauser investigates aspects of personality development and how it relates to employment, community involvement, and psychological well-being among people with cognitive and psychiatric disabilities.

His recent research examines these outcomes among young adult brain tumor survivors. Various levels of disability may result from the removal of brain tumors through surgery, radiation, and chemotherapy. In his multiphase study of 18- to 30-year-old adults, who were diagnosed with brain tumors anywhere from age 3 to 18, Dr. Strauser is investigating how the age of diagnosis relates to the development of effective work behaviors, and how it impacts the way brain tumor survivors view their ability to succeed in the workplace.

Dr. Strauser, who completed his doctoral degree at the University of Wisconsin-Madison in 1995, first established a strong positive correlation between results on his Developmental Work Personality Scale—which measures such things as task orientation and the

ability to get along with other people—and productivity in the workplace.

He then analyzed these results in relation to the age of diagnosis, finding that young adults who'd been diagnosed with brain tumors before the age of 6 and after the age of 12 have more productive work behaviors than those diagnosed between the ages of 6 and 12. This is a critical developmental time for children, when they learn many behaviors that carry over to meeting work demands as they adapt to the social and structural demands of school.

As he continues his research, Dr. Strauser hopes to further illuminate the developmental nature of work behaviors and to tease out some of the other variables that may impact work personality development by examining detailed neurological profiles of brain tumor survivors, as well as differences in their families' involvement in their care and recovery. Ultimately, he hopes to develop resources for parents, employers, and the survivors themselves that will enhance their chances of success in the workplace.



Jacqueline McDowell

Assistant Professor :: Department of Recreation, Sport and Tourism

Dr. Jacqueline McDowell's research focuses on diversity issues in intercollegiate sports. She is particularly interested in the intersection of race and gender within college sports programs. Dr. McDowell completed her doctoral degree at Texas A&M University in 2008.

The 2007-08 NCAA Race and Gender Demographics Report noted that in Division I, II, and III schools combined, only 13 athletic directors were African American women. In a study of how these women negotiated their race, gender, and class identities in the workplace, Dr. McDowell learned that many felt they had to "tone down" their racial identity in order to perform their jobs effectively. This typically was a response to the stereotypes they encountered, particularly at predominantly white institutions, including that of "angry black woman" and "quota hire."

One of the consistent complaints among the athletic directors focused on the lack of similar role models. Most had been mentored by white males, and felt it would have been beneficial to have had the perspective and guidance of an African American woman.

This fall, Dr. McDowell proposes to work in partnership with track and field athlete and Olympic medalist Jackie Joyner-Kersey's "Winning in Life" program in East St. Louis to recruit, educate, and mentor girls of color who are high school juniors. In collaboration with RST colleague, Professor Kim Shinew, she hopes to improve the quality of life for women of color by addressing challenges and barriers to employment in recreation, sport, and tourism professions.

By focusing on developing relevant and transferable life skills and academic excellence and by offering young girls the kind of mentorship and professional development that current African American female athletic directors lacked, Dr. McDowell hopes to have a positive impact on the girls' academic and professional success. She says improving the quality of life of the populations she studies is what motivates and drives her research, which she says is always a combination of theory, application, and outreach.

Jeff Woods

Professor :: Department of Kinesiology and Community Health

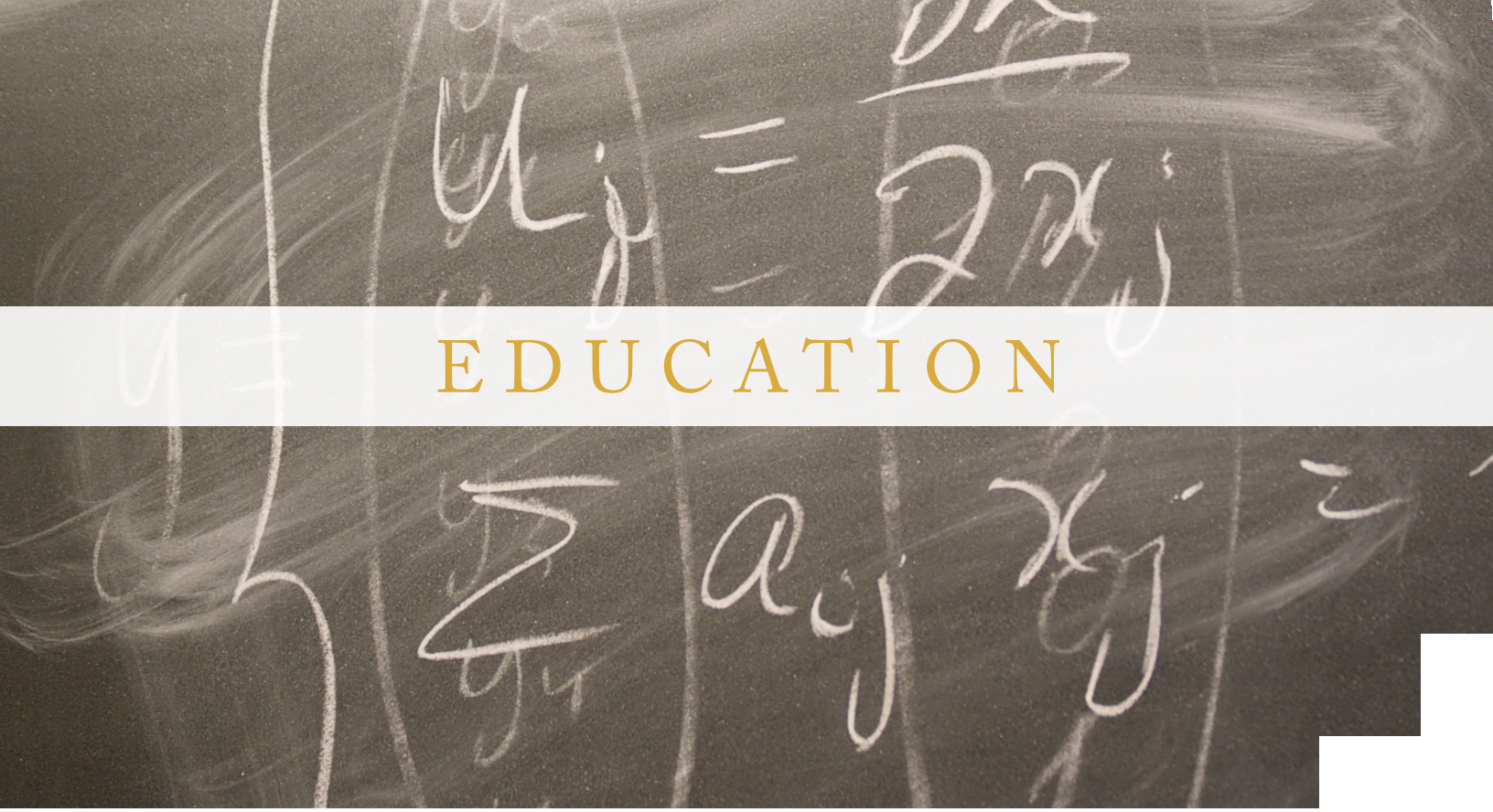
For more than 20 years, Dr. Jeff Woods, the 2009 King James McCristal Distinguished Scholar in the College of Applied Health Sciences, has been studying how exercise affects the immune system. He has amassed a number of impressive results and outstanding contributions to the literature on physical activity, inflammation, and the immune response. He received his Ph.D. from the University of South Carolina in 1992.

Dr. Woods' research provides important evidence that will contribute to the public health message concerning the positive effects of exercise on inflammation-related diseases and conditions.

For example, in a recent study funded by the National Institute on Aging, Dr. Woods measured the response to the influenza vaccine in a group of previously sedentary older adults who engaged in moderate cardiovascular exercise for 10 months. Their response was compared to a group of older adults who were given flexibility

and balance training, but no cardiovascular exercise. Both groups showed similar peak responses to the vaccine, three to six weeks after the vaccination. The group that engaged in cardiovascular exercise, however, had higher levels of antibodies in response to the vaccine 24 weeks after the vaccine was administered. The antibodies were at levels that were still protective, which is important to weathering late-season flu outbreaks that commonly occur.

In addition to prolonging seroprotection, Dr. Woods was the one of the first to show that exercise can reduce adipose tissue inflammation related to obesity. His research has also demonstrated that exercise reduces chronic inflammation in older adults. His goal now is to identify the underlying cellular mechanisms that contribute to the positive impact of exercise on the immune response and inflammation. He also hopes to discover whether exercise-induced reductions in inflammation can attenuate feelings of sickness and depression that typically result from chronic illness.



EDUCATION

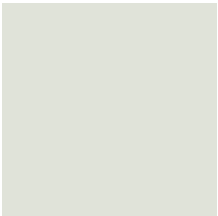
New Degree Takes Interdisciplinary Approach to Health

Health is not merely the absence of disease. The behavioral and lifestyle choices people make, the social and cultural factors that impact their daily lives, race, ethnicity, and the aging process all play a role in health.

Students at the University of Illinois now have the option of pursuing a bachelor's degree founded upon the premise that human health is too vast and complex to be addressed within the confines of a single discipline. The Interdisciplinary Health, or i-Health, degree encourages students to integrate knowledge related to health from the applied health sciences, food science and human nutrition, psychology, social work, anthropology, communication, education, history, and sociology.

Students may focus their studies on health and aging, health behavior change, or health diversity. The program prepares students to pursue further studies in a variety of health-related graduate and professional degree programs, or to assume leadership positions in organizations that address health issues.

The Bureau of Labor Statistics forecasts rapid employment growth in health-related fields, and with increasing populations of older individuals and people with disabilities, and growing concerns about the impact of physical inactivity, obesity, diabetes, and other chronic conditions on society, there is little wonder why. Graduates of the i-Health program, armed with a deep and interdisciplinary understanding of health and wellness, will be well-prepared to address the challenges to building healthy communities in the 21st century.



Sophomore **Lana Moy** is pursuing the i-Health degree as a precursor to medical school. Born with asthma, Lana's own experiences in dealing with the condition convinced her that "health" includes not only the physical well-being, but also psychological and social.



"When I was young, I didn't do much physical activity because of the restricted breathing, and I got heavy," she said. "It was hard to make friends because I couldn't play games with the other kids, and I was shy and introverted." By the time Lana reached high school, there were better ways of managing asthma, and all aspects of her health—physical, social, and psychological—improved. Now, this active and outgoing student is president of the i-Health student organization, called i-Heal, and the i-Health representative to the AHS Student Council. With her undergraduate focus on health behavior change and a medical degree, she hopes to focus her practice on youngsters with behavioral problems and eating disorders.

New Master's Degree Focuses on Chronic Disease

Chronic disease is the leading cause of disability and death in the United States, and accounts for the lion's share of health care expenditures. About 60 percent of adults aged 18 and older, and 90 percent of those aged 65 or older, have at least one chronic medical condition. It is possible, however, to prevent many chronic diseases.

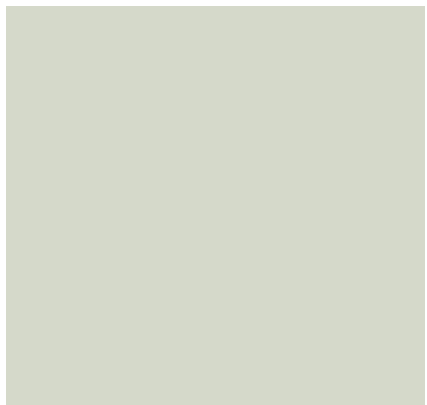
In 2009, the Department of Kinesiology and Community Health admitted its first cohort of students to the new Master of Public Health (MPH) degree program, which provides education and training in the core competencies of public health as it focuses on chronic disease prevention. "Chronic disease is often caused by lifestyle choices such as tobacco use, poor diet, and lack of physical activity," said **Dr. David Buchner**, Shahid & Ann Carlson Khan Professor in Applied Health Sciences and director of the MPH program. The MPH curriculum, therefore, pays particular attention to lifestyle modification.

Dr. Buchner, who was chief of the Physical Activity and Health Branch of the Centers for Disease Control and Prevention prior to joining the College, says the MPH program features a state-of-the-art curriculum in policy

and environmental approaches to chronic disease prevention, a strong commitment to interdisciplinary education and research that addresses issues such as health disparities, environmental justice, and social determinants of disease, and exceptional opportunities for students to study and work in community partnerships focused on smaller cities and their adjacent rural areas.

"As we develop the MPH program and pursue an interdisciplinary approach, we are working toward the option of dual degrees," Dr. Buchner said. "We want to meet the needs of students whose career paths benefit from training in more than one discipline."

Students also benefit from a longstanding tradition within the University of Illinois and the College of Applied Health Sciences of translating knowledge generated by research into real-world applications. The MPH program prepares students for community-level practice in the public health arena, in state or local health departments, for-profit medical care organizations, worksite health promotion programs, and such non-profit organizations as health foundations or community service organizations, among other settings.





Online Degree Meets Needs of RST Professionals

In February, the Department of Recreation, Sport and Tourism graduated the first group of students to complete its online master's degree in recreation, sport, and tourism management. The online master's, one of the first of its kind in the nation, was launched in Fall 2008 in partnership with the University of Illinois Global Campus. Within a year, the online master's program had enrolled 97 students and emerged as a shining star among the offerings of the Global Campus, which is being restructured. As part of that restructuring, RST assumed full ownership of the online degree.

Among the current students in the online master's program are people from across Illinois and from as far away as Alaska and South Korea who work for park districts, public schools, and college athletic programs, and who are in the military. The diversity of students is one of the aspects of online education that appeals to those teaching the RST courses, including:

➤ **Ryan Gower (Recreation Management)**

"The amount of peer-to-peer learning that takes place is incredible. Online courses bring together recreation professionals who have been in the field for 10 to 15 years with those who are perhaps three or four years into their careers."

➤ **Mike Raycraft (Sport Management)**

"I think we're really speaking to a new audience that we weren't reaching before, and I think that's a good thing. If we educate people on campus or online, what really matters is that it's done with integrity."

➤ **Carla Santos (Tourism Management)**

"Students really appreciate the hands-on nature of some of the activities that they do. It gets them away from the computer, out in the community, and looking at things from a different perspective."



A Student's Perspective

A parks and recreation professional for more than 12 years, Brent Wheeler is currently the superintendent of the Peoria, Illinois, Park District's RiverPlex Recreation and Wellness Center. He believes a master's degree will be extremely important should he decide to pursue a promotion to a director position. However, with a demanding professional position and two young daughters at home, Brent knew a traditional program was not feasible.

"The only way I could keep some semblance of balance in my life was to pursue the online RST degree," he said. "Since the University of Illinois is such a well-respected university, I thought it was the perfect fit."

Brent, who hopes to complete the program sometime in 2011, says he has been "absolutely thrilled" with the program thus far. Describing his overall experience as outstanding, Brent says he's grateful for the opportunity to secure his master's degree in recreation, sport, and tourism, adding that for him, the online program was the only realistic option.

"When combining the flexibility I have in managing my work load, the excellent instruction being given by the professors, and an online classroom curriculum that allows for peer-to-peer learning, I truly believe I am gaining a top-flight education," he said.

AT Grad Program Distinguished by Research

According to the U.S. Bureau of Labor Statistics, employment prospects for athletic trainers are good, especially in health care settings. A bachelor's degree is the minimum requirement for certification and practice, but certified athletic trainers often opt to increase their employment prospects by obtaining a master's degree. The Department of Kinesiology and Community Health's graduate program in athletic training stands out by offering a research-based master's degree in kinesiology with a concentration in athletic training, and clinical experiences that facilitate independent decision making. Depending on staffing needs, athletic training students at Illinois may gain clinical experience within 16 different sports spread across 10 state-of-the-art training rooms, wellness and rehabilitation centers, and laboratories.

"We give students supervision and support, but they are the go-to person. This develops the independence and interpersonal skills they'll need in a professional setting."

Steve Broglio
Director, Athletic Training Program



DEVELOPING CRITICAL SKILLS

According to last year's Senior Survey data, nearly 60 percent of students in the College of Applied Health Sciences sought out opportunities to become involved in faculty research. Undergraduate research experiences develop critical thinking and analytical skills that can enhance learning in the classroom, increase confidence, and facilitate success in graduate school or employment settings. Given the benefits of research experiences, AHS has expanded its Career Development and Leadership Awards Program to include funding for undergraduate research.

AHS Donors Support Student Research

The Career Development and Leadership Awards are funded by donations to the AHS annual fund. Students are able to apply each semester for up to \$500 for study abroad, up to \$250 for conference travel, up to \$75 for professional association membership, and up to \$250 for research.

In 2009, senior **Tyler Surma** received a Career Development and Leadership Award for Research. Tyler, who is pursuing the research track within the Edmund J. James Scholar Program, the College's honor program, is a kinesiology major in the athletic training program who intends to become an orthopedic surgeon. Believing that research experience would be helpful to him in medical school, he approached Professor Steven Broglio, director of the athletic training program and the Neurotrauma Research Laboratory.

"I asked him if there was something I could do, and he immediately started throwing out a bunch of ideas," Tyler said. "We whittled it down to three ideas, which I went home and researched, and I chose an investigation of the relationship between neck strength and the time it takes the head to recover from perturbations."

Tyler worked with graduate student Emily Oakley on a complex project involving isometric, plyometric, and sensorimotor training with therabands and physio balls, which were purchased with the money he received from the donor-funded Career Development and





Leadership Awards program. They had to develop their own neck strengthening protocol, which they administered to a dozen or so subjects recruited by Tyler. Because of disparities among subjects, they could report no significant results. Still, Tyler considered the experience extremely valuable.

“Even though the results weren’t significant, we did see what we wanted to see, which was that trained neck muscles did react to perturbation more quickly,” he said.

“I learned a lot about research, and have a thousand ideas about where we can go from here.”

Tyler will be in medical school next year, but he intends to stay in touch with Professor Broglio to see how the research develops. He describes his research experience as “irreplaceable,” and encourages all undergraduates to “go for it.” “I’ve done a lot of cool things, and met a lot of cool people,” he said. “It’s been an experience that I wouldn’t trade for anything.”

For his role in guiding Tyler through his research experience, Dr. Broglio will receive the very first Phyllis J. Hill Award for Exemplary Mentoring in the Edmund J. James Scholar Program. The award, made possible through the generous donations of alumni and friends of AHS, will be presented at the College’s spring meeting.



I-LEAP Receives National Award

The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) received a 2009 Outstanding Advising Program Award from the National Academic Advising Association (NACADA). The program, which is voluntary and free, uses mentoring, one-on-one counseling, tutoring, and workshops to help first-generation students, students from underrepresented groups, student athletes, and students from economically

disadvantaged backgrounds to achieve academic, personal, and social success. Named for Fighting Illini legend Mannie Jackson, who supported the program with a \$2 million donation, I-LEAP boasts a retention rate better than 98 percent, and I-LEAP scholars earn higher grade point averages and are less likely to be put on academic probation than their peers.

OUTREACH

DRES Posts Another First in Disability Services

Now in its 62nd year of operation, the Division of Disability Resources and Educational Services (DRES) has a long history of firsts, including being the first support program for students with disabilities to exist at the postsecondary level. When the new building housing the Beckwith program opens in Fall 2010, DRES will add another first to the list: operating the first university residence hall in the country to be equipped with SureHands technology.

Beckwith Hall opened in 1981 to house students with disabilities who need personal assistants to perform routine daily activities. Beckwith's mission is to help these students to gain the confidence, knowledge, and skills they need to transition to independent living in mainstream housing. The program, housed for nearly

30 years in a two-story building on John Street, is moving to an expanded and renovated Gregory Drive residence hall that will include technology designed to increase the independence of students with severe physical disabilities. SureHands is a system of lifts and tracks that will enable students who use wheelchairs to increase the activities they can perform independently, such as getting into and out of the bed and bathing.

In addition to participants in the Beckwith program, DRES served more than 1,000 students with disabilities across campus in 2009. The largest increase has been in the number of students with learning disabilities, Attention Deficit Hyperactivity Disorder, brain injuries, and psychological disabilities.



Outreach Efforts Benefit Individuals and Communities

Land-grant universities like the University of Illinois are charged with a three-prong mission: to prepare students for leadership through education; to contribute to the advancement of knowledge through research; and to share the benefits of education and research programs with the larger community through service.

The College of Applied Health Sciences shares its expertise through outreach to people with disabilities, individuals seeking fitness opportunities, and professionals involved in parks and recreation program planning and administration, with the goal of improving the health and well-being of individuals and communities.



Audiology Clinic

The Department of Speech and Hearing Science's Audiology Clinic began a major renovation project in May 2009. A completely redesigned hearing aid lab, a newly configured counseling area, and updated facilities that support both research and clinical service will benefit patients and their families, audiology students, and clinical research scientists alike. New equipment will afford students new and enhanced opportunities to learn and perform the latest diagnostic tests, and to apply state-of-the-art procedures for fitting hearing aids and for evaluating the benefits of hearing aids.

The Audiology Clinic was restructured to support a mentoring model of clinical education and service, in which the work of the clinic is guided by a team of clinical instructors rather than a clinic director. Dr. David Gooler, a professor in the Department of Speech and Hearing Science, supports the process as the clinical education and research coordinator.

Among the services provided by the Audiology Clinic are: diagnostics; fitting, dispensing, repair, and evaluation of a full range of hearing aids; provision of and training with assistive listening devices; education and counseling to promote effective communication strategies; and support for students who use hearing aids and assistive listening devices in coordination with the Division of Disability Resources and Educational Services. The clinic recorded more than 900 patient visits during 2009.

Robin Hall
LoriKay Paden



Office of Recreation and Park Resources

The Office of Recreation and Park Resources (ORPR) is the primary public engagement arm of the Department of Recreation, Sport and Tourism. ORPR serves elected officials, practitioners, communities, and organizations throughout the State of Illinois who are interested in developing and expanding their community recreation and park services.

ORPR staff, Director **Robin Hall** and **LoriKay Paden**, education and community services coordinator, combine many years of practical experience in the field of community parks and recreation with the various resources offered by the University of Illinois and Extension. In 2009, ORPR:

- Conducted 27 workshops for more than 2000 practitioners and community residents;
- Participated in three expositions/showcases attended by more than 7000 people;
- Conducted a membership survey for the Illinois Park and Recreation Association, which is a 2500-member professional association;
- Developed a report concerning land dedication ordinances. The report is based on information from a survey conducted by ORPR;
- Conducted a statewide survey of community park and recreation operations for the Illinois Department of Natural Resources (IDNR). Communities and agencies representing 74 percent of Illinois' population participated. This information assisted IDNR's Planning Division with the Statewide Comprehensive Outdoor Recreation Plan (SCORP), and was also used by the department's Grant Division;
- Visited and consulted with a variety of communities and agencies throughout the state. Many of these relationships will continue to exist into and beyond 2010.



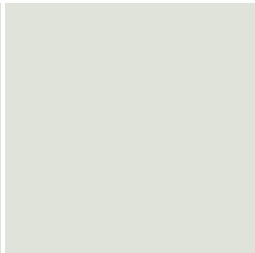
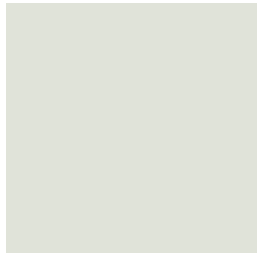
Speech-Language Pathology Clinic

More than 100 children and adults visited the Department of Speech and Hearing Science's Speech-Language Pathology Clinic in 2009, seeking consultations, diagnoses, and therapy for a variety of communication disorders. The clinic began working with clients referred by the Champaign County Mental Health Clinic last year, providing services and support to enhance pragmatic skills related to effective communication, such as eye contact and pitch changes. The clinic also began to work with children with autism.

Like the Audiology Clinic, the Speech-Language Pathology Clinic reorganized under a mentoring model of clinical education and service. **Dr. Julie Hengst**, a professor in the Department of Speech and Hearing Science, is the clinical education and research coordinator for the Speech-Language Pathology Clinic.

Clinical instructors and speech-language pathology students work to address communication impairments related to articulation, receptive and expressive language, phonological awareness, stuttering, apraxia, dysarthria, aphasia, Traumatic Brain Injury, cleft palate, and other conditions. The clinic also offers assistance with accent modification, a variety of group therapies, including ones focused on kindergarten readiness and social skills, and summer camps for children with communication impairments.

Dr. Julie Hengst
Gary Crull



Summer Sports Fitness Program

The Department of Kinesiology and Community Health (KCH) offered a newly revised Summer Sports Fitness Program in 2009, its 58th annual program. Expanding from a half day to a full day allowed the program to more than double its enrollment, to 250 children. **Gary Crull**, a teaching associate in KCH and director of the Summer Sports Fitness Program, said that for the first time, the eight-week program was able to use the indoor and outdoor facilities of the renovated Activities and Recreation Center (ARC), offering such new activities as rock wall climbing, kayaking, nutrition education, geocaching (high-tech treasure hunting), and a “bring your own wheels” event featuring inline skating, skateboarding, and cycling. By offering a wide variety of activities, the Summer Sports Fitness Program seeks to appeal to all ability levels and interests, and to guide children toward a lifetime of physical activity through positive and constructive interaction with peers.

Also new in 2009 was the addition of an academic component to the Summer Sports Fitness Program, which included some internships as well as opportunities for undergraduate students to earn academic credit by working with the program. Undergraduate staff members mentored 20 at-risk adolescents from Urbana-Champaign, who served as counselors to program participants. This aspect of the summer fitness program was supported through a federal “Working for Youth” grant, which seeks to provide young people with valuable employment experience.



ALUMNI

AHS Recognizes Four with Distinguished Alumni Award

Alumni of the College of Applied Health Sciences go on to make significant contributions within their communities in a wide variety of professions. In 2009, outstanding leaders in health care, education, and business were recognized as Distinguished Alumni at a ceremony held in October.

Dr. Deborah Blue :: Vice Chancellor, District-wide Planning and Educational Services Contra Costa Community College District, Martinez, California

Dr. Blue completed master's and doctoral degrees in speech and hearing science at the University of Illinois. As Vice Chancellor of Planning and Educational Services, she provides leadership and administrative oversight for all aspects of planning, educational services, communications, international education, and technology

services for three colleges in the Contra Costa Community College system. Dr. Blue is a member of the Workforce Development and Education Task Force of the Contra Costa Council, the P-16 Academic Task Force of the Contra Costa County Office of Education, and the Tri-City NAACP.

Dr. Mary Ann Carmack :: Department of Pediatrics Palo Alto Medical Center, Palo Alto, California

Dr. Carmack completed her bachelor's and master's degrees in kinesiology at the University of Illinois. She completed a Ph.D. at the University of Oregon before securing her M.D. degree from the University of Chicago. She is a member of the clinical faculty in pediatrics at Stanford, the Board of Directors of the Palo Alto

Foundation Medical Group, the Board of Trustees of the Palo Alto Medical Foundation, and the Board of Directors of the Lucile Packard Children's Hospital at Stanford. Dr. Carmack has published several articles on infectious diseases in Journal of Pediatrics and other leading journals.

Dr. John R. Seffrin :: Chief Executive Officer American Cancer Society, Atlanta, Georgia

Dr. Seffrin completed an M.S. in Health Education at Illinois and a Ph.D. in health education at Purdue University. He has been the CEO of the American Cancer Society since 1992, and is credited with revolutionizing the organization by integrating the ideas of prevention and health education into its mission. He spearheaded the creation of the Society's nonprofit, nonpartisan advocacy

affiliate, the American Cancer Society Cancer Action Network, and is its chief executive officer as well. Dr. Seffrin helped to create the National Center for Tobacco-Free Kids, now called the Campaign for Tobacco-Free Kids, and currently serves on the Advisory Committee to the Director of the US Centers for Disease Control and Prevention.

James R. Gillespie :: President and Chief Executive Officer Coldwell Banker Real Estate Corporation, Parsippany, New Jersey

Mr. Gillespie is a graduate of the Recreation and Park Management program of the Department of Recreation, Sport and Tourism, earning both bachelor's and master's degrees. He was a grade school teacher, coach, and YMCA director before entering the real estate business more than 30 years ago. He was one of the ten original executives chosen to head a residential affiliate when

Coldwell Banker began its franchise program in 1981. He has served as Coldwell Banker's president and CEO since 2004, overseeing marketing, operations, education, mortgage services, and field services for nearly 4,000 offices and more than 120,000 brokers and sales associates in 26 countries.



DRES Honors 2009 Scharper Award Recipients

Students with disabilities from all across campus access the services of the Division of Disability Resources and Educational Services. Each year, DRES and Delta Sigma Omicron honor two of the many DRES alumni who have made outstanding professional and personal contributions toward improving the quality of life for individuals and communities. In 2009, DRES and DSO honored alumni in the fields of nonprofit management and athletics.

Harold Scharper Humanitarian Award

James A. Kutsch, Jr.

President and CEO :: The Seeing Eye, Inc., Morristown, New Jersey

Dr. James A. Kutsch, Jr., who earned a Ph.D. in computer science at Illinois, is the first graduate of the The Seeing Eye, Inc., to serve as its president and chief executive officer. The Seeing Eye, Inc., provides specially bred and trained dogs to guide people who are blind, and instructs blind people in the use and care of these dogs. He was a professor of computer science at West Virginia University before joining AT&T, where he contributed to advances in PBX design, computer-generated speech, and the Unix PC. He served on the Board of Trustees of The Seeing Eye, Inc., for 10 years, and has been its chief executive since 2006. In 2008, he was recognized with an honorary Doctorate of Humanities from Rowan University for his lifetime service to people with disabilities, including designing the first talking computer.

Harold Scharper Humanitarian Award

Martin Morse

Olympic and Paralympic Coach :: University of Illinois, Champaign, Illinois

A former award-winning wheelchair athlete in track and field, road racing, and basketball, Martin Morse completed both bachelor's and master's degrees in kinesiology at the University of Illinois. A certified strength and conditioning specialist, he has coached Olympic and Paralympic wheelchair track athletes, resulting in more than 50 medals and numerous world records. He revolutionized the sport of wheelchair racing when he developed the "Illinois Para Backhand," a method for pushing a racing chair more efficiently. This led to his creation of a composite glove that continues to enhance performances and prevent injuries in wheelchair track and road racing athletes. Mr. Morse co-created the first aerodynamic model of a racing wheelchair using high-tech carbon fiber and mylar, which was unveiled at the 2002 Boston Marathon. He has served as a consultant on wind tunnel research and development of racing wheelchairs for the Center for Sports Innovation at the Massachusetts Institute of Technology.

“Through these events, I’ve learned that with hard work and commitment to yourself and your career, you can be as successful as you want to be.”

Melissa Pedraza, Senior
Department of Kinesiology and Community Health



Speaker Series Connects Alumni, Students

In its ongoing commitment to providing students with enriching educational experiences that link their academic work with post-graduation goals and aspirations, the College of Applied Health Sciences created the Alumni Speaker Series in the fall of 2007.

Alumni from all AHS disciplines have responded enthusiastically to the invitation to travel back to campus and share real-world advice and insight with students on topics such as networking, making the most of the undergraduate experience, and thinking creatively about career options. Their enthusiasm has been matched by that of the students who attend the events.

Last fall, panels focused on careers in the applied health professions and, in a session co-sponsored by the College of Business, on business and administrative careers in health, sport, and recreation. Through them, students met and interacted with AHS graduates:

Richard Anderson

President and Chief Executive Officer
St. Luke’s Hospital and Health Network, Bethlehem, Pennsylvania
B.S. Community Health 1969

Jon Cox

Safety Coordinator
DuPage Medical Group, Downers Grove, Illinois
B.S. Community Health 2003

Doug Dawson

President
Professional Pediatric Home Care, Greenwood Village, Colorado
B.S. Kinesiology 1988

Sandra Ettema

Otolaryngologist and an Assistant Professor of Surgery
Southern Illinois University School of Medicine, Springfield, Illinois
B.S. Speech and Hearing Science 1991;
M.S. Speech and Hearing Science, 1993;
Ph.D. Speech and Hearing Science 2002

Richard Grodsky

Executive Director
Elmhurst Park District, Elmhurst, Illinois
B.S. Recreation, Sport and Tourism 1977



REPORT

Thank you



The other day, I heard a news report about the outpouring of support after the earthquake in Haiti. Millions of dollars in donations had come in, the report said, with the average contribution being \$50. This story struck me for two reasons: first, I was deeply moved by the generosity shown. How heartening that even in these difficult economic times, we are able to open our hearts to those who are less fortunate than we are. The story also reinforced my longstanding belief that all donations, regardless of size, are important, and can have a mighty impact when added together.

Impact is what it's all about, no matter what institution or cause you're supporting. You want to know that your support is making a difference, that you've made wise philanthropic choices. Let me assure you, as one who interacts every day with students, faculty, and alumni, your support of the College of Applied Health Sciences makes a tremendous difference, and the return on your investment couldn't be higher.

Our students are bright and talented, eager to learn and to apply their learning to the betterment of society. Your support enables us to help them with scholarships and fellowships, to recognize their academic accomplishments through our awards programs, and to support their professional and academic growth with grants to conduct research, join professional associations, and attend scholarly conferences.

Our faculty is fully dedicated to the preparation of our undergraduate and graduate students for leadership roles in academia, health care, industry, and nonprofits. Our professors engage in research that changes lives, of individuals and communities. Your support enables us to reward excellent mentorship and scholarship, and to make sure our scholars have the best research facilities possible.

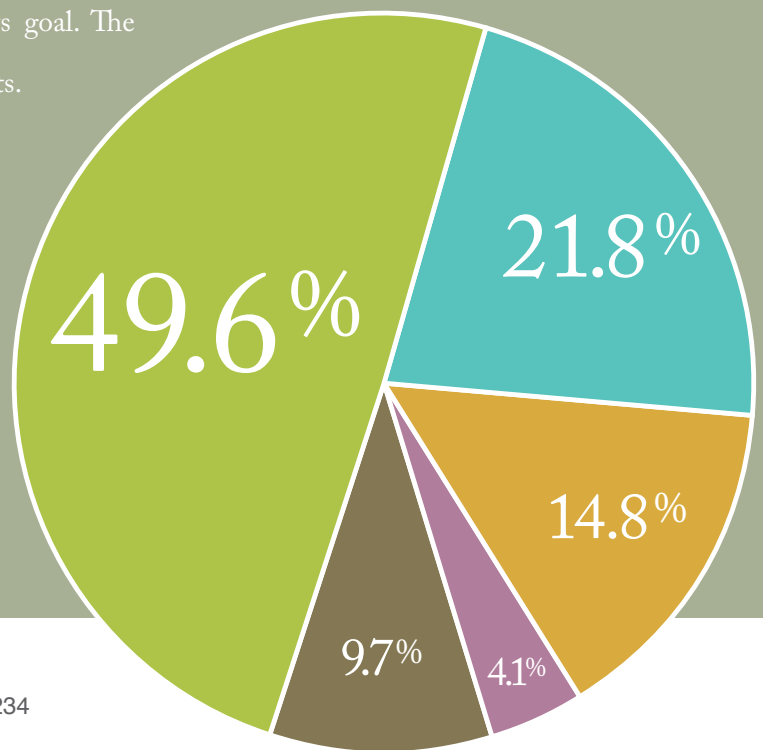
Our alumni are truly outstanding individuals, and they have fulfilled our highest expectations. They are leaders, in park districts, national nonprofit health-related organizations, hospitals and clinics, and business. Your support is an investment in future generations of high-achieving alumni.

Thank you so much for your generous support of the people, programs, and services of the College of Applied Health Sciences. We could not move forward without you. If you have not yet joined the ranks of our supporters, I encourage you to consider doing so. Your investment in AHS returns dividends that make the world better, and that's a mighty impact, indeed.

Sara Kelley
Assistant Dean and Director
AHS Office of Advancement

Brilliant Futures Campaign Update

Thanks to the generosity of alumni, friends, and other valued partners, the College of Applied Health Sciences continues to make steady progress towards its goal of raising \$20 million by December 2011. As of December 31, 2009, the college received \$17,076,166 which is 85.4% towards its goal. The chart below shows the source of these gifts.



	ALUMNI & FRIENDS	\$8,467,234
	FOUNDATIONS	\$3,721,049
	FAMILY FOUNDATIONS	\$2,519,350
	CORPORATIONS	\$704,060
	OTHER ORGANIZATIONS	\$1,664,473

Goal: \$20,000,000 (July 1, 2003 – December 31, 2011) Gifts received as of December 31, 2009 = \$17,076,166

Although every effort is made to ensure accuracy in the donor list, errors may occur. If we have omitted your name or listed your name incorrectly, please contact the Office of Advancement, College of Applied Health Sciences, 1206 South Fourth Street, Champaign, IL 61820; telephone (217) 244-6600.



DONORS

Private gifts play a critical role in our ability to enhance teaching, research, and outreach programs within the college that impact not only our students but also the health and wellness of our society. We are pleased to recognize those who have contributed to our progress during the fiscal year ending June 30, 2009. An asterisk designates members of the Chancellor's Circle during this time period.

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The College of Applied Health Sciences recognizes members of the University of Illinois Foundation Presidents Council for their commitment to strengthening the University's excellence. We are truly grateful to the following Presidents Council members who have provided significant lifetime contributions to the University and the College of Applied Health Sciences through gifts of endowment and to those who supported the college July 1, 2008-June 30, 2009 with an annual fund gift of \$100 or more:

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